

ABSTRACT

Atunnisa, F., 2024. Classroom Interaction Patterns in English Foreign Language (EFL) Classroom at Senior High School of As'ad Jambi. A Study of English Master Degree Students in Writing Their Theses. English Education Study Program, Faculty of Teacher Training and Education, Universitas Jambi, **Advisors Failasofah, S.S., M.Pd., Ph.D and Bunga Ayu Wulandari, S.Pd., M.EIL., Ph.D.**

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This research explores the classroom interaction patterns in English language learning among 11th-grade students at one of the senior high schools in Jambi. Given the importance of interactive discourse in multilingual educational settings, the study focuses on teacher-student and student-student interactions, specifically analyzing speech functions such as questioning, responding, and providing feedback. Employing a qualitative descriptive design with case study approach, data were collected through classroom observations over three sessions. Discourse analysis, grounded in Sinclair and Coulthard's (1975) framework and Eggins and Slade's (2004) model of speech functions, was used to analyze these interactions. The findings reveal the dominance of the Initiation-Response-Follow-up (IRF) structure, with interaction patterns categorized into teacher-eliciting, teacher-directing, and student-eliciting exchanges. Speech functions, including opening, sustaining, and responding moves, were identified as pivotal in enhancing classroom engagement and facilitating meaningful communication. A notable emphasis on teacher-initiated interactions highlights areas for fostering more balanced student-led exchanges. The implications of the study underscore the need for teachers to adopt strategies that promote active student participation, thereby enhancing the quality of classroom interactions. It provides valuable insights for curriculum designers in multilingual settings, supporting pedagogical practices that integrate effective communication strategies to improve English language learning outcomes.