

ABSTRACT

Fauzi, Latifah Azmul (2024). Classroom Interaction in English Teaching and Learning Process of The Speaking Class in *Merdeka* Curriculum at an Islamic Junior High School. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.

Classroom interaction is a crucial part of English Language and Teaching (ELT) as it stimulates students to express themselves in a meaningful way, which promotes success in foreign language communication. This study aims to describe classroom interaction, particularly interactions between teacher and students in an English speaking class under the *Merdeka* curriculum at an Islamic junior high school in Bandung using the BIAS (1975) framework as well as the strategies used by the teacher to build an interactive English speaking class.

The research data was collected through a descriptive qualitative method, with observations and interviews serving as the study's instruments. An English teacher and the students of the VII B class of an Islamic Junior high school in Bandung are the participants of the study.

The outcome of this study demonstrates that all BIAS categorizations occurred in the speaking class. Teacher talk earned more than half of the overall BIAS categorization in the two observation meetings, indicating that it dominated the classroom interaction. Therefore, all the predetermined strategies to build an interactive English speaking class including asking questions, body language, topics, cooperative learning, and building positive relationships with the students are utilized by the teacher.

In conclusion, the classroom interaction that occurred in the speaking class was good and interactive. Nevertheless, the *Merdeka* curriculum's learning approach which emphasizes student-centeredness, has not been fully performed in the speaking class, as the teacher's talk still dominated over pupils' talk during the teaching and learning activities. In addition, it is suggested that upcoming researchers provide more investigations on students' conversation patterns in groups by utilizing additional frameworks to acquire more comprehensive findings in the field of classroom interactions.

Keywords: Classroom Interaction, Teaching Strategies, Speaking Class, *Merdeka* Curriculum