

The Effectiveness of Input, Output, and Interaction in the Second Language Classroom

Maria Inggrita Vadelaine Panyat

English Education Study Program, Universitas Palangka Raya
inggritainggrita74@gmail.com

Siti Munawarah

English Education Study Program, Universitas Palangka Raya
ssmunawarah@gmail.com

Hikmal Maulana Nasution

English Education Study Program, Universitas Palangka Raya
hikmalmaulana83@gmail.com

Muhammad Ibrahim

English Education Study Program, Universitas Palangka Raya
obiibrahim6@gmail.com

Dellis Pratika

English Education Study Program, Universitas Palangka Raya
dellispratika@fkip.upr.ac.id

Corresponding author: inggritainggrita74@gmail.com

Abstract

In learning a second language (English), the most important part is to master the input, output, and interaction processes. These three main components are inseparable parts when learning a language. Input is a way for someone to obtain information, remember every word heard, and understand the meaning of each word. Output is a continuation of the input stage. When someone has received language input and understands its meaning, they will carry out the output process to produce the language. In addition, an important stage in learning a second language is interaction. When learning a second language, it is better to interact with native speakers or people who are already fluent in the second language. Input, output, and interaction processes need to be applied in the classroom for second language learning. Teachers play an important role in guiding students and determining effective methods for developing students' second language (English). In reality, many teachers still have not been able to apply the input, output, and interaction processes effectively in the classroom. However, in this study, the researcher will present findings from the literature on teachers who apply input, output, and interaction processes in the classroom. In this study, the researcher focuses on the roles of input, output, and interaction in second-language learning in the classroom.

Keywords: English; Input; Interaction; Language; Output

A. Introduction

English serves as an international language and is utilized as a second language in numerous countries worldwide. English is used to establish relations between countries and to deepen science, as scientific books are usually imported from abroad (Izzan and Mahfuddin, 2007: 1; Adelia et al., 2022). English in Indonesia is still considered a foreign language.

However, Huda (2000: 69) states that English is the main foreign language in Indonesia, although the government is reluctant to state this officially. According to official results from the English Proficiency Index (EPI) conducted by Education First (EF) in 2013, Indonesia ranked 28th out of 63 countries for English proficiency. To make English a second language in Indonesia, of course, it must go through various processes. Ellis (1986) uses the terms acquisition and learning to distinguish between them. The origin of a person's language abilities is determined by whether they are acquired naturally or through formal schooling. Language acquisition occurs through the processes of input, interaction, and output. Krashen (1987) states that the input hypothesis is the most important factor in second-language learning.

Input is all the language that is heard or read by someone learning a second language. For example, when you hear people speaking English or read a text in English, that's input. Input is important because it is the "raw material" the brain needs to learn the language. Interaction happens when you communicate directly with others using the language you are learning. It can happen during conversations, question-and-answer sessions, discussions, or debates. In interaction, not only do you receive input, but you can also respond and improve your understanding through the other person's feedback. Output is when you use the language itself, such as when you speak or write in the language you are learning. It is important because, through output, you can practice constructing your own sentences, practicing your vocabulary, and reinforcing what you've learned before.

The Input, Interaction, and Output hypotheses form a powerful cycle for language learning: Input provides essential raw materials through comprehensible or learnable exposure, such as reading or listening; Interaction refines this knowledge through real-world communication contexts, where feedback and adjustments bridge the gap between comprehension and production; and Output encourages the learner to use the language, uncovering gaps and solidifying skills actively. For example, hearing 'He has gone' (input) leads to 'He goes' being attempted and corrected (interaction), which ultimately enables the production of an accurate 'He has gone' (output). Together, they create a complete system: input plants the seed, interaction nurtures growth, and output proves the fruits of learning have ripened.

The importance of input and interaction has been recognized as necessary in second language acquisition. Theoretically, the 'right size and form' of input and the appropriate frequency of interaction are likely to result in more effective second language acquisition.

English has been taught in elementary school, junior high school, and University. In fact, most learners still find it difficult to use English, whether in writing or speech. Some factors, such as teachers, influence it. It can be seen in teachers' competence, teachers' ways of teaching, which depend on the textbook, and teachers' ways of selecting learning media (Suryati, 2015). Additionally, incorporating input into learning is key to language development (Sun, 2018), and it must be considered by students in second-language acquisition (Muho & Kurani, 2011).

