

Interaction Strategies of Master Teachers in Indonesian Vocational Classroom: A Case Study

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ABSTRACT

Teachers are the foundation of a good education system and they are catalytic to nation building. In recognition of this, the Indonesian government had, in 2012, introduced a master teacher scheme under its teacher development initiatives to help identify the role model for the teaching profession. Under the initiative, teachers were selected as master teachers based on their performance in class and the learning experience they provided to their students. This study is an attempt to provide an in-depth understanding of interaction strategies, focusing on interaction management and elicitation techniques, employed by vocational English master teachers and the effects on the students. By employing conversation analysis (CA), two master teachers were selected, observed, and video recorded during formal teaching hours. Interviews were also conducted with the students to triangulate the data. The data went through a four-step analysis. The results showed that, in terms of interaction management, the teachers shared common strategies namely topic selection, topic shift, and turn taking—allocation of turn and nomination of turn taker. In addition, body language or paralinguistic featured in their communication together with code switching in English and Bahasa Indonesia. In terms of elicitation techniques, the teachers nominated individual students and asked the entire class to answer a series of open-referential and close-display questions. Besides, they posed questions repeatedly, approached students when asking questions, and posed follow-up questions. The student's reception towards the strategies was positive as they were keen to actively participate when they were given questions and opportunity to speak. The implications of this study suggest that teachers should implement such interaction management and elicitation techniques to enhance students' participation and create learning opportunities.

Keywords: master teachers; interaction strategies; interaction management; elicitation techniques; Indonesian vocational classrooms

INTRODUCTION

Teachers are the foundation of a good education system and they are catalytic to nation building. In recognition of this, the Indonesian government had introduced the National Education Blueprint for Smart and Competitive Indonesians 2005-2025 which prioritises the development of vocational education and training (VET) sector and focuses on increasing the number of vocational schools and improving the English communication skills of their graduates. This initiative was implemented to meet the high demand for young and skilled human capital by the industry. To achieve this goal, vocational schools need to be well equipped and one of the most important variables is the teaching staff the schools hired. In

this respect, competent teachers are needed and the government has positively responded to this need by introducing teacher development programs which focus on enhancing the competence of the teaching staff (Ministry of National Education 2005). Therefore, in 2012, the scheme of master teachers was introduced.

However, there are still growing concerns on the competence of Indonesian teachers. A number of studies have revealed that the teachers' lack of English language competence is a major problem in Indonesian English language classroom. These teachers were not able to promote effective interaction. As a result, the students failed to understand the lesson (Lie 2007, Marcellino 2009, Mattarima & Hamdan 2011, Zulfikar 2009). Li & Walsh (2011) aptly referred to this as a 'failure' in language classroom practices. The concern on vocational English teachers was again brought to fore recently after the government released the results of Teacher Competence Test or *Uji Kompetensi Guru* (UKG) 2012, a nation-wide test that assessed their language competence and pedagogical competency. The results revealed that the highest score was 77.50 while the lowest was 0.00. The average score was 37.00, far below the pass mark of 70.00 (Ministry of Education and Culture 2012).

The present study is initiated in line with these concerns. This study examines English master teachers because they are the *crème de la crème* in the teaching profession, who are supposed to lead the others and give the best learning experience to the students to enable them to be on par with global workforce standards (Ministry of Education and Culture 2012, Ministry of National Education, 2005). Their teaching ought to be different from the general teachers.

Studies on master teachers in the global context (Castejon & Martinez 2001, Chiang 2006, Li & Walsh 2011, Noraini, Azliza Haniem & Nambiar 2013, Schempp, Tan & McCullick 2002, Rido, Noraini & Nambiar 2014, Tsui 2003, Xuerong 2012) have revealed their distinctive classroom interactions. They foster interaction by encouraging the students to express their own voices in the classroom. However, studies on English master teachers in the Indonesian vocational context are still at its infancy. The present study is an effort to fill the gap in the existing literature.

To this end, this study was guided by the following research questions:

- 1) What are the interaction management and elicitation techniques utilised by English master teachers in Indonesian vocational classroom?
- 2) What are the effects of the utilisation of the strategies on the students?

