The Patterns of Classroom Interaction in English Speaking Course

THESIS

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THESIS

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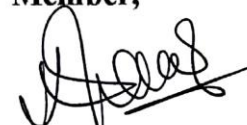
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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ABSTRACT

Name   : Nurul Aflah Julana

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Title   : The Patterns of Classroom Interaction in English Speaking Course

Main Supervisor : Dr. Jarjani, S.Ag., S.S., M.Sc., MA

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Keyword   : Classroom Interaction, Interaction Patterns, EFL Classroom, English Speaking

This research was carried out to explore the patterns of interaction that occurred in the classroom process of English speaking class and teachers educator's reason in using that pattern in English speaking class in Department of English Language Education UIN Ar-Raniry. Two English speaking teachers educator took part in the study. Classroom observation and reflective interview were used to collect data. The data were analyzed by transcribing and analyzing by using Miles and Huberman's (1994) framework. The classroom processes carried out by the lecturers were video and audio-recorded. The findings show that the patterns of classroom process the teacher educators did fall into IRF, IRE, Individual work, group work, choral response, teacher talk, open-ended teacher questioning, student initiates - teacher responds, gives challenge, teacher → students interaction. However, the most common pattern from the first lecturer is individual work and from the second lecturer are IRF and group work patterns. The teacher educators used those patterns in the classroom because they work well for student learning, and effectively encourage students to speak English. The patterns that were applied by English speaking lecturers depended on the condition of the class and the characteristics of

the students. In conclusion, this is in line with previous research finding (e.g., Rohmah 2017).

Keyword: Classroom interaction, Interaction pattern, EFL classroom, English
Speaking

CHAPTER I

INTRODUCTION

A. Background of Study

Interaction is an activity that is usually conducted in the teaching-learning process in classroom that has an important role to build communication between teacher and students. As stated by Walsh (2011, p.23) that communication is a central to all classroom activity.

Classroom interaction patterns determine the student learning achievement. Using the right interaction pattern is a fundamental factor in the success of any activity and the achievement of aims. Different interaction patterns can support the aims of different kinds of activities and help vary the pace.

Regardingly, the Interaction both the teacher and the students and students and students are needed in the classroom activities taking communicative approach. It will maintain communication to happen in the classroom. It will help the teaching and learning process run smoothly. When such interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. Hence, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who should be active in teaching learning process, but also the student.

According to the regulation of the Kementrian Pendidikan dan Kebudayaan number 23, 2016 as cited in Naimah (2016) about standard of assessment, learning is the process of interaction among students, between the students and the teachers and learning source in the learning environment. Therefore, classroom interaction is needed. By lecturer-student interacting, it will increase students' language skill and social skill. Interaction is almost occurs in all courses, mostly in English speaking course. To encourage the students to communicate actively in the target language, it is necessary for the teacher to create an interaction with the students in the classroom by using the target language for the whole interaction.

Based on previous study, Rafieerad and Rashidi (2010) conducted a study about analyzing Pattern of classroom interaction in EFL classrooms in Iran. The subjects of this study were 16 teachers, 8 female and 8 male, teaching at intermediate level (lower and upper) in Zhiraz University Language Center and Bahar Language Institute. They found that even the classroom discourse follow the IRF pattern, the teacher dominated a high portion of classroom talk, the students did the exchange to the teacher and follow up their teacher responses to their questions which showed the students teacher talk in an IRF pattern. This pattern stands for initiation-response-feedback, is a pattern of discussion between the teacher and learners. The teacher initiates the learner responds, the teacher gives feedback (Sinclair & Coulthard, 1975). The definition of three patterns can be traced through the following explanation; Firstly is initiation (I), the movement in which teacher initiates an interaction, as stated by Dayag et al. (2008, p.5) initiation is the teacher ask a question or action to initiate students to do

interaction in classroom. Secondly response moves (R), what is actually performed by the students following the initiation that produced by the teacher. The last is feedback/follow up (F), the last exchange of a turn that aims to give feedback to students' response.

Bailey (1974) conducted a study of classroom interaction pattern from student teaching to independent classroom teaching. The subjects of this study were nine teachers who were selected from 30 randomly selected secondary social studies teachers graduating from the University of Nebraska. The study found that first, interaction pattern of the nine teachers changed significantly after two years of independent classroom experience. Second, increased direct influence behaviors revealed that the majority of teachers became more indirect in their teaching style during independent classroom teaching.

Kasim (2004) conducted a study about classroom interaction in the English department speaking class at State University of Malang. The subjects of the study were the teacher and students who were taking speaking II class at the English department of state university of Malang. The result of the study showed that classroom interaction is the realization of a lesson, which is organized in patterns of classroom interaction. The most dominant pattern is students-students classroom interaction. Nine strategies are used by the teacher and ten strategies used by the students.

However, Interaction plays an important role in meaning making during the teaching and learning process. In light of Vygotsky's insights into the importance

of social interaction in learning (1962, 1978) as cited in Rashidi & Rafieerad (2010), there is evidence of renewed interest in the nature of classroom talk and signs of willingness to reassess the pedagogic value of interaction patterns between students and teachers in the language classroom, since learning a language in the classroom is a consequence of the exposure of the learner to the linguistic environment manifested in the interaction between the participants, namely teacher and students, in that context. Such interaction has been defined as a process where by two or more people engage in reciprocal action (Celce-Murcia, 1987). This action may be verbal or nonverbal. Furthermore, according to Allwright and Bailey (1991), Classroom-centered Research (CCR) concentrates on classroom interaction in order to gain insights and increase our understanding of classroom learning and teaching, its aim being to identify the phenomena that promote or hamper learning in the classroom.

Mastering Speaking skill is the most important aspect of learning a second or foreign language (Nunan, 1991; Ur, 1996). When the students learn English, they learn all four skills; writing, reading, speaking and listening. In English Department of UIN Ar-Raniry, English speaking is offered as a compulsory subject given in eight credits in four semesters. In English Department, there are several students who are not able to express their idea in English both written and oral form. This problem may be caused by the quality of interaction between teacher and students and the student and the teacher. The teacher in University level known as the lecturer. Thornburry (2005,p1) states that speaking is an

important skill in order to communicate with other people. Therefore, students who learn a foreign language, they need to do interaction in the target language.

Most of previous studies investigated about the method and technique that the teacher uses to improve English-speaking skill. However, less attention is given to the patterns of interaction in English speaking course. The problem related to the interaction using native language in English speaking classroom can be solved if a teacher and students realize the importance of interaction in language classroom. Interaction plays significant roles in the language classroom since it can increase students" language store (Rivers, 1987: 4), strengthen the social relationship (Naimat, 2011: 672), develop communication skill and build up confidence (Thapa and Lin, 2013). For the interaction in the language classroom has advantages to the students' speaking performance, therefore the study about classroom interaction is considerably important and worth to be analyzed.

B. Research Questions

To address the problem, this studies guided by the following research questions:

1. What are the patterns of interactions occurred in English speaking class?

2. What are the benefits of using the patterns in English speaking class?

C. The Aim of Study

The research questions above will be completely answered provided only this study attains its aims. The aims are stated below:

1. To identify the interaction patterns between lecturer-students.
2. To discover the teacher's reason in using the pattern and the influence of the pattern.

D. Research Significance

The findings of this research are expected to be beneficial and be able to give a contribution to the improvement of the effective English teaching and learning process focused on speaking skill theoretically and practically.

In terms of theory, this research can enrich the literature and knowledge about the importance of interaction using English in EFL (English as a Foreign Language) classroom, such as increasing students" language store (Rivers, 1987: 4-5), Strengthening social relationship (Naimat, 2011: 672), developing communication skill and self confidence (Thapa and Lin, 2013).

