

CHAPTER I

INTRODUCTION

1.1 Background of the study

In today's fast-paced modern world, one of the challenges is building effective and in-depth communication. Often, interactions are limited to the exchange of information without a shared understanding. However, quality communication is the key to connecting diverse perspectives. This is crucial in educational settings, as the classroom is not simply a place for formal teaching routines, but rather a space for teachers and students to share ideas. In line with Mercer's (2000), language serves as a tool for collaborative intellectual activity, where teachers and students collaborate to build new understanding. Through open and educative communication, each student feels that their learning needs and motivations are respected. Ultimately, the success of the learning process depends heavily on the quality of interactions and mutual respect established between teachers and students in the classroom.

Moreover, in the practical context of the classroom, interaction has a crucial role in the teaching and learning process because it allows the students to learn actively, not only by listening to the teacher but also by speaking, responding, and sharing ideas with one another. According to Brown (2001) "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other" (p.165). According to Rivers (1987) Through interaction, students can enrich their language skills by listening to or reading

authentic language materials, or by talking and learning from classmates in activities such as discussions, role-playing, group assignments, or writing conversation journals. Allwright and Bailey (1991) argue that the classroom is not merely a location where the teacher goes through a set routine but instead a place where many aspects interact with one another. According to Tsui (2001) Classroom interaction is the entire communication process that occurs between teachers and students and between students during learning activities. Which means, interaction in the classroom is an important foundation that determines how the learning process takes place and how students experience language as a tool of communication.

The way how interaction takes place in the classroom can be describe through interaction patterns. In the classroom, interaction patterns support learning process with creating opportunities for students to learn actively especially in language use, such as discussion and recieve feedback from teacher and peers. According to Ur (1996) there are various interaction patterns such as group work, closed-ended teacher questioning (IRF), individual work, choral responses, collaboration, student initiates teacher answer, full-class interaction, teacher talk, self-access, and open-ended teacher questioning. These patterns allows the students to participate more actively, increase their speaking skill, and also develop communicative competence through social interaction with each other. Nurjannah, Abdul, and Hamid (2023) in an EFL classroom context found that interaction patterns such as group work and collaborative discussion significantly increased students' participation and communicative engagement, leading to more effectively language learning. Which

means that balance teacher-students interaction promote cognitive engagement and deeper understanding of learning materials. Therefore, effective interaction patterns serve as an important mechanism that facilitate and support learning process in english class.

Despite the importance of interaction in the classroom, limited interaction is still evident in many real classroom contexts. Interactions between teachers and students in the classroom are often teacher-centered, with the teacher doing most of the talking and controlling the learning process. As a result, students tend to be passive and less willing to ask questions, answer questions, or express their opinions. This lack of student responsiveness is also influenced by the teacher's limited opportunities for participation and the lack of feedback on student answers. This situation limits classroom interaction and makes the learning process less effective. Several researchers have examined same issues about teacher-student interaction patterns in english classroom. Sari, Ningsih, and Nofita (2022) explained that the problem found was that teacher-centered interaction remained a challenge, especially when learning was dominated by one-way instruction, time constraints, and large class sizes, thereby reducing opportunities for students to participate actively. Isnata (2025) also found that interaction in the classroom mostly teacher-centered where the teacher dominated the classroom through lengthy explanations, closed-ended questions, and IRF pattern. Meanwhile, the students play a passive role as a recipients of information and only answer when the teacher asked them. Kurniatillah (2022) found the problem in the classroom interaction tend to be

teacher-centered, which means it makes limited opportunities for the students to actively use their target language.

In line with these issues, during PLP II at SMK Negeri 1 Percut Sei Tuan, researcher also found that the interaction between the teacher and the students mostly dominated by the teacher. The teacher often initiated the interaction by asking questions, while the students respond briefly or in chorus. Researcher was also noticed that most students were passive. This situation suggests that the interaction pattern in the classroom still provide limited space for the students to develop their language skill.

T : *Good Morning students. Today we will learn about descriptive text. can anyone tell me what is descriptive text?*

S : *Good Morning Ma'am.*

(silent)

The observation revealed that the teacher started the learning process by asking a question. However, no one of the students responded to the teacher's question. It shows that most students were passive during teaching learning process.

T : *Who wants to answer number one?*

(students keep silent)

T : *Majid, please answer number one.*

S : *The answer is C.*

In this interaction, the teacher need to call the student directly, because in this interaction shows that the students do not participate and not fully active.

T : *Do you understand?*

S : *Yes, Ma'am*

This short interaction shows that the teacher check the students' understanding, but the students only give a simple respond because the teacher use closed ended questioning. It reflects minimal participation from the students and makes the students have limited opportunities to use their target language.

Furthemore, this study focuses on the interaction patterns among teachers and students during the teaching learning process in the classroom of tenth grade students at SMK Negeri 1 Percut Sei Tuan. This research aims to discover the patterns of interaction that occur and how these interactions realize during teaching and learning activities. Furthermore, this study is also expected to help researchers understand the roles of teachers and students in creating a communicative classroom atmosphere. Therefore, this research can serve as an initial reference for developing studies on teacher-student interactions in the school environment.

1.2 Problems of the study

Based on the background of the study, this research focused on teacher-students interaction patterns in english class. The problems of this research were:

1. What types of patterns of teacher-student interaction that occurred in English as a foreign language speaking classroom?
2. How were the patterns of teacher-student interaction realized in English as a foreign language speaking classroom?

1.3 The Objectives of the Study

Based on the problems of the study, the objectives of this research were:

1. To analyze the types of patterns of teacher-student interaction that occurred in English as a foreign language speaking classroom.
2. To describe how were the patterns of teacher-students interaction realized in English as a foreign language speaking classroom.

1.4 Scope of the Study

This study focused on exploring teacher-student interaction patterns of tenth-grade students at SMK Negeri 1 Percut Sei Tuan during the second semester of the 2025/2026 academic year. This study aimed to determine the types of interaction patterns that occurred and how these patterns realized during the learning process. This research emphasized observing how teachers and students communicate and participate during the learning process, including questions, responses, and discussions that occur in class. Data were collected through direct classroom observation, thus providing a picture of the dynamics of interactions between teachers and students in the class.

1.5 Significances of the Study

1. Teachers

The result of this study can help the teacher to understand how interaction patterns can influence the teaching-learning process. By knowing this result, the teacher can reflect on their teaching style and improve the way they communicate each other with students. The result of this study also can help the teacher to create

a more interactive teaching-learning where the students have more chances to deliver their ideas during the teaching-learning process.

2. Students

The result of this study can give student awareness about how important a participation and communication in the classroom during the learning process. By knowing interaction patterns, the students can realize that learning English is not just about listen to the teacher and do the task, but also about how the students actively involved in the learning process.

3. Future Research

The result of this study can be a reference for other researchers who want to research about classroom interaction, especially about interaction patterns. This study can enrich the understanding of interaction patterns that occur during the teaching and learning process and strengthen theories related to classroom interaction and educational communication. In addition, the results of this study are expected to be a reference for further researchers who are interested in studying similar topics or developing theories relevant to teacher-student interactions.