

# THE CLASSROOM SOCIAL INTERACTION INFLUENCE ON THE NON-EFL STUDENTS IN ENGLISH SPEAKING CLASS

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## Abstract

Social interaction is one important factor that influences the process and resulting quality of non-EFL students in English-speaking classes. It could both support and decrease them. This study investigated the social interaction influences on the non-EFL college students' English-speaking process and results. It aims to find out which social determinants cause students to engage communicatively in speaking tasks. The research was conducted by applying the qualitative descriptive design that involved observing classroom conduct, making field notes, and analyzing interactional processes to explore how students and lecturers built a social environment. The findings reveal four main data points that affected the quality of interaction, including the student noise and side-talk, non-routine greetings and leave-takings, mobile phone interference beyond control, and the lecturer's management techniques in the classroom. The condition had an impact on the atmosphere of emotions through how students feel confident, focused, attentive, and motivated to talk. In general, the results emphasize the necessity of transparent social routines, behavioral guidance, and regulation in digital use to foster a good speaking environment in Indonesian higher institutions. It is suggested that mastering these non-pedagogical phenomena will be crucial for minimizing affective barriers and achieving speaking betterment, particularly in the case of developing communicative confidence among non-English majors.

**Keywords:** *management class; non-EFL students; social interaction; speaking class .*

## 1. Introduction

Speaking skills are one of the main factors in communicative competence, and students need them to express ideas, clarify meaning, and construct meaning they need for purposeful social interaction. The speaking skills tend to construct the communication skills that need to be trained and developed in various programs. According to the study by Amiruddin and Iffati Chaira (2023), developing speaking skills in intensive programs, including English Camp, enhances fluency, vocabulary knowledge, and communication preparedness among students in an EFL setting. The correlation between speaking skills and communication competencies cannot be avoided by influencing each other. Wang et al. (2024) highlight the relation between speaking proficiency and communication competence because they claim that fluency is linked to strategic thinking skills, as well as to managing

interactions. The skills need practice rather than being full of theoretical study. Furthermore, it was revealed in the study that application of direct methods had a significant impact on students' spoken English, as the mean score went up from 30.6% to 71.3% following two cycles, and is more productive than theoretical study alone (Rahayu, 2022). The skills require demonstrative performance. It is a productive skill that requires both students and instructors or lecturers to be active.

One factor that influences the process and result of speaking practice and class is the social interaction among students in a class program. Speaking activities require interaction; students' success in carrying out the activity highly depends, apart from their linguistic competence, on the management of social interaction in the classroom (Intang et al., 2023). It is caused by the position of the speaking activity, which requires good social interaction. On the other hand, it requires good preparation from both lecturers and students. A positive social environment enhances peer cooperation, casual interaction, and regard for one another—all of which are vital for communicative competence (Setiyono et al., 2024). Students' motivation increases, and they attain greater fluency in speaking when teachers implement social constructivist principles, including techniques such as pair work, small-group discussions, and reflective dialogue (Komaruddin et al., 2021). This demonstrates that two-way communication is not an additional optional element but a fundamental necessity of success in a speaking class.

The social management of the speaking classroom is one of the main factors that professional English lecturers need to prepare. It requires both the program and management to be conducted in all sections by the lecturers across all sections, even within a campus or study program. The position of social management concerns anticipating the potential unfavorable conditions of speaking practice in social interactions. Management is critical and should be handled by both the lecturers and the study program. Social management is a crucial step in providing reasonable accommodation for students (Ahmed, 2024). The social management system for social interaction could be implemented through a well-prepared program or through the lecturers' spontaneous actions. Both of the action types could be carried out in a coherent process. Successful social control in the speaking classroom depends on guiding tactics and sensitive direction from the lecturers to create a productive learning environment (Jones et al., 2014). This management involves anticipating potential social liabilities, empowering students with positive things to say, and nurturing students to speak and consider how they might interact. Besides, the teachers are also controllers and initiators in shaping classroom interaction to keep students motivated and actively participating, thereby creating good learning conditions. This indicates that social management is crucial for appropriately catering to learners' varying needs and achieving optimal speaking practice outcomes.

