

CHAPTER I

INTRODUCTION

A. Background of Study

To comprehend how students effectively communicate and express their ideas, it is essential to examine theme patterns in spoken English. The strategies utilised by language learners significantly influence their speaking proficiency and overall language acquisition as they engage with people in both formal and casual educational settings.

Speaking is considered one of the most important skills in learning English as a foreign language. According to Brown & Yule, (1983), characterises speech as a participatory process of meaning creation that encompasses the production, receiving, and processing of information. This indicates that speaking encompasses not merely pronunciation or vocabulary, but also the organization and articulation of thoughts during encounters.

Effective communication is also highly valued in Islam. In Surah Ar-Rahman verse 4, Allah SWT says:

عَلَّمَهُ الْبَيَانَ

This verse emphasizes that one of the skills that Allah has given people is the ability to communicate. An essential component of human existence is the capacity to communicate concepts, transmit information, and engage with others. In the context of learning English, students are required to express themselves in class with clarity and coherence. Therefore, improving the quality of spoken English communication requires an understanding of how students arrange their ideas using theme patterns.

The learning environment significantly impacts students' use of thematic patterns in an English language studies program. Students are encouraged to practice speaking and use a variety of theme structures in interactive situations like group discussions and peer partnerships. These environments not only promote language development but also provide youngsters the opportunity to utilise narrative inquiry to reflect on and analyse their experiences.

In oral communication, the capacity to structure thoughts is crucial for ensuring clarity in speech. According to Halliday (2004), meaning in language is organized using thematic structures, with the theme as the starting point of the message and the rheme providing new information. The thematic pattern denotes the method by which the speaker arranges themes inside the phrase, so enhancing cohesiveness in oral speech.

Argumentative, descriptive, and narrative structures are just a few of the ways that thematic patterns might appear. Students often employ story structures to articulate

their personal experiences logically. While argumentative patterns enable students to express their viewpoints on related topics, descriptive patterns can be used when students want to illustrate certain objects or events.

Teachers must understand the relationship between the topics discussed in student presentations and thematic patterns. By analysing students' use of communication patterns, researchers can get insights into their strategies and the challenges they face. This research seeks to bridge the disparity between academic comprehension of thematic patterns and their practical implementation in language acquisition to enhance teaching tactics and student results.

Spoken dialog is an essential domain for understanding the use of linguistic information in real-time communication, and it plays a significant role in language learning and competency. Analyzing topic patterns in spoken English conversations is critical for evaluating the efficacy of language programs, particularly in English language learning situations where oral communication skills are essential. The objective of this research is to elucidate the distinction. Educators must understand the relationship between the topics discussed in student presentations and thematic patterns. By analysing students' use of these patterns, researchers can get insights into their communication strategies and the challenges they face. This research aims to bridge the divide between theoretical comprehension of thematic patterns and their practical applications in language learning, offering valuable insights for language

educators and curriculum developers to enhance teaching strategies and student outcomes.

The narrative inquiry method employed aligned with the qualitative nature of the research, providing a thorough approach to examining student narratives. This strategy was deemed suitable for encapsulating the comprehensive and profound experiences within the evolving context of an English language learning program. This research seeks to transcend superficial analysis by utilising narrative inquiry to examine the fundamental themes and patterns that characterise spoken English interactions among students.

The English study program, with its focus on linguistic proficiency and communication abilities, offers a distinctive context for this research. Comprehending the evolution of thematic patterns in verbal exchanges within this educational context is essential for enhancing program effectiveness and mitigating possible student issues. This research seeks to improve both academic knowledge and pedagogical methods in English language study programs.

Many students studying English as a foreign language (EFL) struggle to articulate their thoughts coherently while speaking English. According to Harmer (2007), learners often struggle to maintain coherence in spoken language due to a lack of linguistic resources and confidence. As a result, students may often hesitate, repeat

themselves, or lose track of the message they want to convey during classroom interactions.

According to previous research examining thematic patterns in English conversation, According to Susanto et al., (2021), point out that little is known about how these patterns emerge in the context of English language teaching, especially for students enrolled in English study programs. Furthermore, the pragmatics of friendly conversation in spoken English was examined by Kairova et al., (2024), who showed how gender differences, discourse markers, and turn-taking dynamics affect informal communication styles. Despite this awareness, there is a deficiency in understanding suitable subject patterns that facilitate effective spoken English dialogues among students in English study programs. This section defines the terms used in the thesis to avoid misunderstandings or misinterpretations. It should be noted that not all words in the title must be defined instead, define the core of the research.

B. Definition of Key Terms

Many terms used in research have been defined to make it easier to grasp.

1. Thematic Pattern

Thematic patterns are reoccurring subjects or themes in spoken English dialogues that show the overall structure and content organization of communicative

exchanges. Identifying theme patterns can help you understand the important subjects that affect speaker conversations and connections.

2. Narrative Analysis

Narrative analysis investigates stories as important representations of historical and contemporary reality. Interview transcripts were the primary data source, and they assisted in analysing the personal narratives provided by research participants. These transcripts provide pragmatic tales about how human experiences change throughout time. Unlike traditional qualitative research, which focuses solely on description and theme development, narrative analysis delves deeper to create stories from interview transcripts. This technique involves a diverse range of analytical processes.

3. Spoken English Classroom Learning Interaction

Spoken English conversation refers to the interactive verbal exchanges that occur between individuals using the English language. This type of communication can take place in various contexts, including classroom discussions, casual chats among friends, or formal presentations. Spoken English conversation is characterized by its dynamic and spontaneous nature, allowing speakers to express their thoughts, negotiate meaning, and respond to one another in real time. Mastery of spoken English conversation involves not only vocabulary and grammar but also the effective use of thematic patterns to convey messages clearly and engage listeners.

C. Research Questions

1. What types of thematic patterns that students used in English classroom interaction?
2. What challenges do students face while constructing thematic patterns in their spoken English classroom interactions of English learning interactions?

D. Objectives of Study

1. To find the types of thematic patterns used by students in speaking English during their learning process and in everyday interactions.
2. To explore the challenges faced by students while constructing thematic patterns in their spoken English classroom interactions within the context of the English language learning process.

E. Significance of Study

The outcomes of this research are expected to yield both practical and theoretical implications, including:

1. Theoretically

This study aims to explore the thematic patterns emerging in spoken English dialogues among students, providing insights into the underlying dynamics of language acquisition and communication. By delving into students' narratives, the research offers

a deeper understanding of how thematic patterns shape language interactions, contributing to the theoretical discourse on language learning processes.

2. Practically

- a. Students: The findings of this research may empower students by enhancing their awareness of thematic patterns in spoken English conversation, ultimately improving their oral communication skills.
- b. Teachers: This study has the potential to inspire educators to adopt innovative teaching approaches that cater to the development of students' spoken English proficiency. By understanding the challenges and strategies employed by students, teachers can tailor their instructional methods to better support language learning outcomes.
- c. Researchers: Serving as a valuable resource, this research lays the groundwork for future investigations into thematic patterns in language interactions. The insights gained from this study can inform further research endeavors aimed at refining language teaching methodologies and curriculum design.