CLASSROOM INTERACTION AMONG ENGLISH TEACHER AND HIGH ACHIEVER STUDENTS' AT SMA IT IQRA KOTA BENGKULU

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Abstract

Based on interaction theory, classroom interaction between teacher and students is very important in supporting students' achievement. Therefore, the purpose of this research was to find out how the classroom interaction between English teacher and high achiever students. The method of this research is qualitative and the subjects of research were the two high achiever students of XI IPS 2 classroom. The results of this research show that the collaborative learning method was applied by the teacher in the teaching learning process. During the implementation the method the teacher teaches the students by giving a topic to be discussed and the teacher facilitates the students by allowing the use all media which relates to topics such as mobile phones, books, internet accessing to discuss the topics given. The data shows that it creates the good classroom atmosphere so all students looked motivated and confidence. However high achiever students looked more active answering the questions and perform in front of the class.

Keywords*: Classroom interaction, English Teacher, High Achiever Students,*

Introduction

Communication in the classroom can be built through interaction. According to Brown, interaction is that the collaborative exchange of thoughts, feelings, or ideas between two or more people, leading to reciprocal effect on one another.[1] Accordingly, the classroom is the place where teachers and students or learners come together and language learning is supposed to happen.

Classroom interaction is the teacher and students build relation to communicate each other to reach the purpose of language learning. As stated by Allwright and Bailey, classroom interaction has to be managed by teachers and students, not just by

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[1] Brown, H. D. (2000). *Teaching by Principles* (3rd ed.). London: Longman. P. 212.

the teacher because interaction is obviously not something you just do to people, but something people do together, collectively.[2]

Familiar forms of interaction, fun and full of kinship between teachers and students are very beneficial for students because it will become a model in the daily life of students with his friends and environment. Here indispensable performance of teachers in educating students through educational interaction in the learning process. A success will be achieved when running with good communication patterns between teachers and students during the learning process. As stated in Issues Law Number 20 Year 2003 concerning the National Education System clearly confirms that the aim of National education is to develop the potential of students to become human beings who believe in and have faith in God Almighty, have good morality, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen.[3] Accordingly, as the EFL students who learn English, it is not enough to be just smart in the language aspect used while communicate, but it must include being a good student who have faith in God Almighty, have good morality and also be creative to achieve the learning objectives.

English has been taught at every level of education in Indonesia as the foreign language (EFL), and then the teacher's ability to manage the learning process largely determines student achievement. As according to Purwanto, factors that can affect learning achievement include: (1) factors that exist within the organism itself which can be called individual factors, such as maturity / growth, intelligence, exercise, motivation, and personal factors, (2) factors that exist outside of the individual are called social factors, such as family / household circumstances, the teacher and the way the teacher teaches, tools used in teaching and learning, the environment and opportunities available, and social motivation.[4] Furthermore Dalyono states that the factors that influence learning can be classified into two factors namely: internal factors (originating from within self) and external factors (originating from outside self). Internal factors include: health, intelligence and talents, interests, and motivation, ways of learning, while external factors include: family, school, community, and the surrounding environment.[5] So, teachers who master subject matter well, use appropriate learning methods and media are able to manage class well, and the teacher who have the ability to foster student motivation to learn will positively influence student achievement inside and outside of school.

In the perspective of the factors that influence the learning, there are two types of students in the classroom that follows the learning processes, they are the low achiever students and the high achiever students. The low achiever students are not always they are who do not active in the classroom interaction, getting the low mark

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[2] Allwright, D., & Bailey, K, M. *Ibid.* P. 18-19.
[3] Kesowo, B. (2003). *Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003.* Jakarta: Sekretaris Negara Republik Indonesia. P. 4.
[4] Purwanto, N. (1990). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya. P. 102.
[5] Dalyono. (2005). *Psikologi Pendidikan.* Jakarta: Rineka Cipta. P. 55-59.