The social interaction problem and its management are also necessary for non-EFL students in the English-speaking class. The nature of speaking classes in non-EFL university contexts, where English is not the students' main discipline of study, varies from common EFL or ESL contexts for a great deal (Devlin et al., 2024). Students in Non-EFL classes are likely to go through extensive periods with less proficiency, lower motivation, and little experience of authentic English spoken exchange, so that the social domain has become a more influential factor on students' achievement (Zakarneh et al., 2021). These features produce special social situations where students must depend on peer behaviour, class climate, and lecturer instructions to feel comfortable participating (Saleh & Darwis, 2024).

Furthermore, non-EFL students occasionally import communication norms from their home social world into the classroom that do not necessarily fit English-based ways of speaking and interacting. Due to these dissimilarities, findings from the EFL/ESL mainstream setting may not be fully applicable, hence emphasizing why non-EFL environments need to be studied.

Initial observations indicated that some non-academic social factors were affecting classroom interaction; there was too much student noise, students used cell phones consistently during speaking activities, and there was a lack of basic social routines like greeting each other. These factors affected the feeling of comfort in the students and therefore, also caused low participation in speaking-promoting practices (Hagerman, 2020). Recent studies indicate that effective management enhances classroom engagement and participation and intrinsically drives motivation (Aziza et al., 2024). The English lecturers of the study program need to involve a social interaction strategy based on the social study discipline to ensure a good plan that will minimise management failure. As class management is an ever-evolving approach, lecturers need to adapt spatial arrangements, design speaking activities, choose relevant topics, and influence class morale to achieve the goals of the speaking programme (Muluk et al., 2021). In this research, the management of speaking classes is the focus of the observation, intending to reveal the causes, effects, and implications of the system. The speaking class management also needs to be managed very well. Class management is a dynamic process, so the lecturers must adapt the class environment to the speaking program. While previous research has addressed teaching and pedagogical methodology in other areas of speaking classes, a minimal amount seems to be known about non-pedagogical educational social factors, such as general classroom noise, technology distractions, barren social routines, etc., which is crucial information, especially when stepping outside the EFL realm into higher education.

The problems of social interaction in non-EFL students in the speaking class need to be investigated deeply. According to the research conducted by Suryadi, (2023), students' participation in speaking classes is directly limited by several obstacles related to social involvement, like shyness, worry of speaking, and unwillingness. It could reveal how to improve their maximum speaking skills by removing the disturbing factors. In line with the findings of Haniyah et al. (2024) that identifying disturbances – such as domination of some students, noise in the room, and non-supportive interaction - has a significant impact on students' ability to speak optimally. The lecturers should be able to recognize the problem inside the English-speaking class as a means for their future improvement prospects. Lecturers' understanding of classroom social dynamics, lecturers' sensitivity to reading the atmosphere in the class, is essential for developing responsive and enhancing teaching strategies for speaking and learning (Khasinah, 2017). The problems need to be formulated in a comprehensive understanding for both lecturers and students, so that it is a good input for improvement. In addition, the social interaction problem inside the speaking class is a potential academic and scientific area to be investigated deeply by the researchers of this research.

This study attempts to investigate the principal social factors affecting students' learning comfort and speaking achievement in non-EFL students in the speaking class. The analysis addresses classroom noise, cell phone utilization, and social schedules that channel conduct in the classroom explicitly. This study hopes to enrich grounded guidelines for

lecturers in handling social dynamics in classes to produce a sociable, supportive, and successful learning space. The field research was implemented through empirical methods like: direct classroom observation, interviews, and study of students' speaking behavior to describe what really happens in the classroom, to provide some practical guidelines for enhancing speaking instruction.

