

**THE ANALYSIS OF VERBAL INTERACTION BETWEEN
STUDENTS AND TEACHER IN THE CLASSROOM
(A Descriptive Qualitative Research at SMAN 9 Pangkep)**



A THESIS

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Degree of Education in English Department*

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BETWEEN STUDENTS AND TEACHER IN
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MOTTO

‘ Dan bersama kesukaran pasti ada kemudahan.

Karena itu, bila selesai sesuatu tugas, mulailah dengan

Yang lain dengan sungguh-sungguh. Hanya kepada

Tuhanmu hendaknya kamu berharap. “ (Q.S Alam Nasyrh 6-8).

I dedicate this thesis to :

My parents, my brother and all my friends,

For your sincerities and lots of prayers in supporting

The researcher making her dream come true.

ABSTRACT

Nurul Fitri Firdaus, 2018. *Verbal Interaction Between Students and Teacher in Classroom (A Descriptive Qualitative Research At SMAN 9 Pangkep)* under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj Andi Tenri Ampa and Awalia Azis.

This research aimed to find out the Verbal Interaction Between Students and Teacher in Classroom with the scope of study (1) analysis of verbal interaction between teacher and student, focuses to analyze direct interaction in first grade in SMA Negeri 9 Pangkep. The research was conducted at SMAN 9 Pangkep.

This research used a descriptive qualitative method and the instrument was observation by record of the teaching process in classroom. The record was held in two class the first grade classroom at SMAN 9 Pangkep.

The findings of this research showed that the verbal interaction in a class IPA I and IPA II is running well as the teacher can handle the interaction and can make the interaction become running well by ask mostly to students and students give a feedback. There were four types which were explained in findings. There are intrapersonal interaction, intrapersonal interaction, small group interaction, public interaction in two class running well but in the second class their not have many interaction because the students is not pay attention on the teacher.

Based on the result above, it could be concluded if the verbal interaction between students and teacher in classroom at SMAN 9 Pangkep was running well and most have a interpersonal interaction and also public interaction.

Keywords: Classroom Interaction, Verbal Interaction.

ABSTRAK

Nurul Fitri Firdaus, 2018. *Interaksi verbal Antara siswa dan Guru di dalam Kelas (penelitian tentang Kualitatif Deskriptif di SMAN 9 Pangkep)* di bawah tesis Departemen Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Hj. Andi Tenri Ampa dan Awalia azis.

Penelitian ini bertujuan untuk menemukan Interaksi lisan Antara Para siswa dan Guru di dalam Kelas dengan lingkup penelitian analisa interaksi lisan antara siswa dan guru, fokus untuk meneliti interaksi langsung di dalam kelas yang di laksanakan di SMA Negeri 9 Pangkep.

penelitian ini menggunakan suatu metode kualitatif deskriptif dan instrument yang di gunakan adalah pengamatan, merekam suasana kelas dalam proses pengajaran di (dalam) kelas. Perekaman laksanakan di dua kelas yaitu kelas X pada SMAN 9 Pangkep.

Hasil dari penelitian ini menunjukkan bahwa interaksi yang lisan di dalam kelas IPA I dan IPA II adalah berjalan dengan lancar ketika guru mampu menangani interaksi dan dapat membuat interaksi yang jadi berjalan lancar dengan kebanyakan bertanya ke para siswa dan para siswa memberi tanggapan atau jawaban. Ada empat jenis tipe interaksi yang telah di jelaskan pada bagian hasil yaitu Ada intrapersonal interaksi, intrapersonal interaksi, interaksi kelompok kecil, interaksi publik di dua kelas berjalan lancar tetapi pada kelas yang kedua tidak terjadi banyak interaksi karena para siswa tidaklah memperhatikan apa yang guru katakan.

Berdasarkan pada Hasil di atas, bisa disimpulkan jika interaksi yang lisan antara para siswa dan guru dalam kelas di SMAN 9 Pangkep berjalan lancar dan interpersonal interaksi dan juga interaksi publik menjadi interaksi yang paling sering di gunakan guru saat proses pembelajaran.

Keywords: Interaksi dalam kelas, interaksi lisan.

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I realize that this thesis is still far from perfection. I highly expect criticism and suggestions from all parties to perfect this report. Hopefully this Thesis will benefit the development of science. Only Allah Rabbil Alamin can provide a worthy reward. Hopefully all our activities will always be worthy of worship at His side.

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Researcher

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CHAPTER I

INTRODUCTION

A. Background

Verbal interaction between a teacher and student can influence the classroom environment, quality of the instructional program, and student management in the classroom. This study examined teacher-student communication patterns in both regular and special education classes for behaviorally and emotionally handicapped students. It was expected that special class communication patterns would differ substantially from those used in regular classes. Those communications would result in more effective student management and more time on-task for learning. Webster's (1984, 1986) Process Interaction Model was used to analyze the communication patterns. Expected differences between how regular and special class teachers interact with students were not found. Implications of findings are discussed in relationship to teacher training, teacher effectiveness, and classroom management.

In the learning process, verbal interactions occur during a teacher's lesson. Teachers speak for about 70 percent of the class time on average. Therefore, this approach needs to be changed and instead students' participation during the process of teaching needs to be taken into consideration. Even if some learners are in the unconscious state of daydreaming during lessons, teachers need to direct the interaction into a targeted one and keep learners in the state of absolute consciousness during the interaction through their behaviour.

In fact, the strength or weakness of a teacher's lesson is embodied in the way teacher-student interaction is handled. As a result, Kadivar (2002) considers the ability to establish a positive and effective relationship with the students' one of the main skills required by teachers. The type of relationship teachers have with their students could result in a higher degree of students' participation in learning (Good & Barafi, 1986), create a positive image of learning in them, and turn class atmosphere into a friendly and desirable one.

Based on a research that Classroom as the majority of concerns observed in classes arise out of lack of proper interaction. Insisting on this issue, it has been stated that teaching happens only when a teacher establishes interactions with one (or a number of) students. One of the methods that is easy to implement and has good reliability and validity with regard to interpretation of results is Flanders method). According to Flanders (1970), almost two third of classroom time is spent on lectures when the teacher delivers a one-sided and linear speech.

In addition, a positive correlation between teachers' talk time and their way of talking and their students' education achievement. However, it should be noted that the quality of teacher's talk is more important than its quantity and there is a great positive correlation between clarity of speech, the ability to attract students' attention, organization of speech, and the use of warning statements and reactions and students' educational achievement.

Based on the explanation above, the researcher takes the title “ The Analysis of verbal interaction between teacher and students in the classroom “ The researcher concludes that students must pay attention in teacher talks to understand and make a good communication.

B. Problem Statement

Based on the background above, the problems of the study are as follow:

1. How are the verbal interaction in classroom between students and teacher?
2. How are the verbal interaction in classroom between students and students?

C. Objective of the study

Based on the research problem, the objectives of the study are to find out:

1. To find out the verbal interaction in classroom between teacher and students in classroom.
2. To find out the verbal interaction in classroom between students and students in classroom.

D. Significance of the Research

The result of this study are expected to be useful, there are

1. Theoretically, the result of the research can contribute useful information for the future research with the similar problem.
2. Practically, the result of this research can be used as information to teachers understand the good interaction in class.

E. Scope The Study

This research is restricted to the analysis of verbal interaction between teacher and student, this research focuses to analyze direct interaction in first grade in SMA Negeri 9 Pangkep.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study is designed to describe verbal interaction between students and teacher in classroom. It is conducted to know are the verbal interaction can help students to understand what teacher talk in classroom. Therefore this chapter presents some concepts of Interaction in classroom and verbal interaction.

A. The Concept of Interaction in classroom

Interaction in classroom has a variety of sense, according to experts, among others: According to Heap (1985) “A feature of many recent qualitative studies of classroom interaction is a focus of the work and activities of participants in classroom setting in producing those settings, particularly but not exclusively through the organization of classroom talk”. This means when the interaction that arise in the class come from the communication constructed by students and teacher that occur naturally without their plans depending on how students and teacher make good interaction.