The input, interaction, and output have a substantial influence on second language acquisition; none of them can independently comprehend the full system of SLA. Interaction occurs when learners communicate two-way, between teachers or friends, through interaction, learners correct each other, improve understanding, and negotiate meaning. Long's Interaction Hypothesis (1996) Interaction allows input and output to be modified, strengthens understanding, and facilitates language acquisition. In all three cases, input acts as material, teachers have a role in using natural language, students read adaptive texts according to level (story books, novels and articles), output acts as practice, where the activities are group discussions, presentations, writing essays, picture descriptions and retelling, interaction plays a role in improving meaning, Q&A between teachers and students, role-play activities and problem solving tasks.

Practically, the three components of input, interaction, and output may occur concurrently during the learning process. Learners are unable to acquire language when elements are presented in isolation; they provide only inert, static information. In addition to those explanations, input, interaction, and output are guaranteed to occur in the classroom. The input, interaction, and output theory explains improvements in students' English abilities, albeit subconsciously. In addition to the teacher's input and interaction, pupils will also engage with their peers in the classroom. That is one of the reasons why well-planned teaching methods and activities will affect the students' English skills as a second language. Thus, the researchers pose the research question: How effective are input, output, and interaction in a second-language classroom? This study aims to find out the effectiveness of input, output, and interaction in second-language classrooms.

B. Research Methodology

This research follows the Systematic Literature Review (SLR) technique. A systematic literature review (SLR) is a systematic research approach done by researchers to

gather, analyze, critically assess, and interpret data from diverse research papers on research issues or themes of interest. This method is “Systematic” because it follows a broadly accepted, consistent research approach (Pati & Lorusso, 2018). In simple terms, SLR is a method researchers use to identify references on a research topic by reviewing previous studies. Al-Zubidy & Carver (2019) stated that SLR offers significant benefits for researchers by providing clear motivation for new research. In addition, the SLR method offers practitioners comprehensive evidence to guide decision-making in their work. In this study, researchers further used the SALSA framework to explain and construct the results of the research. The SALSA framework is a systematic approach to reviewing the points made in the literature. According to Andrew Booth, Atthea Sutton, and Diana Pappaioanau, there are four steps to building a SALSA framework, namely:

1. Search

At this stage, researchers search for literature that aligns with the research objectives. The literature searched and reviewed will be used as reference material and references in research. Therefore, the literature searched must contain the same topic as the research topic raised.

2. Appraisal

Appraisal is the stage to determine the quality of the topic obtained from several literature references. The references should have the same objectives as the research objectives. Researchers will determine whether the chosen literature review is relevant to the research to be carried out.

3. Synthesis

The synthesis step completes the search and assessment process. At this stage, the researcher will organize the information from the literature to ensure proper structure. This stage can help researchers to see trends, themes, and appropriate relationships between different literature sources after the data is well organized. This procedure will also assist researchers in recognizing problems in the sources they find.

4. Analysis

The final step conducted by researchers involves a thorough analysis of the findings from the literature. During this stage, the researcher identifies trends, knowledge gaps, and potential applications of the compiled literature. This analysis is crucial for developing new

insights, evaluating research outcomes, and formulating solid arguments to support the research results they aim to produce.

Based on the theories explained by experts, the researcher conducted a literature analysis using the same research process. During the first stage, the researcher aimed to gather literature on Input, Output, and Interaction in the Second Language Classroom by consulting numerous academic journals. Some of the academic journals used include: Google Scholar, ERIC, Doaj.com, Academia, ResearchGate, Scribd, Scispace, Perish and Publish, and Semantic Scholar. The keywords used to search for research references include articles explaining countries that use English as a second language, definitions of input, output, and interaction in second-language learning, and the roles of input, output, and interaction in the classroom. The Appraisal stage is the subsequent phase.

At this stage, the researcher reviewed the collected literature. Furthermore, the researcher determined, eliminated, and classified the studies to be included in the table. This stage was undertaken to identify research references relevant to the topic under discussion. In the third step, the researcher synthesized the information from the literature review into a structured format to ensure proper conveyance. The researcher compiled the information by drawing on various available reference sources. In the last step, the researcher analyzed the findings from the previous literature. This part plays an important role because the researcher's insight becomes more developed, enabling the researcher to identify and analyze the phenomena found and determine the strongest arguments based on existing supporting theories.