## **2. Literature Review**

### **2.1 Social Interaction in non-EFL Students' Speaking Class**

Social interaction in the English-speaking classroom is one of the determining factors for the quality of the process and result in the non-EFL speaking class. Social interaction is indeed a fundamental catalyst for second-language development, as it provides contexts in which learners negotiate meaning, receive feedback, and co-construct knowledge, all of which directly contribute to improved speaking skills (Devlin et al., 2024). According to (2022), social affordance, meaning meaningful interaction opportunities with peers and teachers, boosts learners' willingness to communicate and encourages more genuine oral language production. Technology-enhanced social spaces, as moderated social groups and collaborative platforms, serve as valuable extensions of classroom interactions (Sasabone et al., 2024). When these platforms are well scaffolded, they increase learner engagement and provide informal practice opportunities beyond face-to-face sessions, thus enriching language exposure and use (Zakarneh et al., 2021). The social interaction factors are essential to determine how the non-EFL speaking class will flow effectively. The social factor condition refers to the position of how a lecturer can manage the class effectively.

Nevertheless, social interaction in foreign-language learning settings is not free from challenges. Sociocultural constraints, such as status differences among participants, learner anxiety, and entrenched classroom norms, can limit productive interaction. The non-EFL students' various personality influences the learning conditions (Fitria, 2024). On the other hand, the absence of real-life opportunities to practice English, so it is recommended to apply close real material, such as videos, to help the non-EFL students to practice their English-speaking skills (Saber, 2025). Teachers need to explicitly address these dynamics by managing power relations and fostering a supportive affective climate to ensure equitable participation. These insights imply that interactional tasks should be thoughtfully designed to create low-pressure conditions that encourage negotiation of meaning. The free-stress environment influences the success of the students' progress and learning results (Dewitt & Moosavi, 2022). The social interaction problem could be determined by social interaction.

### **2.2 Speaking Classroom Process**

The speaking classroom is a complex dynamic process in which task design, teacher facilitation, peer models, and assessment methods interact to shape learning (Komaruddin et al., 2021). Some research emphasises that procedural elements (task types, grouping, timing, teacher feedback) are as essential as content. Task-Based learning (TBLT), role playing, and digital storytelling are among the most effective methods for achieving rich, meaningful outcomes in recent classroom research (Fitri et al., 2022). These approaches promote authentic exchange and scaffolded practice, leading to improved fluency and complexity. Classroom management, seating arrangements, rotation policies, and teacher support influence how interactive tasks are produced; good management increases opportunities for equitable allocation of time for conversation and informal feedback from

peers (Atunnisa et al., 2024). The speaking classroom always needs continuous development.

The speaking classroom needs special preparation from the lecturers or instructors. The lecturers must process it in the productive class. The class is a dynamic system to be developed because it could follow the condition of the students, which could always change at any time. CLT or communicative language teaching is one method that is recommended to construct a good speaking classroom condition (Phoeun & Sengri, 2021). The condition of the speaking class requires specific conditions that could be carried out by the lecturers in a proper manner. The construction of cultural use of English could create an atmosphere of using English properly (Hossain, 2024). The speaking process in a classroom for non-EFL students requires both English linguistic and non-linguistic maintenance. The promotion of intercultural communication and material is recommended for non-EFL students (Hossain, 2024). The process of the English class is dynamic.

### 2.3 Speaking Skills

Based on (Nurkhofifah et al., 2023), speaking is conceptualized as a multifaceted skill composed of several interrelated subskills, such as fluency, accuracy, complexity, and interactional competence, rather than a unitary ability. These subskills respond differently to various instructional strategies. Studies from Sayow and Marsevani (2024) consistently show that pedagogies focus on role-play, repeated performance, and combined with feedback. These task cycles include planning time and peer review protocols, which reliably improve fluency and students' willingness to communicate. However, improvements in accuracy tend to require more explicit instructional focus and structured corrective feedback cycles.

