
Teachers and Students' Classroom Interaction (A Classroom Discourse Analysis)

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Abstract

This research seeks to determine the patterns of classroom interaction between teachers and students, students and teachers, and students and students, as well as the function of a classroom discourse analysis employed by the teacher and student in classroom interaction at MA Syaikh Zainuddin (MAPK) NW Anjani. This study investigates the structure of classroom interaction using Moore's (1989) categorization as a foundation for data analysis. From the findings of this study, the researcher finds that teacher and student classroom interaction is the focus of classroom discourse analysis. There are three sorts of interaction patterns in the classroom: teacher-student, student-teacher, and student-student. The purposes of classroom contact are of two types: social interaction and cultural interaction. The pupils are more inclined to engage with their peers than with the instructor during classroom interaction.

Keywords: *Classroom Discourse Analysis, Classroom Interaction, EFL.*

INTRODUCTION

Discourse is "language in use". Discourse analysis is the study of how language-in-use is promoted through the context of its use (Rymes, 2008). According to Brown and Yule (1983), they decided to investigate what language it was. The version of discourse evaluation that occupies a central

place between the linguistic approach and the sociocultural studies affected is Michel Foucault's. Discourse analysis is also important in the classroom, and in the lab, researchers consider the effects of such variable context for evaluation.

Classroom interaction is the interplay between teacher and students and takes place

in the center of the classroom (Congmin, 2016). Interaction is becoming increasingly important in English learning; it determines success or failure in lecture room language study. Social interaction is a dynamic form of reciprocal dating among individuals or groups. And interaction is no longer most effective through visuals but also non-visually. Along with this, the advancement of technology generation has greatly aided interaction.

The specific equipment varies by institution and company, but students are encouraged to use virtual learning environments such as word processing, online library offerings, online journals, ebooks, presentation software, email, blogs, and so on. In addition, there are many useful tools for college students, such as thought-mapping and reference-management software, which are beneficial but no longer required.

Shirky (2008) asserts that the new technologies are changing the global economy because they became available after the book was published. So, supply us with innovations in technology at some point in the next thirty years, such as face-to-face interplay, collaboration, and cooperation. Nadiem (2020) has a speech on global instructors' day: "From this COVID-19 pandemic, we are getting to know that the most important value

in the learning system is social interaction, and this is now not replaced by using any technology, even though it encourages mastering with technology systems." Communication and interaction now take place in digital environments; beginners must be able to not only use language correctly but also manipulate it.

This research will be conducted at MA Syaikh Zainuddin (MAPK) NW Anjani. The researcher chose this school after interviewing several English teachers who had participated in teaching practice programs. The researcher has found some problems: 1) English teachers continue to struggle with figuring out how to create good interactions when developing lesson plans for teaching practice. 2). English teachers are not able to create the situation, which is fun. So the researcher takes on the topic.

Based on the statement above, it can be concluded that in classroom interaction, there must be patterns in interactions between teachers and students, between students and teachers, and between students at MA Syaikh Zainuddin (MAPK) NW Anjani. Classroom interaction can be done in various ways, such as face-to-face and virtually. But for virtual technology in boarding schools, it cannot do it because all electronics are prohibited. For

the researcher of a thesis suitable under the title "Teacher and Student Classroom Interaction: A Classroom Discourse Analysis,"

The following are the gaps between this research and previous studies: first, previous researchers were primarily concerned with interactions between teachers and students, students and teachers, and students and students. The second and previous researchers were classroom discourse analysis functions in classroom interaction. The discussion above shows that the teacher-student interaction is important in classroom interaction and understanding discourse analysis. The researcher that focuses on the students' interactions is rarely found to observe. How the student describes an issue and types of student talk. The teacher's speech will also be analyzed in order to determine the reason for the students' speech.

In conducting this research, the researcher will consider previous studies that have relevance to the research. First, research has been conducted by Murtianingrum (Universitas Sanata Dharma Yogyakarta, 2009). The research aims to discover what the interaction means to the students and the teacher and to discover the content or message in the interaction. Interaction is

becoming more important and necessary in English learning. The result of this research is (1). Mostly interactions between the teacher and the students in the classroom; (2). They concentrate on the material classroom interaction because it is the content of the interaction.