E. Terms Used

1. The Pattern of Classroom Interaction

As cited in Oxford Dictionary (p.313) the patterns is the repeated or regular way in which something happens or is done. The patterns focused on the way learners and teacher interacts in the class.

The main aim of learning a language is to use it in communication in its spoken or written forms. Classroom interaction is a key to reach that goal. It is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other. As River writes as cited in Luu & Nguyen (2010) "... Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real life exchanges..." (Rivers, 1987: 4-5)

Classroom Interaction is the action performed by the teacher and the students in the process of teaching and learning in the classroom. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiating of meaning, and feedback (Chaudron, 1998: 10). In addition, according Brown (2011), interaction is at the heart of communicative competence. When a learner interact with another learner he/she receives input and produce output.

Classroom interaction is an analysis of language phenomena found in the interaction activities involving two or more participants (Chaudron, 1998). Classroom interaction in this study refers to the interaction between teacher and students and among students in the speaking 3 subjects.

3.   Speaking Course

Learning English without practice it is pointless, and speaking is the way to practice it. Through speaking, one can express their minds, ideas and thoughts freely and spontaneously (Mora, 2010: 3). Speaking is a basic skill that should be mastered by language students. Speaking is not a simple skill; its mastery requires some experiences and practice. Khadidja (2010: 26) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". Therefore, by practising the English speaking as often as possible will be considered to reduce the difficulty in mastering that English speaking skill.

CHAPTER II

LITERATURE REVIEW

This chapter focuses on theory related to this study. The chapter will begin with The nature of classroom interaction and will be followed by Interaction in EFL classroom, and The patterns of interaction.

A. The Nature of Classroom Interaction

Interaction is the heart of communication, and communication itself, whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goal, the learners or the students need to cooperate and interact among themselves, between them and the teacher, or between them and someone else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987).

Etymology, the word "interaction" comes from Latin word: inter and agree that mean reciprocal process. Here, what is meant by reciprocal process is an activity to exchanging message systematically by using verbal or non-verbal media (Sampson in Hanafi, 2000). Howe (1981) defines interaction as an activity that is initiated by taking turn. He further adds that a good interaction should include address, topic or information, and response.

Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with lecturer present, and

with the lecturer who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur everyday in teaching and learning process. Everyone, not only by the teacher in the classroom, but also the students manages it. This interaction is usually used to express their ideas together.

Moreover, Allwright and Bailey (1991: 25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching-learning process. It can be seen from the figure below.

Planned Aspects   **The Lesson**   **Co-Product Outcomes**

Syllabus   Input

                              Classroom

                              Interaction

Method   Practice

opportunities

Atmosphere   Receptivity
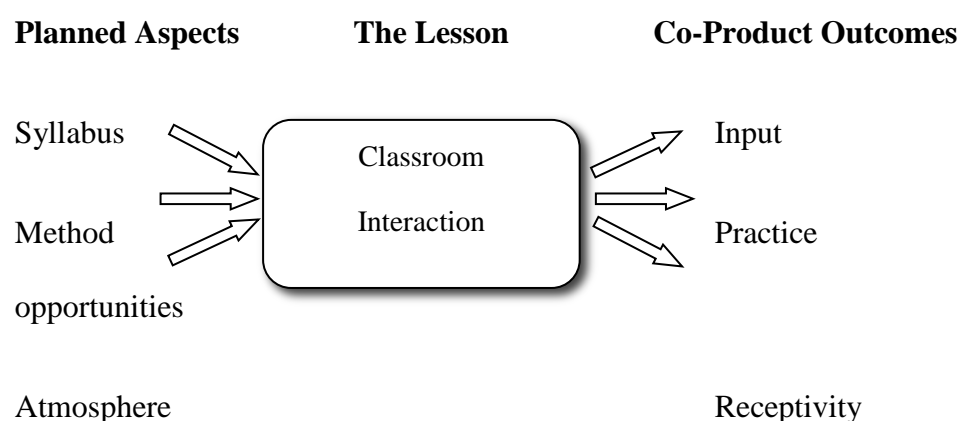
Figure 1   The relationship between plans and outcomes

In Communicative Language Teaching (CLT), classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. There are many aspects influencing the success of the teaching and learning process. In language classroom, teacher's voice is one of the most influential aspects on the success of teaching-learning. How teacher speak, what their voice sound like, and what kinds of language they use have a crucial impact on classes. The kind of language used by the teacher in the process of teaching is known as teacher talk (TT).

In talking to their students many teachers prefers using the learners' mother tongue rather than using the target language. As Littlewood points out, many teachers use the learners' mother tongue in talking to their students. This may often necessary decision, in the interest of organizing the lesson clearly and efficiently (Littlewood, 2009: 45). But in the other hand it also decreases the student's opportunities from the exposure to the target language.

One of the purposes of learning language is for communication, so there are some ways for keeping student's opportunities to the exposure of the target language: "the teacher should speak English for the majority of the time so that the students are constantly exposure to how English sounds and what it feels like" (Harmer, 2007: 179). For organizing the lesson clearly, teachers have to be able to choose the appropriate words and clear examples or illustrations. Besides, presenting the information more than once may increase student's understanding of a certain topic.

According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

In addition, classroom interaction will help students-students to share the information that they get from materials at each other. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn at each other.

What's more, classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other, but it is also about a relationship at each student to other students in the classroom. Khadidja (2009) insists that classroom interaction will make the students involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the students have a good relationship at each other.

Moreover, through classroom interaction, the students will know how much their participation at the classroom, and the teacher will know their quality of taking time to talk. Besides that, classroom interaction is important for the teacher to evaluate their teaching style in order to they can change their teaching style. It means that classroom interaction will change the teacher teaching style

like teacher-centered to the students-centered that is crucial for Communicative approach.

Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key one who will make the students participates at the classroom interaction actively and purposefully.

Furthermore, classroom interaction has to be managed by the teacher. If the teacher cannot handle the classroom interaction, the students will be uncontrolled and noisy. It will make the teaching and learning process fail. Besides that, a good classroom interaction depends on how the teacher gives chance to the students to talk at each other. Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will enthusiast to participate at the learning process.

In the other hands, classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for students to practice their own speaking, and it is the students who need

the practice, not the teacher. For the reasons, a good teacher maximizes STT and minimizes TTT (Harmer, 2007: 38).

Based on the explanation above, classroom interaction is all interaction that occurs in the teaching and learning process where the teacher determines the interaction occur in the classroom.

B. The Roles of Classroom Interaction

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher gives chance to the students to talk, the classroom interaction will be dominant by students-students. Meanwhile, if the teacher always takes much time to talk in the classroom, the classroom interaction will be dominant by teacher. Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who are active in the classroom interaction are determined by the teacher's role that gives chance the students to talk in the classroom.

Equally important, the teacher is the key one to create the classroom interaction. Damhuis and de Blauw (2008) maintain that the teacher's role will affect the quality of classroom interaction. The teachers' role is the teachers have to give chance to the students to talk in the classroom. The teacher is not admitted to take much time to talk in the classroom based on the communicative Language Teaching (CLT).

What's more, the main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. The teacher has

responsibility to facilitate interaction effectively. Simich and Dudgeon (1998) mention that teachers' role in creating classroom interaction are as a participant at the classroom interaction and a facilitator to encourage the students to involve in the interaction. It means that the teacher has to be as a participation of the interaction in order to the students attracts to participate at the classroom interaction and has to make the students realize that they have to be active in learning process.

In addition, the teacher's role is related to the important factors in classroom interaction. Preston (2010) states that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students' production, and feedback. In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teacher efforts to make the students involve in classroom interaction where the teacher's role is making sure that all students involve in the classroom interaction. Meanwhile, in turn-taking behaviors, the teacher efforts to make the students involve in classroom interaction by asking them to ask questions, make requests or volunteer to answer. Furthermore, feedback is from teacher and students where one student answers what the teacher wants, the other students and teacher will give their feedback at the trait student.