Recent innovations in assessment leverage automated and e-assessment tools, refined rubrics, and self- and peer-assessment methods to deliver timely, formative feedback to students (Faisal et al., 2024). While Sulastriana et al. (2024) highlight the promising potential of automated scoring systems, especially for providing rapid feedback, they also raise caution about the validity and reliability of these tools when evaluating complex interactional competence in speaking. Moreover, contextual factors like students' motivation, sociocultural attitudes, and classroom climate play a crucial role in mediating how instructional interventions translate into observable improvements in speaking skills. This deep understanding encourages educators to adopt differentiated instructional and assessment approaches tailored to the specific subskills and learner contexts to optimise speaking skill development.

### 2.4 Classroom Management as a Social-Interactive Tool

Management of speaking classes as a social-interaction process can be seen to contribute to creating predictable structures and routines on one hand, and social rules, psychological safety, and opportunities for the learners to take interpersonal risks in the other. Studies find that carrying out speaking activities develops students' oral skills, encourages them to cooperate during the performance of a task, and raises their level of interest, so communication of objectives can enhance class participation in oral work (Hue, 2024). Furthermore, the well-organized arrangement of students can contribute to their feeling secure and understanding as a member of the social group, so that it also decreases social anxiety. Classroom management also includes immediate interactions of the teacher,

for example, praising contributions and redirecting disruptiveness, along with reminding students of the rules for interaction; these kinds of behaviors express respect, trust, and psychological safety, which are essential antecedents to communicative risk-taking (Gunersel et al., 2023). The English lecturers take a critical position as managers to manage and reduce any negative potential impact in English English-speaking classes.

In addition, well-run classes also reduce the occurrence of non-academic interruptions, which are detrimental to speaking practice. For instance, specifying rules for interaction and developing a respectful speaking environment can minimize off-task chat and disruptive noise that disrupts classroom conversations (Australian Education Research Organisation, 2023). There is evidence to suggest that anxiety in these situations is lower, and that students are more likely to take up speaking opportunities (Lin et al., 2025). Moreover, the implementation of individual classroom management strategies related to students' choices and interaction styles helps teachers construct more inclusive speaking opportunities, which in turn increases the quality of engagement and willingness to communicate.

## **2.5 Non-Pedagogical Social Considerations: Phones, Noise and Social Rhythms**

Meanwhile, in contemporary speaking classrooms, mobile phone use presents itself as a non-pedagogical social factor that can interfere rather disruptively with interaction. Research suggests that when using smartphones, students may practice non-task-related activities (social media, texting), distracting them from speaking (Deng et al., 2025). Such diversions interrupt the cognitive presence of students, diminishing meaningful social presence, disintegrating sequences of interaction, and lowering the total number of times they speak orally (Ochs et al., 2024). Beyond external distraction, personal reasons cause off-task phone use, resulting in emotional and cognitive disengagement (Rozgonjuk et al., 2019).

Another important social factor is classroom noise, due to both task-related movements and unmanaged peer conversation. The loud noise disrupts students' listening to one another, comprehending and constructing their talk, establishing a shared understanding of content, all of which challenge the continuity of the speaking context. Although there is limited direct research on L2 speaking class noise, the general mobile use literature indicates that classes are regularly interrupted every few minutes, and such uncontrolled social behavior increasingly undermines interaction quality (Kim et al., 2019). Efficient control of these behaviors, thus, is necessary to sustain interactional progress. Management of facing the noise could be trained by the students by using a mask, which makes them accustomed to ignoring the noise positively (Pycha et al., 2022). The English teachers or lecturers also have an important task to prepare the students' minds to face the noisy classroom when practicing English speaking.

Also, practices happening at the beginning of class (e.g., greeting and answering questions) and in the classroom contribute a lot to relationship building and decrease student anxiety. Especially greetings as adjacency pairs, such as "Good morning" —"Good morning," form culturally patterned sequences for establishing psychological closeness and social unity (Sultan, 2020). Thus, the routine also helps students to feel a stable social structure and to have little unknown, which obviously lowers their affective filter, making them more willing to join in. The English teachers must apply various principles, such as the principles of creating a learning environment, constructing interest, providing guidance, and communication practice, to create good English learning conditions (Han & Lee, 2024).