C. Results and Discussion

1. Results

Table 1. Research Entitled Exploring the Effect of Social Accommodation and Informal Input in Second Language Acquisition

Year	Title	Author	Methodology
2025	Exploring the Effect of Social Accommodation and Informal Input in Second Language Acquisition	Borendra Lal Tripura, Risala Ahmed, Prodhan Mahbub Ibna Seraj	This study used a descriptive qualitative approach. This study employed a multi-method strategy to enhance the findings. The researchers explained that the combination of techniques ensured data comprehensibility and triangulation. This study was conducted using semi-structured interviews. The participants involved were learners from two Grade 6 Thai Bilingual

			schools and three first-year English students at a private Bangladeshi university. The Thai participants came from cross-cultural families. Therefore, the researcher sought to examine the effects of second-language acquisition across two contexts: natural and educational (formal and informal).
--	--	--	--

The purpose of this emotional approach is to identify the difficulties learners experience during the language-learning process. The results show that cross-cultural family background, as well as English-language educational background, can gradually shape second-language acquisition. Cross-cultural family background has a significant role in the process of second language acquisition. This is because participants from cross-cultural family backgrounds have been naturally familiarized with second-language input and output in the family environment. Habits built over time positively impact fluency in a second language. The conclusion that can be drawn is that language fluency can be obtained naturally if the input and output processes are practiced regularly.

Table 2. Research Entitled Input And Output-Based Activities To Engage Primary School Students In Learning English

Year	Title	Author	Methodology
2024	Input And Output-Based Activities To Engage Primary School Students In Learning English	Irfan Fajrul Falah, Yanuarti Apsari, Rita Kusumah, Asep Usamah, Agatha Kristi Pramudika Sari.	This study was conducted using mixed methods. The data collection was a questionnaire and an interview. There were 28 primary school students involved in this study.

The objective of this study is to examine the influence of incorporating input and output-based activities on the level of student engagement in the English language learning process. The results suggest that integrating input- and output-based activities improves student engagement in English language acquisition. This is demonstrated by increased classroom interaction, motivation, and enthusiasm.

Table 3. Research Entitled Young Beginning Learners' Vocabulary Learning via Input and Output Tasks: The Role of Working Memory

Year	Title	Author	Methodology
------	-------	--------	-------------

2024	Young Beginning Learners' Vocabulary Learning via Input and Output Tasks: The Role of Working Memory	Mark Feng Teng	The present study employed a quasi-experimental, quantitative design. The sample was 40 boys and 53 girls. Assessments included a pre-test, a post-test, and a delayed vocabulary test. Participants also completed two WM tests assessing phonological and complex WM. Both experimental groups were exposed to a linear syllabus. The target vocabulary was organized into eight sets, with each set comprising five nouns and three adjectives, introduced in individual sessions.
------	--	----------------	---

Vocabulary acquisition necessitates working memory (WM). Nevertheless, the development of vocabulary among young novice learners under a variety of task conditions has received inadequate consideration from the perspective of WM. This study examines the potential impact of two instructional approaches (i.e., input and output tasks) on the acquisition of new words, namely complex working memory (WM) and phonological short-term memory. Input and output tasks, along with four vocabulary assessments, were completed by 93 young learners studying English as a foreign language (EFL). These evaluations served as a pretest, an immediate posttest, and a delayed posttest. The participants also completed two working memory (WM) tests: a word repetition test for phonological short-term memory and an operation span test for complex WM.

The results underscore the importance of WM in the acquisition of vocabulary by young EFL learners through the use of assignments. 1) The learning and retention of new vocabulary were significantly influenced by input and output tasks; 2) Complex WM did not substantially predict the task effects on the learning and retention of new words; and 3) Phonological WM had a significant impact on the learning and retention of new words under the input and output task conditions.

Table 4. Research Entitled Preschool Language Environments and Social Interactions in an Early Intervention Classroom: A Pilot Study

Year	Title	Author	Methodology
2024	Preschool Language Environments and Social Interactions in an Early Intervention Classroom: A Pilot Study	Stephanie A. Custode, Jhonelle Bailey, Lei Sun, Lynne Katz, MaryAnne Ullery, Daniel Messinger, Rebecca J. Bulotsky Shearer, and Lynn K. Perry	Classroom Action Research. There are 9 monolingual English-learning students, 2.5-3.5 years old ($M= 37$ months, range: 32–41 months). Data were collected once a week for five consecutive

			weeks. LENA recorders to record and code children's social interactions with peers and teachers.
--	--	--	--

This study conducted a pilot study in an early intervention classroom for children with developmental delays to investigate the real-time relationships between the classroom language environment and children's social interactions. Children with higher rates of language output engaged in a higher number of positive peer interactions of any dyad type. Children who received more teacher language input engaged in more positive teacher-child interactions than children who received less. This effect was stronger for children with lower levels of language output. The number of positive peer interactions of any dyad type was higher among children with higher rates of language output. Compared to children who received less teacher input, those who received more engaged in more positive teacher-child interactions. This effect was more pronounced in individuals with lower levels of language output.