To practice critical thinking, students need to participate in the discourse of the discipline to think, speak, and be listened to as they participate in the discipline's particular mode of inquiry. Students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Students develop competency and become critical thinkers in classroom that provides opportunities for intensive, structured interaction among students. The

interaction between the teacher and the students is an essential part of teaching and learning process.

Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students. This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class.

The other form of classroom interaction is between the student and students. This one allows the student to learn and understand how to work with partners. It develops and improves the skills of team work. It improves peer relationship. By encouraging students in the classroom to work together they learn the importance of working cohesively with others.

Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others.

By asking the student to raise their to speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Classroom interaction also other method like role playing, conversation, reading around, and questions and answer. Reading aloud includes a situation whereby one person read while others listen, This allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom.

In conversation, the students in a class discuss a given topic. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner. The student may pose a question to the teacher meant to obtain more or new information.

The teacher acts as a facilitator. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

The teacher has the role to create a classroom environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mode of the teacher; if the teacher is angry, they may react negatively hence the learning is impaired.

The teacher acts a role model. Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This maybe a positive or negative effect depending on the behaviors of the teacher.

The teacher acts as a mentor. It can be intentional or not. It encourages the students to work hard to achieve the best. It can be positive or negative depending on the character of the teacher. The teacher can mentor learners by taking time to listen to them. By doing so, the students build courage.

The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher will be able to avoid them hence create proper classroom interaction. For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quiet in class.

On the other side, according to Richards, et al (1992) define classroom interaction The patterns of verbal and non-verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of Classroom Discourse, Teacher Talk and Second Language Acquisition. Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students

interact and how students interact amongst themselves, all of which affects language learning.

Furthermore, interaction in the classroom is not only influenced by how the teacher explains but creates a comfortable atmosphere so that students feel not depressed in the learning process is another factor for the creation of good interaction or communication between students and teachers, in addition a teacher must be professional in teaching so that all the affairs outside the classroom does not affect the learning process.

In the other words, interaction in the classroom become an important thing to do, from the academic side of the interaction to be an intermediary between teacher and students by conveying what teacher have know to understand by students. Hall and Walsh (2002) points out that classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. It means that a process of interaction in classroom should involve teacher and students to make students understand and improve their knowledge.

Interaction can be defined as the intermediary of the peson and the interpretation of sensory information. Interaction also include the way people respond to information, people can consider interaction as a process in which they take sensory infoemation from the environment and use information to environment. Interaction allows people to take sensory information and make it into something meaningful.

Hall and Verplaetse (2002) claim that, it is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development. It means in the interaction must be cooperation between teacher and students to interaction run well, because when the interaction run well it can be what teacher give can be understand by students clearly.

Actually, all the definiton above that stated by some experts are similiar. One's interaction can be a role to improve a student knowladge and interaction mush be have a work together between students and teacher to give a information clearly. Therefore the researcher concludes that the interaction in classroom is a process from a teacher to give students knowladge or information by doing interaction.

On the other side, Hattie (2008) explains types of interaction in classroom as follows :

1. Student-Teacher Interaction

Consistent interaction with your classroom on a personal and group level helps support academic expectations among students and gives you a presence they can count on. We're not just talking about required forms of communication (e.g., timely responses to email inquiries, assignment feedback), but also leveraging educational technology so that your teaching strengths shine. Your LMS's tools often provide opportunities

that enhance your finest teaching attributes in ways that stimulate classroom interaction. Ask yourself, what are my best teaching qualities. Perhaps you've always been able to make your classroom laugh with a well-timed joke, or maybe you excel at communicating difficult concepts in ways that are simple and effective. Use technology that allows you to showcase these strengths as you interact with students.

2. Student-Student Interaction

While your interaction with students remains vital, encouraging peer-to-peer communication is just as essential. To prevent a boring, repetitive, and isolating learning environment, build activities and assignments that ignite classroom discussion. These discussions help alleviate students from feeling sequestered from one another and instead create a dynamic sense of community, like Discussion threads, Group projects, Peer reviews, Study groups (developed based on observed, organic interaction among students), Video chat sessions (e.g., for discussing readings or discussion prompts).

According to Tucker (2013), there are some problem of interaction in classrom. They are:

1. Insensitivity to Student Needs

A lack of awareness on the part of the instructor leads to poor teacher-student relationships. Not all students respond the same way to lessons, and some require personalized educational practices. For

example, a teacher might assume that a student who never volunteers in class is apathetic or disengaged. In reality, the student might be a visual learner who doesn't respond well to lecture-style teaching. Relationship troubles between teachers and students surface when a teacher doesn't consider an individual student's educational needs. Personality, family backgrounds, thought processes, learning styles, priorities, maturity levels and academic goals influence each student's ability to learn and connect with educators. Teachers are wise to view each student as an individual who deserves one-on-one attention and specialized, focused instruction whenever possible.

2. Teacher Judgement

Judgement by a teacher leads to poor relationships with students. a psychiatrist who directs the Peaceful Schools and Communities as "using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary procedure." When elementary, junior high, high school and even college instructors judge students, their behavior results in dysfunctional teacher-student relationships. Students don't trust teachers who judge them, and they don't feel that those instructors have their best interests in mind. Some students lash out at teachers who judge them or withdraw completely neither of which is a healthy or productive option.

3. Troublesome Behavior

A leading cause of dissension between teachers and students is rude, disrespectful or condescending behavior. Teachers are often to blame for these types of infractions, but students are guilty as well. Teachers who interrupt students, blame them for classroom problems, ignore students' personal needs, criticize them in front of classmates and demonstrate apathy do their students a great disservice. Instructors should always try to show appreciation, respect, kindness and patience. Displaying flaring tempers, yelling at students and expressing frequent irritation results in stressful and unhealthy teacher-student relationships. Similarly, students who show disrespect, badmouth teachers or ignore well-meaning guidance contribute to strained relationships.

The problem above explained that influenced by the existence of factors that make the interaction between teacher and students not running well is the ability of different students have different needs, then the usual judge in the teacher without consciously making students feel in the pay attention by the teacher and also troublesome behaviour that students and teacher do make interaction not running well.

B. The Concept of Verbal Interaction

There are a lot of definitions of verbal interaction. Holmbreg (1986) defines that verbal interaction is the process sharing of information between individuals by using speech. Bunglowala (2015) defines that communication had been divided into verbal communication and non verbal communication. Verbal communication involves the use of the language whereas the nonverbal communication is essentially based on the use of expressions, gestures, action etc. In addition, Chaudhry (2012) state that verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message. Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of verbal communication.

There are a lot of verbal interaction Both the forms of the communication are extremely important for complete transfer/understanding of the content yet when it comes to the teaching learning process, verbal communication plays a much more vital role in transfer of knowledge.

Such as the above statement that verbal interaction can affect the mind and heart of students because on verbal interaction occurs direct communication between students and teachers it makes students feel in a state that really can understand what is conveyed by teachers.

According to Azam and Kingdon (2014) the effective communication plays a major role in motivating the students, knowing their aspiration and the problems

that they may have. Though, both the verbal and nonverbal communication play a role, yet an effective verbal communication helps in building a strong teacher student relationship which act as platform for the strong cognitive development. Easy and effective verbal communication helps the teacher to get an insight into the students' thought, ideas and opinion whereas the students get the knowledge of the teacher's expectation, knowledge and skills.

On the other side, Li (2011) states that classroom teaching, in essence, is an activity of communication between the teacher and students by means of information transmission. In the other words, the teacher and students convey message by both verbal and non verbal cues in classroom teaching. As a result, teacher should be aware of non verbal behaviors in the classroom, in teaching context, verbal communication can be defined as relationship can be achieved through speaking and conversation. Then teacher should use the words carefully to be successful in teaching, each word as a feeling in people, specific emotions and distinct function. If the words are applied in proper place, it will affect the soul and body of audience immediately.

