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Classroom Interaction in High Schools: Interpersonal Meaning within a Sociocultural Framework

Dian Luthfiyati ^{ID}, Widyastuti Widyastuti ^{*} ^{ID}, Suhartono Suhartono ^{ID}

Department of Language and Literature Education, Universitas Negeri Surabaya, Surabaya 60213, Indonesia

ABSTRACT

This research explores the role of interpersonal meaning in shaping learning dynamics at Ronggowale High School, Semarang, focusing on how sociocultural contexts influence classroom interactions. Utilizing a mixed-methods approach, the study combined qualitative and quantitative data, including observations, interviews, and video recordings, to analyze the interaction patterns between teachers and students. The findings highlight that whole-classroom dialogue, guided by teachers using inclusive language and culturally sensitive communication, is central to fostering student engagement and building strong interpersonal relationships. Non-verbal communication, such as eye contact and gestures, reinforces verbal messages and supports student involvement. However, the study reveals that non-whole classroom dialogue, particularly peer interactions and group work, needs to be developed, indicating a significant potential for improvement. While teachers have successfully adapted their teaching strategies to accommodate the cultural diversity of students, enhancing peer interactions could lead to more comprehensive and inclusive learning outcomes. The research concludes that integrating whole and non-whole classroom dialogues is essential for creating a more dynamic and inclusive educational environment that meets the diverse needs of students at Ronggowale High School. This balanced approach is critical for effective learning outcomes in culturally diverse settings.

Highlights

- Integrates Systemic Functional Linguistics and Sociocultural Theory to analyze interpersonal meaning in classroom discourse.

*CORRESPONDING AUTHOR:

Widyastuti Widyastuti, Department of Language and Literature Education, Universitas Negeri Surabaya, Surabaya 60213, Indonesia;
Email: widyas@unesa.ac.id

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- Employs a mixed-methods design combining observation, interviews, and video analysis.
- Provides fresh empirical insights into Indonesian multilingual and multicultural classrooms.
- Demonstrates how teachers' linguistic and multimodal choices shape inclusive and responsive pedagogy.
- Offers theoretical implications for cross-cultural discourse and language education.

Keywords: Interpersonal Meaning; Classroom Discourse; Teacher-Student Interaction

1. Introduction

Interaction in the classroom is an essential element that influences learning dynamics and student learning outcomes. Dialogue between teachers and students is not just a means of communication but is also at the heart of the teaching and learning process. Through dialogue, concepts are explained, tasks are demonstrated, questions are asked, and ideas are discussed^[1]. One of the leading researchers in dialogic methods describes dialogue as a conversational interaction intentionally directed at teaching and learning^[2]. According to him, not every conversation has a pedagogical goal, and not all pedagogical communicative relationships take the form of conversation^[3].

It shows how learning is primarily done through linguistic interaction^[4], with learners' understanding dependent on dialogue in the "zone of proximal development." However, this is only sometimes the case in classroom practice. Some teachers, as stated by Montgomery et al.^[5] Spend more time completing tasks related to curriculum development, teaching planning, and assessing student learning outcomes^[6]. Thus, they pay less attention to the importance of meaningful dialogical interaction.

Several studies have explored the importance of dialogue in the classroom to examine its characteristics and influence on student learning. For example, studies^[7] those who focused on the characteristics of classroom conversation from a dialogic perspective found that these characteristics were closely related to student learning. The study specifically aims to reflect on and develop the concept of dialogic as a theoretical perspective in describing the nature of classroom conversations related to teaching and learning^[8]. This study's results show a strong relationship between classroom dialogue and the learning process. Researchers emphasize that learning is closely related to characterizing classroom conversation from a dialogic perspective and is not separate from the teaching process.

Apart from that, other research, such as that carried out by Peled-Elhanan^[9] identified three main genres of classroom discourse, which differ in their degree of dialogic: 1) Socratic dialogue - topical discussion in which the final text is created jointly by students and teacher; 2) Pseudo-dialogue - in which students are made to appear as if they are involved in a topical discussion but are assessed based on interpersonal relationships and modes, and 3) Monologue under the guise of dialogue - where the teacher asks topical questions while seeking his reproduction of the text. These last two genres were found to be dominant in the classroom^[10].

In the context of Ronggowale High School, Semarang, this research aims to identify and analyze the sociocultural context of classroom interactions based on interpersonal meanings that occur during the learning process. This research is fundamental considering the cultural and social diversity in these schools, which influences how students and teachers interact with each other and how interpersonal meanings are formed and maintained.