in the school and do not get any special achievement outside of classroom. As well as, the high achiever students are not always they are who actively in the classroom interaction, getting good mark in the school and get achievement outside of classroom. But at least, the high achiever students are they who put an effort to apply what they have learned inside or outside of school in another fields, places, situations outside of school. According to Travers as cited in Salikin at all, Achievement is the result of what an individual has learned from some educational experiences. A high achiever student is a person who knows what it takes to be successful in school and is willing to put in the time and effort.[6] So, the high achiever students are not always they are who smart in the class, get class winners, and may even be inactive when teaching and learning happens in the class, but they can compete and win outside of the classroom.

Based on observation at SMA IT IQRA' Bengkulu, the data that shows that the academic in this school could create the good achiever students, students who skilled in English and also frequently won while the students take part in English competitions outside of classroom especially speech competition, as the data the researcher got there are a group of debate and two students who win speech competitions also other competition. That is why the researcher wants to find out what motivates them to become skilled in English. Then, the researcher searched for data that shows whether the student's achievement is caused by the way the teacher teaches in the classroom interaction or other factors beyond that by investigating their classroom interaction.

Literature Review
Definition of Classroom Interaction

Classroom interaction is a kind of interaction that occurs as two or more objects have an effect upon one another in a classroom. According to Dagarin, classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other.[7] In line with that, Allwright and Bailey stated that classroom interaction has to be managed by both teacher or students, not just by the teacher because interaction is obviously not something you just to people, but something people do together, collectively.[8]

Interaction in the classroom is significant to the learners as they can understand the aim of the classroom events. As stated by Chaudron as cited in Dayu, interaction is viewed as significant because it is argued that only through interaction, the learner can decompose the teaching learning structures and derive meaning from classroom

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[6] Salikin, H., Zulfiqar, S., & Emelia, C. (2017). The Higher Achiever Students' Strategies in English Learning. *Modern Journal of Language Teaching Methods (MJLTM), 7*(11), 087-102.
[7] Dagarin, M. (2005). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. *Elope Journal.* Vol.1, No.1-3, 127-139. P. 130.
[8] Allwright, D., & Bailey, K, M. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers.* New York: Cambridge University Press. P. 18-19.

events.[9] Moreover, Rivers as cited in Dayu said that interaction is important because students can increase their language store as they listen to others including both the teacher talk and output of their fellow students in discussions or problem solving tasks through interaction, and they can use all

they have learned in real-life exchanges where they express their views and use the language for communication. In this way students get the experience of using the language.[10]

Classroom is considered as the most important place for foreign language learners to apply and practice their target language. Classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using the English for the real communication. Then, Allwright and Bailey stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process. Interaction in the classroom is an essential part of teaching learning process.[11]

Types of Classroom Interaction

Classroom interaction will occur if teacher and students interact at each other. Interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Abarca in Putri, there are three dominant types of classroom interaction including teacher-dominated, teacher-centered, and students-centered. In teacher-dominated, the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher-centered, the teacher controls the student to participate at the classroom interaction. Meanwhile, in students-centered, the teacher is as facilitator and the students are more active in the classroom interaction.

On the other hand, Dagarin as cited in Putri contends that there are five types of interaction that occur in the classroom, as the follows:

a) Teacher - whole class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang as cited in Putri contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students responds to the teachers' questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally. Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera as cited in Putri argues that there are three types of teacher-whole class interaction such as giving explanations,

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[9] Restia Ensi Dayu. *Ibid.* P. 13.

[10] Restia Ensi Dayu. *Ibid.* P. 13.