Furthermore, according to Hanes (2015) claim verbal interaction refers to the use of sounds and language to relay a message. It serve as a vehicle for expressing desires, ideas and concepts and is vital to the teaching, in combination with non verbal forms of interaction. Verbal interaction acts as the primary tool for expression between two or more people. Interpersonal interaction and public speaking are the two basic types of verbal interaction. Where as public speaking

involves one or more people delivering a message to a group, interpersonal interaction generally refers to a two way exchange that involves both talking and listening.

According to Robert (2015) signs and symbols are the major signals that make up verbal interaction. Words act as symbols, and signs are secondary products of the underlying message and include things like tone of voice, blushing and facial expressions. It means the way to deliver a verbal interaction has many ways like what experts say and it's back to the teacher how expressing themselves to make students understand.

In addition, according to Glew (1995) verbal interaction is the expression of information through language which is composed of words and grammar. When a message or information is changed or communicated through words is called verbal interaction, verbal interaction has two types: written and oral communication. It takes place through face-to-face conversation, group discussion, counseling, interview, radio, etc. So, verbal interaction is the process of exchanging information.

In classroom interaction there are two types of interaction the first is student and teacher interaction, second is student and student interaction. And then in a verbal interaction in classroom.

According to Boulanger (2015) There are types of verbal interaction between students and teacher in classroom they are Intrapersonal Interaction, Interpersonal Interaction, Small Group Interaction, Public Interaction.

a. Intrapersonal Interaction

This form of Interaction is extremely private and restricted to ourselves. It includes the silent conversations we have with ourselves, where in we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of Interaction when analyzed can either be conveyed verbally to someone or stay confined as thoughts.

Intrapersonal communication takes place within a single person, often for the purpose of clarifying ideas or analyzing a situation. Other times, intrapersonal communication is undertaken in order to reflect upon or appreciate something. Three aspects of intrapersonal communication are self-concept, perception and expectation.

- 1.) Self- concept is the basis for intrapersonal communication, because it determines how a persona sees him/herself and is oriented toward others. Self-concept (also called self-awareness) involves three factors: beliefs, values and attitudes. Beliefs are basic personal orientation toward what is true or false, good or bad; beliefs can be descriptive or prescriptive. Values are deep-seated orientations and ideals,

generally based on and consistent with beliefs, about right and wrong ideas and actions. Attitudes are learned predisposition toward or against a topic, ideals that stem from and generally are consistent with values. Attitudes often are global, typically emotional. Beliefs, values and attitudes all influence behavior, which can be either spoken opinion or physical action. Some psychologists include body image as an aspect of intrapersonal communication, in that body image is a way of perceiving ourselves, positively or negatively, according to the social standards of our culture. Other things that can affect self-concept are personal attributes, talents, social role, even birth order. Whereas self-concept focuses internally, perception looks outward. Perception of the outside world also is rooted in beliefs, values and attitudes. It is so closely intertwined with self-concept that one feeds off the other, creating a harmonious understanding of both oneself and one's world. Meanwhile, expectations are future-oriented messages dealing with long-term roles, sometimes called life scripts. These sometimes are projections of learned relationships within the family or society.

2.) Perception

Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions. According to Joseph Reitz (2001), “Perception includes all those processes by which an individual receives information about his environment—seeing, hearing, feeling, tasting and smelling. The study of these perpetual processes shows that their functioning is affected by three classes of variables—the objects or events being perceived, the environment in which perception occurs and the individual doing the perceiving.” In simple words we can say that perception is the act of seeing what is there to be seen. But what is seen is influenced by the perceiver, the object and its environment.

3.) Expectation

is an expectation or belief that is expected to be a reality in the future in accordance with the desire where to achieve it must be with real action.

b. Interpersonal Interaction

This form of interaction takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

let's consider the quantitative aspects of our interpersonal interactions. The fact that interpersonal communication takes two people means that it is indivisible without the second person, interpersonal communication is impossible. Thus, the parties to interpersonal communication are a duo: a couple, a pair, or perhaps adversaries. From an interpersonal perspective, even groups of three or more individuals are viewed as composites of dyads, effectively serving as the foundations for separate pairings and potential coalitions. a relationship does not exist, and without a relationship, there is no interpersonal communication.

This means that if one person withdraws from the relationship, then that relationship terminates at least for the time being or until the connection between them is reestablished. The qualitative aspect of interpersonal communication is another story. We measure the quality of an interpersonal relationship along a continuum, with "intimate communication" at one end and "impersonal communication" at the opposite end. The more personally we interact with another person, the more "interpersonal" our relationship becomes. When we engage in

interpersonal communication, our goal is to treat one another as genuine persons, not as objects, and to respond to each other as unique individuals with whom we create a distinct relational culture, not as people merely playing roles.

The more personal a relationship becomes, the more interdependent the two people become, sharing thoughts and feelings with each other. Our lives become interconnected, especially when contrasted with how we relate to persons with whom we are uninvolved and to whom we don't reveal much about ourselves. We develop personal relationships because

of the intrinsic rewards we derive from them; we find them emotionally, intellectually, and perhaps even spiritually fulfilling. In contrast, we have impersonal relationships usually because of the extrinsic rewards they offer, such as maintaining professional working relationships with others to help us reach our goals.

c. Small Group Interaction

This type of interaction can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meetings, and team meetings are examples of group communication. Unless a specific issue is being discussed, small group discussions can become chaotic and difficult to interpret by everybody.

This lag in understanding information completely can result in miscommunication.

Small group based teaching and assessment allow learners to cooperate among each other and maximize their own and each others' learning (Garfield, 1993). It also facilitates the construction of knowledge. Some, if not all, education theorists consider the constructivist approach, with its emphasis on what learners do rather than their perspective, an effective mechanism to encourage active and deep learning and achieve better learning outcomes. Practically, this implies that educators should strive to create occasions for students to work in small groups.

There are, however, a number of difficulties in small group learning in general and group based assessments in particular. Some of these include: difficulty to coordinate activities and times, lack of continuous engagement once individual roles/tasks are defined and allocated, limited resource sharing, lack of integration of individual contributions and late starting of project Biggs (2003). Teachers face a host of problems too. These include (1) identifying and dealing with free-riders (2) fairly evaluating individual contribution and learning (3) monitoring group progress and providing actionable feedback and (4) using group assessments as part of their teaching strategy (Brown et al,

1997). One of the questions worth exploring therefore is to what extent the use of technology can help to tackle some of these challenges.

d. Public Interaction

This type of interaction takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of interaction. In such cases, there is usually a single sender of information and several receivers who are being addressed.

And also there types of Verbal interaction between student and student they are Group Project Interaction, Group case study Interaction, Peer Instruction, Discussion and Debate.

a. Group projects

Group project can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, group project can frustrate students and instructors and feel like a waste of time. Use these suggestions to help implement group project successfully in classroom.

Group projects are ideal not only to teach function knowledge but also to develop students' cooperative skills, which are critical to success in a workplace. However, students

usually face a number of problems when they work in a group project. The use of information technology might assist to mitigate some of these challenges students face in group assessments. In particular, collaborative tools create occasions that enable learners to synchronously and interact with the course content, the instructor, and their peers (Hardaway 2005). A number of studies have reported on students' experience with e-learning systems and the impact of these systems on teaching and learning. There is however less research that addresses the use of these systems to achieve specific learning outcomes such as better group interaction and performance.

b. Group case studies

Case studies are have long been used in business schools, law schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze. Whether to use a simple scenario-type case or a complex detailed one depends on your course objectives.

A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several

variables describe how case studies examine complex phenomena in the natural setting to increase understanding of them, using case studies in research means that can be addressed. Furthermore, when describing the steps undertaken while using a case study approach, this method of research allows the researcher to take a complex and broad topic, or phenomenon, and narrow it down into a manageable research question. Often there are several similar cases to consider such as educational or social service programmers that are delivered from a number of locations. Although similar, they are complex and have unique features. In these circumstances, the evaluation of several, similar cases will provide a better answer to a research question than if only one case is examined, hence the multiple case study.

c. Peer instruction

Peer instruction is a form of collaborative learning where students engage with core course concepts and then explain those concepts to another. Crouch and Mazur (2001) note that "unlike the common practice of asking informal questions during a lecture, which typically engages only a few highly motivated students, the more structured questioning process of peer instruction involves every student in the class"

Peer instruction is quite important to discuss and answer posed concept test questions. The learning of students instructed with peer instruction during in-class discussion depends on both the quality of concept test questions and the robust background knowledge of the students (Mazur & Watkins, 2010). The concept test questions should be especially designed and chosen based on selecting and defining target behaviors. Concept test questions should be also designed for higher-level thinking and plausible distracters to evaluate students' thinking processes. expressed that the right level of difficulty is the main target for a high quality question.

