ABSTRACT

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The aim of this study were: (a) to identify classroom discourse patternings of EFL classroom interaction based on Sinclair and Coulthard Model, and (b) to describe how EFL classroom interaction affects the students' learning process based on Sinclair and Coulthard Model. The subject of this study were an English Teacher, and 40 students of XI MIA 1, SMA Swasta Nurul Iman. The research was qualitative research. To answer the problem of the study, the methodology used in the research was discourse analysis in the form of descriptive. The data collected through the following instrument: observation, and recording. Then the data were analyzed by using Sinclair and Coulthard model of classroom discourse. The result of this research were the following, (a) it was found that in the classroom discourse, there were seven patterns initiated by the teacher and four patterns initiated by the student as the IRF (Initiation-Response-Feedback) was used more often by the teacher, (b) the interaction affects the teaching learning process in a way how the lesson passed on to the student affects the goal of learning English itself to be able to use English both inside and outside the classroom. It can be concluded that the students were not getting used to interact with English, and the goal of communicative skill in English was not achieved. Thus, the teachers should reorganize the activities which can foster more interaction by using English in the classroom.

Keywords: *Classroom interaction, classroom discourse, Sinclair and Coulthard, IRF Pattern.*

ABSTRAK

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Tujuan penelitian ini adalah (a) untuk mengidentifikasi pola interaksi di kelas Bahasa Inggris berdasarkan model Sinclair and Coulthard, dan (b) untuk mendeskripiskan bagaimana interaksi di kelas Bahasa Inggris mempengaruhi proses belajar siswa berdasarkan model Sinclair and Coulthard. Subjek penelitian ini adalah satu orang guru Bahasa Inggris dan 40 siswa di kelas XI MIA 1, SMA Swasta Nurul Iman. Penelitian ini adalah penelitian kualitatif. Untuk menjawab masalah penelitian, digunakan metode *discourse analysis* dalam bentuk deskriptif. Data diperoleh dengan instrument berikut, observasi dan merekam. Kemudian data dianalisis menggunakan model Sinclair and Coulthard dari *classroom discourse*. Hasil dari penelitian ini adalah, (a) bahwa dalam interaksi kelas, ditemukan tujuh pola interaksi yang dimulai oleh guru, dan empat pola interaksi yang dimulai oleh siswa sebagai IRF (Initiation-Response-Feedback) yang paling sering digunakan oleh guru, (b) interaksi mempengaruhi proses belajar siswa dalam hal bagaimana pelajaran disampaikan kepada siswa tersebut mempengaruhi tujuan belajar Bahasa Inggris itu sendiri, yaitu untuk mampu menggunakan Bahasa Inggris di dalam maupun di luar kelas. Dapat disimpulkan bahwa siswa belum terbiasa berinteraksi dengan Bahasa Inggris, dan guru sebaiknya menyusun ulang aktivitas belajar yang dapat merangsang interaksi dengan berbahasa Inggris.

Kata Kunci: *Classroom interaction, classroom discourse, Sinclair and Coulthard, IRF Pattern*.