ENGLISH LANGUAGE TEACHING IN INDONESIA

English was taught as a subject within the context of the Indonesian education system in 1950 and implemented at secondary levels throughout the nation. According to Bire (2007), Lie (2007), and Ministry of Education and Culture or MOEC-RI (2012), Indonesia has implemented ten curriculums which included English over a period of 63 years from 1950 to 2013. During this period the curriculum has been revised nine times with major revisions occurring in 1962, 1975, 1984 and 2004.

In the 1950 and 1958 curriculums, the objective of English language teaching was to enhance reading skills and to help Indonesian students to deal with English academic textbooks. The teaching materials consisted of lessons of grammar and the method used was grammar-translation. The first revision in 1962 relooked this objective to focus on enabling students to read library collections in the form of books and other printed materials in English. The content of the lessons was reading and structure while the teaching approach was direct method. Another revision was undertaken in 1975. The 1975 revision focused on enhancing students reading ability to prepare them for tertiary education. In addition, the teaching was

also intended to develop students' listening and writing abilities. The curriculum employed an eclectic approach. The 1984 and 1994 revisions in the curriculum expanded the objective of English teaching to enabling students' ability to use English for reading, speaking and writing essays with an emphasis on structure, vocabulary, pronunciation and spelling. Finally, the 2004 and 2006 revisions focused on building students' ability to communicate in English, both in oral and written forms.

More specifically in the Indonesian vocational context, the objectives of the teaching of English in 2006 curriculum are to enable learners to be novice communicator (grade 10), elementary communicator (grade 11), and intermediate communicator (grade 12). Learning English is always associated with globalisation where the nation needs to perform on the global stage for the sake of the economy (Di Grapello, Kruse & Tandon 2011, Lauder 2008). Thus, this changing role and the growing of importance of English have created new purposes and new needs for learning English mainly by young Indonesians who have previously regarded and learned English as a foreign language for communication purposes. For young Indonesians, mainly vocational school graduates, Lie (2007) and Di Grapello, Kruse, & Tandon (2011) state that besides technical skill, English communication skill is highly demanded by employers.

In recognition of this, the English communication skill is emphasised in the 2005-2025 Blueprint (Ministry of National Education 2005). Vocational school students are, then, required to sit for TOEIC and score at least 400 (990 is the highest possible score) or achieve an intermediate level in the third year of their study. At this level, students are expected to be able to initiate and maintain predictable face-to-face conversations and satisfy limited social demands. The national goal for vocational school graduates' TOEIC score is 40% by 2015, 60% by 2020, and 90% by 2025 (Ministry of National Education 2005). In order to achieve these goals, English vocational school teachers have been using the Communicative Language Teaching (CLT) approach which puts great emphasis on promoting the development of functional language ability through learners' participation in communicative events. Its focus is more on learners (Savignon 2007), and highlights fluency rather than accuracy, language functions rather than structures, and oral rather than literary competence (Griffiths 2011).

CLASSROOM INTERACTION STRATEGIES

This study investigates master teachers' classroom interaction strategies, focusing on interaction management and elicitation techniques. This study is of significance since teachers have a dominant role in guiding and facilitating the students throughout the lesson (Walsh 2006, 2011). Meanwhile, interaction management and elicitation techniques are essential in second/foreign language (SL/FL) classrooms as they contribute to effective and interactive teaching (Xuerong 2012).

Walsh (2006, 2011) explicates that interaction in SL classrooms is mostly monopolised by teachers. Teachers control both the content and the structure of the teaching and learning process. The interaction management can be seen from the way teachers manage the topic and turn-taking, decide who speaks, when, to whom, and for how long. This also includes teachers' interruptions and topic switch. Meanwhile, Xuerong (2012) divides interaction management in FL classrooms into code, emotional, and managing strategies. In her study, code refers to medium of instruction in the classroom which consists of native and target languages. Emotional strategies comprise some features such as using jokes, maintaining eye contact with learners, and using non-verbal gestures—facial expressions and hand gestures. Meanwhile, managing strategies include choosing topics which are related to

students and encouraging students to be involved in classroom activities. These strategies give opportunities for students to speak in class using the target language.