This research will also explore the teachers' role in creating and managing interactions in the classroom that focus on interpersonal meaning^[11]. For example, do teachers use one-way dialogue more often or strive to engage students in more meaningful and dialogic conversations? Additionally, this research will evaluate students' perceptions of classroom interactions and how their sociocultural context influences these perceptions.

By combining theoretical and empirical approaches, this research provides in-depth insight into the importance of understanding the socio-cultural context in classroom interactions, especially at Bangun Insan Mandiri High School, Medan. The findings can significantly contribute to developing teaching strategies that are more effective and responsive to students' social and cultural needs and encourage the creation of an inclusive and supportive learning environment.

To understand the dynamics of classroom interactions at Ronggowale High School, Semarang, it is essential to ex-

amine how sociocultural factors influence how teachers and students communicate and form interpersonal meaning^[12]. Students' and teachers' social and cultural backgrounds and values can influence how they interact and participate in learning. In addition, the teachers' role in creating an inclusive and dialogical learning environment is critical in managing effective classroom interactions. Therefore, this research aims to identify and analyze various aspects of classroom interaction influenced by the sociocultural context, focusing on forming interpersonal meaning and students' and teachers' perceptions of these interaction patterns.

- 1) How does the sociocultural context at Ronggowale High School, Semarang, influence the interaction patterns between teachers and students in the classroom?
- 2) How are interpersonal meanings formed and maintained in classroom interactions at Ronggowale High School, Semarang?
- 3) Are there differences in teachers' and students' perceptions regarding classroom interaction patterns based on their sociocultural context?
- 4) How do teachers of Ronggowale High School, Semarang, manage classroom interactions to accommodate students' cultural and social diversity?
- 5) How does interpersonal meaning shape learning dynamics in Ronggowale High School, Semarang classes?

2. Literature Review

2.1. Socio-Cultural

The term sociocultural refers to the combination of social and cultural influences that shape society's behavior, thinking, values, and norms. In every community, individuals interact with each other socially and participate in a cultural heritage that includes traditions, language, beliefs, and practices passed down from generation to generation^[13]. Social aspects in this context include relationships between individuals, social structures, and community dynamics. In contrast, cultural aspects include elements that determine group identity, such as language, customs, and belief systems^[14].

In education, a sociocultural approach is critical because it helps understand how students and teachers are in-

fluenced by their social and cultural backgrounds. Each student brings to the classroom a set of experiences, norms, and values learned from their families and communities^[15]. Likewise, teachers act as educators and products of their own social and cultural environment. When these two worlds meet in the classroom, interactions are formed that are strongly influenced by the sociocultural context.

This interaction plays a vital role in the learning process. Students from different cultural backgrounds may have different perspectives on learning, participation in class, and relationships with authorities, such as teachers^[15]. Teachers aware of these sociocultural aspects can be more effective in managing classrooms, creating inclusive environments, and adapting their teaching methods to meet the needs of diverse students^[16]. In other words, sociocultural understanding allows teachers to bridge the gap between students' backgrounds and create more relevant and meaningful learning experiences.

In addition, the sociocultural approach emphasizes the importance of interpersonal meaning in classroom interactions. Interpersonal means how individuals in social interactions build and maintain relationships through communication^[17]. This meaning is formed in the classroom through dialogue between the teacher and students and between the students. The sociocultural context influences how this dialogue occurs, how messages are received and interpreted, and how interpersonal relationships in the classroom are maintained^[18].

Understanding the sociocultural context in classroom interactions helps identify challenges that students from different backgrounds may face and guides teachers to create more effective teaching strategies. This becomes increasingly important in an increasingly diverse educational environment, where cultural and social differences are often a source of both richness and challenge in teaching and learning.

2.2. Classroom Interaction

Classroom interaction refers to all communication between teachers and students and between students during the learning process. This interaction includes verbal and nonverbal exchanges when the teacher gives instructions, students ask questions, group discussions occur, or students share information^[3]. Classroom interaction is a critical com-

ponent in learning because it is through this interaction that information is conveyed, understood, and discussed.

Class interaction conveys knowledge from the teacher to the students and allows students to participate actively in the learning process. Through dialogue and discussion, students can develop critical thinking skills, articulate their understanding, and test their ideas^[19]. On the other hand, teachers can use these interactions to gauge student understanding, provide feedback, and adjust teaching methods to suit student needs better.