In cases of peer instruction, groups of two to four students briefly discuss a question or assignment given by the teacher, during a lecture (peer discussion). In order to successfully implement peer instruction, more is needed than simply 'talking about this with your neighbor. It is important to pay attention to the question you are asking, the instruction you are giving of the peer instruction moment.

d. Discussions or debates

discussion or debate is something that often happens in the classroom or is used by the teacher in the learning process because it can bring students into direct interaction by expressing their opinions.

Discussion not debate, is a pathway to intellectual growth. That's because when we're alone or talk only to those we agree with it's hard

to see where we're right or wrong. In fact its very easy to delude ourselves into thinking we're right all the time. So discussion doesn't mean talking in an echo chamber. Rather, it's essential to try to see ourselves as objectively as we can. Talking openly to those we disagree with is a good way to do that. But of course it's hard.

Debate is easier because you never level criticism at your own argument. In a good discussion you have to, at least tacitly. Also, in an ideal discussion you tackle your strongest challenger's best arguments; again the opposite of debate. You enter wanting to understand the other side, coming not with prepared criticisms and zingers but with honest questions. Because our default mode tends to be defensive, a good discussion means having to put some energy into the attitude that "We may both be wrong." You don't exactly ignore your challenger's weaknesses. You point them out as part of the learning process, but you also have to accept that her points may not be as weak, nor yours as strong, as you thought.

A good discussion reveals the weaknesses of your argument, to yourself and to the other discussant. To correct an error you first have to be made aware of it and second to admit it. But to make yourself vulnerable by such an admission requires trusting that your challenger won't hammer you over the head with it. As discourse turns to debate,

that kind of trust vanishes. talking about debate and discussion in their pure forms. Discussion and debate can get jumbled together and real-world discourse usually falls somewhere in the middle. Also, if a debate takes place in the context of a larger discussion, one in which the debaters afterwards openly discuss the strengths and weaknesses of their positions as revealed in the debate, then it could serve a heuristic purpose. I sometimes do this in the classroom. Nevertheless, it's important to keep the distinction between discussion and debate clear.

From the above explanation of the type of verbal interaction can be conclude that of all the types that have the same focus is how communication occurs for yourself or others, when others understand what we say and respond it means interaction occurs . And also from the above type an expert suggests that verbal interaction has benefits.

According to Buzaniye (2015) said there are benefits of verbal interaction, which are :

1. Gives clear expression, when there is verbal interaction, people are able to express themselves quite clearly. They can be able to emphasize on certain ideas, views and insights as they cite examples thus facilitating for a clear understanding among the communicators.

2. Provides good understanding with verbal interaction you can be able to understand people better. When you speak to someone and they respond to you as well as you continue to engage in a conversation, you will get to understand this person more because you are able to explore his emotions as well as body language through his words. With communication, there is no guess work. You can understand exactly what the other person is saying to you.
3. Gives satisfaction, whenever you engage in a verbal interaction, you are able to express what is on your mind. And however much you may never get all your requests met at any particular time, it is satisfactory to know that you are able to express yourself and get your thoughts and wants recognized and understood.
4. Increases popularity, effective interaction is done by both verbal and non-verbal communication. However, the former is the most successful when it comes to discussing, explaining and citing examples. People who have good verbal communication can easily make friends because they are able to express themselves clearly thereby understanding others as well.

In addition, the functional analysis of students' verbal interaction focus on the purposes for which verbal language is used in a given context. It investigates and highlights the communicative strategies applied by individual students whilst taking part in interaction Analysis of this nature often

concentrates on the illocutionary force of an utterance that is on its functional meaning. The functions for which students use their oral language are closely linked to the topic of discussion as well as to the individuals' expectations and evolving interpretations of the situation shaped by the sociocultural context of the activity. The functions of language used in the course of interaction serve both intra- and interpersonal purposes. On the one hand, the purposes and intentions carried by means of verbal language serve an ideational, i.e. cognitive function. On the other hand, they serve an interpersonal function relating to the personal and social relationships between the interaction.

Verbal Interaction can be explained as exchanging ideas and thoughts by using words whether spoken or written. As humans, communicating with each other is very essential because through this we are able to interact, learn and understand each other. With verbal interaction, we are also able to build relationships and trust and many other things. The following are some of the benefits of interaction verbally.

C. The Conceptual Framework

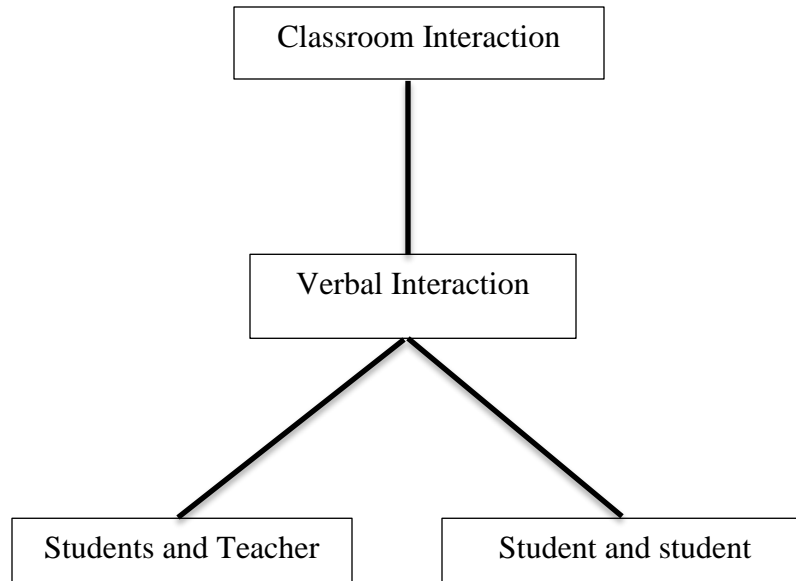


Figure 2.1: Conceptual Framework

The process of the research is illustrated as in the existing diagram above. The research will start by a classroom interaction which is a verbal interaction and will observe in classroom to know how the interaction between teacher and students. The researcher will record the learning process in classroom, The next step is conduct a data analysis by make a transcript based of a video record in classroom a transcript from the whole record will be added.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research is qualitative descriptive method. Qualitative research method is used to examine question that can best verbally describing how participants in a study perceive and interpret various aspects of their environment.

Qualitative research refers to process-oriented methods use to understand, interpret, describe and develop a theory on a phenomena or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning. Descriptive qualitative research is mostly associated with words, language and experiences, qualitative research is concerned at how opinions are formed.

In this study, the researcher will investigate students' responses toward the verbal interaction in class with their teacher; it is along with the objective study to analysis the verbal interaction by giving questioners and doing interview to students to collect the data.

B. Research Variable and Indicator

Variable in this study is Verbal interaction. And the indicator is direct interaction.

C. Subject of The Research

Subject of the research is a English teacher in SMAN 9 Pangkep, consist of two teacher where have a different class in first grade.

D. Research Instrument

The researcher collect the data by using Observation and Video record.

E. Data Collection

In collecting the data, the researcher doing the steps as follows:

1. Observation

- a) The observations do at SMAN 9 Pangkep.
- b) The researcher meets the English teachers and go to observe that class.
- c) And then research observed the English teacher in teaching and learning process in research to collect data.
- d) The research observed the interaction in learning process in the classroom.

F. Technique Data Analysis

According to Miles and Huberman (1992) in this model there are three analysis components, namely data reduction, data display and conclusion drawing. The three activities in interactive model analysis can be explained as follows:

1. Data Collection

After identifying the problem, the researcher collected the data by observing the learning process in a classroom and record video while a learning process. All the recording data and observation data collected and then the researcher wrote the transcription of the recording from the transcription, the researcher got data. At this stage, the researcher identified the verbal interaction by English teacher and students in classroom.