The next interaction strategy is elicitation techniques. According to Walsh (2006, 2011) the most common technique of elicitation is questioning. Questioning is used to obtain answers and promote interaction in the classroom. Through his review of various studies, Walsh suggests that teachers use appropriate question types to suit their pedagogical goals. If the teachers' intention is to encourage more discussions from the learners, a series of open-referential type of questionings are recommended. However, to elicit understanding of particular information, close-display questioning can be used. Xuerong (2012), in turn, divides elicitation techniques into questioning planning and controlling strategies. The questioning planning strategies comprise posing open-ended and follow-up questions as well as asking for supporting data or evidence. The questioning controlling strategies consist of phrasing questions then calling on the learner, calling on specific learner to answer questions, selecting learners randomly, asking questions to the entire class, encouraging learners to consult their classmates before answering questions, encouraging learners to initiate questions, repeating question when there is no response, modifying the question when it is not understood, and moving closer to learners when asking questions. These strategies are able to promote participation and oral fluency.

RESEARCH METHOD

The value of this study is that it aims to provide an in-depth understanding of interaction strategies, mainly interaction management and elicitation techniques, employed by master teachers of English language in the Indonesian vocational classroom and its effects on the students. Thus, this study employs a qualitative design (Curtis & Curtis 2013). As this design requires direct contact with the participants under investigation (Creswell 2007), the researchers went into the classroom and captured the master teachers' teaching practices through video-recordings. Semi-structured interviews were also conducted to elicit students' responses.

THE PARTICIPANTS

Two master teachers (MTs) of English language were selected to participate in the study based on specific criteria. They must have attended a master teacher colloquium and received a professional teaching certificate by MOEC-RI in addition to holding bachelor degrees in English education. The teachers had to have at least 10 year teaching experience as this is an important attribute of teacher quality (Suharti 2013) and master teachers usually have 10 years or more experience (Jacobs, Gregory & Hoppey 2009, Noraini, Azliza Haniem & Nambiar 2013). Finally, these teachers had to be recommended by the school authorities and teacher colleagues.

Master Teacher A has been teaching English for 16 years. She gained a degree in English language education from a state university in Indonesia in 1996. In 2000, she joined a fishery and agriculture stream vocational state school in Lampung Province. She has been teaching grades 10, 11, and 12 students majoring in automotive and computer engineering for 13 years. Besides teaching, she actively attends training programs, conferences, and seminars locally and internationally both as a speaker and a participant. She has some accomplishments such as teacher certification, winner of state English teacher debate competition in 2007 and vocational English teachers' excellent award in the Province in 2008. Those accomplishments led her to attend a national master teacher colloquium sponsored by the government where she was awarded as second best participant. She is now the head of

English department at the school, the secretary of English Teacher Working Group or MGMP, and a teacher-trainer in the regency. Teacher A's classroom under investigation was grade 11 automotive engineering students comprising 33 males and 2 females. Teacher A described her students as novice learners since 80% out of 35 students in the classroom had low proficiency in English. All the students were from villages around the capital of the regency where English was not widely spoken. As Teacher A told the researchers, she tried hard to promote to her students the importance of English for their future careers since most of them planned to work for industries right after completing their studies.

Master Teacher B is an English teacher in an engineering stream vocational school in Lampung Province and has been teaching English for 32 years. She completes her degree in English language education from a state university in Indonesia. She has been very active participating in national training programs and seminars conducted by MOEC-RI, representing the school and local government, including the national master teacher colloquium. She is now a senior teacher at the school, teaching grades 10 and 11 students. Teacher B's classroom under investigation was a grade 11 computer and networking engineering class which comprised of 16 male students and 15 female. Teacher B described her students as 50% elementary and 50% intermediate learners. In a TOEIC-like test conducted in the second week of semester 1 academic year 2013/2014, it was reported that 15 out of 31 students scored higher than 400/990, the national standard score. As Teacher B informed the researchers, most students loved English subject.

THE PROCEDURES

Data were collected through observations, video recordings, and interviews. Two English lessons of 180 minutes and 120 minutes by two vocational English master teachers were observed between July and August 2013. The lessons were also video recorded using a video camera positioned at the back of the classroom by one of the researchers. Semi-structured focus group interviews with 12 students were conducted and audio-recorded right after the lessons to elicit their perceptions toward the strategies used by the teachers.

These data were analysed using a procedure namely Conversation Analysis (CA). The data analysis involved four major steps: (1) observing and video recording the classroom interaction, (2) transcribing the data into written text (verbatim transcription), (3) coding the data (open and focus coding), and (4) presenting the findings.