[11] Allwright, D., & Bailey, K, M. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York: Cambridge University Press. P. 25.

praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk.

b) Teacher - a group of students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group. It means that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

c) Student - Student

This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera in Putri contends that most of interaction between student-student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue to practice it in the classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context. Besides that, the students who do not understand yet at the materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel freedom to ask whatever he wants to ask since they interact at each other.

d) Students - Students

This interaction will give advantage for the students since they will feel freedom to talk at each other. Ur as cited in Putri insists that there are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open-ended teacher questioning.

e) Teacher - Students

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher. Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.[12]

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[12] Febby Garetsa Putri. (2014). *An analysis of Classroom by Using Flander Interaction Analysis Categories System (FIACS) technique at SMPN 13 kota Bengkulu in 2013/2014 academic year* (Thesis). English Education Study Program, Faculty of Teachers Training and Education, Universitas Bengkulu, Bengkulu. P. 10-13.

The Components of Classroom Interaction

   a) Collaborative Dialogue

Classroom interaction should take the role as collaborative dialogues do for its significance in communicative teaching. According to Swain as cited in Dayu, it may be realized in the format of an everyday conversation. Furthermore, it also accelerates the development of high achiever student if the classroom settings play an effective role as social settings.

   b) Negotiation

Ellis claims as cited in Dayu, in Interaction Hypothesis that when learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Negotiated interaction is important for input to become comprehensible.[13]

   c) Co-construction

According to Jacoby & Ochs as cited in Dayu, Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality."[14] All the participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face-to-face interaction and is jointly co-constructed during a locally bound social context. In classroom interaction, the L2 learners construct the awareness of self-regulation gradually from dialogic interaction when they negotiate with peers and tutors.

Teacher and High Achiever Students

According to Travers as cited in Salikin at all, Achievement is the result of what an individual has learned from some educational experiences. A high achiever student is a person who knows what it takes to be successful in school and is willing to put in the time and effort.[15]

Then, as stated by Dagarin as cited in Dayu, it will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher.[16] It can conclude that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom which is included the high achiever students outside of classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

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[13] Restia Ensi Dayu. *Ibid.* P. 30.

[14] Restia Ensi Dayu. *Ibid.* P. 30.

[15] Salikin, H., Zulfiqar, S., & Emelia, C. (2017). The Higher Achiever Students' Strategies in English Learning. *Modern Journal of Language Teaching Methods (MJLTM), 7*(11), 087-102.

[16] Restia Ensi Dayu. (2016). *A Study on Teacher-Student's Interaction of English Subject in the Classroom.* (Thesis). English Education Study Program of Tarbiyah and Tadris, Department Islamic Education and Tadris Faculty, The State Islamic Institute, Bengkulu. P. 20.

As according to Purwanto, factors that can affect learning achievement include: (1) factors that exist within the organism itself which can be called individual factors, such as maturity / growth, intelligence, exercise, motivation, and personal factors, (2) factors that exist outside of the individual are called social factors, such as family / household circumstances, the teacher and the way the teacher teaches, tools used in teaching and learning, the environment and opportunities available, and social motivation.[17] Furthermore Dalyono states that the factors that influence learning can be classified into two factors namely: internal factors (originating from within self) and external factors (originating from outside self). Internal factors include: health, intelligence and talents, interests, and motivation, ways of learning, while external factors include: family, school, community, and the surrounding environment.[18] So, teachers who master subject matter well, use appropriate learning methods and media, are able to manage class well, and have the ability to foster student motivation to learn, will positively influence student achievement inside and outside of school.

Method

The method of this study used a case study. It is carried out at SMA IT IQRA' Bengkulu, at XI IPS 2 classroom. There are some reasons why the researcher had chosen SMA IT IQRA' Bengkulu as the research setting, such as, this school is an Islamic-based school, but SMA IT IQRA' Bengkulu proved by the data of that school achievement, the academic in this school could create the good achiever students and also frequently won while the students take part in English competitions outside of classroom especially speech competition. The subjects of this research were the two high achiever students outside of classroom which contained in a second grade classroom. There is a reason the researcher had chosen them, they frequently won while they take part in English competitions outside of school especially speech competition. So, the researcher wants to find out what motivates them to become skilled in speech competition. Then, the researcher looked for data that shows whether their achievement is caused by the way the teacher teaches in the classroom interaction or other factors beyond that by investigating their classroom interaction.