2. Data reduction

It is process of minimizing the amount of the data that needs to be stored in a data storage environment. In this research, the researcher select data obtained at the time of research regarding the verbal interaction in classroom, and then the data classifies and choose simply.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with the result of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation and record video while learning process in classroom, the result of the research findings.

A. Research Findings

1. Verbal Interaction between Students and Teacher

Based on the observation, the researcher has been found that the kinds of verbal interaction between students and teacher in classroom. There were Intrapersonal interaction, Interpersonal interaction, Small group interaction, Public interaction.

The extract below from a transcript was record in classroom.

a. Intrapersonal interaction

Intrapersonal interaction is how students and teacher have own interaction with their self like a silent interaction in classroom if teacher and students speak something without communicating with other people.

Extract 1 (teacher 1)

S : *Stand up, say greetings to our teacher (Assalamu Alaikum Wr..Wb) sit down please...Pray....*

Extract 2 (teacher 1)

T : So, the material have the correlation with the material last meeting, okay so I still remember that last meeting I have introduce about what is the correlative conjunction.

Extract 3 (teacher 2)

S : Attention please, say greeting to our teacher (Assalamu Alaikum Wr. Wb) sit down please, pray to god.

The presenting extract 1 presents how the student felt that he was a leader in class and had to respond what the teacher said, because it was in accordance with the meaning of intrapersonal interaction.

where a person confident to speak without coercion and arises awareness of anyone, namely silent conversation, such as when we think of something and find our own answers without talks with others.

In extract 2 above shows how the teacher reminds material to students and makes students think to respond, why the interaction can be intrapersonal because the teacher strives to continue to make students continue to focus by giving questions that make students think to respond.

While extract 3 from teacher in another class presents how the student immediately responds to what teacher said, when student prepare the class without any demands from anyone who feels that he is a leader in class with direct reflexes giving direction his friends to pray before the class starts, that is a intrapersonal interaction that comes from the student.

b. *Interpersonal interaction*

In the next is interpersonal interaction, the following extract represents how the teachers interaction with student face to face to make student more understand about the material in classroom.

Extract 4 (teacher 1)
S(1): *conjunction...*

In the extract 4 above shows that between teacher and student have a interaction, when teacher ask and student answer. And than the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

c. *Small Group interaction*

Extract 8
T : if you feel difficult to analyze or make your own sentence you can have 2-3 people, each of you can make a sentence like the example above and then go up and write it down based on the picture in the book.
S : yes mom,

In extract 8 it shows how the teacher gives the opportunity for students to be able to form groups of 2-3 people then each student can work on each question and exchange opinions later, after completion students can work on the board so that other students can see the results. Interaction between students can make the students' curiosity come out because it seems based on the results of the video recording students look enthusiastic when working on assignments in groups.

Meanwhile the interaction of students and teachers was even closer when the small group interaction was implemented because the teacher would more often receive questions from students about how to work and also better student responses when the teacher came to the desk of student groups, the role of the teacher as more information function in this case the information or knowledge delivery is stronger than the teacher only talking in front of the class without stopping while the student is not paying attention at all.

In addition to the video recordings the researchers took during the learning process, it can be said that students seemed excited by the interaction of the small group because the students' responses were more active than other interactions.

There is interaction in the class involving the small group, because students feel more interested if they can be done with friends and also this can shorten the time in students doing something, this interaction is usually deliberately done by the teacher to make students work correctly and quickly .

d. Public Interaction

Base on the observation conducted by the researcher, teacher and student make a public interaction in classroom.

Extract 9 (teacher 1)

S : in pairs

*T : okay, a correlative which that come in pairs, others?? Any opinion?
Another opinion? About correlative conjunction, any opinion? about
what is correlative conjunction?*

Extract 11 (teacher 2)

S : (noisy situation)

T : heii, hallo....

S : haii....

In Extract 9 above shows the teacher and student interaction, where the teacher asks about the material and students do not remember all the material that was learned last week, then the teacher re-explains the material briefly to make the students return to delirious, in this case public interaction occurs because the teacher becomes the center of attention of students and students pay attention to what the teacher says. public interaction means one person who is listened to by a group of audiences.

From the extract above shows the same interaction with extract 10 because there are public interaction but in extract 11 show how the way teacher to make student focus on class and trying make the atmosphere in the class to be not noisy.

additionally in public interaction that occurs in the classroom, the teacher acts as a supervisor and supervisor so that the learning process activities run smoothly as desired, because sometimes students when

they feel the teacher does not pay attention instead acts carelessly and no longer connects learning, as seen in class when teacher's attention is not centered on students eating students sometimes very noisy and unfocused.

So the results of the transcript above are based on the English teacher during the teaching process in the class. But basically every teacher and student has their own character, each teacher has a different way of teaching. Even if their teach with the same subject. Not to compare but based on the sample of the researcher to observation two teachers so that there are two teachers who are researcher researchers.

2. Verbal Interaction between Student and Student

Based on the observation, the researcher has been found that the kinds of verbal interaction between student and student in classroom. There were Group project, Group case study, Peer instruction, Discussion or debate. The extract below from a transcript was record in classroom.

a. Group Project

is the interaction that occurs between fellow students when in groups there is interaction when they are working on a project or task that must be done together.

Extract 12 (teacher 1)

T : if you feel difficult to analyze or make your own sentence you can have 2-3 people, each of you can make a sentence like the example above and then go up and write it down based on the picture in the book.

Based on extract 12 shows how students interact with other students when the teacher asks to do the task with classmates in the form of groups, students can complete the task with the help of friends. based on classroom observations, students feel more happy when working on assignments in groups to be able to exchange ideas.

The project group also functions as a way for teachers to handle the classroom atmosphere with group formation that makes students easier to manage and in the direction to be more focused in the learning process. Then students can learn more from the group project.

In addition, the project group makes students more able to designate their creativity in group interactions because sometimes students feel embarrassed to show their creativity because of many factors, so this interaction makes students more free to express themselves in terms of learning and interactions formed between fellow students better.

b. Group Case Study

In a group case study, it is almost the same as a group project except that the group case study is usually used when there is a question in the form of a story that must be completed.

in the classroom observations the researchers did this interaction did not occur in the first class or the second class because the learning material did not require this interaction between students and students.

although most group studies are used in scientific and mathematical disciplines but the use of these interactions actually has a good effect on the development of students' thinking basically because it encourages students to think more deeply about a given problem, then can exchange thoughts with other students in groups that make more knowledge that students can get.

c. Peer instruction

is the interaction that occurs between students in the class, where it usually happens when students do not know something when the teacher finishes explaining and there are students who do not understand what was explained earlier, such as extract below.

Extract 13 (teacher 1) <i>S(2): what kinds teacher say in last meeting?</i> <i>S(1): this "that come in pairs" a not only</i>

from the extract above shows the interaction between students, when one student asks another student and gets a response then there is interaction between student and student, while the learning process the researcher saw this interaction is can be help the students to more understand and make a good relationship with the other students.

based on the basic concept of peer instruction where the instructions can come from wherever the classmates mean, making this interaction play a role in increasing the care of fellow students in the class, fostering caring for others. then this interaction can also make students more

willing to know and curious about the subject matter if they ask classmates

d. Discussion or Debate

Discussion or debate is the interaction that occurs most often in the classroom during the learning process, because discussions usually occur without being realized by the students themselves, based on observations several times seen students gather to discuss the questions explained by the teacher not infrequently they also argue because they feel what they answer it is correct but it is not listed in transcript because most students gather to cheat.

the difference in discussion and debate is more on the goals and objectives if the discussion is usually done in class together to solve problems by exchanging ideas and debates are usually done to show opinions in front of the public and more towards criticizing the opinions of others and maintaining what considered right, both of these interactions are good because they have many benefits for students in the class.