RESULTS

This study is an attempt to discover interaction strategies utilised by Indonesian master teachers of English language within the context of vocational classroom. It looks at two strategies namely interaction management and elicitation techniques. It also examines the effects of the utilisation of the strategies on the students. This section presents the results of the study. To capture the essence of the findings, extracts will be re-presented, where necessary.

MASTER TEACHERS' INTERACTION STRATEGIES

INTERACTION MANAGEMENT

Based on the results of observations, the most striking features are that the role of the teachers and the students are not equal. The MTs controlled the interaction management by managing topic conversation and turn-taking while the students direct responses. The emerging themes are presented in Figure 1 below.

FIGURE 1. Interaction Management of the MTs (Adapted from Xuerong 2012, Walsh 2011)

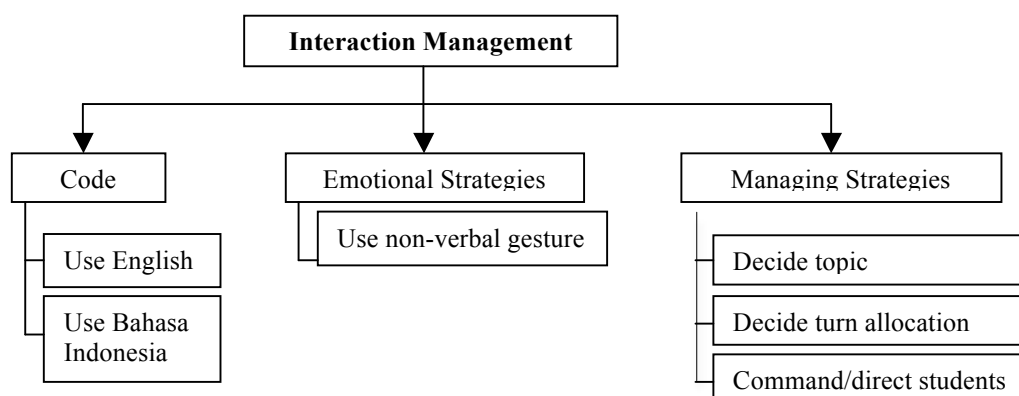


Figure 1 above shows the most common features of interaction management employed by the MTs in the classroom. Teacher A and B decided on the topics, who spoke and when to stop. They also controlled the direction of the discussion, used body language, and used both English (target language) and Bahasa Indonesia (native language) in the classroom.

The first extract from video recording below (Teacher B/VID 2) shows how the MTs introduced the topic of the lesson to the students. The topic was announced in a positive sentence when the class had just begun.

Extract 1:

1	T:	[the class begins and the teacher distributes a set of handout
2		which takes around 3 minutes]
3		Ok good morning everybody
4	SSS:	Morning
5	T:	Are you ready to study?
6	SSS:	Yes
7	T:	Ok now eee (.) our topic today is yes no question (.) do you
8		know what I'm talking about?

Teacher B started the class by distributing a set of handouts (lines 1-2) and greeting the students (line 3). Then, to get students' attention, she asked the entire class if they were ready for the lesson (line 5). The students responded by saying 'yes' (line 6). Right after that, she set up the lesson framework by announcing the topic of discussion in a form of positive sentence "our topic today is yes no question" (line 7).

Besides deciding the topic, it is clear that contribution of each student was controlled by the MTs. They decided who speaks during the lesson. The sample of the data can be seen in extract 2 (Teacher B/VID 2) below.

Extract 2:

180	S2:	No she is not (.) but she is a doctor
181	T:	Good (.) full stop (.) Anggun (.) and then (.) Dwi ya (.)
182		number two (.) [approach the students] Anggun first

Teacher B instructed the students to practice a dialogue. In line 180, S2 ended his part of dialogue "no she is not (.) but she is a doctor". Then, in line 181 Teacher A gave her positive feedback by praising S2 "good", followed by a command "full stop", indicating his

turn has ended. After asking the students to stop, in lines 181-182, she nominated other students to continue the dialogue “Anggun (.) and then Dwi ya”.

In addition, body language featured in their communication together with code-switching in English and Bahasa Indonesia. Bearing in mind that this is an Indonesian classroom where the medium of instruction is Bahasa Indonesia that was not surprising. Here, code-switching was commonly used while describing something in details and giving instructions (Teacher A/VID 1).

