

**THE PATTERNS OF CLASSROOM INTERACTION IN  
AN EFL CLASSROOM AT ENGLISH LANGUAGE  
SKILL (ELS)-POSO ENGLISH COURSE**

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## ABSTRAK

**Nur Hanifa Asri.** 2024. *Pola Interaksi Kelas di Kelas EFL di English Language Skill (ELS)-Poso English Course*. Dibimbing oleh Ika Paramitha Lantu dan Sartika Andi Patau.

*Kata Kunci: Interaksi Kelas, Pola Interaksi Kelas, Kelas EFL.*

Penelitian ini bertujuan untuk mengetahui pola interaksi kelas dan pola interaksi yang dominan digunakan di dalam sebuah kelas EFL di English Language Skill (ELS)-Poso English course. Untuk menganalisis data, peneliti menggunakan teori Ur (1996) mengenai pola interaksi kelas. Penelitian ini menggunakan metode penelitian kualitatif dan menggunakan observasi, wawancara, dan catatan lapangan untuk mengumpulkan data. Subjek penelitian ini adalah satu orang tutor dan 8 orang peserta didik level dua di English Language Skill (ELS)-Poso English Course. Hasil penelitian menunjukkan bahwa terdapat tujuh pola interaksi yang digunakan di kelas level dua, yaitu; kerja kelompok, pertanyaan terbatas guru (IRF-IRE), kerja individual, tanggapan bersama, inisiatif siswa-jawaban guru, interaksi kelas penuh, dan pertanyaan terbuka dan tertutup guru. Pola interaksi yang dominan digunakan di kelas level dua adalah kerja kelompok dan tanggapan bersama.

## ABSTRACT



**Nur Hanifa Asri.** 2024. *The Patterns of Classroom Interaction in an EFL Classroom at English Language Skill (ELS)-Poso English Course.* Supervised by Ika Paramitha Lantu dan Sartika Andi Patau.

*Keywords: Classroom Interaction, Classroom interaction pattern, EFL Classroom.*

This research aims to find out the classroom interaction patterns and the dominant interaction patterns used in an EFL classroom at English Language Skill (ELS)-Poso English course. In order to analyze the data, the researcher use a theory from Ur (1996) about the patterns of classroom interaction. This research use qualitative research methods and use observations, interviews and field notes to collect the data. The subjects in this research are a tutor and 8 level two students at English Language Skill (ELS)-Poso English Course. The research results show that there are seven interaction patterns used in the level two class at English Language Skill (ELS)-Poso English Course, namely; group work, closed-ended teacher questioning (IRF/IRE), individual work, choral responses, student initiates-teacher answers, full-class interaction, and open-ended teacher questioning. The dominant interaction patterns used in level two class are group work and choral responses.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Research**

In a classroom, there are many problems that make the classroom unable to complete its planned goals. Among the many problems that occur in the classroom, usually teachers only focus on media or teaching materials or even strategies and methods in teaching. Without realizing it, one of the things that must be paid attention to is interaction in the classroom.

Interaction is an activity in which two or more people communicate with each other in two directions. Interaction is closely related to a person's speaking ability because speaking is one of the main factor in the occurrence of an interaction. Good interaction is when everyone in the activity can speak their language, so that there is a response between each other. If in an activity that involves two or more people, only one person speaks without any response or feedback, then it can be said that there is no interaction in the activity.

From the discussion of interaction above, it can be seen that one place where interaction occurs is in the classroom. In the classroom, interaction is also very important in learning activities because there are two or more people in a classroom. A classroom that has interaction in it will make the classroom more communicative. Interaction in the classroom is said to be classroom interaction.

Classroom interaction is a situation or activity where teachers and students carry out two-way communication or there is reciprocity in the communication carried out in learning, both teachers and students respond to each other when

communication occurs. This ensures that there is no gap between teachers and students because both teachers and students maintain communication with each other in the classroom.

Interaction itself has certain patterns, and these patterns support the achievement of the desired interaction in the classroom. Interaction patterns can be seen from the interactions that occur between teachers and students or students and students. One classroom that requires good interaction patterns is the English as Foreign Language (EFL) classroom.

