

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

Interaction was an inevitable phenomenon in human life. From prehistoric times to the modern era, interaction had been an essential part of human existence. According to Dagarin (2004), interaction was an action that elicited a response or reaction. Furthermore, Brown (2001) defined interaction as a collaborative exchange of emotions, ideas, and thoughts among two or more individuals, resulting in mutual impacts. In social settings, humans naturally formed connections, shared ideas, and engaged with others to meet their social requirements. Within the realm of education, interaction played a crucial role, as it was not only about imparting knowledge but also about nurturing students' communication, teamwork, and interpersonal abilities (Nguyen et al., 2018).

In English learning, classroom interaction was key to gaining a deep understanding and effective English language skills. Dagarin (2004) stated that classroom interaction was a two-way communication that occurred between teachers and students during learning, referring to all exchanges of ideas and information that occurred during teaching and learning. This showed that classroom interaction was something that needed to be considered because it involved all aspects, including feelings and thoughts between teachers and students and students with other students in the learning process (Ashari & Shalehoddin, 2018). Through classroom interaction, students improved their

skills through communication between the teacher and other students (Hanum, 2017).

Effective classroom interaction was seen from the reactions and responses of the teacher and all students in the classroom. This occurred in students' participation in discussions, asking/answering questions, requesting/giving responses, and sharing ideas with the teacher and other students. This balance of interaction between the teacher and students in the classroom created an active and effective classroom environment, thus providing benefits for teachers and students. It became easier for the teachers to teach students (transfer of knowledge) and also made it easier for students to understand and receive material (knowledge acquisition) delivered by the teacher. Some types of interaction patterns in the classroom were teacher-students, teacher-student/a group of students, student-student, and students-students Dagarin (2004:129). These patterns did not occur randomly but were chosen and applied based on learning needs and the objectives the teacher aimed to achieve. (Rambe, 2020) stated that varying classroom interaction patterns helped students share ideas with their peers, encouraged them to be active, provided opportunities for students to practice their English skills, and made learning engaging and enjoyable. She also explained that the teacher-students interaction pattern was applied by the teacher by explaining concepts or theories in a structured manner to all students so that they received the same information at the same time, the teacher-student/a group of students interaction pattern was applied by asking questions to check the understanding of individual students or groups of

students regarding the material being taught, the student-student and students-student interaction patterns were applied by the teacher by organizing activities that involved cooperation among students, either in pairs or groups, to encourage students to work together in completing tasks, sharing ideas, and solving problems together. This was in line with Julana (2018), who stated that Classroom achievements could be determined by the use of appropriate interaction patterns, where each learning activity was supported by different interaction patterns.

Teachers as facilitators in the classroom played an important role in directing and controlling classroom interactions (Wahyuni, 2018). They created an environment that allowed for mutual interaction between teachers and students, as well as between students and each other. They needed to provide encouragement and opportunities for the students to actively participate, ask questions, and have opinions, while still providing appropriate direction, guidance, and feedback. In this way, the interaction between teachers and students resulted in an inclusive, collaborative, and student-centered learning environment. This allowed students to be actively involved in learning, while still getting the necessary direction and guidance from their teachers.

At SMP Negeri 27 Medan, the researcher found that the interactions that occurred, based on the results from preliminary research observations, were quite good. The teacher controlled and guided the students to focus on the ongoing learning process. However, the researcher also found that the dominant interaction pattern was teacher-students, where the teacher gave instructions or

explained concepts without much responsive interaction from the students. This preliminary data was also clarified through the results of an interview conducted by the researcher with an English teacher teaching the class, where the researcher asked, *“Which interaction was more dominant in the classroom?”* and the teacher responded, *“Usually the pattern was between the teacher and all students.”* Based on this, the central role of the teacher in the classroom resulted in low student participation. Rambe (2020) stated that one-way interaction between the teacher and all students led to ineffective and boring learning. This caused some concerns as, according to Li & Xue (2023), student engagement in the learning process played an important role in improving student performance and learning outcomes.

This made the researcher interested in analyzing the patterns of classroom interaction. This was to help other teachers develop good interactions with their students in the classroom. Therefore, this research focused on examining classroom interaction patterns at SMP Negeri 27 Medan.

1.2 The Problems of the Study

Based on the description provided in the background above, several problems were identified, namely:

1. What were the patterns of classroom interaction in English learning at SMP Negeri 27 Medan?
2. How did the teachers apply each interaction pattern in English learning at SMP Negeri 27 Medan?

1.3 The Objectives of the Study

The objectives of this study were:

1. To identify and describe the patterns of classroom interaction that occurred in English learning at SMP Negeri 27 Medan.
2. To analyze how the teacher applied each interaction pattern in English learning at SMP Negeri 27 Medan.

1.4 The Scope of the Study

The scope of this research involved a teacher and students of SMP Negeri 27 Medan who were engaged in English learning activities. The study was conducted in one class, consisting of 30 year-eight students. Data were collected through observation and recording of classroom interactions, as well as interviews with the English teacher who taught in the class. This research focused on identifying and describing the observed patterns of classroom interactions during English learning sessions, as well as analyzing how the teacher applied each interaction pattern in English learning at SMP Negeri 27 Medan.

1.5 The Significances of the Study

Theoretically, this research contributes to the existing body of knowledge on classroom interaction patterns in English learning. By identifying and describing the interaction patterns at SMP Negeri 27 Medan, the study provides insights into the dynamics of teacher-student and student-student interactions. These findings enrich the understanding of how interaction patterns influence learning outcomes and serve as a reference for

further research in similar contexts. Additionally, the study supports the development of more effective interaction strategies that promote active learning, critical thinking, and collaboration in English language education.

Meanwhile Practically, this research also offers contributions that guide educators in improving classroom interaction. The findings inform teachers about effective ways to balance teacher-student and student-student interactions, encouraging more active student participation. Moreover, the results can be utilized in teacher training programs to emphasize the importance of fostering a collaborative learning environment. For school administrators, the study highlights areas for improvement, such as providing professional development opportunities for teachers to implement student-centered approaches effectively. Furthermore, the findings influence curriculum design to align with interaction patterns that support student engagement and improve learning outcomes.