Extract 3:

339 T: **warnanya agak-agak merah gitu (.) buat kerokan** <the
340 *color is rather red (.) it is to scratch your back* > [act as if
341 she holds a coin and scratches it to someone’s back] **if you**
342 **like collecting coin (.) that is nice (.) dapet koin dari**
343 **negara mana gitu** <get the coin from overseas> [smile]

Teacher A was explaining hobbies like collecting stamp and coin. In line 339 she described the characteristics of old coins in Bahasa Indonesia “*warnanya agak-agak merah gitu (.) buat kerokan*”. In lines 341-342, she used English to tell the students the joy of collecting coins “...if you like collecting coin (.) that is nice”. Again, in lines 342-343, she continued by code-switching between English and Bahasa Indonesia “*dapet koin dari negara mana gitu*”. While explaining to the students, body gestures featured in lines 340-341.

In the extract that follows (Teacher A/VID 1), there is clear evidence that the teachers controlled the direction of discussion. Discourse markers were used to signal the transition.

Extract 4:

665 T: **ok (.) sit down please (.) ok (.) that will be the last (.) now (.)**
666 I want you to work in a pair (.) *tugas berpasangan*

A group of students practiced their dialogues in front of the class and when they had finished, Teacher A, in line 665, used the transitional marker “ok” followed by an instruction “sit down please”, indicating that she wanted the students to end the dialogue. She used the discourse marker “ok” again before a statement “that will be the last” in line 666, indicating that it was the last turn for the activity and she wanted to move to the next activity. After the statement, the discourse marker “now” was used followed by an instruction “I want you to work in a pair” in line 666.

Apart from some similarities discussed earlier, both master teachers also show their uniqueness as individual teachers. The findings show that, unlike Teacher B who was very serious, Teacher A joked during the lesson (Teacher A/VID 1).

Extract 5:

570 S: Swimming
571 T: Where do you usually go swimming? **empang (l) <fish**
572 **pond>** which swimming pool? [approach one student]
573 SSS: [laugh]

Teacher A was discussing about hobbies with the students. In line 570, one student said that he loved swimming. In lines 571-572, Teacher A asked “where do you usually go swimming? *empang (l) <fish pond>*”. Here, Teacher A used the Indonesian word *empang*, which refers to a kampong style fish pond. The students thought it was so funny and they laughed in line 573.

As for Teacher B, this study indicates that during the lesson she regularly challenged the students to respond to her questions (Teacher B/VID 2).

Extract 6:

84	T:	Ok (.) who can answer? ya (/) the answer (.) who can
85		answer? [raise her hand and show a marker]
86	S:	[raise hand]
87	T	Arul

In above extract Teacher B and the students were discussing various types of questions and she wanted them to actively participate in the classroom. After posing a question, in lines 84-85, she invited the entire class to bid her question “who can answer?” followed by raising her hand and showing her marker. When one student raised his hand in line 86 to answer, Teacher B called out his name “Arul” in line 87 and allowed him to take his turn.

ELICITATION TECHNIQUES

The results of the observations show that the MTs’ classrooms were dominated by question and answer routines, with the teachers mostly asking, while the students answering the questions. Questions has been found to adhere to not only the form (*who, what, where, how, and why*), but also the function as indicated by the raising intonation at the end of the structure. There are also *yes/no* questions and questions with ‘modal’. The emerging themes are presented in diagram (Figure 2) below.

FIGURE 2. Elicitation Techniques of the MTs (Adapted from Xuerong 2012, Walsh 2011)