Moreover, the teachers have to do some ways to make the students participate in the classroom interaction. Palmer (1998) mentions that there are eight ways to make the students participate at the interaction by creating routine

activities including encouraging the students to answer each questions that the teacher give to them; giving attention and chance to the students who raise their hand, even they are not asked to speak at the time, to explain their opinion; finding the students' strength to teach the low achieving students; asking the students who are shy in the classroom to speak at the classroom; responding and giving attention to what the students talk since the students want what they have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not understand yet at the discussed material; asking the student to measure that they have the same understanding at each other at each materials by teaching their friends who do not understand yet at the trait material; asking the student to give comment at what the teacher's style.

C. Interaction in EFL Classroom

Interaction is synonymous with the learning process itself (Allwright, 2008). Interaction develops the learner's ability of a language. By interaction a language learner can get more opportunity to use language successfully. Interaction also measures the learners' progress.

In light of Vygotsky's insights into the importance of social interaction in learning (1962, 1978), there is evidence of renewed interest in the nature of classroom talk and signs of willingness to reassess the pedagogic value of interaction patterns between students and teachers in the language classroom, since learning a language in the classroom is a consequence of the exposure of the learner to the linguistic environment manifested in the interaction between the

participants, namely teacher and students, in that context. Such interaction has been defined as a process whereby two or more people engage in reciprocal action (Celce-Murcia, 1987). This action may be verbal or nonverbal. Furthermore, according to Allwright and Bailey (1991), Classroom-centered Research (CCR) concentrates on classroom interaction in order to gain insights and increase our understanding of classroom learning and teaching, its aim being to identify the phenomena that promote or hamper learning in the classroom.

Communication is the activity of expressing ideas and feelings or of giving people information (Oxford Dictionary, 2008: 84). In communication involves someone else to understand what we want to tell him or her, what is often referred to as our message. We probably tend to think of a message as being factual, and it is true that we can communicate facts, but in many everyday situations we also hope to communicate our opinions and emotion (Lynch, 1996: 03).

Interaction always occurred in everywhere between the people and others, especially in teaching-learning process. The teacher do interaction to give information or to deliver about the material of study, and the students also do interaction to asks or answer and discussion with their friends or teacher.

In speaking class, the students practiced to increase their ability in order to be able to speak well. Some EFL/ESL classes are taught in a fairly teacher centered fashion. Interaction is dominated by the teacher, for example, gives lengthy explanations and lectures, drills repetitively, asks the majority of the

questions, and makes judgments about the student's answer. However, other EFL/ESL teachers see value in getting students involved in interacting in English (Gebhard,1996: 49).

Lynch (1996: 03) stated that listening and reading are useful sources of experience, but active practice in-and feedback on speaking and writing the target language is essential for faster progress. In the classroom, 'speaking' can cover a wide range of oral activities, for example; actually talking to someone about something, it's to repetition drills.

D. The Patterns of Interaction

Classes consist of groups of individual where they usually get in touch or get communicate. In this case the are involving thhselves in the context so called social interaction (Banner as cited in Nisriyana, 2007 p.22). Thus, interaction in classroom context has similar meaning with the interaction in social context.

Aside from classroom interaction in social context, classroom also views as "a place where understanding and knowledge are jointly constructed between teachers and students, and where learners are guided or trained into the broader understanding" (Gibbons, 2002 p.14).

In English language teaching and learning. Learning interactivity is likely to be prominent feature. Since the goal of English teaching in Indonesia is to success in the international communication, the communicative purpose of

language must force teachers to create opportunities for genuine interaction in the classroom (Brown, 2001:48).

There are several ways to see patterns of classroom interaction. Gibbon (2002, p.14) view of classroom interaction that should occur in the classroom are students → teacher and students → students interaction. Indeed, Moore (1989, as cited in Nurrizal, 2011 p.10) state that there are three patterns of classroom were design for distance learning, those type are actually similar with the interaction pattens occur in the classroom. beside three patterns of classroom interaction mentioned earlier by Moore, Sutton (1999, as cted in Nurrizal 2011, p.10) added one more pattern which is interaction between learner and interface. The latest is also designed for distance learning interaction context that used technology as the medium.

In initiating interaction either in social or classroom context suggested by Gerungan (2007 as cited in Nisriyana, 2007 p.23) are as follow; (a) imitiation, (b) suggestion, (c) identification and (d) symphty. Imitation is copying as in the desire to copy others such as how to behave and how to dress out while suggestion is an action of giving consideration or idea to others. Identifications is the motivation in getting to be identical and sympathyis the feeling of getting along with others by understanding or care with others feeling.

The way to iniiate classroom intearction was proposed by Bihop (2000, as cited in Nurrizal, 2011 p.11). he mentioned that the patterns of initiating classroom interaction as follows; (1) Begin each class with a controversy or

problem. (2) use silence to encourage reflection, pauses after teacher-initiated questions encourage students' responsibility and giving them more chances to respond. However, teacher should hold the desire to fill in the the silence or answer the question. (3) Arrange and use classroom space to encourage interaction by means that teacher should move around the class, arranging students' seats in different formation. (4) create a friendly environment; asking about students' names or about activity of other classes is informal intearction that offers chances to use facilitative responses.

Gibbons (2002 p.16) viewed classroom interaction in different way. He stated that "the complete facility of second language learning in a classroom depends largely on how classroom discourse is constructed". It means that interaction in the classroom which s supported by any media should be planed before by the teachers.

The other way to initiate classroom interaction patterns are explained by Willis (1986, as cited in Nurrizal, 2011 p.12) he stated that there are four steps in desgning or initiating classroom interaction patterns in the classroom. Expressing needs, every students have needs that should be fulfilled in, by knowing each of students' needs, teachers might get their first students' attention. Gives challenge, opening the class by challenging them to think, but in this case the challenge should be in display questions. It is type of questions that teachers and students might know the answer.

According to thomas (1987, as cited in Rahayu 2007 p.25) there are three types of classroom interaction. The first type is teacher → students' interction which drawn as follow:
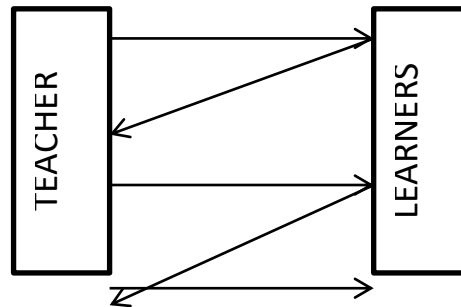
TEACHER — LEARNERS

According to Rahayu (2007 p.25) the patterns is an ideal classroom interaction pattern through it is without the present of textbook. Moore (1989, as cited in Rahayu 2007 p.25) in other words classified teacher → learners' interaction as interaction between learners and author of course materials and between learners and teacher.