Table 5. Research Entitled From Input to Output: The Impact of Interaction in English Second Language Acquisition in a Mandarin-Speaking Environment

Year	Title	Author	Methodology
2024	From Input to Output: The Impact of Interaction in English Second Language Acquisition in a Mandarin-Speaking Environment	Winda Ayu Utami Rhamadanty	This study used a qualitative design. The Snowball approach was used in this study, employing purposive sampling and involving 5 Mandarin-speaking learners of English aged 25 to 28.

The purpose of this research is to investigate the effect of interaction on ESL acquisition in a Mandarin-Speaking environment in terms of comprehension, output confidence, and linguistic accuracy

The researchers found that interactions foster English learning. Among Mandarin Speakers, there is strong support for better understanding in the classroom, such as peer discussions and interactive classroom activities. The learners tend to negotiate meaning, seek clarification of unknown vocabulary, and clarify grammatical structures in context. Furthermore, interactions grow confidence and accuracy in output. Interactive activities such as group presentations, role-plays, and debates built confidence for those learners who were

hesitant at the beginning, grew gradually, and were able to form longer sentences with expression. There is also the effect of the teacher's scaffolding of corrective feedback. It is crucial in fine-tuning learners' linguistic accuracy and pronunciation. The learners can immediately correct their pronunciation because the teacher always points it out during discussions.

Table 6. Research Entitled Teacher Questions, Wait Time, and Student Output in Classroom Interaction in EMI Science Classes: An Interdisciplinary View

Year	Title	Author	Methodology
2023	Teacher Questions, Wait Time, and Student Output in Classroom Interaction in EMI Science Classes: An Interdisciplinary View	Jiangshan An and Ann Childs	The data came from seven EMI foreign High School programs, featuring 15 NSTs and 308 Chinese students. The data were collected using Video recording with quantitative and qualitative analysis.

The objective of this investigation is to examine the impact of pedagogical strategies, including the use of higher-order thinking questions and wait time, on students' performance in EMI science classes in foreign high school programs in China. The students produced longer responses with more linguistic complexity, took up more conversation time, and asked more questions when there was a longer wait time after a teacher's question, as demonstrated by correlation tests. There are two ways of approaching this research. The first is qualitative, and the second is quantitative.

Table 7. Research Entitled Effects of Input Enhancement and Genre on L2 Learners' Performance in the Continuation Writing Task

Year	Title	Author	Methodology
2023	Effects of Input Enhancement and Genre on L2 Learners' Performance in the Continuation Writing Task	Li Meng and Hongshan Yin	The researchers are recruiting 80 Chinese high school pupils. A two-factor mixed experimental design was used, and basic effect tests were conducted to examine the interaction effect.

Examine the impact of genre and input enhancement on the linguistic performance of Chinese EFL learners in continuation writing tasks, as measured by complexity, accuracy, and fluency (CAF). Genre had a substantial impact on fluency, accuracy, and complexity. (b) In terms of accuracy, there was an interaction between input enhancement and genre, but not for fluency or complexity.

Table 8. Research Entitled The Effect of Blended Learning Through Meaning-Focused Input and Output Activities on Learning Collocations

Year	Title	Author	Methodology
2022	The Effect of Blended Learning Through Meaning-Focused Input and Output Activities on Learning Collocations	Masood Noroozi	The participants were 162 Iranian EFL learners enrolled at a language institute in Tehran. An Oxford Placement Test (OPT) was administered to them. 124 learners were selected as participants with intermediate language proficiency based on the OPT results, with scores ranging from 28 to 36. Non-randomly, the 124 selected learners were divided into four groups: the conventional group (N=32), the composite group (N=28), the meaning-focused input group (N=33), and the meaning-focused output group (N=31).