Without these classroom routines, students might feel socially isolated, which causes an increase in speaking anxiety, and they will be less motivated to participate (Kurniawati & Lintangari, 2024). The training of basic speaking in simple rounds or in pairs is a possible solution to prepare students' mental condition.

## 2.6 Challenges in Non EFL Contexts: Social and Emotional Barriers

Sociocultural and affective challenges that specifically influence speaking performance are even more pronounced when learners are not English majors in Non-EFL contexts. In these academic situations, English has become a compulsory or optional subject that may contribute to lowering the learners' intrinsic motivation and naturalistic exposure to use English (Putra & Suparni, 2023). Furthermore, a study among non-English major students in Indonesia shows that socio-cultural factors (e.g., class status, identity, and peer perception) have a significant relationship with a high level of speaking anxiety (Vanalestari & Setyarini, 2025). These students might be perceived to lack the cultural capital and environment to express themselves in English purely; all these take down their engagement level when participating in class discourse.

Moreover, a study on speaking anxiety for foreign language speaking for non-majors indicates that fear of negative evaluation, also communication apprehension, and low self-efficacy are some typical emotional obstacles. For instance, anxiety in speaking has been reported among non-English major students. According to Nuralika et al. (2023), due to the fear of being judged by friends and a lack of confidence in their language skills. The anxiety is magnified in classrooms that do not have structured social routines (e.g., students who are not engaging in rapport-building strategies like greeting and buddy checking)—the absence of these touch points can increase the sense of isolation and reduce participation. Code-switching is one solution to reduce non-EFL students' anxiety in English-speaking practice (Sholikhah & Isnaini, 2024). In addition, the use of technology could help to reduce the students' anxiety in practicing English speaking (Nguyen, 2024). The solution to reduce anxiety must consider the ethical conditions and their impacts.

Lastly, the sociocultural characteristics of the students in non-EFL settings add another level of complexity to speaking dynamics. Research demonstrates that attitudes of social status, identity, and culture lead to speaking anxiety (Vanalestari & Setyarini, 2025). The students tend to represent multi-fluent socio-cultural backgrounds; their emotional challenge is more than linguistic and heavily framed within its social practices; thus, the teacher needs to bring into play classroom management and socially responsive routines to construct a psychologically safe speaking environment (Zahid & Ghani, 2018).

## 3. Research Method

### 3.1 Research Design

The design of this research is an observational case study in the schema of descriptive qualitative research. The qualitative design is a research approach that aims to understand a phenomenon by observing and examining the meaning of a person's behaviour and the ways people interact, without using statistics (Nowell et al., 2017). This study adopted this design since the goal was to discover social factors that are complex and context-specific about how students behave in speaking engagements. Instead of quantifying variables statistically, this method enabled the researchers to engage in

meaning-making that was inherent in students' actions, peer interactions, and classroom discourse through direct observations and interpretation.

### **3.2 Research Participant**

The participants are all 24 first-semester students of Class 2 of the S1 Economic Development Study Program of the Faculty of Economics in the odd semester of the 2025-2026 academic year. They were getting English as a general subject in their bachelor's degree program. This class was deliberately chosen because it comprised the non-English major learning setting in which students are usually encountered with communicative confidence, classroom interaction, and speaking comfort issues. The choice of this context allowed the researchers to directly examine how real social processes that take place in speaking activities have an impact on student engagement and learning outcomes within an actual teaching setting.