The second type of interaction patterns based on Thomas (1987, as cited in Rahayu, 2007 p.25) is teacher → textbook ← learner as describe in the following figure:

TEACHER — TEXTBOOK — LEARNERS
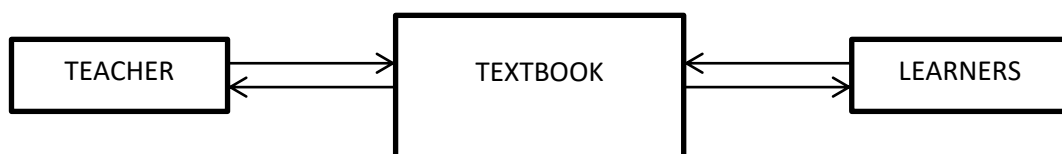
The figure shows that there is not any interaction between teacher and learners. This type of interaction makes book as the source of learning, become

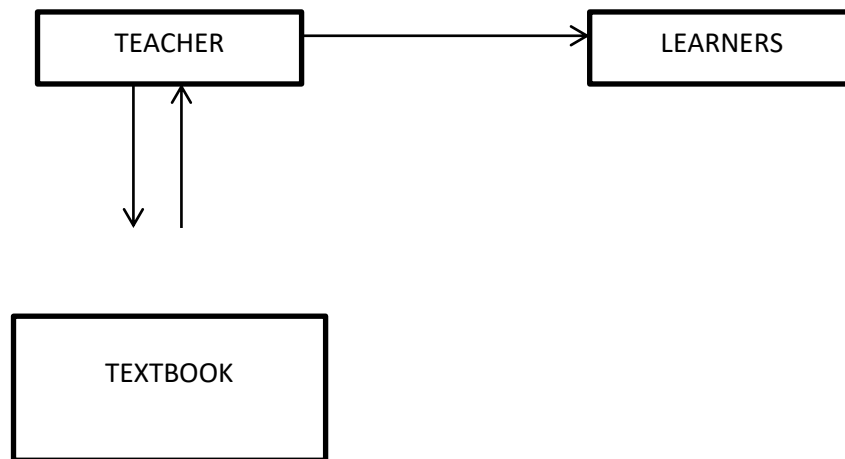the source of halting down the source of interaction. Rahayu (2007 p.25) stated that this type of classroom interaction patterns is the type when the teacher have a major control on textbook and there is not any teacher → students interaction.

The last pattern of classroom interaction based on Thomas (1987, as cited in rahayu 2007, p.26) is almost the same with the previous but different in line of communication. The figure is as follow;

```
┌─────────────────┐                    ┌─────────────────┐
│     TEACHER     │ ─────────────────► │    LEARNERS     │
└─────────────────┘                    └─────────────────┘
        │ ▲
        ▼ │
┌─────────────────┐
│                 │
│    TEXTBOOK     │
│                 │
└─────────────────┘
```

The present type of interaction has the sam element with the previous but different in the line on how they interact. Seeing the figure, it seems that teacher and learner involve in the interaction as Moore (1989 as cited in Rahayu 2007 p.26) claimed it as interaction between both the learner and the author of course materials and between the learner and the teacher. However as stated by Rahayu (2007 p.26) this is the type of interaction patten when the teacher is controlled by textbook without any attention to the learners' need. The learners' needs are very important factors that teachers should know. By knowing them, teacher could

determine what language skills are necessary to enable student to participate in all school and community activities in English (Richard, 2002 p.52).

There a lot of kinds of interaction pattern. In teaching and learning process, there are certain patterns can be used. According to Ur (1996, p.228) there are ten patterns of interaction can be utilized in a process of teaching and learning process.

In this study, to find out the patterns that occurred in English speaking classroom would used the patterns that suggest by Ur. Ur (1996) classified the way to initiate classroom interaction patterns as follows;

a) *Group work*: Utilizing this kind of pattern the students will work in a small group or pair. It will entail the classroom interaction. By doing so, there will be collaborative dialogue between teacher and students as well as student and student.

b) *Closed-ended teacher questioning ('IRF/IRE')*: it is a pattern of interaction where the question initiated by the teacher have anticipated answers. There are only correct or wrong answers in this type of questioning.

c) *Individual work*: This type of interaction is the opposite of group work. By which students, in the classroom, will be instructed to do list of task individually. No group discussion or collaboration in this pattern.

d) *Choral responses*: This type of interaction exist in the classroom when a teacher gives a model related to the issues and material discussed in the classroom then it will be repeated by whole class in chorus.

e) *Collaboration*: It is when students in the classroom do the same sort of task together to reach the best result the can afford. In this types of patterns a teacher may or may not intervene depends on the conditions.

f) *Student initiates, teacher answers*: This patterns used in the classroom to raise the value of experience of the students as they have autonomy to initiate the talking in the classroom.

g) *Full-class interaction*: The activity done through this patterns is discussion or debate on topic brought by the teacher to the class. The teacher may intervene the activity occasionally to stimulate participation or to monitor.

h) *Teacher talk*: The most identical activity to this pattern is lecturing. In the lecturing the students may not talk, only the teacher. Another activity being identical to this pattern is writing from dictation. It may involve silent response and there is no initiative from the side of students.

i) *Self-access*: The utilization of this pattern is in maximizing learners' autonomy in learning. They may choose their own topics, learning task, and work autonomously. It would be good to build independency of the students in learning.

j) *Open-ended teacher questioning*: Unlike close ended teacher questioning, open ended teacher questioning has no anticipated answers rather it will accommodate answers of the students as there are flexibility of correct values of the answers.

E. Research on Classroom interaction patterns in EFL classroom

There are several studies have been conducted in order to find out the patterns in EFL classroom (e.g, Rohmah, 2017; Rohmah (2017), the research is to attempts to find out the types of teacher and students talk and also the patterns of teaching–learning interaction. Tis research was qualitative case study conducted in English language 1 class Economics Education study Program of Teacher Training and Education Institute Persatuan Guru Republik Indonesia Bojonegoro, east java. The participants were an English teacher and thirty-four students. Observation were conducted twice in November 2016. The data were analyzed by using the combination of interaction analysis system adapted from (Flanders, 1970; Moskowitz, 1971; Brown, 1975; Al-Otaibi, 2004; and Erling et al., 2012). The finding show that the teacher produced almost all types of teacher talk. They also produced almost all types of students talk in learning process. The teaching-learning activities used produced the patterns of group work choral responses, closed-ended teacher questioning (IRF) , individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration.

Ginarsih, Sukirlan, Supriyadi (2015) The objectives of this research are (1) to investigate the process of classroom interaction in teaching and learning

process, (2) to find out the pattern of classroom interaction suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model in English speaking class at SMP 17 GedongTataan. The result reveals that classroom interaction process in English speaking class reflected the pattern proposed by Initiation-Response-Feedback (IRF) Model. There are six exchanges there are which occurred in Sinclair and Coulthard model including Teacher Inform, Teacher Direct, Teacher Elicit, Student Elicit, Student Inform, and Check. The percentage of Student Inform (Initiation- Feedback/IF) was 33.97%, Teacher Elicit (Initiation-Response- Feedback/IRF) was 16.89%, Student Elicit (Initiation-Response/IR) was 14.95%, Teacher Inform (Initiation/I) was 14.12%, Check (Initiation- Response-Feedback/IRF) was 13.01%, and Teacher Direct (Initiation-respond-feedback/IRF) was 7.20%.

Kasim (2004) This study involved the teacher and students who were taking Speaking II class at the English Department of State University of Malang. The data was collected by conducting a non-participant observation, recording, and interview. Based on the analysis, the present study reveals that classroom interaction (CI) is the realization of a lesson plan which is organized in patterns of CI. There are five patterns of CI identified. The most dominant pattern is student-student (S-S) CI. Nine interactional strategies are used by the teacher and ten by the students. Speaking II class can be facilitated by implementing certain classroom procedures. The students' communicative ability is described in terms of the frequency of use of the interactional strategies troughout the semester.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes how research was conducted. To do so, such as research design, population and sample, technique of data collection, data analysis and brief description of research location.

A. Research Design

The research is by nature qualitative. Bogdan and Taylor (as quoted by Moleong, 2000, p.3) define "Qualitative is a research procedure that result the descriptive data such as words in written or oral form from people and their behavior that can be observed". Qualitative approach is relevant to use in this research, because it aims to describe the patterns of interactions during English speaking class at Department of English Education of UIN Ar-Raniry Banda Aceh.

Moreover, this approach is relevant because this research does not intend to make change the patterns of interaction. As Nazir (1993) argue that Descriptive research is a study that done to make description about situation and condition.

