

CHAPTER I

INTRODUCTION

1.1 Background of the Study

A productive classroom learning process requires defined communication roles between teachers and students based on their status. Effective communication roles are clearly delineated: teachers serve as leaders, communicators, subject experts, facilitators, and evaluators. Their responsibilities include guiding the learning process, clearly articulating instructions and feedback, providing expert knowledge, encouraging participation, and assessing student performance. Students, on the other hand, are primarily learners and contributors. We expect them to actively engage with the material, participate in discussions, ask clarifying questions, respond to teacher feedback, and collaborate with peers. Fulfilling these roles efficiently ensures a productive learning environment where both teachers and students work synergistically toward educational goals. When this kind of communication occurs, it creates a classroom interaction discourse in which communication between teachers and students becomes the central part of language learning, it also contextualizes learning experiences that encourage active participation between students. Furthermore, it facilitates the examination of students' achievements.

The classroom interaction typically follows a specific pattern. The interaction may involve the teacher giving instructions and students taking turns initiating and responding to conversations. The earlier studies on classroom interaction have revealed that in Western countries, the pattern of classroom exchange follows IRE

(Initiate–Response–Evaluation), as cited by Barnes (1992) and Cazden (1988) in Karjo (2015). The primary objective of the IRE pattern is to determine whether the students have understood the materials and to gather information from them. However, Wells (1993) considered this pattern insufficient and replaced it with the IRF (Initiate–Response–Follow-up) pattern. Following up on the response gives the students the opportunity to elaborate on their thinking, justify, or clarify their opinions. The follow-up referred to as (F) move in the IRF pattern is commonly performed by providing the proper feedback to the students, which is usually given by correcting the error. According to Sinclair & Coulthard (1975), a classroom interaction, in accordance with the grammar structure, involves statements, questions, and commands as a means of exchanging information.

Teachers and students typically engaged in alternating dialogues in the classroom, using speech functions to exchange ideas and information for specific communicative purposes (Halliday, 1984). Similarly, student-student interactions played a vital role in learning, as peer collaboration fosters cognitive development and knowledge co-construction (Slavin, 1995; Vygotsky & Cole, 1978). These interactions, whether between teacher and student or among students, created a dynamic communicative environment that was crucial for both academic and social growth. In this context, Sinclair & Coulthard (1975) and Walsh (2011) proposed educational theory that analyzed the patterns of classroom interaction between teachers and students, as well as between students in an English class. Given the study's focus on teaching and learning English, we assumed that classroom interaction significantly contributes to students' development. This

research aimed to identify, classify, and describe the interactions that occurred in the classroom. Additionally, it explored potential topics that need further discussion based on the observations.

With the rapid development of technology, education has significantly improved in quality, leading to the establishment of numerous schools embracing the concept of trilingual education. The researcher observed a well-established institution in Jambi City: Madrasah Aliyah Swasta (MAS) AS'AD Jambi City, a boarding school renowned for its academic and non-academic achievements. The school's language department within the student organization managed the rotation of English and Arabic as the dominant foreign languages, setting it apart.

Given MAS As'ad unique multilingual environment and its rotational use of English, Arabic, and Indonesian, this school provides a compelling context for investigating classroom interactions, particularly in relation to speech functions in an English learning setting. The way teachers and students engage in speech functions like questioning, responding, and providing feedback in this setting sheds light on how a multilingual environment supports language learning. This research analyzed the patterns of these interactions, revealing that teachers not only taught English as a subject but also incorporated it into everyday conversations, helping students improve their language skills. The study focused on specific speech functions in teacher-student and student-student interactions at MAS As'ad, aiming to categorize and describe these interactions to enhance language teaching in multilingual education settings.

1.2 Research Questions

Based on the background above, the researcher formulates research questions as follows:

1. What are the classroom interaction patterns performed in English Class of MAS As'ad Kota Jambi?
2. What are the speech functions of teachers and students' utterances in the English class of MAS As'ad Kota Jambi?

1.3 Purpose of the research

This study was carried out in order to achieve some purpose. Here is the following purpose of the study:

1. To explicate the ways of classroom interaction pattern were realized by teacher-students and student-student in an English class of MAS As'ad, Kota Jambi.
2. To identify the speech functions of teacher-students and student-student utterances in an English class of MAS As'ad, Kota Jambi.

1.4 Limitation of the Research

Based on the background of the study, the researcher focused on analyzing the patterns of classroom interaction in English as a Foreign Language (EFL) settings, specifically between teachers and eleventh-grade students. This was achieved through observations and video recordings conducted over three classroom sessions, providing valuable insights into the dynamics of teacher-student and student-student interactions.

1.4 Significance of the Research

The findings of this research are expected to provide valuable insights for individuals in the educational field, particularly in the realm of language teaching and learning. First, for teachers, this study offers practical significance by exploring specific classroom interaction patterns such as the IRF structure and the roles of speech functions like teacher eliciting and pupil informing exchanges. Teachers can apply these findings by using eliciting strategies to encourage critical thinking and active student engagement or by providing more targeted feedback during follow-up phases. These practices are expected to foster a more interactive and collaborative classroom environment, ultimately enhancing both student participation and learning outcomes.

Second, for schools, the outcomes of this research can inform the design of professional development programs for teachers, particularly in training them to implement effective communication strategies based on the IRF model. Additionally, these findings can contribute to shaping classroom management policies that prioritize interaction quality. For example, schools might develop observation tools or rubrics to assess and support the implementation of dynamic classroom interactions.

Third, for other researchers, this study serves as a foundational reference for further exploration of classroom interaction in multilingual settings. Future studies might examine how sociocultural factors influence the application of IRF structures or investigate the impact of these interaction patterns on students'

language proficiency. Such research could expand the understanding of classroom dynamics and offer new directions for enhancing language teaching methodologies.

1.5 Definition of Key Terms

1. Classroom Interaction

Based on Sinclair and Coulthard's (1975) framework, classroom interaction refers to the verbal and non-verbal exchanges that occur between teachers and students or among students during the teaching and learning process. These interactions are structured and purposeful, serving to facilitate knowledge transfer, clarify understanding, provide feedback, and encourage participation. Effective classroom interaction is a core element of language learning, as it helps establish an engaging and collaborative environment.

2. Classroom Interaction Patterns

Drawing from Sinclair and Coulthard's (1975) work, classroom interaction patterns describe the structured sequences of communication within the classroom, such as the Initiation-Response-Feedback (IRF) model. These patterns organize classroom discourse into a series of exchanges, where the teacher typically initiates interaction, students respond, and the teacher follows up with evaluation or elaboration. Understanding these patterns reveals the dynamics of classroom communication and their impact on learning outcomes.

3. EFL Classroom

An EFL (English as a Foreign Language) classroom, as conceptualized within

the scope of this research, refers to a learning environment where English is taught

as a foreign language to students whose primary language is not English. Walsh (2011) theory highlights the importance of social interaction in EFL classrooms, where communication between teachers and students and among peers plays a key role in language acquisition and cognitive development.

4. Speech Function

Speech function is defined as the use of certain expression of the exchanging utterances in making use of the language done by speakers (Eggins & Slade, 2004).