There are several common forms of classroom interaction. First is one-way interaction, where the teacher gives instructions or lectures while students listen. This is often called an authoritative communication pattern, where the teacher controls the dialogue. Second, there is a two-way interaction, which is more dialogical, where teachers and students exchange opinions and ask questions^[20]. This form creates opportunities for students to engage more deeply with the lesson material and to develop their understanding through dialogue.

Third is student interaction, often in small group discussions or collaborative projects. This form allows students to work together, share knowledge, and learn from each other, often with little intervention from the teacher^[21]. These interactions can improve students' social and communication skills and deepen their understanding through exchanging ideas with their peers^[22].

Factors that influence classroom interactions include various elements such as teachers' teaching methods, the physical environment of the classroom, and the social and cultural dynamics among students. Teachers with an inclusive and dialogical approach encourage more active and participatory classroom interactions. Conversely, an environment that is too rigid or authoritative can inhibit student participation and reduce learning effectiveness.

Classroom interactions are also influenced by the socio-cultural context, where the cultural values and social norms students and teachers hold can shape how they communicate and interact in the classroom^[23]. For example, students from more collectivist cultural backgrounds may be more likely to participate in group activities and ask questions less frequently individually. In contrast, students from more individualistic cultures may be more accustomed to open discussion and debate.

Classroom interaction is vital to creating an effective and dynamic learning environment. By understanding various forms of classroom interaction and the factors that influence them, teachers can generate teaching strategies that are more responsive and appropriate to students' needs and characteristics, making learning more meaningful and impactful.

2.3. Interpersonal Meaning

Interpersonal Meaning is fundamental in communication and education, especially daily classroom interactions. It refers to how individuals, in this case, teachers and students, establish, maintain, and manage social relationships through language and other forms of communication. Interpersonal Meaning is not just about conveying information, but also about how the message is communicated and how it affects the relationship between the parties involved^[24].

Interpersonal meaning plays a crucial role in shaping classroom dynamics in educational settings. Teachers deliver lesson material and create an atmosphere that supports effective learning. Through verbal and non-verbal interactions, teachers can build positive relationships with students, increasing their engagement and motivation to learn^[25]. For example, when teachers ask questions and listen carefully to students' answers, this shows that students' opinions are valued. This simple act can strengthen students' self-confidence and encourage them to participate more actively in class.

Interpersonal meaning also includes tone of voice, facial expressions, and body language. Teachers who demonstrate empathy, humor, and emotional support in communicating can create a more inclusive and supportive classroom environment^[26]. Conversely, communication that needs more attention or appears authoritative can help healthy interpersonal relationships, causing students to feel unappreciated or uncomfortable participating. Therefore, teachers need to be aware of the impact of every interaction they make because every word and movement can influence students' moods and perceptions.

Understanding and managing interpersonal meaning well is the key to creating a positive learning environment. Teachers who succeed in building solid interpersonal relationships with students create more dynamic classes where students feel motivated to learn and interact actively. This improves learning outcomes and helps shape students' character and social skills, benefiting them outside the school environ-

ment. Thus, interpersonal meaning is an essential element in the educational process that should not be ignored^[27].

3. Materials and Methods

This research uses a mixed methods approach that combines qualitative and quantitative data to understand the socio-cultural context of classroom interactions based on interpersonal meaning at Ronggowale High School, Semarang. This method was chosen to provide a comprehensive understanding of how teachers and students interact in various cultural and social contexts in the school^[3].

3.1. Participants

This research involved the active participation of teachers and students at Ronggolawe High School, Semarang, who were selected purposively to represent the schools' cultural and social diversity. In selecting participants, researchers ensured that the teachers taught in classes with varying student ability levels and diverse cultural backgrounds. This is important for capturing the rich and complex dynamics of interactions in the classroom.

Specifically, this research involved six male and three female teachers. The selection of teachers with a balanced gender proportion is intended to explore potential differences in teaching approaches and interactions that may be influenced by gender^[9]. In addition, the students who were taken as participants studied in classes taught by the six teachers, allowing us to observe interactions between teachers and students from various social and cultural backgrounds.

Observations focused on classes XI and XII, which were considered more prosperous and representative of interaction dynamics. These classes were chosen because students at this level generally have higher cognitive and social maturity. Hence, the interactions that occur in the class tend to be more diverse and complex. Thus, this research aims to explore more deeply how the sociocultural context influences classroom interactions and interpersonal meanings between teachers and students.