This experimental study investigates how blended learning incorporating meaning-focused input and output activities affects EFL learners' acquisition of English collocations.

A comparative analysis of four instructional approaches involving 124 participants reveals that blended learning significantly enhances collocational knowledge, with meaning-focused output activities proving particularly effective. The research provides empirical evidence for integrating output-oriented blended learning strategies into EFL instruction to optimize collocation learning outcomes.

Table 9. Research Entitled Learner Spoken Output and Teacher Response in Second versus Foreign Language Classrooms

Year	Title	Author	Methodology
2022	Learner Spoken Output and Teacher Response in Second versus Foreign Language Classrooms	Eva Thue Vold	The present study employed a quasi-experimental, quantitative design. The sample was 40 boys and 53 girls. Assessments included a pre-test, a post-test, and a delayed vocabulary test. Participants also took two WM tests related to phonological and complex WM. Both experimental groups were exposed to a linear syllabus. The target vocabulary was organized into eight sets, with each set comprising five nouns and three adjectives, introduced in individual sessions.

The objective of this investigation is to ascertain the teacher's reaction to learners' TL output in two distinct environments. This study addresses two research questions: (1) What is the quantity and nature of learner TL output generated in L2 English and L3 French classrooms? (2) What is the response of educators to this output?

The results show that 83% of the 1,109 learners produced language very similar to the target language. As for third-language learning (French), 59% of the students could not produce French that was comparable to the target language. The success of second-language learning (English) is influenced by the feedback the teacher gives students. The role of the teacher, as someone first involved in a field of knowledge, is very important in shaping learners' cognitive abilities and skills.

Table 10. Research Entitled The Input, Intake, and Interaction Process In Language Learning

Year	Title	Author	Methodology
2021	The Input, Intake, and Interaction Process In Language Learning	Marina Pakaya, Diana S. Rahman	This study used qualitative descriptive methods. The subjects were 10 English teachers with the same educational background. The data were collected using questionnaires.

The objective of this investigation is to investigate the frequency of the input, ingestion, and interaction processes in the English classroom. The research demonstrated that the middle category has an input-process frequency of 2.6, ingestion-process frequency of 2.2, and interaction-process frequency of 2.8.

2. Discussion

The significance of input, output, and interaction in the acquisition of a second language is underscored by the results of the literature reviewed in this study. Furthermore, the researcher will elaborate on the factors that facilitate the acquisition of a second language in this section. Borendra Lal Tripura, Risala Ahmed, Prodhan Mahbub, and Ibna Seraj (2025) stated in their research that an English educational background also plays a role in the second-language acquisition process. Someone who initially never learned a second language (English) when entering an English study program will begin to get used to using English. Based on the literature reviewed, participants said they always use English on campus and in informal situations, and always listen to lecturers who speak English. Participants who were initially unfamiliar with English eventually came to understand the language well. In addition, the researcher found that motivational factors and social interaction are the main supports in the second-language (English) learning process. Based on this statement, input, output, and interaction play a very important role in the second-language learning process (English).

Mark Feng Teng (2024) focused in his research on the role of input and output work in building good memory in second-language learning among new learners. In this study, the researcher employed a quasi-experimental method, involving input, output, and control groups, to examine the impact of these groups on the second-language learning process. The researcher administered a vocabulary pretest and posttest before and after learning. The pretest results showed that most students did not demonstrate good quality in their English speaking because they did not engage in the input and output processes during learning. After the input and output processes were applied in second-language learning, students began to show significant improvement in their English learning. In this literature finding, the researcher accustomed students to listening to English words and helped them build the confidence to speak English. It shows that input and output are the most important parts of learning a new language. A person can develop their language skills well if they receive sufficient input and can produce output frequently.

Masood Noroozi (2022) showed in his research that blended learning activities can provide significant benefits for language learning. Mosood Noorozi also explained that blended activities, including input, output, and language collocation, are very important in influencing English language proficiency. The results of this literature review show that blended learning activities have significantly improved English-speaking skills. Input and output activities in learning a second language (English) can gradually help students identify collocations and understand word meanings across two languages.

Eva Thue Vold (2022) stated in her research that more students are fluent in English than in French. It is evidenced by the 83% figure among 1,109 students, indicating that their English is very similar to the target language. Meanwhile, in third-language learning (French), 59% of students cannot produce French that is comparable to the target language. The success of second-language learning (English) is influenced by the feedback the teacher gives students. In this literature finding, the researcher explained that English teachers are very active in providing feedback to students, the feedback is in the form of requests for repetition to pronounce the correct words in English, giving appreciation to students if they succeed in speaking English fluently, and asking students to increase their confidence when speaking English.