### **3.3 Data Collection Techniques**

The process of collecting data was conducted on 08 September 2025 by applying classroom observation as the primary technique. The researchers applied a non-participant classroom observation borrowed from Robert C. Bogdan and Sari Knopp Biklen (1982) to obtain data. Before the observation session, the researchers communicated with the English lecturer to secure his formal consent and arrange for the research protocols to be consistent with the classroom schedule. In the context of this classroom session, the researchers attended a class and observed social interactions that took place during instruction, including side talk among students, student noise (i.e., overhead conversations involving more than one group), mobile phone use, peer response to such behaviour, and lecturer's reaction to these activities. Field notes were systematically taken in a research journal to document verbal and nonverbal interaction. Photographs were made to aid the data collection of the classroom environment and enhance the accuracy of observations. Post-session reflective notes were documented to capture important social situations and interaction dynamics remembered from the class. The principal data collection tools used in this study were the researchers' field notes and a camera.

### **3.4 Data Analysis Procedure**

The data were analyzed based on the interactive qualitative model that Miles, M. B., Huberman, A. M., and Saldaña (2018) recommended. First, the raw observational data were sifted and arranged to concentrate on the information about classroom social interaction and communicative behaviour. The organised data were then written in a descriptive narrative format to assist the researchers in determining patterns and themes that emerged within students' interactions. The data were subsequently categorised, and categorisations were labelled according to the type and purpose of each interaction: supportive interactions, disruptive behaviour, and avoiding interactions. Finally, the authors constructed interaction patterns, confirmed emergent findings, and related the patterns to already established theories of social interaction and developed speaking skills to make meaningful conclusions.

### **3.5 Trustworthiness of the Study**

Qualitative validation techniques were employed to maintain the credibility of the results. Reliability was improved through in-depth systematic observations and the

application of photographic evidence to unclutter field notes. Reliability was established through the use of systematic data collection and analysis, with the research process being transparent and traceable. To ensure confirmability, all interpretations were grounded in empirical data and related to theory to minimize researchers' bias during the interpretation process. Furthermore, methodological triangulation was used by cross-referencing field notes and visual collection data with classroom observations, making the findings more reliable and verifiable, thus ensuring that each social factor which emerged from our analysis was grounded in multiple sources of references.

## 4. Results and Discussion

Based on this research, the steps of collecting and analysing the data are presented, along with the data and its discussion. They are presented one by one in a stratified order. It reflects the study's empirical findings.

### 4.1 The Students' Noise

The students' noise broke the conformable situation for the students who were performing their conversation. Students' noise before and after their pair conversation is one of the disturbing factors in social interaction (Miles et al., 2023). Throughout observation, it was noted that *"a few students at the back of the classroom chatted casually while two other students were performing their dialogues and created clear distractions to the presenters."* Such context made learners who did speaking activities uncomfortable, diminishing their self-assessment and confidence. The process of the before-pair conversation needs to be managed. The lecturer's mistake was not to give a soft warning to them. The lecturer must have been finishing the soft warning before starting the classroom session. In this case, the students must first be given an understanding. They need to correlate the situation with the conduciveness (Nguyen, 2024). Noise is a troubling issue because it can indicate a lack of knowledge of appropriate student behaviour in the classroom. Several studies have found that noisy classrooms during speaking lessons can reduce students' concentration and increase anxiety in students with low abilities, which ultimately affects their speaking performance (Murgia et al., 2023). The noise also discouraged the students' confident to present their best performance. The noise is one crucial problem that encourages the lecturer to manage the situation to be calm.

In transition periods, particularly post-speaking performances, the problem became worse. The observation notes reported that *"Following the completion of the pair performance, student groups immediately began talking over and above one another in an unrelated way, and within a minute from finishing the activity, the class was out of control."* It is because students tend to chat with their friends after the pair conversation, which creates a distraction (Deng et al., 2025). The lecturer must give soft direction before allowing students to have their pair conversations. This step will have a significant impact because unstructured moments can lead students to misbehave, resulting in a decline in student discipline (Yuliana & Park, 2024). This is a crucial situation because they need to be aware of their role in creating classroom chaos. Students need to be recognised by lecturers for their contributions to classroom conduciveness (Dunn, 2023). Students must be able to manage their attitude rather than make a blind statement about their contribution. Students are active participants in maintaining a conducive classroom environment. Building a sense of

shared responsibility between teachers and students has successfully created a cooperative learning environment (V. Fernandes, 2024). The post-speaking performance was disturbed because of the students' noise. It also disturbed the lecturer's effort to review the classroom condition and the students' performance.