The second research is conducted by Lestari (Universitas Muhammadiyah Surakarta, 2018) and is entitled "Classroom Interaction in an English Speaking Class: A Naturalistic Study at Mataram Aliyah Negeri 1 Batang." The previous study's aim was to describe the types of classroom interactions. This study's data collection method is as follows: (1). Observation, (2). Recording, (3). Document. The method used in this research is descriptive, with qualitative analysis. The objectives are to identify the roles of classroom interaction and dominant kinds of classroom interaction in speaking class between teacher-student, student-teacher, and middle school students. The strategies for gathering statistics in research are statement, recording, and report. The observation was conducted in the teaching-learning process in the classroom, and the writer noted it as a document. The writer theory is supported by Mozkowitz's (1971) study of foreign language interaction analysis systems. The results of

these studies showed that there have been three kinds of classroom interaction: teacher-student interaction (TS), student-teacher interaction (ST), and student-student interaction (SS).

Congmin (Higher Education of Social Science, Canada, 2016) conducted the most recent previous study entitled "Factories Influencing Student Participation in Classroom Interaction." Student participation in classroom interaction (CI) is complex, and this paper is tricky on the general elements of scalability level, personal tendencies, and the cultural issue. The objective of classroom observation is to reveal the phenomenon that, in some cases, even when interaction opportunities are provided, interaction will not certainly occur. Student participation in CI is a complicated thing. The technique of participant interaction is a general and cultural issue. The end result of participant interaction is the quality and quantity of interaction in the classroom.

LITERATURE REVIEWS

Classroom Interaction

The core of communication is interaction. By learning to speak English, the student communicates in an English-like style. Because it is what individuals do in their everyday lives, interaction becomes an

important part of language acquisition. The core of communication is interaction (Douglas, 2001: 165). Interaction can be used to find general communication. It may take the form of transmitting, receiving, interpreting, or negotiating the meaning of messages. Teacher speaking is a critical component of classroom engagement. Conversation analysis might be used to establish classroom interaction characteristics. "Interaction," according to Gill and Hopper (2020), is a component of an analytical interaction utilized as a tool for data analysis that was assessed both individually and cooperatively in peer dialogue. The goal of conversation analysis (CA) is to observe how individuals order the flow of dialogue, often known as "turn-taking."

Gestures and other body acts are employed as crucial instructions in a variety of circumstances, according to research on gestures in interaction. A study at how learners utilize gestures in task-based meetings and how gestures and their recycling may be components of jointing in a learner's articulation leads to thinking of gestures as coherent devices used across turns for mutual information. Arnold (2012) illustrates how gestures and their recycling in what he terms "dialogical embodied actions" are employed

for both tying turns and intersubjective involvement in another research on instructive interactions in a bicycle-repair shop. Among the numerous activities in which gestures and their matchings are employed in talk-in-interaction are two kinds of word search and word explanation activities.

The fact that the instructor may be a nonnative speaker of the language being taught distinguishes English as a foreign language. For various reasons, classroom engagement based on discourse analysis may be quite revealing. For starters, it may help to improve comprehension of what occurs in the EFL classroom. Second, it provides an invaluable opportunity to evaluate and characterize the language used by non-native EFL instructors and students. To reframe the roles of instructors, learners, and resources, Murcia and Elshtain (2000) offered a discourse- and context-based view on language teaching and learning.

Aspect of Classroom Interaction

Teacher Talk

Rymes (2008) remarked that one of the primary aspects that the teacher must recognize in the teaching of speaking is that the role of communication comprises transaction and interaction. Because

interaction is the collaborative sharing of thoughts, emotions, or ideas between two or more individuals, the instructor must provide time for pupils to converse. According to Walsh (2006), there are just twelve forms of teacher talk: scaffolding, direct repair, content feedback, prolonged wait-time referential queries, asking for clarification, confirmation checks, extended teacher turn, and display questions.

Students Talk

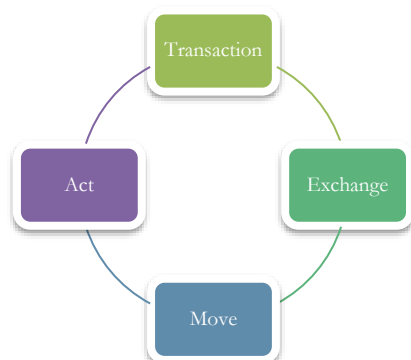
Student talk can be formed by the students to state their own ideas, initiate new topics, and expand their own ideas. As the yield increases, their knowledge will develop. Student talk will show the activity level of the students' attention to their teaching and learning.

