

**EXPLORING STUDENT'S NARRATIVES ON THEMATIC
PATTERNS IN CLASSROOM LEARNING INTERACTION**

THESIS

**By
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EXPLORING STUDENT'S NARRATIVES ON THEMATIC PATTERNS IN CLASSROOM LEARNING INTERACTION

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By

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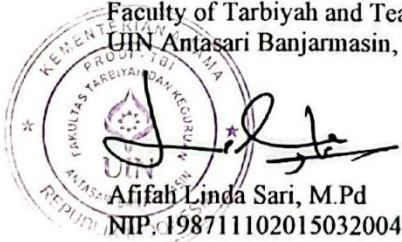
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ABSTRACT

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Keywords: Thematic Patterns, Narrative Inquiry, Spoken English Interaction, Student's Narratives, Classroom Interaction

The ability to organize ideas coherently is an important aspect of spoken English interaction. Thematic patterns aid speakers in communicating coherently and logically, according to Systemic Functional Linguistics. Nonetheless, a lot of students learning English as a foreign language (EFL) still have trouble structuring their thoughts when speaking the language. Based on this phenomenon, the researcher wanted to investigate the thematic patterns that students employed and the difficulties they encountered when creating thematic patterns during classroom learning interactions. This study used a narrative inquiry design and a qualitative methodology. Six students from Antasari State Islamic University's Academic Speaking classes in the English Education Study Program participated. Classroom observations and Semi-structured narrative interviews were used to gather the data. Transcription, data recognition, coding, theme development, and interpretation were the steps in the data analysis process. The results showed that two theme pattern types Constant Theme Pattern and Linear Theme Pattern were most frequently employed by pupils. Students most frequently used the Constant Theme Pattern, particularly when discussing familiar subjects and personal experiences, while they frequently utilized the Linear Theme Pattern to describe sequential tasks and procedures. Additionally, the results demonstrated that students' verbal exchanges did not exhibit the Split Theme Pattern, Derived Theme Pattern, or Encapsulating Theme Pattern. Additionally, students encountered a number of difficulties when creating theme patterns, such as a lack of confidence, a limited command of syntax and vocabulary, nervousness and speaking anxiety, a fear of making mistakes, and a lack of prior knowledge on thematic progression. According to the study's findings, students' capacity to effectively form thematic patterns is greatly influenced by both linguistic and psychological aspects, and they typically rely on basic thematic frameworks to preserve coherence throughout spoken English conversation.

ABSTRAK

M. Auji Dziki. 210101030180. *Exploring Students' Narratives on Thematic Patterns in Classroom Learning Interaction*. Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Fajriannor, M.Pd. 2026.

Kata kunci: Pola Tematik, Penelitian Naratif, Interaksi Berbicara Bahasa Inggris, Interaksi Dalam Kelas

Kemampuan untuk mengorganisir ide secara koheren adalah aspek penting dari interaksi bahasa Inggris lisan. Pola tematik membantu pembicara dalam berkomunikasi secara koheren dan logis, menurut Linguistik Fungsional Sistemik. Namun, banyak siswa yang belajar bahasa Inggris sebagai bahasa asing (EFL) masih kesulitan dalam menyusun pikiran mereka saat berbicara dalam bahasa tersebut. Berdasarkan fenomena ini, peneliti ingin menyelidiki pola tematik yang digunakan siswa dan kesulitan yang mereka hadapi saat membuat pola tematik selama interaksi pembelajaran di kelas. Studi ini menggunakan desain penyelidikan naratif dan metodologi kualitatif. Enam mahasiswa dari kelas Academic Speaking Universitas Islam Negeri Antasari dalam Program Studi Pendidikan Bahasa Inggris berpartisipasi. Observasi kelas dan Wawancara naratif semi-terstruktur digunakan untuk mengumpulkan data. Transkripsi, pengenalan data, pengkodean, pengembangan tema, dan interpretasi adalah langkah-langkah dalam proses analisis data. Hasilnya menunjukkan bahwa dua jenis pola tema, Pola Tema Konstan dan Pola Tema Linier, paling sering digunakan oleh siswa. Siswa paling sering menggunakan Pola Tema Konstan, terutama saat membahas topik yang sudah dikenal dan pengalaman pribadi, sementara mereka sering menggunakan Pola Tema Linier untuk menggambarkan tugas dan prosedur berurutan. Selain itu, hasilnya menunjukkan bahwa pertukaran verbal siswa tidak menunjukkan Pola Tema Terpisah, Pola Tema Turunan, atau Pola Tema Mengenkapsulasi. Selain itu, siswa mengalami sejumlah kesulitan saat membuat pola tema, seperti kurangnya kepercayaan diri, penguasaan sintaksis dan kosakata yang terbatas, kegugupan dan kecemasan berbicara, ketakutan membuat kesalahan, dan kurangnya pengetahuan sebelumnya tentang perkembangan tema. Menurut temuan studi tersebut, kemampuan siswa untuk secara efektif membentuk pola tema sangat dipengaruhi oleh aspek linguistik dan psikologis, dan mereka biasanya mengandalkan kerangka tema dasar untuk menjaga koherensi dalam percakapan bahasa Inggris lisan.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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June, 24th, 2026 A.D

Writer

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