#### **4.2 Lack of Social Routines**

The forgotten greeting and leaving-taking also contribute to minimal classroom-conducive interaction. The researchers saw in classrooms that *"most of the student presenters just started their performance right away and did not say 'Hi how are you doing?' or, at the end, 'Thank you for watching me,' so that nobody would be interested in listening to them and their friends made side comments"*. It is because the students tend to give soft comments to the presenters. So, maintaining classroom conduciveness is a challenging task; students may spontaneously make comments that are not supportive of the lecturer, which can affect the level of effectiveness (Wildan Solihin et al., 2025). In this case, the students tend to practice it unconsciously. The use of greetings and leave-taking is a crucial step in maintaining the audience's attention from the beginning to the end of the pair's conversation performance, which also helps maintain classroom conduciveness (Shields-Lysiak et al., 2020). The students need to realise that giving greetings and leaving-taking is a must in a social interaction. The position of greeting and leaving-taking performance requires students to be more active and interactive in the classroom (Algharabali et al., 2019). Before speaking, using opening and closing greetings also demonstrates cultural politeness norms that foster students' interpersonal sensitivity. Based on the latest research, teaching skills such as delivering opening and closing greetings play a role in creating good relationships in the classroom and instilling respect among peers (Wubbels et al., 2012).

The greeting and leaving-taking hold a crucial role in representing the speakers' respect for their audience. It is why the audience tends to get chaotic when they do not receive the greeting and leave-taking. The presenters or all class members need to be given a soft warning before the class begins (Asuro & Gurindow M-minibo, 2014). The greeting and leaving-taking are strategies to show direct respect and gain the audience's sympathy. It is helpful as a communication skill that shows students' readiness and closure in interactions. This relates to Maslucha et al. (2024), which explains that politeness can foster cooperative communication and social balance in educational environments. The use of greetings and leave-taking must be continually reminded to the lecturers or instructors of every English-speaking program.

#### **4.3 The Use of Mobile Devices**

The presence of a mobile phone in the classroom had a dual effect, which was manifested in social interactions and oral participation. During classroom observations, *"it was noted that some students were observed surfing social media or viewing short videos while their partners practised speaking to each other."* The use of mobile phones for entertainment creates an environment that is not conducive to learning in the classroom. The mobile phone tends to make students less attentive to their classmates' performance. Mobile phone use in the proper portion could help students prioritize the appropriate action. The mobile phone application requires the lecturer to be more aware of the classroom conduciveness and the students' attention (Yusuf & Anwar, 2019). It is a challenging task for the lecturer to keep the students from using their mobile phones in the

proper portion. Mobile phone use is a crucial condition for maintaining discipline in students' attitudes. This also negatively affects the use of mobile phones, which, if misused, can lead in a loss of respect and inappropriate behavior (Pariyatin et al., 2023).

However, the observations also raised some positive uses of mobile phones. In one class period, "many students recorded their speaking and played it back on their phone to self-assess after the activity." This finding indicates that mobile devices can help metacognitive development and reflective learning when managed adequately. Yusuf and Anwar (2019) pointed out that teacher-controlled use of smartphones increases autonomous learning and task-based reflection. Likewise, Consoli et al. (2025) conclude that organized digital integration promotes creative learning cultures without losing discipline. Deng et al. (2025) highlighted that balanced digital policies support in turning technology from a distraction into an instructional tool. The results of this study establish that mobile phones are not intrinsically disruptive, but their effect is contingent on clear classroom digital norms and practice monitoring. The positive effect must be kept for the use of the mobile phone so that it will not decrease social interaction in the class. The use of the mobile phone must also be managed so that it will not make the students individual.

