

EXPLORING TEACHER-STUDENT'S INTERACTION PATTERNS IN ENGLISH AS A FOREIGN LANGUAGE SPEAKING CLASSROOM

Canda Anggita, Ariatna

Universitas Negeri Medan

e-mail: candanggita16@gmail.com , ariatna@unimed.ac.id

INFORMASI ARTIKEL

Submitted : 2026-3-31
Review : 2026-3-31
Accepted : 2026-3-31
Published : 2026-3-31

KATA KUNCI

Pola Interaksi, Interaksi Di Kelas, Peran Guru, Analisis Percakapan.

A B S T R A K

Penelitian ini berfokus pada pola interaksi dalam kelas percakapan. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis pola interaksi yang terjadi di dalam kelas serta menjelaskan bagaimana pola-pola interaksi tersebut direalisasikan di dalam kelas. Penelitian ini menggunakan pendekatan kualitatif. Data dikumpulkan melalui observasi kelas, daftar periksa observasi, catatan lapangan, dan rekaman video pelajaran bahasa Inggris, kemudian ditranskripsikan dan dianalisis dengan menggunakan teori pola interaksi oleh Ur (1996) serta realisasinya melalui fungsi-fungsi guru oleh Ur (2012). Temuan menunjukkan bahwa terdapat delapan pola yang terjadi di dalam kelas, dengan respons paduan suara sebagai pola yang paling dominan (34,29%). Selain itu, pola-pola interaksi yang teridentifikasi diterapkan dalam enam fungsi guru yang berbeda. Fungsi guru sebagai penggerak merupakan fungsi yang paling umum. Temuan ini menunjukkan bahwa keterlibatan siswa di dalam kelas pada dasarnya berpusat pada guru, dan data menunjukkan bahwa guru memiliki peran dominan dalam mengarahkan dan mempertahankan keterlibatan siswa di dalam kelas sepanjang proses belajar-mengajar.

ABSTRACT

This study focused on interaction pattern in speaking classroom. It aimed to identify the types of interaction pattern that occurred in the classroom and explain how were the realization of interaction patterns in the classroom. This study employed a qualitative approach. The data were collected through classroom observations, observation checklists, fieldnotes, and video recordings of English lesson, then transcribed and analyze using

Keywords: *Interaction Pattern, Classroom Interaction, Teacher Functions, Conversation Analysis.*

the theories of interaction patterns by Ur (1996) and realization through teacher functions by Ur (2012). The findings showed that there were eight patterns that occurred in the classroom, with choral response being the most dominant pattern (34.29%). Furthermore, the identified interaction patterns were implemented in six different teacher functions. The activator was the most prevalent teacher functions. This findings showed that classroom engagement were primarily teacher-centered and the data indicated that the teacher had a dominant role in directing and maintaining classroom engagement throughout the teaching and learning process.

INTRODUCTION

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 share 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 respect. Ultimately, the success of the learning process depends heavily on the quality of interactions and mutual respect establish 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). 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 receive 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.

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.

Next, 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.

Futhermore, 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. 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 : 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. As a result This research aims to discover the patterns of interaction that occur and how these interactions realize during teaching and learning activities.

LITERATURE REVIEW

Classroom interaction plays a very important role in the learning process, especially in English language learning. Classroom interaction facilitates two-way communication between teachers and students, so that learning is not just one-way. According to Brown (2001), interaction is at the heart of language teaching because it gives students the opportunity to use the language actively, rather than just receiving explanations from the teacher. In line with Ariatna (2012), a language classroom should offer students ongoing opportunity to use the target language. However, the interaction pattern refers to structured communication that occurs between learners in the classroom, especially between teachers and students and among students. In language learning, interaction is considered the primary means of learning because language is not only studied as a system but also used as a means of communication. Allwright and Bailey (1991) state that the language classroom is essentially a place where interaction occurs, and it is through this interaction that the learning process takes place. Therefore, interaction patterns are an important concept for understanding how communication in the classroom is organized and how the roles of each participant are formed during learning activities.

According to Ur (1996), interaction patterns refer to the various ways teachers manage interactions in the classroom to regulate student participation in learning activities. These patterns show how communication takes place, who initiates interactions, and the extent to which students are actively involved in the learning process. Ur emphasizes that there is no single interaction pattern that is ideal for all situations, because each interaction pattern has a different pedagogical function according to the learning objectives to be achieved.

In the context of English language learning, especially in speaking classes, interaction patterns play a very important role because they determine the extent to which students have the opportunity to practice the language orally. Walsh (2006) asserts that interaction patterns in the classroom are closely related to pedagogical goals and can affect the quality of language learning. Interaction patterns that give students more space to speak tend to encourage active engagement and the development of speaking skills. Therefore, analyzing interaction patterns is an important step in understanding how the learning process takes place and how interactions between teachers and students support or hinder the development of students' speaking skills.