B. Population and Sample

The population is the group of individuals having one characteristic that distinguishes them from other groups (Creswell, 2012). At the most specific level, researchers select a few individuals as samples of studied people from the target population. The Population of this research involved ten lecturers who taught English speaking course in English Education Department and Teacher Training

Faculty of Islamic State University of Ar-Raniry. This study focused on one class in each semester. This study observed two meetings for each class and interviewed the lecturers who taught in those classes.

The sample is the group of participants in a study selected from the target population from which the writer generalizes to the target population (Creswell, 2012). In this study, the lecturers were purposively selected. There were two lecturers who taught speaking in the odd semester but only two lecturers that were available to be observed and interviewed. As a result, there were two participants in this thesis as representative of lecturers who taught speaking course in each semester at Department of English language education.

The samples were chosen by using purposive sampling. Creswell (2003, p. 185) stated that "purposive refers to selection of sites or participants that will best help the researcher understand the problem and the research question, they must be willing to reflect on and share this knowledge". In addition, as stated by Cohen, Manion, and Morrison (2000) in purposive sampling, researchers build up a sample that is satisfactory to their specific needs. Meriam (2009) as cited by Alsya (2011, p.30) said that "good respondents are those who can express thought, feelings, and opinion on the topic being discussed".

C. Data Collection

This study used classroom observation and interview (reflective interview) as the primary of data collection.

1. Classroom Observation

Classroom observation was used to observe classroom interaction process through which patterns of interaction can be identified. Wenden (1992 as cited in Rima 2016, p.31) states that some limited information on students' learning process may be gained by observation.

This study used classroom observation to determine what patterns that occurred in classroom interaction of speaking class. This study conducted the direct observation as non-participant observation. According to Creswell (2008, p. 222) non-participant observer is an observer who visited a place and record notes without becoming involved in the activities of participants.

For this research, site of observation took place in Department of English Language Education. The data were observed two different classrooms; basic speaking and speaking III with different lecturers and each class was observed for two meetings. Each session of the classroom observation lasted approximately 95 minutes. To gain the data teaching learning process were being recorded fully. The purpose of observation is to figure out the patterns that occurred in English speaking class.

2. Reflective Interview

Interview is another effective way to collect data for the thesis. According to Sugiono (2009, p.73) the interview is technically in an effort to collect accurate data about the purpose of accomplishing the problem-solving process

corresponding to the specific data. Interview was used as one of data collection in this research. According to Cohen et.al (2000, p. 267), "interviews enable participant to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of views". For this research, the aims of interview are to gather the information from the lecturers, to find out about the perspective of interviewee about the topic, and to seek the reasons of that perspective.

Reflective Interview was applied in this data collection. Reflective interview is used to extend the learning after the observation. By asking question about the observation, the interviewer provides an opportunity for his or her partner to reflect on what occurred. These reflections may include thought about how and why events unfolded, feeling associated with events exploration of alternatives, plans for next steps, and so forth (Ginny, 1994 p.17).

Besides, to answer the second research question, this study asked different question to each participant based on classroom observation. In order to capture all detail about the participants, the interviews digital recording was used to make sure the data fully transcribed.

D. Data Analysis.

1. Classroom observation

Once the data of the observations have been done, the data were then analyzed by transcribing and analyzing by using Miles and Huberman's (1994) framework. According to Miles and Huberman, data of qualitative can be

analyzed by using three stages; Data Reduction, Data Display, and Conclusion drawing/verification. Furthermore, the digital video and audio recording was also used in order to avoid misunderstanding in collecting the data.

2. Reflective interview

Report the result of the data interview was used a descriptive analysis. The gathered data of the interview were transcribed and analyzed then concluded descriptively. Thus, to analyze the data, the writer needs to read the transcript of the interview several times for having deeper understanding about the information from participants' statements.

E. The research setting

This research took place at UIN Ar-Raniry which is located in Jl. Ar-Raniry, kopelma Darussalam, Banda Aceh. The university has nine faculties. Among the faculties is the faculty of Education and Teacher Training which concentrates on education and educational expert preparation. The faculty consists of several departments under its authority; one of them is Department of English Education (PBI) where exactly this study was conducted.

As one of the departments of Education Faculty and Teacher Training at UIN Ar-Raniry, the Department of English Education (PBI) has the objective to educate and prepare its undergraduate students to be education experts and professional teachers especially for English major. It is aimed to produce well-behaved, qualified, creative, and competitive graduates as future English teachers.

In addition, in general they will be able to give contribution for the development of education in Aceh province particularly.

Department of English education which is currently led by Dr. T. Zulfikar, M.Ed has a total of 31 lecturers (based on *Buku Panduan Akademik 2014/2015*) and 995 students who come from several regions of Aceh and other parts of Indonesia.

CHAPTER IV

THE RESULTS AND DISCUSSION

The purpose of this study is to figure out the patterns of classroom interaction in English speaking class. This chapter discusses the research findings based on the data gained from classroom observation and interviewed and then endeavored to answer the questions of this study. This study was constructed to answer the research questions "what are the patterns occurred in English speaking class? And what are the benefits of using the patterns in English speaking class?"

To gain an understanding of the patterns that occurred in the classroom and the benefits of using the patterns in the class, classroom observation were used and reflective interview were conducted. Two teachers educator from English speaking class were chosen as the representative of lecturers who teach speaking and who were available to be observed and interviewed in English education department. There were two males.

A. The Results

There were several interconnected steps used in the process of analyzing the data. The first step was to arrange and prepare the data for analysis. This involved observing the English speaking classes, interviewing the participants, making transcript of interviews, and arranging the important data depending on the purpose of this study.

The observation section had been done by observing English speaking classes. Classroom observation was conducted in two different classes. There are Basic speaking on 29th November 2017, 6th December 2017 and Speaking III on 5th December 2017, 12th December 2017. The observation was conducted twice in each class and each observation lasted approximately 95 minutes. The classroom observation was recorded the teaching and learning process of Speaking Class by using smartphone from the beginning until the end of the class. Then, transcribed the recording to get the data of the patterns of classroom interaction in English speaking class. After transcribing the learning process during the observation, the words or sentences that were used by the teacher educator and students were classified into certain patterns.

The Interview section had been done by asking two participants. Interviewee's answer were recording before transcribing them. Each interviewee was asked different questions should be answered, because it depends on what happened in the classroom observation. The available lecturers in this study as the participant were two men.

The second step began with data analysis. This study analyzed the data gathered from classroom observation, and then interpreted descriptively. Thus, in analyzing the interview needs to hear the audio recording several times to obtain valid information from participants' statement, and then read all the data. This steps provided a general sense of the information and gave an opportunity to reflect its overall meaning. What common idea were the participants saying?

What was the core and conclusion of the whole information? The final step in the data analysis involved making an interpretation of findings or results.

a. Types of Classroom Interaction

After gathering data from the observation, the data were transcribed and interpreted descriptively. In general, there are several patterns of interaction that can be identified from the classroom process. There were several kinds of interaction that appeared during the teaching learning process which suggested by Ur (1996) and Willis (1986) Thomas (1987). Some of the excerpts that reflect the patterns are presented in the following way.

1. IRF/E (Initiation – Response- Feedback/Follow Up/Evaluation

Excerpt 1:

1	TE	: *Apakah orang laki dan orang perempuan itu sama dalam islam? Haruskah mereka sama?*
2		
3	S1	: *Uhm, in my opinion, men and women is equal in islam . . .*
4	TE	: *What does it implied? What does it mean? Ya, well, our prophet, a, said that one of sahabat ask him to whom should I, e, be, what people that, e, uhm, is, to work for let's say . . .*
5		
6		

From the excerpt above, the TE gave the topic of the day about "are men and women equal in islam? Should they be?". Then, the teacher educator asked

students to give their opinion. It can be identified as *I (Initiation)* in line 1-2. When the student response it can be seen that one of the students gave an opinion as *R (Response)* (line 3). Then, the teacher gave feedback and followed by follow-up question and evaluation, which identified as *F/E (Feedback, Follow-up, and evaluation)* (line 4-6). It can be identified that the pattern that appeared was IRF/E pattern. Initiation is the first part out of three components suggested in Initiation-Response-Feedback (IRF) Model which acts as an opening phase where the participants inform each other that they are in fact going to conduct a lesson as opposed to some other activities. Response is the second out of three components suggested in Initiation- Response-Feedback (IRF) Model which acts as an instructional phase where information is exchanged between teacher and students Feedback is the third out of three components suggested in Initiation- Response-Feedback (IRF) Model which functions as a closing phase where participants are reminded of what goes on in the core of a lesson (Sinclair and Coulthard, 1992).

