

**CLASSROOM INTERACTION IN ENGLISH FOREIGN LANGUAGE
(EFL) CLASSROOM AT THE ELEVENTH GRADE MAN 3
KOTA PADANG PANJANG**

THESIS

*Submitted in Partial Fulfillment as one of requirements for undergraduate
Program in English Education the Strata One (S1 Degree)*



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1. This thesis is truly my own work, and preparing the thesis, I implemented and respected the research code of ethics that applies both outside and at the Imam Bonjol State Islamic University, Padang.
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APPROVAL PAGE

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CLASSROOM: A CASE STUDY OF ELEVENTH GRADE MAN 3
KOTA PADANG PANJANG**

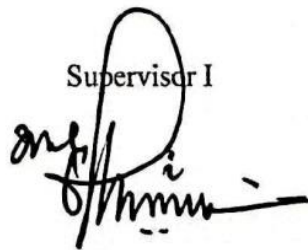
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THESIS ACCEPTANCE

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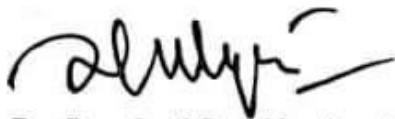
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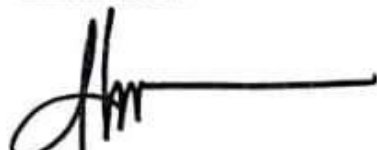
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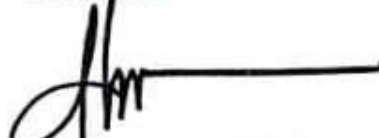
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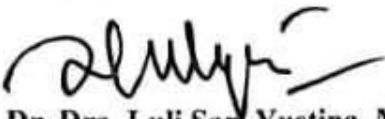
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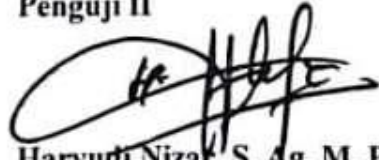
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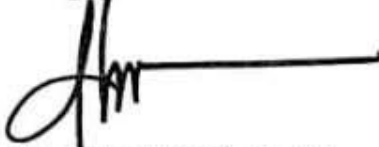
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MOTTOS

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ ۖ إِنَّ الَّذِينَ يَسْتَكْبِرُونَ عَنْ عِبَادَتِي سَيَدْخُلُونَ جَهَنَّمَ ذَٰخِرِينَ

Dan Tuhanmu berfirman: "Berdoalah kepada-Ku, niscaya akan Aku perkenankan bagimu. Sesungguhnya orang-orang yang sombong tidak mau menyembah-Ku akan masuk neraka Jahanam dalam keadaan hina dina."

(Qs. Ghafir: 60)

"Manusia tidak akan memperoleh selain dari apa yang diusahakannya. Usahamu akan diperlihatkan, lalu dibalas dengan balasan yang sempurna"

(Qs. An-Najm: 39-41)

وَأَفِضْ أَمْرِئِي إِلَى اللَّهِ ۖ إِنَّ اللَّهَ بَصِيرٌ بِالْعِبَادِ

"Dan aku menyerahkan urusanku kepada Allah. Sungguh, Allah Maha Melihat akan hamba-hamba-Nya."

(Qs. Ghafir: 44)

ABSTRACT

Asmin Najipa Hasibuan, 2026, *Classroom Interaction In English Foreign Language (Efl) Classroom at the Eleventh Grade Man 3 Kota Padang Panjang*. Thesis. Faculty of Tarbiyah and Keguruan. Imam Bonjol Padang State Islamic University. Supervisor (1) Prof. Dr.martin Kustati, M.Pd. (2) Darmayenmti, M.Pd.

This study aims to analyze classroom interaction between the teacher and students in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang. It focuses on describing the interaction process, identifying interaction patterns based on the Flanders Interaction Analysis Category System (FIACS), and exploring the teacher's reasons for applying those patterns. Data were collected through classroom observation and interviews. Observation was conducted using a FIACS-based sheet to classify teacher talk, student talk, and silence or confusion, while interviews were used to reveal the teacher's reasons for choosing certain interaction patterns. Data were analyzed using the model of Miles, Huberman. The findings show that classroom interaction was conducted in structured stages: pre-teaching, main-teaching, and post-teaching. Teacher talk was more dominant than student talk, indicating a teacher-centered classroom. Students mostly responded rather than initiated interaction. Interview results revealed that the teacher chose this pattern to adjust to students' limited English proficiency, maintain classroom control, and ensure understanding. In conclusion, classroom interaction tended to be teacher-centered, influenced by students' conditions and the teacher's pedagogical considerations.

Keywords: *Classroom Interaction, FIACS, Teacher Talk, Student Talk*

ABSTRAK

Asmin Najipa Hasibuan, 2026, *Interaksi Kelas Dalam Kelas Bahasa Asing Bahasa Inggris (EFL) di Kelas X1 Man 3 Kota Padang Panjang*. Skripsi . Fakultas Tarbiyahdan Keguruan Universitas Islamnegeri Imam Bonjol Padang. Supervisor (1) Prof. Dr.martin Kustati, M.Pd. (2) Darmayenmti, M.Pd

Penelitian ini bertujuan untuk menganalisis interaksi kelas antara guru dan siswa dalam pembelajaran EFL di kelas XI F1A MAN 3 Kota Padang Panjang. Penelitian ini berfokus pada mendeskripsikan proses interaksi, mengidentifikasi pola interaksi berdasarkan Flanders Interaction Analysis Category System (FIACS), serta mengeksplorasi alasan guru dalam menerapkan pola tersebut. Data dikumpulkan melalui observasi kelas dan wawancara. Observasi dilakukan menggunakan lembar berbasis FIACS untuk mengklasifikasikan teacher talk, student talk, serta silence or confusion, sedangkan wawancara digunakan untuk mengungkap alasan guru dalam memilih pola interaksi tertentu. Data dianalisis menggunakan model Miles dan Huberman. Hasil penelitian menunjukkan bahwa interaksi kelas berlangsung dalam tahapan yang terstruktur, yaitu pre-teaching, main-teaching, dan post-teaching. Teacher talk lebih dominan dibandingkan student talk, yang menunjukkan bahwa pembelajaran cenderung berpusat pada guru. Siswa sebagian besar memberikan respons dibandingkan memulai interaksi. Hasil wawancara mengungkapkan bahwa guru memilih pola tersebut untuk menyesuaikan dengan keterbatasan kemampuan bahasa Inggris siswa, menjaga kontrol kelas, serta memastikan pemahaman siswa. Kesimpulannya, interaksi kelas cenderung berpusat pada guru, yang dipengaruhi oleh kondisi siswa dan pertimbangan pedagogis guru.

Kata kunci: *Interaksi Kelas, FIACS, Teacher Talk, Student Talk*

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The researcher realizes that this thesis is not yet perfect; therefore, constructive suggestions are appreciated. Hopefully, this thesis will be beneficial for the researcher and the readers.

Padang, May 19th 2026
The researcher

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