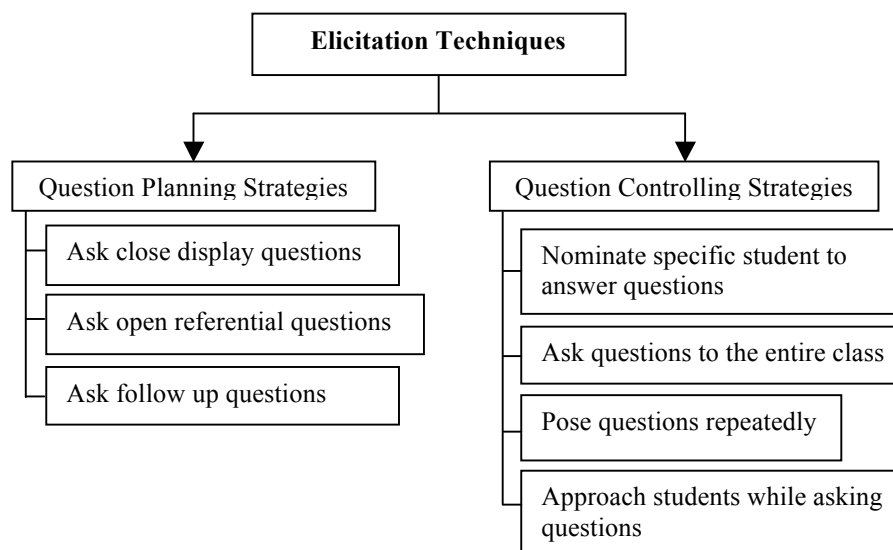


Figure 2 above reveals that Teacher A and B posed display and referential questions to both individual students and the entire class during the lesson. In addition, they approached students when asking questions, asked follow up questions, and posed questions repeatedly.

In the following extract, there was a series of question-answer exchanges between the MTs and the students on the topic namely hobbies. The MTs’ tendency to use questions to encourage the students to give their verbal response was not only through *wh-* or *yes/no* questions but also from the raising intonation at the end of their utterances (Teacher A/VID 1).

Extract 7:

- 128 T: A little, not very much? a little (.) **who likes playing games**
 129 **very much?** (.) *siapa yang doyan banget main games?*
 130 SSS: [silence]
 131 T: **Do you love playing games very much?** [approach one
 132 student]
 133 S: Yes
 134 T: Ee (.) **how many hours do you usually spend in a day?**
 135 S: Two (.) two hours
 136 T: **Two hours (.) not thirty six hours (/)**
 137 S: No
 138 T: **Like the China man (/)**
 139 S: No I'm not

Teacher A and the students were discussing a reading text about hobbies. After the students finished reading the text, Teacher A posed a series of open referential and close display questions. In line 128, Teacher A posed questions about favorite games to the entire class “who likes playing games very much?” In line 129, she repeated the same question in Bahasa Indonesia “*siapa yang doyan banget main games?*” However, there was no response from the students. Since there was only silence, she nominated one student to answer the question. In line 131, she modified the question, “do you like playing games very much?” and approached the student. In line 133, the student gave his response by saying “yes”. In lines 134, 136, and 138, she posed follow up questions which only need short responses to the same student. The student gave his short answers in lines 135, 137, and 139.

The following extract also demonstrates that the MTs posed a number of closed-display, open-referential, and follow-up questions to the entire class. The MTs commonly combined *wh-* and *yes/no (do)* forms of questions. However, the students’ generally gave short response (Teacher B/VID 2).

Extract 8:

- 112 T: Ok (.) why do you say (.) **why the answer is she here?**
 113 [point out the words written on the whiteboard]
 114 SSS: [inaudible]
 115 T: Because (.) **because the teacher is a (/)**
 116 SSS: Woman
 117 T: So we use she (.) **what about if the teacher is a man?**
 118 SSS: He
 119 T: Yes, you can answer by he (.) *ya kan (/) bisa kan (/) <can*
 120 *you?>* **what about this one ?** [point out another word
 121 written on the whiteboard] the students are (.) the students
 122 SSS: They
 123 T: *Habis <finish>* ya (.) now (.) **why does Harun answer by**
 124 **using two sentences? do you know why?** [point out the
 125 words written on the whiteboard]

The above extract reveals that Teacher B posed a series of open referential questions to the entire class. Here, she posed various types of more genuine and open-ended questions to promote discussion and debate. In lines 112 and 123-124, she posed *why* and *yes/no (do)* questions while in lines 117 and 120 she asked ‘what about’ questions. Referring to the types of questions, it seems that she expected longer responses from the students. The students only gave one word choral responses in lines 118 and 122. Besides those questions, in line 115, she raised her intonation at the end of the utterance to indicate the formulation of question.

The raise of intonation at the end of her utterance with incomplete ending was actually a signal for the students to complete the turn. The students also gave a short answer in line 16.

THE EFFECTS OF UTILISATION OF THE STRATEGIES ON THE STUDENTS

This section presents the students' response toward the effects of the utilisation of the master teachers' interaction strategies on them. Results of interviews show that the students gave positive response toward the use of the strategies. In terms of interaction management, the students acknowledged the usage of English and Bahasa Indonesia as the medium of instruction in the classroom.

Extract 9:

S1: I prefer English, English better. But something, some friends they don't understand. Seventy thirty okay.