Research Instruments

In this research, the researcher used observation sheet, interview sheet and questionnaires sheet as instruments in this research.

Data Analysis Technique

In making the analysis of data, the researcher had used the Attractive Analysis by Miles and Huberman[19], the technique defined analysis as consisting of:

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[17] Purwanto, N. (1990). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya. P. 102.

[18] Dalyono. (2005). *Psikologi Pendidikan.* Jakarta: Rineka Cipta. P. 55-59.

[19] Miles, M, B., Huberman, M. (1994). *Qualitative Data Analysis: an expanded sourcebook* (2nd ed.). New Delhi: SAGE Publication. P.12.
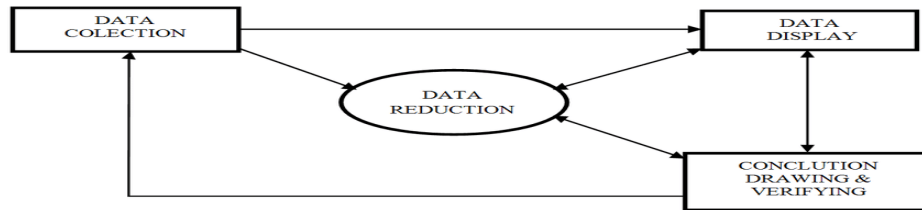
Figure 1. Miles and Huberman's Attractive Analysis technique

Results

Based on the objectives of the study, this research conducted to find out how the classroom interaction between teacher and high achiever students in the second grade English classroom. The researcher discussed it in this session referred as the researcher had investigate the classroom interaction, also as the aim to find out how the classroom interaction between teacher and high achiever students in the second grade English classroom that included the high achiever students of SMA IT IQRA' Bengkulu especially in speech competition is, as shown below:

High Achiever Student's Ways of Learning

a. The High Achiever Students Came Forward To Answered The Questions From Teacher.

The teacher conducted learning in a co-operative learning style, that what happened in the field when the researcher investigate the classroom interactions, the learning process in the class used elements of teaching effectiveness, one of which is collaborative learning.

According to Bishop as cited in Dayu, in collaborative learning, the teacher designs a learning problem or task, and then assigns small groups of students to address the problem collaboratively.[20] So, by applying this learning style, students are typically instructed to reach a consensus on an issue, there will be discussion in it, but it still shows the activeness of each student even though the learning process is not an individual learning system.

With the implementation of such learning styles, both high achiever students also shown a positive attitude with their active learning that includes discussion and the process of answering questions in front of the class or in front of their friends even though Zamla just stands near her seat to answer the questions. So, one of the elements of the effectiveness of class learning has been implemented and occurred in the class using collaborative learning. It concluded that it is in line with the theory by

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[20] Restia Ensi Dayu. (2016). *A Study on Teacher-Student's Interaction of English Subject in the Classroom.* (Thesis). English Education Study Program of Tarbiyah and Tadris, Department Islamic Education and Tadris Faculty, The State Islamic Institute, Bengkulu. P. 25.

Bishop as mentioned before, so it is strengthen his theory as the use of collaborative learning is good for the teaching learning process.

b. The High Achiever Students Rarely Ask Question to The Teacher.

The data found by researcher when investigate the classroom interaction, students show the attitude that the high achiever students outside of classroom when study in class were not always ask their teacher about things they were not understand from what is discussed by the teacher.

In the learning process, researcher found that students themselves and in groups actively allowed by the teacher to use mobile phones to find answers to existing questions or the things they were not yet understand from the topic. In line with the data that researchers obtained through other instruments, both students also admitted that if they did not understand the material explained by the teacher they would seek the answers first to the book, if they still did not find the answers they would use a cellphone to search for answers on the internet due to they use of handphone in class are allowed.