Discourse Analysis

Discourse is language in action. Discourse is a procedure ensuing from a communicative act, and the communicative act itself takes the shape of a text. The relationship between language and the contexts in which it is used is the focus of discourse analysis (McCarthy, 1991). According to Firth (1935), discourse requires linguists to examine communication in order to find the key to a better understanding of what language is and how it works. The

extreme examination of spoken discourse is just beginning, and much of the work is currently known through linguists, as well as through sociologists, anthropologists, and philosophers. Van Dijk (1997) says that discourse is the way people use language that includes the practical parts of a communication event. The patterns reflect the basic functions of interaction and offer a hierarchical model, where smaller units combine to form larger ones. The rank scale of the hierarchy can be expressed as follows:

Figure 2.1: The Rank Scale of the Hierarchy Interaction



The transaction is more concerned with how speakers manage longer stretches of talk. The marker is like, "Right now, so, okay," and so on, for example, by drawing attention to how to use the marker to divide up lessons. The "exchange structure" is a sequence of communication that can be used to analyze the types of conversation. And they develop a model of exchange consisting of

three parts: the question, the answer, and the comment. And each labeled "move" consists of an initiation, response, and feedback (IRF) pattern starting from the trainer asking the question and the learner answering the question.

Figure 2.2: Element of Exchange Structure

Exchange	Initiating	Statement
		Question
		Request
Responding		Responding to question
		Responding to statement
		Responding to request
Following		Primary act
		Secondary act
		Complementary act

Examples of Exchange

A : Congratulations on the new job, by the way

B : Oh, thanks a lot.

Move is a tool that can assist teachers in determining how well their students are doing, whether they can follow what is going on or whether they have understood it or not. The types of opening moves are: (1). (2) The teacher elicits (3) The teacher informs. (4) The teacher directs. Listing, (5). Re-initiation (i), (6). Re-initiation (ii), (7). Check, (8). Reinforce, (9). Repeat, (10). Bound initiation.

Examples of the Moves

A : What time is it?

B : Six thirty

A : Thank you

The explanation of the conversation above is that "what time is it?" functions as a question, "six thirty" as an answer, and "thank you" as a follow-up. The lowest rank on the scale is speech acts. Sinclair and Coulthard simply call them acts, and for our purposes, any fine distinction the terminology might suggest is unimportant (McCarthy, 1991).

According to Betsy (2016), the first benefit of reading study room discourse evaluation is to recognize the normal verbal exchange differences among social groups. The second advantage of studying how to do classroom discourse analysis is that once equipped with discourse analysis techniques, the teachers are in a satisfactory position to look at the localized and ever-changing discourse styles unique in the study room.

The study of predictability in any interaction is central to the field of conversation analysis. One of the key tools driving interaction, from this perspective, is the adjacency pair, a two-part interactional sequence in which the first part (the question) produces the expectation for the second part (the answer). Some specific adjacency pairs in English in the U.S. are greeting and greeting, question and answer, invitation and

acceptance, assessment and disagreement, apology and acceptance, and summons and acknowledgement. All of these things happen in classrooms every day in predictable ways.

Table 2.1: Typical Adjacency Pairs in Classroom Discourse

Adjacency Pair Type	EXAMPLE
Greeting - Greeting	Teacher : Good morning? Student : Good morning?
Question - Answer	Teacher : Is today monday? Student : Yes !
Invitation - Acceptance	Teacher : Would you like to read next? Student : Sure.
Assessment - Disagreement	Teacher : This is a beautiful short story Student : I thought it was creepy, actually.
Apology - Acceptance	Student : i'm sorry i'm late Teacher : it's doesn't matter - we started late today anyway.
Summons - Acknowledgement	Teacher : princess? Student : yup!

When students' reactions counter our expectations, we need to think on our feet—it is not always easy to turn the momentum of expectation set up by the first part of an adjacency pair.

Pattern of Classroom Interaction

The scholars can negotiate what that means with instructors, and instructors need to facilitate this interaction by means of affirmation checks, clarification requests, and comprehension checks. The types of classroom interaction are as follows, Mackey (2012):

Teacher-Students

Teacher-student interaction is the process of interaction between a teacher and students when the teacher gives a lesson to students in the teaching process.

Students-Teacher

Students-Teacher Interaction refers to the interaction between students and teachers in the context of teaching and learning, in which students become more active when asked to do so by the teacher. There are advantages to students being active in class, including understanding more about the lesson that the teacher explains.

Students-Students

Student-student interaction is students' communication in the classroom with other students in a group in the teaching-learning process. Their interaction can develop students' social skills as they communicate in the classroom and make them more confident.