In language learning, classroom interaction can take various forms, according to Ur (1996) there are ten interaction patterns such as group work, closed-ended teacher questioning (IRF), individual work, choral response, collaboration, student initiates, teacher answers, full-class interaction, teacher talk, self-access, and open-ended teacher questioning.

Moreover, according to Ur (2012), a teacher dynamically operationalizes various roles to direct classroom discourse, facilitate target language practice, and guide learning behavior. The realization of these interaction patterns through teacher functions demonstrates how a teacher's specific actions and talk serve as the driving mechanism

behind student engagement and classroom dynamics. Ur (2012) proposed eight teacher functions, they are Instructor, Activator, Model, Provider of Feedback, Supporter, Assessor, Manager, and Motivator. This framework helps researchers and educators understand how the use of language by teachers and students can create or limit learning opportunities in language classrooms.

RESEARCH METHODOLOGY

This study used a descriptive qualitative research design. Descriptive qualitative design was used because this study aimed to identify interaction patterns and explain how these patterns realized during learning activities. The research data consists of interactions between teacher and students during English language learning activities. The data would be collected in three forms, namely observation checklist, field note, and video recording. The data sources in this study would be an English teacher at SMK Negeri 1 Percut Sei Tuan and one class in tenth grade students, which was the focus this study.

The data analysis technique in this study would be used descriptive statistics to describe the types of interaction patterns between teacher and students that occurred during the English learning process. Each interaction that occurred would be classified according to Ur's categories, then would be counted to determine the frequency of interaction patterns. To calculate the percentage of each category, researcher would be used the formula Malik & Chusni (2018).

After that the data would be analyzed using the interactive analysis model of Miles, Huberman, and Saldaña (2014). This analysis would be carried out in three main stages, namely: data reduction, data display, and conclusion drawing.

FINDINGS AND DISCUSSION

The first finding of this research relates to the types of interaction patterns that occurred during the teaching and learning process. Eight interaction patterns were identified after analyzing data from four classroom meetings. Ur (1996) identified ten types of interaction patterns in classroom interactions. However, only eight patterns were discovered in this study. The results showed that Choral Responses was the most common interaction type, occurring 36 times or 34.29%, followed by Teacher Talk and Closed-ended Teacher Questioning, which each occurred 20 times or 19.05%. Group Work and Full-class Interaction both occurred eight times or 7.62%, while Student Initiates and Teacher Answers appeared seven times or 6.67%. Open-ended Teacher Questioning occurred 5 times or 4.76%, while Individual Work was occurred only once or 0.95%. Meanwhile, collaboration and self-access were not occurred or 0% of total interactions. These findings suggest that Choral Responses were the most common interaction pattern that occurred in the classroom.

Furthermore, The research findings are similarly related to those reported by Tagor (2024) that classroom engagement was still controlled by teachers through questioning, explaining and directing the learning process, while students' participation was still limited. According to the researcher's research, a similar tendency was also found in which Teacher Talk, Closed-ended Teacher Questioning, and Choral Responses were the most dominating interaction patterns during the teaching and learning process.

However, Rhamadina et al. (2023) discovered that student engagement dominated classroom interaction, indicating that students were highly engaged in the teaching and learning process. In contrast, the researcher's findings revealed that teacher-centered interaction patterns, including Choral Responses, Teacher Talk, and Closed-ended Teacher Questioning, were more common than student-centered interaction patterns. This data implies that the teacher maintained a prominent role in directing classroom communication and controlling learning activities.

Moreover, Isnata (2025) stressed the importance of teacher-student engagement in enhancing students' practical English skills, confidence, and communication abilities, including the use of technology and cultural awareness in the classroom. Meanwhile, the researcher's research concentrated on identifying interaction patterns employed in classroom communication and investigating how these patterns were implemented in various classroom modes.

Moving on into the realization of interaction patterns in the classroom. The interaction patterns found in the classroom were realised in several teacher functions, reflecting the teacher's pedagogical goals in the whole teaching and learning process. The identified interaction patterns were implemented in six out of ten different teacher functions by Ur (2012) namely Manager, Activator, Provider of Feedback, Model, and Motivator. The function of the teacher as a Manager was actualized through close-ended teacher questioning, choral response, and teacher talk. Alongside managerial duties, the teacher functioned as an Activator was realized through group work, student initiates teacher answer, choral response, open-ended teacher questioning, full-class interaction, close-ended teacher questioning, and teacher talk. In contrast, The teacher functioned as a Provider of Feedback in only realized through full-class interaction. Similarly, the teacher acted as a Model realized through teacher talk and choral response. Finally, the role of the teacher as a Motivator was identified in realized through close-ended teacher questioning.