2. **Choral Response**

   <u>**Excerpt 2:**</u>

1	TE	: I have given you, right? Last week, right? Kapan saya kasih ini?
2		
3		*Last week, so I think you will prepare, saya piker kamu sudah bagus mempersiapkan. Apa gak cukup?*
4		
5	SS	: enggak paaak. [no, sir]
6	TE	: Gak Cukup Seminggu Ni . . . Kapan maju lagi? Ha?? MINGGU DEPAN? YAKIN? Ni minggu depan kalau

7		*gak bis saya pause ni.*
8		
9	TE	*: yakin pak.*

Previously, it was hard for the teacher educator to stimulate the students to present their presentation. So, the teacher educator tried to find out the reason by asking the question above (line 1-3 & 5-9). Most of students thought that the time for preparing the presentation was not enough, the students' response by answering the teacher question together (line 4 & 7) that considered as Choral Response. According to Heward & Wood (2009, p.158) Choral response refers to a classroom event in which all students in group response orally in unison to a question or statement presented by the teacher.

3. **Individual Work**

Excerpt 3:

1	TE	*: Ini bahan sudah saya kasih kemaren, kan? Haa, hari*
2		*ini harus maju! Gak lama lagi ni kita, bulan 1 udah*
		final. Jadwal finalnya bulan satu.
3	S1	*: udah langusung aja kan pak?*
4	TE	*: tunggu dulu, siapa nama?*
5	S1	*: Rafi rizqa Wahyudin*
6	S1	*: oke, I will explain you about what I choose. I choose*
7		*this dyslexia. So the first is what is dyslexia? Dyslexia*
		(...)

This excerpt shows, in the beginning of the class, the TE affirmed that the topics had been given in the previous meeting and also the TE had been given an additional time to students in preparing the presentation. So, in that meeting, they must present the presentation without any excuse (line 1-2). After that, one of the students would like to present it. The TE asked the student's name (line 4). Then, the student responded to the questions (line 5). The, the student presented his work, and it was considered as Individual Work pattern.

4. **Group Work**

Excerpt 4:

```
1    TE   : Twelve fifty five, okay. Fifty. Ya. Okay. Sit in group for
2           ten minutes and discuss . . .
3    SS   : (Moving).
4    TE   : Ten minutes to… (managing the students). Ya. Okay.
5           (Writing on the white board).
6    SS   : (Discussing).
7    TE   : (Going around the class).
8    SS   : (Discussing).
9    TE   : . . . Ee, ya (pointing the first group).
10   G1   : Alright. Attention, please. Ee, uhmm. Ee, there is five
11          elements, of course, ee, I, personally choose educations.
12          Why? When we grow up, when we born, we don't know
13          anything. We don't know anything . . .
```

In this excerptt, before the conversation above happened, The TE explained about adventure of Huckleberry Finn. After giving long explanation about the novel, the TE asked the students to sat in group and discussed 10 minutes about the what are they looking for in this

world (1-2). When the time to discussed was over, the TE pointing a

group to share their idea (line 9). In this case, Group Work pattern was

appeared.

5. **Open-Ended Teacher Questioning**

Excerpt 5:

1	TE	: . . . *bagaimana? Try to think. How to make them*
2		*understand this A letter. bagaimana? (xxx). Kamu*
3		*tau ini A, tapi dia gak bisa tau ini A. karena hurufnya*
4		*terbang-terbang gitu. coba bagaimana cara*
5		*memperkenalkan (xxx) coba!*
6	SS	: *baca dibaca*

   Previously, the TE explained about dyslexia, and then the TE gave

the example of someone who suffered dyslexia. Moreover, the TE kept

explaining about dyslexia. The TE asked the students' opinion how to

make people who suffered dyslexia can understand words by using

open-ended question (line 1-2). The students were still being stimulated

by the TE to find out the solution until finally they answered the

solution based on their opinion (Line 6). In this condition, the pattern

that occured was Open-ended Teacher Questioning pattern.

6. **Teacher-Talk**

   Excerpt 6:

1	TE	*Okay. You love. Okay, you, you love, okay. You read because you love it. Okay. There are three reasons why people read. Ya. Okay. Eem. Everybody has his or her own reason for reading. What are they? Do you remember? (Writing on the white board). Ya. We read for knowledge. We read for. And, we read for entertainment. Okay . . .*
2		
3		
4		

In this excerpt, before the conversation above happened, the TE asked the students did they love reading or not, a student said yes, then the TE asked the students have to prove that he/she loves reading. And the students said that she/h reads a book and she/he ever experienced that she/he reads a book until 5 am. After that, the TE tried to explain about the reason why people read. He asked some questions without gave an opportunity to the students to answer (line 3-4) he asked and answered by himself. So, based on the sequence of interaction above, Teacher-talk pattern was worked here.

7. **Teacher → Students' Interaction**

The patterns that occured in this study was teacher → students' Interaction that suggested by Thomas (1987). The patterns is an ideal classroom interaction patterns throught it is without the present of textbook. In this part, the TE interacted with the students without using textbook.

8. **Give challenges**

Excerpt 7

> 1   TE : . . . . *siapa bilang suntik mati itu tanpa rasa sakit?*
> 2   *Nobody knows. Sekarang saya tanya siapa yang tahu*
> 3   *kalau suntik mati itu tidak sakit?*
> 4   S   : *Si dokter*
>
> 5   TE : *kapan dia tau itu sakit? Ada pernah dia bilang sama*
> 6   *kamu kalau itu sakit?*
> 7   S   : *Gaaaak*

From the excerpt above, before the conversation happened, the teacher educator try to explain about euthanasia. In this excerpt the TE gave some questions to make the students think. excerpt give challenges patterns that suggestd by Willis (1986) the TE gave the questions by challenging them to think, but in this case the challange should display questions. It is type of questions that the teacher and students might know the answer.

b. The Teacher Educator Point of Classroom Interaction

In this study interviewed two English speaking lecturers by face to face. This study used Reflective interview, every participant got different question based the situation the classroom observation to find out the benefits of using the patterns in the classroom (see appendix 2). In this interview, the participants only asked 1 similar question "why did you practice that way? What is the important for the process and the result?" each participants asked 5 important questions based on classroom observation.

a. Lecturer 1

In this study, lecturer 1 asked 5 questions based on the critical moments in the classroom observation. The question are about the reason why he practice that way and what is impact for the process and the result, the difficulty that the lecturer faced in teaching speaking, the benefits from the way that the teacher applied in the classroom, for example, giving them the topics first, etc. did the lecturer always give them the topic to prepare independently or sometimes the lecturer divide them in group. Lecturer's perception about present individually.

a. **Lecturer's opinion about the way he taught and the important for the process and the result**.

Excerpt 1:

Lecturer 1 said:

"Actually, the students in the unit that you had observed were very passive. Because of that, I often applied the different methods. As you saw, their enthusiasm were not same, they had to be forced to be more active, sometimes I gave them topic as the trigger for them to speak in front of the class. We motivated them to be more interested. My methods were not same, sometimes I asked them to present the topic by themselves, sometimes in group, uncertain. It depends on the class".