The teacher initiates the speaker in magnificence learner's response to the trainer's communication, and the teacher responds by giving the students corrective comments. The comments college students received contained all three feedback factors: feed-up, feedback, and feed-forward. Schillings, Marlies (2018) The evaluation of the statistics revealed four major types of feedback in the located lecture room: (1) evaluative feedback, which can be defined as a form of "judgment" made on rookies' performance (Nunn, 2001); (2) corrective feedback, which implies "any reaction of the trainer while truly transforming, disapprovingly referring to, or demanding improvement of the learner's utterance" (Chaudron, 1977); and (3) interactive feedback.

The data analysis revealed four primary types and the frequency of verbal feedback (N = 395) used by the observed teachers, according to Chafi and Elkhrouzi (2016).

Table 2.2: Types and Frequency of The Teachers feedback

Types of Feedback	Total	%
Evaluative Feedback	287	72
Corrective Feedback	83	21
Interactive Feedback	13	4

Descriptive Feedback	12	3
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IRF is believed to facilitate learner-initiated communication and learning opportunities (Sinclair and Coulthard, 1975). This is example IRF of feedback Teacher-Student:

Teacher	:	What kind of food we can buy-in supermarket?
Student	:	Meatball and popice
Teacher	:	Okay. is there any tools lesson?
Student	:	(No answer)
Teacher	:	What menu do you usually order in supermarket?
Student	:	Just meatball
Teacher	:	What is your favorite food?
Student	:	Meatball, fried chicken, and so on.

The teacher introduces a new lesson to the student by asking a display question about food available at the supermarket; this conversation is an IRF of feedback between teacher and student, making it easier for the student to respond.

From the discourse analyst's point of view, the most wide-ranging and interesting approach must be that which considers the effect of using one sentence form rather than another in the context of discourse. Thus Clements (1979:287) suggests: "Stage is a dimension of prose shape that identifies the

relative position given to various parts of a prose discourse."

RESEARCH METHODS

The data used in this study is qualitative. Bogdan and Taylor (1975) explained that qualitative research is research that generates descriptive data in the form of written or oral words from observing people and their behaviors. In other words, a descriptive qualitative study is a type of research that does not include any calculations. The data analysis began with identifying the IRF sample of the classroom interaction in the transcription, categorizing the interplay of the features and pedagogical goal that the teacher was to perform, and analyzing the talk of the teacher and students to determine whether the pattern of the classroom interaction could facilitate right classroom communication and evaluating the IRF sample as the device to analyze the classroom interaction.

The participant is a researcher in qualitative research where the researchers are 60 students in X girls' MA Syaikh Zainuddin (MAPK) and NW Anjani. And the teachers are four people. This research just does it in the daily activities of boarding school students MA Syaikh Zainuddin (MAPK) and NW Anjani. In collecting the data, the researcher

used observation, interviews, and documentation. When analyzing data, the researcher organizes the information gathered from interviews and documentation in a systematic manner. The techniques used in analyzing statistics are transcription, identification, classification, and description.

FINDINGS AND DISCUSSION

The Patterns of Classroom Interaction

Teachers-Students

After the teacher observed, listened, and talked with them, she asked them about their lesson's grammar, where the interaction could be seen to conform to highly structured sequences. An extract from their data is below:

Greeting		
Teacher	:	<i>Assalamualaikum wr.wb</i>
Student 1	:	<i>Waalaiikumussalam wr.wb</i>
Teacher	:	<i>How's life?</i>
Student 1	:	<i>I am good.</i>
Questions – Answers		
Teacher	:	<i>Do you have any difficulties comprehending the lesson?</i>
Student 1	:	<i>Yes ma'am, I found some problems.</i>
Teacher	:	<i>Tell me!</i>
Student 1	:	<i>I don't understand the grammar of Abu Nawas and King Aaroon's story; I'm not sure how to construct a</i>

	:	<i>sentence using the simple past. It refers to how to indicate that it is the simple past.</i>
Teacher	:	<i>Are you facing the same problem? (asked the others)</i>
Student 2	:	<i>Yes, ma'am, I also had the same problem. I am often confused.</i>

Each of these exchanges consists of two moves, but it is only in (1) that the first move (Assalamualaikum, Wr., Wb.) seems to function as a greeting. (2) The second move (how's life?) is intended to function as a greeting. (3) The third move (is there a problem with our lesson?) is a question. (4) The fourth move (what is that?). (5) The fifth move (does this apply to you?) from the third to the fifth move to be function is in question. And the second move of the above part interaction is to be the function responses of the IRF (initiation, response, and feedback) theory framework from Mackey (2012).