This proves that the component in class interaction called co-construction is fulfilled in the field, as stated by Jacoby & Ochs as cited in Dayu, Co-construction is defined as "the joint creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality.[21] All the participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face-to-face interaction and is jointly co-constructed in a locally bound social context. It means the students joint the creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally-related meaning reality. It concluded that it is in line with the theory by Jacoby & Ochs as mentioned before, so it is strengthen their theory as the high achiever students using handphone rather than asking questions directly with teachers to ask material that they do not understand is good since if they carry a handphone and use it when the learning process to find answers to existing questions or the things they were not yet understand from the topic.

c. The High Achiever Students Were Confidence to Answer The Questions From Teacher Whether Their Answer Is Right Wrong

In the learning process, which researchers found in the field when researchers investigated classroom interactions between teachers and high-achiever students, researchers found that both students with high achievement were actively answering questions from the teacher when discussing in front of the class with confidence and regardless of if the answers they delivered were wrong or correct.

Researchers found that in the learning process, as the elements of teaching effectiveness, the classroom atmosphere is so influential whether students actively

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[21] Restia Ensi Dayu. (2016). *A Study on Teacher-Student's Interaction of English Subject in the Classroom.* (Thesis). English Education Study Program of Tarbiyah and Tadris, Department Islamic Education and Tadris Faculty, The State Islamic Institute, Bengkulu. P. 30.

answer questions from the teacher, as said by Walberg in Inamullah, positive atmosphere can make a classroom a more pleasant place to be and, in turn, a more effective, motivating place to learn. It is simple to do, and it can have positive results on the achievements of students.[22] Moreover, when the teacher creates a positive classroom atmosphere, students learn better. So that way, the classroom atmosphere has become more than a motivating place to learn.

Besides the atmosphere, the two of them also said that they did not care whether their answers were wrong or right as long as they tried to answer and according to them this was not wrong because they were still learning, this was also justified by the teacher in the interview. It concluded that, it is in line with the theory by Walberg as mentioned before, so it is strengthen his theory as the atmosphere at the class was so relaxing and more than motivating the students to actively answer the questions from the teacher, moreover they better try without thinking of wrong or right as long as they dare to try to show their confidence.

High achiever student's motivation
a. Teacher often gave the high achiever students praises and it did not motivate the high achiever students to answer again if there is another question asked by the teacher.

Data gaps or discrepancies occurred in the data found by researcher when investigate the classroom interaction. The teacher often gives praise to the student if the student can answer the question correctly, but even though both students get praise from their teacher, and then the teacher asks a new question again, both do not answer the question again.

The teacher has implemented an effective teaching element called reinforcement as according to Skinner as cited in Dayu, reinforcement is the specialist term in operant conditioning for the 'stamping-in' of stimulus associations and response habits that follows the experience of reward.[23] There are two kinds of reinforcement; positive and negative reinforcement. Positive reinforcement is presenting a reward after a desired behavior, whereas negative reinforcement is taking away an aversive stimulus after a desired behavior. Studies have shown that specific praise is very effective. Basically, in classroom situation, positive reinforcement is when teachers praise and reward students for correct behavior. Negative reinforcement is when punishment is coupled with positive experiences for correct behavior. The data also showed both students admitted that they prefer to wait their friends to answer the question in order to give them the chances to be active in the class activity, at the same time they also said that they did not want to be over

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[22] Inamullah, M. (2005). *Patterns of classroom interaction at different educational levels in the light of Flander's interaction analysis* (Ph.D. Thesis). Retrieved Jan 3, 2020, from http://eprintshec.goal.pk
[23] Restia Ensi Dayu. (2016). *A Study on Teacher-Student's Interaction of English Subject in the Classroom.* (Thesis). English Education Study Program of Tarbiyah and Tadris, Department Islamic Education and Tadris Faculty, The State Islamic Institute, Bengkulu. P.24.

active in the classroom activity. It concluded that it is not in line with the theory by Skinner as mentioned before, so it is disputed as praises by the teacher were not always succeeded in making students motivated to always be active in answering questions even though they had received praise from the teacher because they did not want to be over active also wanted to give other friends the opportunity to answer.

