

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

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Pola Interaksi, Interaksi Di Kelas, Mode Kelas, Analisis Percakapan.

A B S T R A K

Penelitian ini berfokus pada pola interaksi dalam kelas berbicara. Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis pola interaksi yang terjadi di dalam kelas serta menjelaskan bagaimana pola-pola interaksi tersebut terwujud 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) dan mode kelas oleh Walsh (2006). 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 empat mode kelas yang berbeda. Mode manajerial dan mode keterampilan dan sistem didominasi oleh respons paduan suara, mode materi didominasi oleh pertanyaan tertutup dari guru, dan mode konteks kelas didominasi oleh kerja kelompok. Temuan ini menunjukkan bahwa keterlibatan di kelas pada dasarnya berpusat pada guru, dan data menunjukkan bahwa guru memiliki peran dominan dalam mengarahkan dan mempertahankan keterlibatan di kelas sepanjang proses belajar-mengajar.

Keywords: *Interaction Pattern, Classroom Interaction, Classroom Mode, Conversation Analysis.*

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 are 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 the theories of interaction patterns by Ur (1996) and classroom modes by Walsh (2006). The findings showed that there are 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 four different classroom modes. The managerial mode and the skills and systems mode are dominated by choral response, the material mode is dominated by close-ended teacher questioning, and the classroom context mode is dominated by group work. This findings show that classroom engagement was primarily teacher-centered and the data indicate 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 recieve feedback from teacher and peers. According to Ur (1996) there are various interaction patterns such as group work, closed-ended teacher questioning (IRF), individual work, choral responses, collaboration, student initiates teacher answer, full-class interaction, teacher talk, self-access, and open-ended teacher questioning. These patterns allows the students to participate more actively, increase their speaking skill, and also develop communicative competence through social interaction with each other.

Nurjannah, Abdul, and Hamid (2023) in an EFL classroom context found that interaction patterns such as group work and collaborative discussion significantly increased students' participation and communicative engagement, leading to more effectively language learning. Which means that balance teacher-students interaction promote cognitive engagement and deeper understanding of learning materials.

Therefore, effective interaction patterns serve as an important mechanism that facilitate and support learning process in english class.

Despite the importance of interaction in the classroom, limited interaction is still evident in many real classroom contexts. Interactions between teachers and students in the classroom are often teacher-centered, with the teacher doing most of the talking and controlling the learning process. As a result, students tend to be passive and less willing to ask questions, answer questions, or express their opinions.

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

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 Walsh (2006) interaction in second language or foreign language classrooms do not occur randomly, but follow certain patterns known as second language classroom modes. These modes describe the relationship between the teacher's pedagogical goals and the characteristics of the interactions that occur during the learning process. In other words, each activity in the classroom has different interaction characteristics depending on what the teacher wants to achieve at that moment. there are four modes that proposed by Walsh (2006), there are managerial mode, material mode, skills and systems mode, and classroom context mode. 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 uses a descriptive qualitative research design. Descriptive qualitative design is used because this study aimed to identify interaction

patterns and explain how these patterns realize during learning activities. The research data consists of interactions between teacher and students during English language learning activities. The data will be collected in three forms, namely observation checklist, field note, and video recording. The data sources in this study will be an english teacher at SMK Negeri 1 Percut Sei Tuan and one class in tenth grade students, which is the focus this study. The data analysis technique in this study will used descriptive statistics to describe the types of interaction patterns between teacher and students that occur during the English learning process. Each interaction that occur will be classified according to Ur's categories, then will be counted to determine the frequency of interaction patterns. To calculate the percentage of each category, researcher will used the formula Malik & Chusni (2018).

After that the data will be analyze using the interactive analysis model of Miles, Huberman, and Saldaña (2014). This analysis will 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 occiured 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 classroom modes, reflecting the teacher's pedagogical goals in the whole teaching and learning process. The Skill and System Mode was the most prevalent of the four classroom mode. The Skill and System Mode indicated that classroom engagement was largely orientated towards assisting students' language development. This mode was shown largely through choral responses, teacher talk, open-ended teacher questioning, closed-ended teacher questioning and full-class interaction. The high frequency of teacher talk and teacher questioning indicates the teacher's active role in guiding student engagement and understanding during the learning process. This finding is in line with Saeedian (2022) who state that teachers have a very important role in turn-taking and turn distribution as well as in the selection of topics to be dealt with. This shows that the flow of classroom interaction is strongly regulated by the teacher.

Furthermore, Managerial Mode was instantiated by Choral Responses, Teacher Talk and Closed-ended Teacher Questioning. This suggests that interaction was employed to organise classroom activities, maintain students' involvement and ensure the smooth flow of the course. This finding aligns with Khatib and Saeedian (2021) maintaining that the teacher takes charge of the class at the start and end of the lesson, as well as when transitioning from one activity to the next. These interaction patterns allow the teacher to guide students' attention, regulate student engagement, and keep the classroom in order. As a result, learning activities can be more efficient, structured, and effective.

Closed-ended Teacher Questioning and Full-class Interaction were the features of Materials Mode, indicating that interaction was used as a technique of orienting students' attention to classroom tasks and checking their understanding. According to Korkut and Ertaş (2017) Materials mode happens when the lesson is focused on a piece of material or task. This is reflected in the way students connect with each other in the classroom, where the teacher helps them to stay interested in the work they are doing and makes sure they understand what they are supposed to do.

Meanwhile, Classroom Context Mode was included in Group Work and Student Initiates-Teacher Answers, implying that students had opportunities to play an active role and interact with their peers and the teacher. This finding is consistent with Saeedian and Ghaderi (2023) claiming that turn-taking and competition for holding turns are predominantly regulated by learners. This implies that students bear increased responsibility for regulating the interaction. In this style, learners are not merely passive recipients but they actively begin communication, respond to others, and negotiate turns during discussions.

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 four classroom modes, such as Managerial Mode, Materials Mode, Skills and Systems Mode, and Classroom Context Mode. Choral Responses, Teacher Talk, and Closed-ended Teacher Questioning were primarily realized in the Managerial and Skills and Systems modes, whereas Group Work and Student Initiates, Teacher Answers happened in the Classroom Context mode. Overall, the data indicate that the teacher had a dominant role in directing and maintaining classroom engagement throughout the teaching and learning process.

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.

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