#### **4.4 The Lecturer's Classroom Management Strategies**

The most significant mediating variable on the general socio-emotional climate of the speaking class was the lecturer's classroom management. Observational notes indicated that *"in response to student noise, the lecturer only interjected a curt 'ssst', no follow-up instruction or strategy was attempted"*. The lecturer must be responsible for controlling classroom conditions because they are the class leader. Control management is the first thing to be given attention to. The lecturers must be wise enough to make a spontaneous decision to manage the classroom. The classroom management can also be included as an official regulation to be kept for the main activity. Students need to have wise lecturers to meet their basic need for controlling classroom conduct (Algharabali et al., 2019). Teachers' emotional intelligence and abilities can contribute to effective classroom management in resolving conflicts quickly. Providing examples of leadership styles—such as empathy, fairness, and consistency—to students will encourage them to be ready to work together (Alex, 2025). The classroom control must be managed wisely by the lecturer to encourage the students to give sympathetic and cooperative responses.

The results also revealed that *"students became visibly more on task when the teacher walked within proximity to noisy students, which connects with clear behavioral routines."* This is consistent with Algharabali et al. (2019) found that physical closeness and the power of connection to enhance both student adherence and emotional safety. Yusuf and Anwar (2019) reported that psychologically informed classroom management creates an environment that feels safe, which reduces communication apprehension. Such a condition is essential for speaking growth because low-anxiety environments enhance fluency, taking risks, and interactional competence. Considering that in well-managed classrooms, learners begin to feel freer to experiment with the language (Atika, 2020). The adaptation could be carried out effectively. Positive control not only creates order in the school but also fosters student independence, instilling in students the initiative to take responsibility for their group interactions. This approach is in line with constructivist theory

in education, which encourages a sense of shared responsibility and reflective learning (Anis et al., 2025; Widodo, 2025).

#### 4.5 Documentation

The documentation of the observation process is presented in two pictures below. It was taken directly in the classroom. The writers would like to show the empirical process of getting the data.

**Picture 1**

*Documentation*



**Picture 2**

*Documentation*



#### 5. Conclusion

This study concludes that social interactions in the classroom significantly influence students' learning efficiency in English lessons. The findings conclusively indicate that success in non-EFL speaking classes depends not only on teaching strategies, but critically on the effective management of non-pedagogical social factors. The results show that factors affecting the learning atmosphere in the school include student noise before and after speaking activities, the absence of routine greetings and farewells, inappropriate use of cell phones, and lecturers' control of classroom management. These elements directly affect students' concentration, motivation, and confidence in speaking. When these social factors are not adequately addressed, they create a high-anxiety context that is damaging to language learning and that results in reduced speaking performance. A supportive classroom environment can only be created when both students and lecturers are aware of their social responsibility to maintain discipline and respect during the learning process.

This study focuses on the vital role of instructors in leading the class and managing and controlling students through preventive measures and psychological awareness. This research contributes to social practice and theory by serving empirical data from the Indonesian non-EFL university context, where empirical studies on classroom management

and speaking comfort are scarce. This can be done by taking steps to create a classroom atmosphere that supports learning, such as issuing warnings, establishing routine communication rules, and modeling respectful interactions. Well-managed social interaction patterns not only strengthen language skills but also support the development of positive attitudes, cooperation, and confidence in communication among students. Such limitations are not standing; the study is qualitative and based on a single classroom context, so it cannot be generalized.

This research reveals suggestions for English lecturers or teachers and future researchers. The English lecturers must be able to manage the classroom conditions to be conducive to avoiding negative social interaction disturbances. One of the suggested methods is to conduct the commitment of classroom management with the students. The commitment must be managed and reminded continually and softly. The students must be encouraged to give respect to the commitment. In the second position, the future researchers also get an important suggestion. For future research, it would be helpful for researchers to run experimental studies to verify the impact of various classroom management practices, especially controlling cell phone use and strengthening social rituals on speaking effectiveness, and large-scale quantitative studies investigating the relationship between the speaking achievements of students and the classroom social climate.

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