Based on conversation between teachers and students, interaction is important because, from the interaction, teachers can more easily communicate with students and make the teaching and learning process in the classroom go smoothly. Interaction between them benefits the teacher because she is aware of the students' strengths and weaknesses in

the classroom regarding their lesson. The researcher has interviewed the teacher about how to interact with students; she said, "Each student has a different personality, from active to introverted." The term "awkwardness" is used in a learning context. When a student wants to ask a question, they are awkward and even embarrassed. So, we need to determine whether an approach needs to be used, namely a persuasive approach.

Students-Teachers

Students were more active than the teacher in this pattern of student-teacher interaction. The teacher has taken a record of what they asked their teacher.

Greeting		
Student 2	:	<i>Hi, ma'am. How are you?</i>
Teacher	:	<i>I'm getting sick</i>
Student 3	:	<i>Maybe you're too tired to teach, ma'am.</i>
Questions – Answers		
Teacher	:	<i>Yeab, maybe. How was our Speaking lesson, by the way?</i>
Student 4	:	<i>Alhamdulillah, owing to your explanation, we now have a better understanding.</i>
Student 5	:	<i>I like the speaking lesson.</i>

Each of the above interactions with students and teacher consists of three moves, with the sixth (hi, miss, how are you?) serving

as a greeting. And for the following move (I'm getting sick) as a response, and the following move (perhaps Mrs. is too tired to study) as feedback. (7) The seventh move (by the way, how about your speaking?) is a question. As a response to the next move (Alhamdulillah because you missed it). And, as evidenced by the interaction above, I enjoy the speaking lesson.

Based on student-teacher interaction in a boarding school setting, student-teacher interaction benefits students by making them active participants in the interaction and understanding a teacher's condition or care. When the teacher inquired about their lesson, the students responded positively and thanked her because that was the first attitude in boarding school. Furthermore, the researcher spoke with some students who prefer to interact with friends "because interaction allows us to express ourselves more freely and have more freely flowing conversation." So, they could ask and express anything to the teacher, as in the conversation above.

Students-Students

The students interacted with their friends most of the time. But it was related to the English topic discussed. It was about the English lesson, specifically Abu Nawas and

King Aaron. The researcher took notes when they dissented.		Student 4	:	<i>What your opinion about this story?</i> <i>Do you like Abu Nawas character?</i>
Assessment - Disagreement		Student 2	:	<i>Yes, he is smart and funny. And you?</i>
Student 1	:	Student 3	:	<i>I like it because it's a fun story, especially when King Aaroon invited Abu Nawas to dinner. Do you want to be Abu Nawas?</i>
Student 2	:	Student 1, 2, 4		
Student 3	:			
Questions – Answers		In these exchanges, the researcher has observed the importance of each move in the overall functional unit. (8) the eighth move (Actually, I like this story, in which the king became a slave, but I think the grammar is wrong, right?). And the next move (which one?) is to respond. and as feedback (this is in the present tense, right). (9) The nineteenth move (May I ask you a question?). And as for being responded to (yeah, come on). (10) The tenth move (what do you think about it? It's present tense, right? And for responding (No, this is the simple past, because it demonstrates what was or was not.). "I do not really understand." "This story used the simple past, as in this story about Abu Nawas and King Aaron." and "ow, yeah" were some of the comments. (11) The eleventh move (what's your opinion about this story?) Do		
Student 2	:			
Student 3	:			
Questions – Answers				
Student 1	:			
Student 3	:			
Student 1	:			
Student 3	:			
Student 1	:			
Questions – Answers				

you like Abu Nawas's character? And the next step is to respond as stated above (yes, he is smart and funny, and are you?). I like it because it's a fun story, especially when King Aaroon invites Abunawas to dinner. Do you want to be Abunawas? and respond to the feedback justly (hahahaha).

It can be concluded that students are more active and comfortable communicating with their friends based on their interactions. They could ask their friends anything and not feel ashamed to practice their English, although they were not quite fluent. They would understand each other. The researcher interviewed students and encouraged them to speak up about their lack of vocabulary. According to the results interviewed, the impact of classroom interaction on students was "adding insight, understanding each other, and providing more experience.

The point used in the initiation, response, and feedback (IRF) pattern began with the trainer asking a question, based on the discussed teacher-student, student-teacher, and student-student relationships above the teacher. The researcher understood the point and provided descriptive feedback.