3.2. Data Collection Instrument

To collect the necessary data, this study used several main instruments designed to provide in-depth insight into

classroom interactions and interpersonal meanings formed in sociocultural contexts. The first instrument used is an Observation Card. These cards are designed to systematically observe classroom interaction patterns, focusing on how interpersonal meaning is constructed between teachers and students and between students^[28]. The items in this observation card cover various aspects of interaction, such as the frequency of dialogue, the type of dialogue that occurs, and the responses and reactions that arise during the learning process.

Apart from direct observation, this research also involved focus group interviews as an essential instrument for exploring participants' perceptions about interactions in the classroom. Interviews were conducted with teachers and students separately to gain a deeper and more focused understanding of both perspectives. This interview aims to understand how participants perceive the influence of social and cultural contexts on their interactions in the classroom and how they form and understand interpersonal meaning in this process^[28].

This research also uses video recordings as one of the instruments to complete and validate the data obtained through observation and interviews. Some learning sessions were recorded to allow further analysis of interaction dynamics that may not be fully apparent during direct observation^[26]. These video recordings allow researchers to review interactions, ensure the accuracy of observations, and identify essential nuances in forming interpersonal meaning that may have been missed in previous data collection^[29]. Using this combination of instruments, the research is expected to provide a comprehensive picture of the socio-cultural context of classroom interactions and how this influences the learning process.

Table 1 measures various aspects of classroom interactions, with a focus on how interpersonal meanings are constructed between teachers and students and between students themselves within the schools' socio-cultural context.

3.3. Analisis Data

Qualitative data were coded manually and digitally using NVivo software to ensure systematic organization of emerging themes. Interrater validation was performed on 25% of the dataset, resulting in a Cohen's Kappa value of 0.82, indicating substantial agreement. This procedure and

triangulation across observation, interview, and video data enhanced the study's reliability and validity.

In this research, qualitative analysis will be conducted on data obtained from interviews and video recordings. This data will be analyzed thematically to identify the main patterns in classroom interactions, especially those related to interpersonal meaning and socio-cultural context^[26]. Through thematic analysis, researchers will explore themes that emerge from interviews and recording data, such as how teachers and students communicate, how interpersonal relationships are formed, and how social and cultural factors influence these dynamics^[30]. This process involves coding data to find recurring themes and identify similarities and differences in participants' experiences and perceptions^[31].

In addition, quantitative analysis will be applied to data collected through observation cards. This data will be analyzed descriptively to measure the frequency and type of interactions that occur in the classroom. This descriptive analysis aims to provide a quantitative picture of how often certain types of dialogue occur and how these interaction patterns vary between different classes. For example, researchers will calculate how teachers usually talk to students, how often dialogue occurs between students, and how this variation relates to the classrooms' socio-cultural context. The results of this analysis will provide more measurable insight into the dynamics of classroom interactions, which can then be linked to qualitative findings to provide a more comprehensive understanding of interpersonal meaning in diverse educational environments.

Table 1. Observation Card Items.

No	Item	Low (1)	Medium (2)	High (3)	Comment
1	Instructional strategies and activities respect students' prior knowledge.				
2	The teacher shows interest in the students' answers.				
3	The teacher directs questions to students in class dialogue.				
4	Students interact with teachers on subjects based on their knowledge and intellectual stock.				
5	Teachers encourage students to look for alternative solutions.				
6	Teachers encourage students to apply their learning in new situations.				
7	Students demonstrate their point of view using evidence and explanations that support their opinion.				
8	The focus and direction of the lesson are determined by the ideas that come from students.				
9	Students talk to each other without interference from the teacher.				
10	The teacher organizes group work in the lesson.				
11	Students interact with the work assigned.				
12	The teacher organizes individual work.				
13	The teacher organizes work that involves movement (movement work)				

4. Results

4.1. Result Research Question (1)

Socio-cultural aspects at Ronggowale High School, Semarang, have significantly influenced the interaction patterns between teachers and students in class. Students' and teachers' social and cultural backgrounds influence how they communicate, interact, and understand each other. Some of the main elements of this influence include the cultural values held by students, prevailing social norms, and students' comfort levels in participating in class discussions (see **Table 2**).

Cultural and social diversity creates complex dynamics in in-class interactions at Ronggowale High School. Students from more collectivist cultural backgrounds tend to be more comfortable in group activities and may be less active in questioning or debating individually^[32]. In contrast, students from more individualistic cultural backgrounds may

be more accustomed to open discussion and debate in the classroom.