The conclusion that can be drawn is that the role of the teacher as someone who first enters a field of knowledge has a great influence in shaping the cognitive and skills of learners, in similarity with a recent study by Winda Ayu Utami Rhamadanty (2024), which

also supports the result of Eva Thue Vold (2022). The researcher found that interactive learning is a necessary bridge between input and output. Enabling learners to negotiate meaning and clarify complex linguistic forms enhances learners' confidence in producing the language. It helps their language production to become more accurate and reduce grammatical mistakes.

Stephanie A. Custode, Jhonelle Bailey, Lei Sun, Lynne Katz, MaryAnne Ullery, Daniel Messinger, Rebecca J. Bulotsky Shearer, and Lynn K. Perry (2024) used a pilot study design, implementing the LENA instrument to record English-learning processes and assess their development. The results show that students who have proficiency in a second language often interact actively. Students who do not interact actively tend not to be proficient in producing a second language. It can be concluded that interaction and frequent speaking practice can increase a person's ability to speak slowly and proficiently. The literature findings discussed by Jiangshan An and Ann Childs (2023) explore the pedagogical steps teachers take to stimulate students' active speaking practice. These pedagogical steps aim to provide stimulus questions that encourage students to think critically and to speak up. The results show that over time, students become more active and speak longer to answer the teacher's questions.

Therefore, it can be concluded that teacher involvement in language learning is very important. The more often a teacher builds closeness and provides input to students, the more likely students are to have strong self-confidence and improve their learning. Li Meng and Hongshan Yin (2023) also discussed the pedagogical implications in the classroom. The researchers suggest that teachers should pay more attention to determining the topic most relevant to learners. Moreover, their results showed that the genre significantly impacted students' complexity, accuracy, and fluency. The given different genres can help students express themselves freely in writing, using more complex structures in English. Lastly, students should pay attention to phrases, collocations, and vocabulary accumulation.

Marina Pakaya and Diana S. Rahman (2021) conducted a study that primarily focused on English teachers. This study examined the frequency with which English teachers provide input, intake, and interaction. The result showed that the English teachers fall into the intermediate category. It means that teachers can enhance the processes of input, intake, and interaction in English language learning to help students succeed. Irfan Fajrul Falah, Yanuarti Apsari, Rita Kusumah, Asep Usamah, and Agatha Kristi Pramudika Sari (2025) focused on the important role of input and output as the basis for learning a second language (English).

The background of this literature review is based on the researcher's concerns about English-learning methods in schools.

This finding in the literature indicates that English teaching practices are monotonous and centered solely on teachers (Lie, 2017, pp. 71–90). One contributing factor is the lack of teachers capable of conducting fun activities (Cahyati & Madya, 2018, pp. 395–400; Sintadewi et al., 2020: 431–442). However, this literature finding also indicates that previous studies report several teachers organizing fun activities for English learning. It ultimately motivates students to learn English well. The method used in this literature review is a mixed-methods approach, in which the researcher aims to provide a comprehensive description of the topic under study. In this study, the researcher also conducted input-based treatment, in which the researcher asked students to recall simple English vocabulary, and output-based treatment, in which the researcher asked students to practice speaking on different topics at each meeting. The results of this study indicate an increase in English language skills and in student motivation to learn English. It shows that input and output must be involved in second language learning, with the right learning method used by the teacher.

D. Conclusion and Suggestion

This study reviews the literature on the roles of input, output, and interaction in classroom-based second language (English) learning. The findings indicate that students who do not engage in these three processes tend not to show significant progress, whereas those who are actively involved achieve tangible improvements. Teacher encouragement is a crucial factor; passive teachers convey the impression that second language learning is unimportant, while teachers who actively encourage students are shown to boost both motivation and language skills. Environmental factors also play a role; for instance, some students initially disliked English but developed a positive perspective after entering an English study program, a shift fostered by the input process—specifically listening to, comprehending, and using the language. Thus, input, output, and interaction are key components of second language learning that teachers must activate to facilitate students' gradual progress.