CONCLUSION

This study aims to determine what patterns of Teacher-Students interaction patterns that occurred in English speaking classroom and also how are the pattern realized. Several interaction patterns occurred during the teaching and learning process. The most common patterns were Choral Responses, Teacher Talk, and Closed-ended Teacher Questioning, showing that classroom engagement was primarily teacher-centered.

However, These interaction patterns were implemented across six teacher functions, such as instructor, manager, activator, provider of feedback, model, and motivator. Activator becomes the most prevalent teacher functions that realized in the classroom.

Suggestion

From the conclusion above, several suggestion are presented, such as Teachers are suggested to develop more possibilities for students to actively take part. Making classroom interaction more diverse and relevant can be achieved by motivating students to share their thoughts, pose questions and engage with their peers.

However, Students are suggested to be more involved in the teaching and learning process. They should take the opportunities to ask questions, provide ideas and have conversations. Active engagement in classroom interaction can allow students to

improve their grasp of the course and to develop their communication skills more effectively.

Furthermore, for Future Researchers are encouraged to explore similar studies using other theories such as Hellermann (2008) or Seedhouse (2004) about Conversation Analysis, and Richards (2006) about CLT to gain a broader understanding of classroom interaction.

REFERENCES

- Allwright, D. & Bailey, K. (1991). *Focus on the language classroom: Introduction to classroom research for language teachers*. Cambridge University Press.
- Ariatna. (2012). Communicative language teaching (CLT): An evolution in revolution. *Jurnal Bahas Unimed*, (84), 1-15.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Longman.
- Isnata, R. (2025). Teacher-student interaction in the english classroom: a literature review. *Jurnal Inovasi Penelitian Pendidikan dan Pembelajaran*, 5(2), 833-841. <https://doi.org/10.51878/learning.v5i2.4866>
- Khatib, M., & Saeedian, A. (2021). Identifying and informing novice Iranian English language teachers' classroom decision making and pedagogical reasoning regarding managerial mode. *Language Related Research*, 12(3), 121-149. <https://doi.org/10.29252/LRR.12.3.5>
- Korkut, P., Ertaş, A. (2017). The materials mode in the local context of muğla and the role of mother tonguei. *Universal Journal of Educational Research*, 5(2), 270-279. <https://doi.org/10.13189/ujer.2017.050213>
- Kurniatillah, R. E., Hidayat, D. N., Husna, N., & Alek. (2022). Teacher–student interaction in English classroom setting. *Journal of Applied Studies in Language*, 6(1), 53–63. <https://doi.org/10.31940/jasl.v6i1.391>
- Malik, A., & Chusni, M. M. (2018). *Pengantar statistika pendidikan*. Deepublish.
- Mercer, N. (2000). *Words and minds: How we use language to think together*. Routledge.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Nurjannah., Abdul, N. B., & Hamid, S. M. (2023). Patterns of teacher - students' interaction in EFL zoom meeting class in SMP Negeri 1 Ganratang Keke. *Journal of Computer Interaction in Education*, 6(2), 82-92. <https://doi.org/10.56983/jcie.v6i2.539>
- Rhamadina, W., Alek., Husna, N., Hidayat, D, N. (2023). A discourse analysis of students-teacher pattern interaction in ELT classroom. *Jurnal Onoma: Pendidikan, Bahasa dan Sastra*, 9(1), 446-456. <https://doi.org/10.30605/onoma.v9i1.2209>
- Richards, J. C. (2006). *Communicative language teaching*. Cambridge University Press.
- Sari, M. N., Ningsih, P. E. A., & Nofita, A. (2022). An analysis of English classroom interaction pattern at eleventh Grade of SMKN 4 Kerinci based on El Hanafi theory. *Jurnal Sosial Humaniora Sigli (JSH)*, 6(1), 105-115. <https://doi.org/10.47647/jsh.v6i1.1452>
- Seedhouse, P. (2004). *The interactional architecture of the language classroom: A conversation analysis perspective*. Blackwell Publishing.

- Tagor, F. A. (2024). An analysis of EFL teacher-students classroom interaction patterns at SMAN 1 Bahodopi. *Journal of English Language and Pedagogy*, 7(1), 36–42. <https://doi.org/10.36597/jelp.v7i1.14584>
- Ur, P. (1996). *A Course in language teaching: practice and theory*. Cambridge University Press.
- Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge University Press.
- Walsh, S. (2006). *Investigating classroom discourse*. Routledge.