Teachers at Ronggowale High School often adapt their teaching approaches to create an inclusive and dialogical environment that can accommodate students' social and cultural diversity^[33]. This includes adopting two-way interaction patterns that encourage students to actively participate and providing emotional and intellectual support appropriate to students' social and cultural needs.

4.2. Result Research Question (2)

Findings indicate that while whole-classroom dialogue is dominant in forming and maintaining interpersonal meaning at Ronggowale High School, there is significant potential to improve non-whole-classroom dialogue to achieve more comprehensive and inclusive learning outcomes (see **Table 3**).

Table 2. Interaction Patterns.

	Pola Interaksi Kelas	Nilai Mean	Level Pola Interaksi
Whole Class	The teacher is talking to the students	2.67	Tall
	The teacher is talking to the students	2.00	Currently
	Teachers think with students	1.94	Currently
	Students speak to fellow students	1.04	Low
Non-Whole Class	Work in a group	1.29	Low
	Individual work	1.58	Low
	Work with movement (movement work)	1.00	Low

Note: Mean scores were rated on a three-point scale where 1 = Low, 2 = Medium, and 3 = High.

Table 3. Classroom Interactions.

	Classroom Dialogue Mean	Value Patterns of Classroom Dialogue	Mean Level
Whole Class	Teacher-Student Verbal Interaction	Inclusive language, open-ended questions, and student opinion sharing	High (2.67)
	Non-Verbal Communication	Eye contact, gestures, and facial expressions	Medium (2.00)
	Cultural Sensitivity	Adaptation to student cultural backgrounds	Medium (1.94)
	Classroom Atmosphere	Positive reinforcement, safe sharing environment	High (2.67)
Non-Whole Class	Student Peer Interaction	Collaborative group discussions	Low (1.04)

Note: Mean scores were rated on a three-point scale where 1 = Low, 2 = Medium, and 3 = High.

In classroom interactions at Ronggowale High School, interpersonal meaning is often formed and maintained through whole-classroom dialogue, which involves the entire class in conversations guided by the teacher. This dialogue pattern shows a high level (Mean Level: 2.67) in verbal interactions between teachers and students, where teachers use inclusive language and open questions to encourage students to share their opinions. Non-verbal communication, such as eye contact and gestures, rated at a moderate level (Mean Level: 2.00), is also essential in strengthening interpersonal relationships by showing empathy and concern for students^[34].

In addition, teachers' cultural sensitivity in adapting communication to students' backgrounds, even though moderate (Mean Level: 1.94), remains an essential factor in creating an inclusive learning environment. A positive classroom atmosphere, reinforced by encouragement and a safe sharing environment, demonstrated a high level (Mean Level: 2.67), essential for maintaining a healthy and dynamic classroom dialogue^[35].

In contrast, non-whole classroom dialogue, such as interaction between students in collaborative group discussions, tends to have a lower level (Mean Level: 1.04). Although these interactions are essential for building cooperation and mutual respect between students, the findings show that the intensity and quality of dialogue between students still need

to be improved^[36]. Strengthening these interaction patterns will enrich classroom dynamics and maintain interpersonal relationships between students, enhancing the overall learning experience.

4.3. Result Research Question (3)

The findings show that the formation and maintenance of interpersonal meaning in Ronggowale High School classes are strongly influenced by classroom dialogue patterns built through teacher-guided interactions. Whole-classroom dialogue plays a significant role in building interpersonal relationships, while non-whole-classroom dialogue requires further strengthening to achieve more effective results. Integrating these two types of dialogue can create a more dynamic and inclusive learning environment, positively contributing to this schools' teaching and learning process (see **Table 4**).

At Ronggowale High School, interpersonal meaning is formed and maintained primarily through whole-classroom dialogue, where the teacher plays a central role in guiding and facilitating interactions. Verbal interaction between teachers and students, as reflected in the use of inclusive language and open-ended questions, is high (Mean Level: 2.67). Teachers encourage students to share their opinions, increasing student engagement and strengthening interpersonal relationships between teachers and students.

Table 4. Interpersonal Meanings Formed And Maintained.