B. Discussions

The section presents the discussion of the research finding. It is about verbal interaction between students and teacher also student and student in classroom

1. Verbal Interaction between Students and Teacher

a. Intrapersonal Interaction

intrapersonal interaction between students and teachers in the process of learning English is a personal interaction that occurs with oneself, either students or teachers, which makes students learn to get things done with themselves also train students to think better in class. and also when students or teachers multiply this interaction makes the learning process run smoothly because the awareness of students arises to do something without any influence from the teacher or other students.

This interaction also helps teachers in learning processes such as when students are confused with the material so students can think better before asking, because as we know sometimes students feel there is no need to look for answers themselves but rather ask questions, even though there are more students in apply but laziness of students is still very high to find themselves.

While looking at the concept of intrapersonal interaction, that is interaction with oneself, then proceeding with actions for oneself or others, examples that can be seen occur in the classroom when the teacher decides then students are busy themselves with other discussions, noisy, and not

pay attention, there will be an understanding and interpretation of something in the mind of a teacher that students do not pay attention and must do something so that students focus again, for example reprimand or give direction so students do not do these things.

Then why say intrapersonal interaction is verbal interaction between students and teachers, because the results of understanding or interpretation from within the teacher or student will be done through action directly when the teacher admonishes students there is verbal interaction that makes the teacher communicate with students and also create interaction with the teacher.

In addition to what the researchers identified from the video recordings of the learning process in the classroom, personal interaction should be used more so that the teacher can better understand and understand the character of the students in the class, because the teacher should be the knowledge provider who can understand who will receive information and students as recipients of information so that the learning process runs well.

Intrapersonal interaction which can be seen in extract 1,2, and 3 in extract 1, it can be seen how a intrapersonal interaction comes from the student itself, because when the teacher says something students who feel themselves as the class leader with reflex stand up and lead their friends to pray before learning, this is referred to as intrapersonal caused by the

communication within the student that makes him feel to respond to what is said by the teacher. Then in extract 2 it can be seen if intrapersonal interaction occurs in the teacher where when the teacher explains but it turns out that the students do not understand then the teacher reflex explains what was explained or repeated, because it is seen from how the students make the teacher feel that what say not understood by students that is the reason why teachers explain again and when that happens in the mind of the teacher of course there is interaction that only the teacher does in his mind.

Then extract 3 is the same as extract 1 where students feel they have their own responsibilities so they must be able to respond to what is said by the teacher, only extracted 8 which occurs in the second class or IPA II with different teachers from the first class the class leader tends to have to make more effort to make his friend stop to make noise when he will pray.

In addition, intrapersonal interaction makes the classroom atmosphere more conducive of course if students and teachers can apply this interaction well the learning process will run smoothly, but with what is observed it is very rare for students and teachers to use this interaction in class especially in class. the second is due to various aspects that affect one of the student's learning, as happened in the second class of English language in the last hour where the student's focus has been divided and the noisy situation makes the learning process not work well.

b. Interpersonal interaction

The second is interpersonal interaction, seen in extracts 4, 5, 6, and 7. that interpersonal interactions occur in students and teachers where this interaction occurs between two people. Based on the concept of interpersonal interaction, interactions that occur between two people in the form of a speaker and listener's relationship directly. So if it is positioned in the teacher class as a speaker and student as a listener, in this case the interaction that occurs between the teacher and the student can be in the form of questions and answers or how students respond when the teacher asks something to the student and then the student answers properly or not. This interaction occurs most often in the learning process as seen above based on the transcript that the researchers put forward even this interaction occurs a lot in the classroom and is an interaction that makes the teacher and students can communicate well during the learning process, seen the teacher asks and students respond later on the contrary when students feel there is something that is not understood students ask and the teacher responds, in this case the role of the teacher is more needed because of the different character of students there are students who dare to ask questions and think there are others who choose to be quiet without asking while other students are busy searching for answers or asking questions is always someone who chooses to be quiet and does nothing, the teacher as a guide and teacher must see this situation as something that

needs to be improved by giving extra attention to students who are more quiet or inactive by approaching them and asking, "Is there anything that does not understand this?" This will make students feel that the teacher's attention makes them feel they must be active in the learning process.

Additional interpersonal interaction makes the classroom atmosphere more active and makes the learning process run well because the role of the teacher and students is well implemented. From the two classes which are observed by researchers, the two teachers interact well, but the various student responses make the teacher sometimes must work extra so students can understand and be fully active in learning.

c. Small Group Interaction

Small group interaction, seen in extract 6 in the first class where the teacher gives students the opportunity to work in groups where the group will have interactions that exceed two people and usually students prefer to be in groups because asking questions and exchanging opinions other than that can streamline time. But in the second class there was no small group interaction because the material learned had no need for group formation and the jury depends on how the teacher tried to study the class during learning.

Small group interaction is an interaction that often occurs the same as interpersonal interaction because this interaction occurs in the learning process when the teacher gives assignments and is formed in a group

consisting of 2-3 people then discuss to complete the task, the interaction of teachers and students occurs a lot because the teacher has a lot of time to control and pay attention to each group better whether students do the task well or not.

Based on the results of observations of researchers when the learning process in the classroom this interaction did not occur much because this interaction occurs when the material in the class is suitable for the form of groups because not all material can be in groups for students to do assignments, such as the class the first to form groups to do assignments and the second class does not exist. But from the results of video recordings in the first class, students were enthusiastic in the learning process in the form of groups because it made students able to be creative to complete tasks and express opinions or share ideas with other group friends.

And also for the teacher with the existence of this group interaction makes the teacher able to control the work of students with better, because when formed a group of students can do the task more quickly so that the material discussion can be more in depth and the teacher can train students to be more independent looking for material and answers the right one without continuing to ask the teacher without trying on his own, the class becomes more organized with this interaction because students can focus more on the group so that no students are just silent and not responding.

With this interaction the whole class becomes more organized and can be controlled without a fuss that is not clear and disturbs the learning process, but in the second class this interaction does not occur because the teaching material is not suitable for group formation.

d. Public Interaction

Public interaction is an interaction that occurs between a speaker or one person with another person but in a broad context such as in public if done in an interaction class this becomes an interaction that mostly occurs in class, the teacher as the speaker then students as listeners where the teacher becomes the focus of attention in the class by providing knowledge and information in the classroom and students as listeners and recipients not only that this interaction is usually related to small group interaction because when teachers form groups and give assignments after which students are asked to present the front of the class, students become speakers and the center of attention then others listen.

in extract 9,10 and 11 there is a public interaction between teacher and student pay attention to what the teacher says then happens public interactions where the teacher becomes the center of attention or material giver and students who pay attention or listen to become public because of the large number of students in one class. Same as extract 10 the teacher also gives information to students and students listening so that public interactions occur in the classroom.

Then in extract 11, public interaction occurred between students and teachers, except that the difference was in extract 11, the teacher tried to calm the class which was very noisy in the second class or IPA II because the conditions of the class were too noisy so what the teacher said was not well received by students.

Based on observations in the interaction class, it becomes an effective way to make students practice public speaking skills and of course students' self-confidence to speak or express opinions in front of others, students become more daring to speak without worrying to make mistakes better to try and learn to speak in front of the class. The different character of students makes not all students dare to speak and then here is the task of a teacher to make students learn to want to try.

In addition, during the learning process in the classroom the teacher gives time and opportunity to students to work on the questions and then writes on the board and explains how students answer and the reason students answer like that, in this case public interactions occur and provide a focus effect for other students.

2. Verbal Interaction between Students and Student

a. Group project

Project groups are groups that are formed and give a task, in this class usually this interaction often occurs where students are formed in several groups and given assignments to be completed by helping each other group members, then interactions between fellow students occur in groups this is because when exchanging ideas or working together to solve students who are in groups interaction or communicate.