The Functions of Classroom Interaction

Social Functions

This social interaction is very important in people's lives wherever they are; the aim is to establish good relations, make friends, and even do business to seek profit. Teacher-student, student-teacher, and student-student interactions revealed social interaction.

Greeting		
Student 2	:	<i>Hi, ma'am. How are you?</i>
Teacher	:	<i>I'm getting sick</i>
Student 3	:	<i>Maybe you're too tired to teach, ma'am.</i>

This conversation showed how much a student pays attention to her teacher, seeing the condition of her teacher, who is physically weak. The researcher has interviewed the source person about how important the interaction is: "get to know each other, strengthen the relationship, change your mind, discuss the problem, appreciate differences, and respect each other."

Cultural Functions

Two functions are served by interaction: social contact and cultural interaction. Interaction should be necessary as a social function in Islamic boarding schools for excellent and appropriate interactions, so

that the culture of Islamic boarding schools may continue to evolve.

Greeting		
Teacher	:	<i>Assalamualaikum wr.wb</i>
Student 1	:	<i>Waalaikumussalam wr.wb</i>
Teacher	:	<i>How's life?</i>
Student 1	:	<i>I am good.</i>

Greetings were the most common form of cultural contact amongst boarding school students, according to observations and interviews. She said, "It does not emerge as a characteristic or identity of each group, as a controller of communal conduct, as a guide for human existence, or as a location to channel sentiments about life."

Discussion

The discussion in this research provides rationales to justify the findings according to the relevant theories. It discusses teacher-student interaction in the classroom.

The Patterns of Classroom Interaction

Depending on the interpretation of the data, the teacher-student connection in the classroom is crucial, especially for instructors. It is about how to approach students so that they engage more actively.

Teachers-Students

The researcher conducted classroom observations and interviews with teacher-students at the boarding school. The teacher

entered the classroom or approached them to speak with them and must have known each student's condition one by one. The interview results revealed that interaction made the classroom as comfortable as possible, attempted to engage all children in an active role during the teaching and learning process, recognized their talents, compacted among students, and used the articulation method. Based on the findings, it is possible to conclude that the conversation between teacher and students occurred as a pattern in Ratih Yuni Lestari's relevant study.

Students-Teacher

Based on the results discovered by students and teachers and the patterns employed, the students must speak to the teacher with a good attitude. So, in boarding school, a good attitude must be at the forefront. The students must be more active than their teacher. Thus, a better character and relationship between teacher and students were well established.

Students-Students

According to the study's findings, students have more active interactions with their friends. The students interacted with their friends most of the time. And then the researcher overheard the English topic being discussed. It was about Abu Nawas and

grammar lessons. They spoke in English but occasionally in Indonesian. When the researcher took them into account, they used the English language. Interaction is essential for students because it allows them to express critical thinking in problem solving and serves as a forum for friendship because humans are social creatures. And according to the pattern, they have been used.

In line with the patterns used in classroom interaction, a discourse analysis was conducted using the theories of McCarthy (1991), Mackey (2012), and Moore (1989). The weakness of using McCarthy's theory was that the language was difficult for researchers to understand. And his theory's benefits were supported by relevant studies and results research. Although not entirely the same, in McCarthy's theory, the researcher obtained all of the necessary rank scale as follows: transaction, exchange, move, act, spoken language, and the meaning of discourse analysis.

According to McCarthy's rank-scale theory, the researcher does not take transactions and act because she has already taken exchange and moved. The transfer of information from one text to another is a function of classroom interaction: a discourse analysis is the transfer of information from

one text to another. while "move" is part of a text that functions as communication. The act was the lowest rank in this course, and it was the closest thing to a grammatical unit clause.

Based on the results of the classroom interaction above between teacher-students, student-teacher, and student-student, the pattern is exchange and move. As a result, the parts of the text interaction exchange of two moves are as follows: "S: How are you?" as a function greeting and "T: I'm getting sick" as information about a condition.

To achieve teaching and learning interaction, it is necessary to have clear communication between teachers and students, thus encouraging students to continue to think critically so that they are able to solve future problems. While the teacher assists students or instructs them on how to interact properly in the classroom, feedback is exchanged between the teacher and students.

The Functions of Classroom Interaction

The researcher has conducted observations and an interview. There are two sorts of interactions: social interaction and cultural interaction. A feature or identity of each group is not visible for the purpose of cultural interaction as a controller of community conduct, as a guide for human

existence, or as a location to channel sentiments about life. And for the purpose of social contact, you get to know one another, build the connection, alter your view, debate the issue, value differences, and respect one another.

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