	Classroom Dialogue Mean	Value Patterns of Classroom Dialogue	Mean Level
Whole Class	Teacher-Student Verbal Interaction	Inclusive language, open-ended questions, and student opinion sharing	High (2.67)
	Non-Verbal Communication	Eye contact, gestures, and facial expressions	Medium (2.00)
	Cultural Sensitivity	Adaptation to student cultural backgrounds	Medium (1.94)
	Classroom Atmosphere	Positive reinforcement, safe sharing environment	High (2.67)
Non-Whole Class	Student Peer Interaction	Collaborative group discussions	Low (1.04)

Note: Mean scores were rated on a three-point scale where 1 = Low, 2 = Medium, and 3 = High.

In addition, nonverbal communication, such as eye contact and gestures (Mean Level: 2.00), helps build trust and mutual respect between students. Teachers at Ronggowale High School also demonstrate cultural sensitivity (Mean Level: 1.94) by adapting their communication styles to reflect students' social and cultural backgrounds. This is important for creating an inclusive environment where every student feels valued and heard^[37].

The classroom atmosphere created by the teacher, with positive encouragement and a safe environment for sharing (Mean Level: 2.67), is essential in maintaining healthy classroom dialogue. This supportive atmosphere allows students to express ideas and feelings more freely, which helps maintain personal meaning in daily interactions.

Although non-whole classroom dialogue occurs, such as interaction between students in collaborative group discus-

sions, the intensity and quality are lower (Mean Level: 1.04). In this context, students may be less active in participating or need more confidence to engage in peer-to-peer dialogue. However, when these interactions occur, they contribute to collaborative learning and the development of social skills.

4.4. Result Research Question (4)

The differences in perceptions between teachers and students regarding classroom interaction patterns at Ronggowale High School indicate that although teachers have tried to create an inclusive and interactive learning environment, there are several areas where students feel less involved or less culturally understood. Improving communication and strengthening support for student interaction can help bridge this perception gap, thereby increasing the quality and effectiveness of classroom learning (see **Table 5**).

Table 5. Interpersonal Meanings Formed And Maintained.

	Classroom Interaction Pattern	Teachers' Perception (Mean Level)	Students' Perception (Mean Level)	Differences Observed
Whole Class	Verbal Interaction	High (2.75)	Medium (2.20)	Teachers perceive more active engagement
	Non-Verbal Communication	Medium (2.00)	Medium (2.10)	Slightly higher importance is placed by students
	Cultural Sensitivity in Dialogue	High (2.50)	Low (1.80)	Students perceive less adaptation by teachers
	Teacher-Student Relationship	High (2.80)	Medium (2.30)	Teachers view the relationship as stronger
Non-Whole Class	Peer Interaction	Medium (2.10)	Low (1.70)	Students feel in a less collaborative environment

In the classroom dialogue at Ronggowale High School, there are significant differences between teacher and student perceptions regarding interaction patterns. Teachers tended to feel that they had created a highly interactive environment with a high verbal engagement (Mean Level: 2.75). At the same time, students rated their engagement slightly lower (Mean Level: 2.20). This shows that although teachers encourage participation, not all students feel comfortable enough to be actively involved^[38].

Perceptions of non-verbal communication also show slight differences, with students placing slightly more attention on non-verbal signals such as eye contact and gestures (Mean Level: 2.10) compared to teachers (Mean Level: 2.00).

Teachers felt that they were pretty adaptive to students' cultural backgrounds (Mean Level: 2.50). Still, students gave lower ratings (Mean Level: 1.80), indicating that students may feel less culturally understood^[39].

In addition, the teachers rated the relationship between teachers and students as more robust (Mean Level: 2.80) than the students' assessment (Mean Level: 2.30). This shows different perceptions regarding the closeness and quality of relationships in the class.

In non-whole classroom dialogue, especially in interactions between students (peer interaction), teachers and students have striking differences in perception. Teachers rated the level of collaboration in the classroom as moderate

(Mean Level: 2.10). In contrast, students rated it as lower (Mean Level: 1.70). This suggests that students feel that opportunities to interact and collaborate with peers are lacking, or perhaps they think that these interactions are not supported adequately^[3].

4.5. Result Research Question (5)

Interpersonal meaning is a fundamental element that shapes learning dynamics in Ronggowale High School

classes. It influences how students engage with the material, interact with peers, and respond to the teaching methods implemented by their teachers. Whole-classroom dialogue effectively builds a supportive and engaged learning environment. In contrast, non-whole-classroom dialogue offers collaboration and social skills development opportunities, albeit with some challenges. By understanding and enhancing the role of interpersonal meaning, educators can create more dynamic and inclusive learning experiences that meet the diverse needs of their students (see **Table 6**).

Table 6. Interpersonal Meaning Shape Learning.