Based on observations of researchers in the classroom when the teacher forms a group in the class students look excited and like to work together in groups because they can't only interaction but students can learn how to complete tasks or questions from other friends and can make students' knowledge increase, then with interaction These students become more active in groups that students usually only use when the learning process with this group makes students more active and can blend more with their classmates.

in findings, the group project gives a positive effect for students, if students feel difficult then other students in the group will teach how to solve but it is not uncommon in groups that problems arise but most occur if one group member plays more and does not focus then disturb other students in the group.

b. Group case study

This group is usually used mostly in science and math because there is a problem that is given to each group and must be completed with group members, but even in language learning it is sometimes used to make students focus during the learning process, but come back again depending on what material is taught when in class.

Then why is the group case study said that the interaction between students and students is the same as the group project, when students are formed in groups eating interactions will occur especially in a case study that requires students to solve problems together by exchanging ideas, opinions and discussing them to solve them. the interaction process also can students learn from other students.

Additional group case studies also teach students to be more confident by talking in groups about their ideas or opinions and dare to talk to other friends, because in class not all students are active and want to mingle with this interaction to make students more familiar with each other .

c. Peer instruction

Peer instruction is the interaction between two or more fellow students in the class, this interaction is more intense in the person of two people because this interaction usually occurs when students in the class do not understand the material and then ask other friends in the class and the student responds to this interaction , not only that this interaction can

also occur with communication outside the lesson such as when a student tells another student that a student in the class is called by the teacher then this is a peer instruction.

Based on observations in class, this interaction becomes the interaction that occurs most often between fellow students, because it is done unconsciously when students provide information that is informative and other students respond to this interaction, besides when students talk to other students then ask for something then this is the peer instruction.

additional interaction is good to do in class because it can make students get to know each other, even outside the lesson helps students to mingle with other students in the class so students can be more familiar and build mutual care attitude among classmates.

d. Discussion or Debate

This interaction may have been very often seen in class because discussions and debates often occur between students in a class, discussions usually occur when students are divided into groups and discuss to find answers then argue in groups often to determine answers but in debating usually students will go too far to discuss something because usually debating often makes students finally feel themselves right but here interaction occurs.

The interaction of students and teachers above discussion is a good thing to make students more active in the classroom and more focused and

also in the interaction of students and students discussing also makes students more active and can get to know the character of other students, the role of the teacher is needed in this interaction as a guide and mediator between students so that student discussions do not come out of teaching material in class.

In addition to the combination of discussion and debate, it is good for the class with active students to be able to focus on learning and make teaching material in the classroom, teachers must be smart to control active classroom conditions, and student interaction works well with teacher supervision.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation transcript from a record in classroom. The finding verbal interaction between students and teacher, show that there are intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction, but mostly just interpersonal interaction and public interaction and also verbal interaction between student and student that happened in class. The researcher found out that there are 12 data content of verbal interaction between students and teacher and also verbal interaction between student and student utterance on teaching process during the observation. but in this class not have a small group interaction because their material is not use a group discuss. From all the data it means the verbal interaction must be have in classroom but how the verbal interaction running well its according by students and teacher.

Verbal interaction between student and teacher students and students has a relationship with each other and influence each other because the interaction between students and teachers occurs, of course interactions between students and students will occur as well and students will focus more if both of these interactions can occur in the classroom because of the teacher's role and students carried out. then why do these two interactions fall into the verbal interaction

category because they are directly related to students and directly occur in the classroom in the learning process, the verbal interaction function is so that students feel more close to the teacher and can well accept what is taught.

B. Suggestion

From the analysis about verbal interaction in classroom, the researcher has some suggestion as follow:

1. The teacher

The researcher suggest the teacher must be able to control the class when the learning process takes place, give students more opportunity to ask questions and if students feel afraid to ask the teacher must give special attention so that students feel that not only smart people are noticed by the teacher.

2. The students

After observing for several weeks, the researchers felt that they needed to be told a few suggestions to students namely to keep the behavior in the classroom and listen to the teacher when explaining, when the teacher pointed to other students should not even make noise and talk about outside the material. other than that for students to keep the spirit in each learning process so they can understand what is explained by the teacher.

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Appendix.1

Teacher name : Fachma S.pd

Transcrip 1

T : ok, where is the chairman? Please...

S : stand up, say greetings to our teacher (Assalamu Alaikum Wr..Wb) sit down please...Pray....

T : Waalaikum salam Wr.Wb

T : okay, who didn't come today? (ketua kelas siapa yang tidak hadir?)

S : lengkap Bu'

T : okay, that's very good.

T : good morning, how are you today?

S : im fine

T : okay that's good, so I thing that you know today we study English right?

S : yes....

T : okay, so today we are going to study about correlative conjunction, correlative ...?

S(1): conjunction...

T : okay does anyone still remember about, aaaa know about what is correlative conjunction?

T : okay, one word include as a correlative conjunction?

T : so, the material have the correlation with the material last meeting, okay so I still remember that last meeting I have introduce about what is the correlative conjunction. So today before we more aaa study about correlative conjunction maybe some of you can give opinion about what is correlative conjunction? What do you know about correlative conjunction, what they are? Include as a correlative conjunction.

T : hah? What? the first, what a correlative conjunction? According to you, what's your opinion about correlative conjunction, what is correlative conjunction exactly? Ada yang masih ingat? Kan minggu lalu sudah kita bahas sedikit itu correlative conjunction, hari ini saya menganggap kamu sudah punya sedikit gambaran itu correlative conjunction apa.

S(1): therefor dan not only

T : nah not only, but also itu contohnya dari correlative conjunction , sebelum masuk contoh kita masuk dulu itu what is, apa itu correlative conjunction.

S(1): that come in pairs

T : hahh? Apa??

S(2): apa apa itu minggu lalu na bilang ibu?

S(1): itu ee “that come in pairs” yang not only

S : come in pairs

T : okay, correlative conjunction is a conjunction that come....

S : in pairs

T : okay, a correlative which that come in pairs, others?? Any opinion? Another opinion? About correlative conjunction, ada yang punya pendapat lain? Tentang apa itu correlative conjunction?

T : Rauf what about you?

S(1): is send opinion

T : hah? Send opinion? Or you have another opinion? Do you agree rauf if your friend say that correlative conjunction, is correlative which that come in pairs, Agree?

S(1): yes..

T : yes? What about you Agung? Hah?

T : sama pendapat mu kah dengan tadi teman mu bilang kalau correlative conjunction, katanya itu penghubung dalam bentuk berpasangan, iya?

S : yes...

T : yes? Jangan yes yes saja baru tidak tau apa itu yes yah, simple itu adalah yes or no, karna ada memang pertanyaan yang jawabannya hanya yes or no tapi harus ada dasarnya yah.... Jadi ok that's true.

T : correlative conjunction is a conjunction which come in to pairs, namanya pairs itu berpasangan jadi kata penghubung yang bentuknya berpasangan, jadi nanti ada kata entah kata benda atau apa, itu nanti ada pasangannya jadi kata penghubung dua part pertama dan kedua, saling berhubungan dan nanti akan membentuk kesatuan makna dari kalimat tersebut, ok?

T : ok sekarang pertanyaannya adalah yang mana itu? Which one include as a correlative conjunction, yang mana? Coba siapa yang tau angkat tangannya coba satu dulu yang mana itu yang masuk correlative conjunction yang kamu tau.

S : not only, but also

T : not only, but also okay and?

S : neither not , but and

T : neither not, both and bukan but tapi both and.

T : okay sekarang you can check the material in your task book page 62, open the task book please... so, for your information about correlative conjunction also provide the material on your task book page 62. So sudah di liat? Dapat?

S : yes...

T : also provide a sample of correlative conjunction, look at the example of the correlative conjunction in included in sentences, okay? The first one said " I want the either cheesecake or the frozen cold chocolate" second " neither the money not the

jewelry was stolen” ketiga “jim failed both chemistry and physic” and last “George spoke not only to he but also to me”

T : kalau merasa susah untuk di analysis atau membuat kalimat sendiri kalian bisa ber 2-3 orang, masing-masing bisa membuat kalimat seperti contoh di atas lalu nanti naik di tulis yah berdasarkan gambar yang di buku.

S : iyye bu’

T : okay rauf can you read first sentence? Please...

S : I want...

T : come on speak louder, kasi besar suaranya... the cheesecake or the frozen cold chocolate, okay thank you , next second sentences siapa mau baca? Yes... you...