The above extract reveals that the students were aware that the teachers used English and Bahasa Indonesia during the lesson. They understood that Bahasa was used as the teachers wanted to clarify their explanation to the students.

Next, in response to the turn-taking strategies utilised by the teachers, the results demonstrate that the students preferred to be selected rather than self-select themselves.

Extract 10:

S2: *Biasanya ibu guru tiap pertemuan selalu bawa bola kertas dan melemparnya ke kami supaya kami buat ngomong* <Teacher usually uses the paper ball and throws that to us in order to make us speak>. *Enak malahan biar lancar* <it is good to improve our English>. Everyone gets opportunity to speak. *Kami lebih suka seperti itu* <we like her method>, *lebih suka ditunjuk karena malu* <we prefer to be nominated by the teacher because we are shy>.

In addition, another student said:

Extract 11:

S3: She gives us opportunity to tell our ideas. For example, for example before that I give my idea, for example about verb two and the example from Harun is giving the example about the difference about what is and what does.

Extracts 10 and 11 show that the students agreed that the teachers basically controlled the class discussion. They also realised that during the lessons, the teachers wanted them to deliver ideas, ask questions, and give examples. They were just shy, but willing to speak when they got their turn. They felt that the strategies made them practise their English and improved their oral fluency.

Moreover, in relations to elicitation techniques, the following is the students' responses. They affirmed that:

Extract 12:

S4: *Biasanya ibu guru buat pertanyaan* <teacher usually poses questions> *tujuannya ngelatih kita biasa ngomong Inggris* <to make us practice our English>. *Supaya dia tau kalau kami faham atau nggak, misalnya dia tanya* 'do you understand?' <to ensure that we understand the materials at hand, for example she asks "do you understand?">.

Another response is shown in the next extract.

Extract 13:

S5: Teacher asks to all students for the students to understand the lesson and to asking about if the students have a question if they don't understand.

From extracts 12 and 13, it is implied that the MTs posed a large number of questions to them and they were aware that the questions were posed to ensure their understanding towards the materials at hand. In addition, the MTs wanted to hear their verbal response using the target language.

DISCUSSION

The study investigates the interaction strategies focusing on the interaction management and elicitation techniques employed by two English language master teachers of vocational classrooms in Indonesia and the effects on the students. The results have indicated that Teachers A and B used a number of common strategies during the lesson.

In terms of interaction management, the findings reveal that the teachers decided the topic of the lesson. In this study, the topic was always verbally announced by the teacher in the introductory part of the lesson. Domizio (2008) stated that announcement of the topic of lesson is important in the introductory part of teaching so then the students know what to learn. Richards (2011) and Walsh (2006, 2011) claimed that teachers have a dominant role to control topic of the lesson in SL classrooms as it is related to their pedagogical goals as stated in the learning syllabus.

The results of the study also show that the teachers controlled the direction of discussion. They managed the distribution of the turn-taking—allocation of turn and nomination of turn taker. Walsh (2011) asserted that this is a common scenario in the SL classroom since these strategies enable the teachers to manage students' learning and contribution. Xuerong (2012) also posited that it is the teachers who have to encourage their learners to participate by speaking up in classrooms. However, Emanuelsson and Sahlstorm (2008) emphasised that although participation is highly encouraged in learning, teachers still need to control the content and flow of the class.

Teachers controlled the move of one phase to another phase and managed the topic shift as well. As a lesson is a continuum of moves which comprises opening, body, and closing, therefore, according to Chaudron and Richards (1986) transitional markers are used as the indicators of continuation of the direction of discussion. This is because in FL classroom, learners need to be helped and guided in a learning activity (Walsh 2011). This will help learners follow the lesson and comprehend the materials at hand.

Furthermore, the findings reveal that both English and Bahasa Indonesia were used as the medium of instruction, thus, code-switching regularly took place in the classroom. In this study, code-switching strategy was used by the teachers when giving explanation, example, and instruction. According to Richards and Rodgers (1986) in FL language teaching, both native and target language can be used. Teachers can utilise a balanced usage of two languages in certain situations such as to highlight important points, clarify meaning, and attract students' attention.

The next results show that the teachers used non-verbal gestures during the lesson. The most common non-verbal gesture used was body gesture; it is by waving hands and moving fingers. Singelis (1994) believed that the use of non-verbal communication like body gestures has a critical role in FL classroom especially for low proficiency students as it is an

effective means to negotiate interaction. It is to compliment verbal language (Knapp and Hall 2006).