	Classroom Dialogue Value Patterns	Classroom Dialogue Value Patterns	Average Level
Whole Class	Teacher-Student Interaction	Establish clear communication, build trust, and encourage participation	Height (2.80)
	Non-Verbal Communication	Amplify messages, build relationships, increase engagement	Medium (2.10)
	Cultural Sensitivity	Adapting teaching to students' backgrounds, creating inclusivity	Medium (2.0)
Non-Whole Class	Interaction Between Students	Improve collaboration, develop critical thinking, and build social skills	Medium (2.00)
	Work in a group	Encourages teamwork, promotes joint problem solving, and builds self-confidence	Low (1.80)

Note: Mean scores were rated on a three-point scale where 1 = Low, 2 = Medium, and 3 = High.

Interpersonal meaning is essential in shaping learning dynamics in Ronggowale High School classes. Through whole-classroom dialogue, interpersonal meaning is mainly formed through teacher-student interaction, which is highly valued (Average Level: 2.80). These interactions are essential in creating clear communication, building trust, and encouraging students to participate actively. This high level of interaction increases students' understanding and motivates them to engage more deeply with the learning material.

Non-verbal communication also plays a significant role in shaping learning dynamics by reinforcing verbal messages and building strong relationships between teachers and students (Average Level: 2.10). Gestures, facial expressions, and body language play an essential role in making students feel understood and supported, which in turn increases their engagement and desire to participate in class activities.

Cultural sensitivity in dialogue, although moderate (Average Level: 2.00), is essential for creating an inclusive classroom environment. Teachers at Ronggowale High School who adapt their teaching methods to students' cultural backgrounds help create a more welcoming atmosphere^[40], encouraging students from various backgrounds to participate and share their perspectives.

Interpersonal meaning significantly influences the learning process in non-whole classroom dialogue, such as student interactions and group work. Interaction between students, which is moderate (Average Level: 2.00), signifi-

cantly increases student collaboration^[38]. Students develop critical thinking skills and social relationships through these interactions, which are essential for their overall academic growth.

However, group work, although encouraging teamwork and joint problem-solving, was rated lower (Mean Rating: 1.80). This suggests that although group activities are recognized as having the potential to build confidence and encourage active participation, there are challenges in implementing these activities effectively, such as uneven participation or difficulties in managing group dynamics.

5. Discussion

This study contributes a distinctive perspective to the growing body of sociocultural classroom discourse research by situating interpersonal meaning within the Indonesian high school context. While previous studies have broadly explored sociocultural dimensions of classroom interaction, few have explicitly integrated Halliday's functional linguistics with sociocultural mediation to analyze meaning-making processes. The contextualized focus on multilingual and multicultural classrooms in Indonesia offers fresh empirical evidence that expands current understandings of inclusive discourse practices in non-Western educational environments.

This discussion focuses on interpreting the findings rather than their detailed description to avoid overlap with

the Results section. The quantitative and qualitative results summarized earlier are examined in light of the sociocultural and interpersonal meaning frameworks.

The findings directly reflect the interpersonal metafunction proposed in Halliday's Systemic Functional Linguistics, where language enacts social roles and relationships. Inclusive pronouns, dialogic questioning, and positive feedback observed in classroom discourse exemplify how teachers negotiate tenor and interpersonal distance. This alignment indicates that classroom language choices are both pedagogical and interpersonal acts that shape solidarity, authority, and engagement among participants.

From Halliday's Systemic Functional Linguistics (SFL) perspective, the findings reveal that interpersonal meaning in the classroom is realized through teachers' linguistic and multimodal choices that construct power relations, solidarity, and affect. Inclusive language, open-ended questioning, and non-verbal gestures exemplify the interpersonal metafunction that negotiates roles and social distance in teacher-student discourse.

Similarly, drawing upon Vygotsky's mediation theory, classroom dialogue is a cultural tool mediating students' cognitive and social development. Teachers' dialogic scaffolding represents the process of semiotic mediation, where language enables learners to internalize knowledge through social interaction.

Integrating these two theoretical perspectives deepens the understanding of classroom discourse as both linguistic and social action. It highlights that meaning is not merely transmitted but co-constructed through culturally embedded communication, reinforcing this study's inclusive and responsive pedagogy.

The socio-cultural context at SMA Ronggowale significantly influences the interaction patterns between teachers and students in the classroom. Cultural values, social norms, and students' comfort levels in class discussions are crucial factors shaping these interactions. Students from collectivist cultures, for example, may feel more comfortable working in groups but less inclined to engage in individual questioning or debate. On the other hand, students from more individualistic backgrounds might be more accustomed to open discussions and debates in the classroom setting.