However, this study has limitations, as it focuses exclusively on input, output, and interaction, thereby leaving other factors—such as the role of technology, intrinsic motivation, or independent learning strategies—largely unaddressed. The research context is confined to formal classroom settings, excluding out-of-class language learning; furthermore,

the results are most relevant to students in English study programs, meaning generalizations regarding students outside such programs may differ. Consequently, future research should incorporate digital technologies—such as podcasts, YouTube, and interactive apps—and examine learning across contexts beyond the classroom. It is also important to investigate students' internal motivational factors and the influence of social environments, including family and peer support. Additionally, longitudinal studies could be conducted to track the evolution of students' language skills over time, providing a more comprehensive picture.

REFERENCES

- Al-Zubidy, A., & Carver, J. C. (2019). Identification and Prioritization of SLR Search Tool Requirements: an SLR and a Survey. *Empirical Software Engineering*, 24, 139–169.
- An, J., & Childs, A. (2023). Teacher Questions, Wait Time, and Student Output in Classroom Interaction in EMI Science Classes: An Interdisciplinary View. *Studies in Second Language Learning and Teaching*, 13(2), 471–493.
- Custode, S. A., Bailey, J., Sun, L., Katz, L., Ullery, M., Messinger, D., Bulotsky-Shearer, R. J., & Perry, L. K. (2024). Preschool Language Environments and Social Interactions in an Early Intervention Classroom: A Pilot Study. *Journal of Early Intervention*, 46(3), 338–355.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford University Press.
- Falah, I. F., Apsari, Y., Kusumah, R., Usamah, A., & Sari, A. K. P. (2025). Input and Output-Based Activities to Engage Primary School Students in Learning English. *Journal of Lifestyle and SDGs Review*, 5(3), e05562–e05562.
- Huda, N. (2000). Kedudukan dan Fungsi Bahasa Asing (The Position and Function of Foreign Languages). H. Alwi Dan D. Sugono, *Politik Bahasa: Risalah Seminar Politik Bahasa (Language Politics: Proceedings of the Seminar on Language Politics)*, 59–78.
- Izzan, A., & Mahfuddin, F. M. (2014). *How to Master English*. Kesaint Blanc.
- Krashen, S. D. (1987). Applications of Psycholinguistic—. *Methodology in TESOL: A Book of Readings*, 33.
- Long, M. H. (1980). *Input, Interaction, and Second Language Acquisition*. University of California, Los Angeles.
- Meng, L., & Yin, H. (2023). Effects of Input Enhancement and Genre on L2 learners' Performance in the Continuation Writing Task. *Humanities and Social Sciences Communications*, 10(1), 1–10.
- Muho, A., & Kurani, A. (2011). The Role of Interaction in Second Language Acquisition. *European Scientific Journal*, 16(1), 44–54.
- Noroozi, M. (2022). The Effect of Blended Learning through Meaning-Focused Input and Output Activities on Learning Collocations. *MEXTESOL Journal*, 46(4), n4.

- Pakaya, M., & Rahman, D. S. (2021). The Input, Intake, and Interaction Process in Language Learning. *European Journal of Research Development and Sustainability*, 2(12), 146–150.
- Pati, D., & Lorusso, L. N. (2018). How to Write a Systematic Review of the Literature. *HERD: Health Environments Research & Design Journal*, 11(1), 15–30.
- Rhamadanty, W. A. U. (2024). From Input to Output: The Impact Of Interaction in English as a Second Language Acquisition in a Mandarin-Speaking Environment. *The Academic: English Language Learning Journal*, 9(2), 72–78.
- Sun, P., & Yuan, R. (2018). Understanding collaborative language learning in novice-level foreign language classrooms: perceptions of teachers and students. *Interactive Learning Environments*, 26(2), 189–205.
- Suryati, N. (2015). Classroom interaction strategies employed by English teachers at lower secondary schools. *Teflin Journal*, 26(2), 247.
- Teng, M. F. (2024). Young beginning learners' vocabulary learning via input and output tasks: The role of working memory. *Studies in Second Language Learning and Teaching*, 14(4), 731–767.
- Tripura, B. L., Ahmed, R., & Seraj, P. M. I. (2025). Exploring the Effect of Social Accommodation and Informal Input in Second Language Acquisition. *Language, Technology, and Social Media*, 3(1), 1–16.
- Vold, E. T. (2025). Learner Spoken Output and Teacher Response in Second versus Foreign Language Classrooms. *Language Teaching Research*, 29(2), 751–785.