From Excerpt 1, it can be understood that the main reason that encourage the teacher educator use a variety of patterns during the teaching process of

English speaking is students' passiveness during learning process. This suggests that the lecturer applied various methods to overcome the passiveness.

b. The difficulty that faced by the lecturer in teaching speaking

Lecturer 1 said:

> Because they were beginners, they had a low basic. Generally, English Department's students have a good basic. But, this class was a little bit different, that's why, it needed extra energy to teach them.

From the excerpt 2, it can be understood that the difficulty for the teacher educator in teaching English speaking in the class is because the students did not have a good basic in English.

c. The benefits from the way that teacher applied, for instance giving them the topic, etc.

Lecturer 1 said:

> One of the benefits was at least they wanted to try harder, because they would be afraid if they couldn't present the topic. That's why I asked them to present individually, so they wanted to maximize their presentation.

From the excerpt 3, it can be conclude that the teacher educator thought that the benefits of the way he teach is they wanted to give more effort to prepare the task, because they have to present it individually.

d. **Did the lecturer always give the topics and asked them to speak independently or sometimes the lecturer divided into group?**

Lecturer 1 said:

Ya, there was also a group work. But, the group work wasn't maximal, because the one who spoke was only the representative, not all of the member of the group. It would be intense to use individualism method to speak

From excerpt 4, the teacher educator considered that group work is not effective, because the passive students expected that only the representative must speak.

e. **Lecturer's opinion about the effectiveness if they presented the topic individually**

Lecturer 1 said:

Ya, because the class depends on the circumstance, if in the class that you observed, it would be nice to do so, presenting individually, so that they could prepare it better.

From the excerpt 5, Individual work is considered more effective, because they do the task by themselves. So, they should work harder to prepare it.

b. **Lecturer 2**

In this study, the lecturer asked 5 different questions, there are about the reason why he practice that way and what is impact for the process and the result, lecturer's overcome the student who don't take a part to

speaking in the class, lecturer always give them group work or not, lecturer's opinion about the benefit from the way he taught, for example when he used that way, it makes the students more active, did the lecturer gave the students topic every week or not.

a. The reason why he practice that way and what is impact for the process and the result

Lecturer 2 said:

> The first one is the purpose of the teaching English speaking is to train them to be able to communicate in English, right? I think by giving them the topic for example about their own family. So, I think this easier for them to express how they feel, how they perceived bout their own family.

Based on the excerpt 1, it can be concluded that, the teacher educator gave them the topic because it can help them more confident to express their idea. Especially, on the topic that is familiar for them.

b. lecturer's overcome the student who don't take a part to speaking in the class

Lecturer 2 said:

> The students who don't take a part to speak in the class is important because you observed only two meetings and then you cannot jump into conclusion because you did not observe my teaching from the first to…. I mean several sessions. In teaching speaking ya of course it is important to have group work. Group work and pair work should be promoted. Of course the purpose of having group work is to encourage students to communicate. Those who are not that good in communication can learn from those who are better in communication.

It can be concluded that, the teacher educator believe that to overcome the student who don't take a part in the class are by using group work and pair work. Because, in group work, the students who are not confident in communicating can learn from the other students who can communicate better.

c. lecturer always give them group work or not

Lecturer 2 said:

Not always. It depends on the topics. What usually after explaining let say for ten minutes what they have to do, I always give them a task I mean always direct them to sit in the group of four in commonly and to discuss about I mean to talk about the topic. For example, when I give them about types of family, every student should share about their own opinion about their own family, what their family like, what are the roles in their family for example. so everybody can tell about his or her family. What the way to encourage the students ya of course what the teacher should do are to monitor, to observe the students. Sometimes you found lazy student, but in my class I did not found any lazy students when I directed them to do how group work, everybody work in trusted in communication and share an idea.

The teacher educator gave the group work depends on the topics. Usually, the teacher gave the group work after he gave an explanation and he asked them to discuss about several things the student work well in communication and share their idea.

d. lecturer's opinion about the benefit from the way he taught, for example when he used that way, it makes the students more active

Lecturer 2 said:

> of course! The group work usually find more active, because some student are try to speak when they share the idea and they feel free to share the idea.

The teacher educator considered that group work makes the students more energetic to share their idea. They can express their idea when they are in group.

e. did the lecturer gave the students topic every week or not

Lecturer 2 said:

> yaa. before Let say after the class is over today for example the class is over and I'm give them the new topic in order for them to be able to prepare and search some information from internet or from somewhere.

The teacher educator always gave them the new topic for each meeting. So that, the students can prepare it well.

Based on the answer of the reflective interview above, the lecturers have their own perspective why they used that pattern in the classroom and they found the benefits of using the patterns. Lecturer one mostly used Individual work patterns because he though that it makes the students more active, they want to try and prepare hard to speak. Lecturer 2 thinks that Group work usually find more

active, because they try to speak when they share their idea and they can speak freely.

B. Discussion

This section discusses the research findings based on the data analyzed from classroom observations and reflective interviews following the observations. The discussion is intended to answer the research questions mentioned in Chapter One and compared and contrasted with previous research findings.

The first research question: *What are the patterns occurred in English speaking class?*

The result of this study showed that each lecturer applied the patterns depends one the students. The lecturer applied the patterns which are suggested by Ur (1996), Willis (1986) and Thomas (1987). IRF, IRE, individual work, choral response, Gives challenge, teacher → students interaction, and open-ended teacher questioning were used by the first Teacher educator. But, the teacher focus on Individual work because the TE believes that it can make the student want to practice English speaking in the class. The second lecturer applied teacher talk, IRF, IRE, group work, Choral response, open-ended teacher questioning and teacher → students interaction. But, the teacher focused on group work because the TE believes that it can make students more active and share idea freely. It can be concluded that the patterns that used by the lecturer were depending on the level of passiveness of the students. The lecturer applied the patterns in classroom because they considered that patterns could make good classroom management,

running well class, make teaching success and student achievement, and also can motivate the student to speak. This result has similarities with Rohmah (2007), the research attempts to find out the types of teacher and students talk and also the patterns of teaching-learning interaction. The result show that the teacher produced almost all type of teacher talk. They also produced almost all types of student talk in learning process. The teaching-learning activities used produced the patterns of group work, choral response, IRF, individual work, student initiate-teacher answer, open-ended teacher questioning, and collaboration.

The second research question: *What are the benefits using that patterns in English speaking class?*

The result of the data showed that each teacher educator has different opinion in the patterns that they used in English speaking class. There is teacher educator who argues that individual work more effective than group work, because if the students divide into group, not all students would speak. But individual work will make student independent, and they prepared well. There is teacher educator argued that group work is better. Because the students can share their idea with their friends. So that, they can express their opinion freely.

According Johnson & Johnson (1989) best describe the benefits of working with a group situation and cooperation, when compared with individual endeavors, and state that it tends to result in higher achievement, higher cognitive long term memory of what is learned, consistent use of critical thinking and meta-cognitive thought process, more correct and imaginative problem-solving, a willingness to

take on difficult tasks and persist (despite difficulties) in working toward a common goal, higher motivation (wanting to participate), explicit learning situations, and greater time spent on the task.

CHAPTER V

CONCLUSION AND SUGGESTION

After having analyzed and discussed the finding in previous chapter, this chapter comes up with conclusions and recommendations.

A. Conclusions

Several conclusions can be made following the data analysis and discussion. The conclusions are in the following:

1. To some degrees, there are differences between the patterns of interactions in the classroom process of English Speaking course by first lecturer and in that of the second lecturer. The patterns that occurred in English speaking course from the first teacher educator were IRF, IRE, choral response, individual work and open-ended question. The patterns that most frequent occurred were IRF, IRE Individual work and choral response. In the second teacher educator' class were teacher talk, IRF, IRE, and group work.