High achiever student's intelligence

a. The high achiever students unable to gave conclusion of the subject matter at the end of the lesson as teacher like rarely open the draw conclusion session at the end of the lesson.

The data gaps or data discrepancies were again obtained by researcher when investigate the classroom interactions between teacher and high achiever students in class. The absence of teacher initiative in the preparation of learning plans at the end of each learning session, it makes there are no questions and answers session about what conclusions the students can get from the lesson.

As the researcher found in the field, when the teaching and learning activity was over, time for learning is up, but the teacher does not open a question and answer session to discuss what conclusions from the learning just carried out to measure the level of student understanding of the material that has been learned. So that the ineffective arrangement of learning time makes it impossible to ask questions about conclusions because time is up and the teacher prefers to give students homework and remind them not to forget to do it.

Walberg as cited in Dayu, academic learning time in the classroom has emerged as an important variable; how efficient lesson is planned and how long it takes to get started, how the teacher handles progressions, off-task behavior and discipline, and how the teacher handles transitions will have an effect on student learning.[24] That way, one of the elements of teaching effectiveness is not fulfilled in this class. The conclusion is, it is not in line with the theory by Walberg as mentioned before, so it is disputed as the arrangement of teaching and learning time plays an important role and has a big influence on the progress of good learning so that students' understanding can be measured through their understanding in providing conclusions from learning that has ended and it is not fulfilled in this class.

Conclusion and Suggestions

Conclusion

After analyzed the data, there were the conclusions obtained from the results of the research that has been done by researcher to show how the classroom interaction between teacher and high achiever students in the second grade English classroom that included the high achiever students of SMA IT IQRA' Bengkulu.

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[24] Restia Ensi Dayu. (2016). *A Study on Teacher-Student's Interaction of English Subject in the Classroom.* (Thesis). English Education Study Program of Tarbiyah and Tadris, Department Islamic Education and Tadris Faculty, The State Islamic Institute, Bengkulu. P. 23.

The use of collaborative learning is good for the teaching learning process. As on the field, students are typically instructed to reach a consensus on an issue, there are discussion in it, as the use of handphone is allowed by the teacher in which the high achiever students could search the topic they were not understand by using handphone, it makes the students motivated to perform in front of the class based on what assigned by the teacher because of the atmosphere at the class was really good as it was so relaxing and more than motivating the students to actively answer the questions from the teacher, moreover they better try without thinking of wrong or right as long as they dare to try to show their confidence. So, with a comfortable learning process like this, it could make the learning objectives achieved.

However, praises by the teacher were not always succeeded in making the high achiever students motivated to always be active in answering questions, because they did not want to be over active also wanted to give other friends the opportunity to answer and coupled with the teacher's lack of initiative on managing the academic learning time, the students' understanding cannot be measured through their understanding in providing conclusions from learning that has ended.

Suggestions

Based on the conclusion above, the researcher recommended to the teacher to use the collaborative learning method to create a good and relaxing atmosphere to the classroom situation to make the students more than motivated to be actively answer the question from teacher without thinking of whether their answer is right or wrong and motivated the students to came forwards to answered the questions, and it is good to allowed the students to use their handphone in which just to find what material or topic that they were not understand. However, teacher also have to focused into the academic learning time management to ensure the whole activity has been done and praises the students was not always motivated the students to be active in the classroom activity.

Besides that, for students, being students who are the high achiever students or not is not something that should be considered in the learning process at the classroom interaction, stay focused and active in teaching and learning activities to absorb all the knowledge taught by the teacher because it will all be useful for your future life.

Then, for other researcher, the result of this research can be used as the reference for further research in other places with the same or similar problem to be investigated, because it could be shown the different data that faced in the different field.

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