

ABSTRACT

Kafria, Nailah Salma. 2026. Gender-Based Student Interaction Patterns in Group Discussion in EFL Classroom: A Case Study at One of High School in Bandung, Indonesia. Research Paper, English Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung.

This study investigates gender-based interaction patterns in EFL group discussions at the senior high school level in Bandung, and how 8 male and 8 female students perceived their own experiences within those discussions. Using a qualitative case study design, data were collected through observation of four discussion groups and interviews with sixteen student participants in SMAN 25 Bandung, then analyzed using Bales' (1950) Interaction Process Analysis to identify three patterns supportive, dominance, and competitive interpreted through Tannen's Genderlect Theory (1990).

The findings show that these patterns varied across groups rather than following a uniform gender rule: two groups leaned Supportive across both genders, one showed male-led dominance consistent with a report-talk style, and one was sharply polarized between female dominance and male competitive behavior. Most students did not view gender as decisive in leadership or fairness, though several female students reported being treated differently because of their gender, and the majority preferred mixed-gender groups for their diversity of ideas and more balanced workload. The study concludes that gender-based interaction in EFL discussions is shaped as much by group dynamics as by gender itself, and recommends more structured grouping strategies for teachers, along with closer rapport-building and homogeneous-heterogeneous comparisons for future research.

Keywords: *Gender, interaction patterns, group discussion, EFL classroom, Genderlect Theory*