This dynamic creates a complex classroom environment where teachers must be adaptive in their approach to

teaching. As noted in previous research, cultural sensitivity in dialogue is essential for creating an inclusive learning environment that caters to students' diverse needs. Teachers at SMA Ronggowale often adjust their teaching methods to foster an inclusive and dialogic environment, accommodating the students' socio-cultural diversity. This includes adopting two-way interaction patterns that encourage student participation and providing emotional and intellectual support aligned with the students' social and cultural needs.

Furthermore, the research findings indicate that whole-classroom dialogue is dominant in shaping and maintaining interpersonal meaning at SMA Ronggowale. The high mean level of interaction between teachers and students (2.67) suggests that verbal interactions guided by the teacher are crucial for encouraging student participation and fostering a supportive classroom atmosphere. This is consistent with findings from educational research, which highlight the importance of meaningful engagement in promoting student success and confidence in their learning abilities (APA Blog).

However, the lower levels of non-whole classroom dialogue, particularly in student-peer interactions (1.04), suggest significant potential to enhance these interactions to achieve more comprehensive and inclusive learning outcomes. Strengthening these interaction patterns can contribute to a richer classroom dynamic and improve interpersonal relationships among students, ultimately leading to a more engaging and practical learning experience.

In conclusion, while the whole classroom dialogue at SMA Ronggowale effectively builds and maintains interpersonal meaning, there is a clear need to bolster non-whole classroom dialogue. By doing so, educators can create a more dynamic and inclusive learning environment that better supports their students' diverse cultural backgrounds and learning needs. Integrating both forms of dialogue will improve classroom interactions and enhance the overall quality of education delivered at SMA Ronggowale.

The study's theoretical implications resonate with Halliday's and Vygotsky's frameworks, emphasizing that classroom interaction is a semiotic and social process. Negotiating interpersonal meaning through language is evidence of SFL's interpersonal metafunction, while the dialogic mediation between teachers and students supports Vygotsky's view of learning as socially situated. Together, these perspectives enrich this study's theoretical contribution to sociocultural

and discourse-based pedagogy.

6. Conclusions

The originality of this research lies in its integration of Systemic Functional Linguistics and sociocultural theory to interpret classroom meaning-making within the Indonesian high school setting. This mixed-methods design provides linguistic depth and cultural relevance, offering a model for examining interpersonal meaning in other multilingual educational contexts. By combining functional and sociocultural insights, this study bridges linguistic theory and classroom practice to enrich cross-cultural discourse studies.

The sociocultural context within SMA Ronggowale is pivotal in shaping classroom interaction patterns and influencing how teachers and students communicate and understand each other. The findings reveal that cultural values, social norms, and students' comfort levels significantly impact their participation in class activities. Teachers at SMA Ronggowale have effectively adapted their teaching strategies to accommodate this diversity, mainly through whole-classroom dialogue, which has proven effective in fostering student engagement and building strong interpersonal connections.

However, the study also highlights the need for further development of non-whole-classroom dialogue, such as peer interactions and group work, which currently shows lower levels of engagement. Enhancing these forms of interaction is essential to create a more inclusive and dynamic learning environment that fully supports the diverse needs of all students. Educators can improve interpersonal relationships and elevate the educational experience at SMA Ronggowale by integrating and strengthening whole and non-whole classroom dialogues. This balanced approach is critical to achieving more comprehensive and effective learning outcomes in culturally diverse classrooms.

Author Contributions

Conceptualization, data collection, and manuscript writing, D.L.; Editing and theoretical framework development, W.W.; Methodology design, data collection and analysis, and project administration supervision, S.S.. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

The Institutional Review Board of Universitas Negeri Surabaya approved this study.

Informed Consent Statement

Before participating in this study, each subject gave their informed consent. They received comprehensive information about the study's goals, methods, possible dangers, and advantages. Participants could leave at any moment without facing any repercussions because participation was completely voluntary. All information gathered was handled with the utmost confidentiality and utilized for the objectives outlined in the study.

Data Availability Statement

The data supporting this study are available from the corresponding author upon reasonable request. Due to participant confidentiality and institutional regulations, the raw data (interview transcripts and classroom videos) are not publicly accessible..

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Conflicts of Interest

The authors declare no conflict of interest.

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