Besides that, the study also finds that, unlike Teacher B, Teacher A created some jokes during the lesson since most of her students were novice learners. According to Moskowitz (1968), teachers can create jokes because it is effective to release tension in the classroom and lower students' anxiety. Stroud (2013) also believed that humor can increase willingness to participation and enjoyment in learning.

On the other hand, Teacher B was also unique in the sense that she frequently invited the students to respond to her questions because many of her students were intermediate learners. Arikan and Sarac-Suzer (2008) said that student self-initiation normally occurs in a classroom with adult or proficient learners. Nevertheless, Brosh (1996) elaborated that effective FL teachers need to be able to maintain interest and motivation of students to be active and use the target language in the classroom by offering or providing opportunity for them to voice their ideas.

In terms of elicitation techniques, this study reveals that the teachers posed display and open-referential questions to both individual student and the entire class. In this study, the most common types of open referential questions were those starting with *what* or *what do you think*, *how*, and *why*, while, close display questions were mostly those starting with verbs like *do* and *have* as well as to be *is* and *are*. According to Walsh (2006, 2011) and Xuerong (2012), display questions are posed to check students' understanding toward the materials at hand and to give opportunities for students to use the target language in the form of response. Meanwhile, referential questions are posed to get longer response. Follow up questions are to invite for further discussion and extent learner's contribution. However, in her study, Tsui (1996) in Walsh (2011) found that an increase of the use of referential questions do not necessarily result in longer and better learner responses. In principal, Walsh (2006, 2011) and Xuerong (2012) explained that besides to obtain answer, posing question in various ways and manners is to increase opportunities for meaningful participation and interactive learning. Xuerong (2012) added that as the nature of question is to initiate response, questioning is found to be effective as a means of getting students to speak out and promote oral fluency. After getting questions, students may directly reply, ask for help, or ask for more time. This is able to facilitate involvement which fosters learning.

This study also demonstrates that the students responded to the strategies used by the teachers positively. They waited for their turn because they were shy. Though, they were willing to give responses when they were asked and given the opportunity to speak. According to Exley (2005), Asian students have more passive, compliant, and unreflective characteristics. Khmakhien (2012) and Wilhelm and Pei (2008) found that Asians, especially Thai and Chinese learners, prefer to listen in the classrooms. This is to show respect to their teachers. Similarly, Pikkert and Foster (1996) stated that Indonesian students are passive, quiet, and shy due to cultural influence and low English proficiency. However, they are well-behaved and willing and wanting to learn. Thus, particular strategies are needed to teach students with such characteristics.

The results of this study are in line with findings of studies that posit that master teachers foster interaction by encouraging the students to speak and stimulating them with questions which promote learning (Castejon & Martinez 2001, Chiang 2006, Noraini, Azliza Haniem & Nambiar 2013, Rido, Noraini & Nambiar 2014, Xuerong 2012). In the Indonesian context where the students are relatively passive due to cultural influence and having low English proficiency, the interaction strategies employed by the master teachers facilitate learning and create learning opportunities.

CONCLUSION AND IMPLICATIONS

This study investigates interaction strategies focusing on interaction management and elicitation techniques utilised by master teachers of English language within the context of Indonesian vocational classroom. It also examines the effects of the utilisation of the strategies on the students. The findings reveal that Teacher A and B shared a number of common interaction management and elicitation techniques. The students felt that the strategies used by the teachers promote learning. They were keen to actively take part in the classroom activities when they were given questions and opportunities to speak.

This study has some implications. Generally, the findings of this study can act as an informative tool or a reflection through which everyone can see what goes on in complex classroom situations. More specifically, the data gathered from this study can provide an *emic* view of master teachers' classroom practices in the Indonesian vocational context. In other words, this study may contribute to the body of FL/SL teacher professional knowledge in terms improving teachers' professional development program and excelling learners.

However, the results of this study cannot be generalised as it is a contextualised case study which involves only two master teachers from two different vocational schools in Lampung Province, Indonesia. In other words, in terms of participant involvement, school participation, and geographical scope, the numbers are considered small. Finally, it is important to note that this article reports on a part of a larger study and has only focused on English master teachers' interaction management and elicitation techniques in the Indonesian vocational context.

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