English as Foreign Language (EFL) classroom is a class for students who study English as a foreign language because English is not their mother tongue or second language in their country. One of the countries that studies English as a foreign language is Indonesia. In Indonesia, English can be studied in both formal and informal education. One place that has English classes for EFL is English Language Skill (ELS)-Poso English course.

English Language Skill (ELS)-Poso English Course is an informal educational institution in the Poso city and English Language Skill (ELS)-Poso English Course focuses on learning speaking for the students. One of the classes in the English Language Skill (ELS)-Poso English Course is the level two class. Level two class that has a fairly high level in English Language Skill (ELS) and in this class the tutor has implemented full English in every learning activity because on average the students in it have been with ELS for approximately 2 years. The level two class contains students who are mostly in junior high school and are

taught by a tutor who is experienced because she has taught at English Language Skill (ELS)- Poso English Course for about 3 years.

A tutor who is experienced in teaching English is of course familiar with strategies, methods or things related to learning in the classroom. One thing that is definitely important for a tutor to pay attention to is classroom interaction, especially since the English language Skill (ELS)-Poso English course focuses on speaking skill, so it requires students to talk or communicate a lot in classroom. The interaction patterns carried out in the classroom must be in accordance with the goals of the classroom, because not all interaction patterns can help meet the goals expected in a classroom.

Based on the pre observation, the researcher found that in the level two class at English Language Skill (ELS)-Poso English Course, there are patterns that used to interact in the classroom, so the researcher is interested in conducting research on **"The Patterns of Classroom Interaction in an EFL Classroom at English Language Skill (ELS)-Poso English Course"**.

### **B. Problems Formulation**

The researcher limited the discussion by stating the problem in this research are :

1. What are the patterns of classroom interaction in an EFL classroom at English Language Skill (ELS)-Poso English Course?
2. What are the dominant patterns of classroom interaction in an EFL classroom at English Language Skill (ELS)-Poso English Course?



### **C. Objectives of The Research**

The objectives of this research are :

1. To find out the patterns of classroom interaction in an EFL classroom at English Language Skill (ELS)-Poso English Course.
2. To find out the dominant patterns of classroom interaction in an EFL classroom at English Language Skill (ELS)-Poso English Course.

### **D. Significanses of The Research**

The result of this research are considered to have important implications for:

1. For tutor or teacher : This research is expected to give a reference for English teacher or tutor in running their classroom and create successful teaching and learning process as it gives the importance of their role. The findings of this research also expected to be beneficial and be able to give a contribution to the improvement of the English teaching and learning process.
2. For the next researcher : The researcher expected this research could be used as a reference and information for future researcher in conducting the similar study in different situation.

### **E. Scope of The Research**

The main focus in this research was to identify interaction patterns used in the classroom and the dominant patterns of classroom interaction in an EFL classroom. The object of this research was the interaction in which the tutor and students performed their interaction in one of the classroom at English Language

Skill (ELS)-Poso English Course. The subjects were a tutor who taught in the level two class and the students from level two. The researcher used theory from Ur (1996) to analyze the patterns of classroom interaction in the classroom, which were categorized into ten patterns: group work, closed-ended teacher questioning (IRF/IRE), individual work, choral responses, collaboration, student initiations-teacher answers, full-class interaction, teacher talk, self-access, and open-ended teacher questioning.

#### **F. Definition of Term**

There are several terms use in this research as follows:

1. Interaction is an activity in which two or more people communicate with each other in two directions. Interaction is closely related to a person's speaking ability because speaking is one of the main factor in the occurrence of an interaction.
2. Classroom Interaction is a situation or activity where teacher and students carry out two-way communication or there is reciprocity in the communication carried out in learning, both teacher and students respond to each other when communication occurs.
3. Classroom interaction patterns in English as a Foreign Language (EFL) classes can vary depending on the objectives of a class, the learning methods used, students' proficiency levels, and the teacher's style of teaching.
4. English Language Skill (ELS)-Poso English Course is one of the English language courses in the Poso city. English Language Skill (ELS)-Poso English Course focuses on teaching speaking for the students. There are

several classes at English Language Skill (ELS)-Poso English Course such as elementary class, level one class, level two, and level three.

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