2. Both of the teacher educators stated that those patterns in the classroom they used during the teaching and learning process have several benefits. They considered those patterns could support them in managing the classes, work well in English Speaking course, bringing about a success to teaching, and motivating students to speak English during the teaching and learning process.

B. Suggestions

In addition to the conclusions and to improve learning process, several suggestions can be made as in the following;

1. It is suggested that teacher educators record the teaching and learning process they conduct and reflect it in order to make them aware of what really happens during their teaching and what is intended in speaking English. Given this understanding, they can align their classroom interactions with how to motivate students to learn better.

2. Even though the data have been collected and analyzed, limitation exists, especially in the number of lecturers involved, the time of research, and methodology. Therefore, further research on the classroom interactions of English Speaking course should be made by using critical classroom discourse analysis in order to understanding the meaning of utterances of the learning participants and lecturers and how they influence students' achievement.

C. Reflection

During the research, I as the researcher faced some difficulties to conduct the research. Not all English speaking lecturers want to be observed. So, the researcher called some lecturers who taught English speaking in this semester who taught speaking III. But, the researcher hard to find speaking III class because the

most of the class were over and only one class that sill have the schedule. So that, to complete this study, the researcher tried to find one class of basic speaking class.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10308/UN.08/FTK/KP.07.6/11/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 17 Oktober 2017

MEMUTUSKAN

Menetapkan :
PERTAMA :
Menunjuk Saudara:
1. Dr. Jarjani, S.Ag.,S.Si.,M.Sc.,MA   Sebagai Pembimbing Pertama
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Untuk membimbing Skripsi :
Nama   :   Nurul Aflah Julana
NIM   :   231324205
Program Studi   :   Pendidikan Bahasa Inggris
Judul Skripsi   :   The Patterns of Classroom Interaction in English Speaking Course

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 November 2017
An. Rektor
Dekan,

Mujiburrahman

nor : B- 1251 /Un.08/TU-FTK/ TL.00/01/2018   29 Januari 2018

np :

: Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Nurul Aflah Julana
N I M	: 231 324 205
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: IX
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Komp. Perumahan Guru No. 21, Desa Ceurih Ulee Kareng Banda Aceh

Untuk mengumpulkan data pada:

Fakultas Tarbiyah dan Keguruan Prodi Pendidikan Bahasa inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiy dan Keguruan UIN Ar-Raniry yang berjudul:

The Patterns of Classroom Interaction in English Speaking Course

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG UMUM   BAG UMUM

Kode 2959

Surat Keterangan

No: B-113/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-1251/Un.08/TU-FTK/TL.00/01/2018 tanggal 29 Januari 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : **Nurul Aflah Julana**

NIM   : **231 324 205**

Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Patterns of Classroom Interaction in English Speaking Course

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 31 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris

T. Zulfikar

1   R   : *Oke sir, I want to interview you, based on classroom*
2   *observation that I have observed several weeks ago, I saw that*
3   *you give them the topic and then you asked them to explain*
4   *about the meaning of family. So, why did that you practice that*
5   *way? What is the important for the process and the result?*
7   TE : *the first one is the purpose of the teaching English speaking is*
8   *to train them to be able to communicate in English, right? I think*
9   *by giving them the topic for example about their own family. So,*
10   *I think this easier for them to express how they feel, how they*
11   *perceived bout their own family.*
13   R   : *How do you overcome the students who don't take a*
14   *part to speak in your class?*
15   TE : *the students who don't take a part to speak in the class is*
16   *important because you observed only two meetings and then you*
17   *cannot jump into conclusion because you did not observe my*
18   *teaching from the first to…. I mean several sessions. In teaching*
19   *speaking ya of course it is important to have group work. Group*
20   *work and pair work should be promoted. Of course the purpose*
21   *of having group work is to encourage students to communicate.*
22   *Those who are not that good in communication can learn from*
23   *those who are better in communication.*
24
25
26   R   : *So do you always give them the group work?*
27   TE : *Not always. It depends on the topics. What usually after*
28   *explaining let say for ten minutes what they have to do, I always*
29   *give them a task I mean always direct them to sit in the group of*
30   *four in commonly and to discuss about I mean to talk about the*
31   *topic. For example, when I give them about types of family,*
32   *every student should share about their own opinion about their*
33   *own family, what their family like, what are the roles in their*
34   *family for example. so everybody can tell about his or her*
35   *family. What the way to encourage the students ya of course*
36   *what the teacher should do are to monitor, to observe the*
37   *students. Sometimes you found lazy student, but in my class I did*
38   *not found any lazy students when I directed them to do how*
39   *group work, everybody work in trusted in communication and*
40   *share an idea.*
41
42
43   R   : *Did you found the benefit from the way that you teach to the*

44		students? I mean when you used that way in teaching, it make
45		your students more active?
46	TE	: of course! The group work usually find more active, because
47		some student are try to speak when they share the idea and they
48		feel free to share the idea.
49	R	: So, when they are in group, they can express their idea freely,
50		right?
51	TE	: yees.. interested in speak
52	R	: you give them a topic for every week?
53	TE	: yaa. before Let say after the class is over today for example the
54		class is over and I'm give them the new topic in order for them
55		to be able to prepare and search some information from internet
56		or from somewhere.
57	R	: So in the end of the class you give them the new topic, right?
58		
59	TE	: yaaaa.. the new topic.
60	R	: oke sir, I think that's all. Thank you for your time.

TRANSCRIPT INTERVIEW II

1	R	: I would like to interview you for my thesis entitled "The
2		Patterns of Class Room Interaction in English Speaking
3		Class". Based on my observation, I saw that you gave the
4		topic for your students and asked them to present it in
5		front of the class, didn't you? Why did you practice that
6		way? What is the important for the process and the result?
7		
8	TE	: Actually, the students in the unit that you had observed
9		were very passive. Because of that, I often applied the
10		different methods. As you saw, their enthusiasm were not
11		same, they had to be forced to be more active, sometimes I
12		gave them topic as the trigger for them to speak in front of
13		the class. We motivated them to be more interested. My
14		methods were not same, sometimes I asked them to present
15		the topic by themselves, sometimes in group, uncertain. It
16		depended on the class.
17	R	: What was the difficulty in teaching speaking for them
18		Sir?
19	TE	Because they were beginners, they had a low basic.
20		Generally, English Department's students have a good
21		basic. But, this class was a little bit different, that's why, it
22		is needed extra energy to teach them.
23	R	What do you think about their benefit from the way that
24		you applied in the class, Sir? For instance, giving them
25		the topics, etc.
26	TE	: One of the benefits was at least they wanted to try
27		harder, because they would be afraid if they couldn't
28		present the topic. That's why I asked them to present
29		individually, so they wanted to maximize their
30		presentation.
31	R	: Did you always give the topics and ask each of them to
32		speak, or sometimes you ask them in group?
33	TE	: Ya, there was also a group work. But, the group work
34		wasn't maximal, because the one who spoke was only the
35		representative, not all of the member of the group. It
36		would be intense to use individualism method to speak.
37	R	: So, in your opinion, it would be more effective if they
38		presented the topic individually?
39	TE	: Ya, because the class depended on the circumstance, if in
40		the class that you observed, it would be nice to do so,
41		presenting individually, so that they could prepare it
42		better.
43	R	: Even though they were under pressure, Sir?

44	TE	: Ya, even though they were under pressure, they had to
45		present it in front the class. Instead of giving a reason to
46		avoid the presentation. In speaking class, if the students
47		didn't speak, how can I assess?
48	R	: Oke Sir, I think that's all. Thank you for your time.

AUTOBIOGRAPHY

Name   : Nurul Aflah Julana

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Banda Aceh, 31 Januari 2018

The Writer,

(Nurul Aflah Julana)