S : neither the money not the jewelry was stolen

T : okay next? Ok... you

S : jim failed both chemistry and physic

T : okay and the last...

S : George spoke not only to he but also to me

T : okay, so mana lagi correlative conjunction nya di sini?

S : neither, but also, both , or, of ,.....

T : oke makanya tadi di bilang correlative conjunction is a correlative that come in pairs berpasangan ki di dalam, jadi kalau ada either di sisni berarti harus ada or nya di sini juga muncul yahhh demikian juga yang lain dan seterusnya. Karna untuk correlative conjunction.

T : okay next aaa.. also to make so you can check your task book here also example, here a the picture jadi kalau kita tadi ini langsung muncul kita nanti analisa dulu yang mana statment action 1 action 2 kemudian di gabungkan dengan bentuk correlative conjunction.

T : so look at the task book please here the also statement are a propriate the picture so here are the 4 picture and also sentences statement provided, so the first one said “ I want the single race” and the second “ I also want the group race” nah kalo di gabungkan ini 2 statement langsung saja “ I want the single race I also want a group race” menghasilkan kalimat??

S : I also.... Want...

T : yahh let say jadi kita kasi subject nya kalau tadi dia kan yang ngomong kan atlitnya yang ngomong, kalo kita state kan menyatakan itu kalimat kamu ganti subject nya di kondisikan jadi kalimat itu biasanya tergantung siapa yang berbicara jadi bisa saja berubah okay??

T : “I want the single race I also want a group race” jadi kalau kita nyatakan itu kalimat bilang apa?

S : atlit john mayers want.....

T : jadi atlitnya ini mau bukan hanya dari single tapi juga group, berpasangan. Ok next picture

T : “green apple atau greet apple? Ok dalam mempelajari kalimat ada beberapa rules yang harus di ketahui jadi seperti di kasi subject dulu ada verb, look at the example page 65 pattern of correlative conjunction seperti not only but also kita bisa

pakai subject, subject itu gampang jhi toh? Di tentukan apa subject nya? Yang mana lagi subject?

S : I, you, we, they, he ,she, it

T : kenapa di sini tidak ada suaranya? Coba ulangi tadi nasrul, okay coba sebutkan

S : I , you, we, is

T : ihh is bukan is itu

S : he, she

T : yeahh.... Apalagi?

S : he, she

T : okey itu subject paling umum tapi ada itu biasa yang di tentukan subject yang bisa di gantikan dengan kata benda seperti, itu tadi say bisa kamu gantikan sebagai teacher yahh, he bisa kamu ganti menjadi lutfi, kalau she bisa di ganti jadi Ani, jadi jagan selalu kalau bikin kalimat, bisa di kati dengan pronoun.

S : bu ijin ke wc

T : what you will say? Apa di bilang kalo mau ijin in English?

S : I want....

T : I want to go toilet, cepatt yahh

T : okay kalo tadi he bisa di ganti lutfi kalau they kalian semua bisa di ganti? The students jadi kalo they itu sudah masuk plural atau jamak kalimat jadi bedakan itu yah jangan kaku membuat kalimat.

S : iyya bu..

T : okay sekarang tolong di kerjakan semua masih ada 3 example yang kosong silahkan di kerja nanti kita bahas sama-sama, you have time 5 minute to do it, okay go...

(after 5 minute in class)

T : have done?

S : belum ibu

T : kenapa belum? Sudah lebih ini 5 menit, cepat kerjakan sudah hamper ini habis waktunya.

S : iye bu

(2 minute)

T : sudah?

S : tunggu dulu bu...

T : heiii, I say 5 minute but now is more over that, so siapa yang selasai tolong baca ayooo,

S : I drink both coffee and cake

T : kalo drink coffee cocok karna minum tapi kalo cake masa minum kue? Kecuali kegiatannya sama seperti minum coffee dan minum jus nah bisa tapi kalo di tulis di tulis drink cake kan ndak bisa harus nya eat cake.

T : misalnya I drink coffee and jus atau I drink not only coffee but also jus, nah itu bisa yahhhh... coba di tulis di papan kalimat nya biar gampang di mengerti.

S : saya bu...

T : okay silahkan...

S : (sementara menulis)

T : perbaiki tulisannya nak, kenapa naik turun gunung hahaha ndak bagus kan kelihatannya.

T : okay jadi seperti tadi ada rumus nya yah ada kata kerja, lalu not only boleh yahh, jadi karna di gambar ada cangkir jdi kita tulis not only a cup, cup itu cangkir yah jadi not only a cup tea but also eat cake.

T : ada yang lain? Atau sama? Same?

S : my mother...

T : yeahh bisa hanya subject nya yang berbeda my mother atau my father, okay next sentence? Yah lutfi

S : my father not only bring the dong but also the cat (membaca dengan cepat)

T : heiii lutfi slowly please, jangan kaya di kejar yah pelan-pelan saja

S : iyee bu

T : yahh betul mau dog atau cat nya duluan its oky, thank you. Last picture, rise your hand please... okay you...

S : I have not only the young brother but also young sister

T : okay betull sudah bisa yahh, gampang sebenarnya asalkan kalian mau belajar dan memperhatikan. Okay karna waktu nya sudah habis jadi kita akhiri pertemuan hari ini dan ingat 2 minggu kedepan itu sudah ujian semester jadi sekitar awal bulan desember kita sudah ujian semester, ingat soal yang muncul pasti dari apa yang sudah kita pelajari temaksud hari ini. Okay sekian Assalamu alaikum Wr.Wb.

S : Waalaikum Salam Wr.Wb

Appendix 2

Teacher name : Misrawati S.pd, M.pd

Transcript

T : hii class, good afternoon, the chairman please...

S : atantion please, say greeting to our teacher (Assalamu Alaikum Wr.Wb) sit down please, pray to god.

T : Waalaikum Mussalam Wr.Wb. okay class two weeks later be come a last meeting for us okay? Because desember is a last semester jadi bulan desember kita sudah ujian semester. Okay?

S : okay mam

T : okay so, sekarang passive voice yah? Maybe you can open your modul, page 14.

S : (noisy situation)

T : heii, hallo....

S : haii....

T : hallo....

S : haii....

T : okay let see page 14, all of you pay attention on the table there are Opinion, size, age, colour, nationaly, noun, noun itu kata?? Benda yahh okay two weeks later we study about adjective + noun. Hallo focus please...

T : do you still remember? Masih ingat?

S : no...

T : okay I will memorize you, please memorize it yahh

S : okay mam

T : adjective + noun = noun, iyahhh di ingat yah, for example beautifull + girl, okay girl is a noun yah, beautifull is a adjective, ok its right? Jadi beautifull girl is a noun, ok? Understand?

S : yes...

T : okay thank you, now we move to next item there are are Opinion, size, age, colour, nationaly, noun, okay kalo minggu lalu only adjective sekarang berbeda, okay for example apa?

S : beautifull

T : let see, do you see this book? Bisa liat ini buku?

S : bisaaa

T : buku ini, apa tulisannya?

S : bahasa inggris

T : yeahh buku warna biru yang besar, cantik dan?

S : berbahasa inggris

T : oke buku berbahasa inggris berwarna biru yang besar dan cantik, okay sekarang kita cocokkan dengan yang di tulis di papan tadi. Jadinya beautifull big blue English book dan ujung nya tetap naun. Ok give me one example siapa lagi?

T : ok kalau misalnya kalimat hanya ada colour, size dan noun its ok itu bisaa yahh ndak harus ada semua yang di tulis di sini, coba siapa bisa?

S : tas yang sudah tua,

T : okay coba nenek yang sudah tua ramping dan langsing, mengerti?? Satu lagi...

S : (really noisy class)

T : hallo...

S : haii

T : satu contoh lagi, this is big pink bag coba...

S : (noisy)

T : pleass heii you sit down. Dengar.... Jangan bersamaan bicaranya ibu mau dengar yang mana kalo begitu.

T : okay kamu tulis di atas

T : unique old red book English

S : ada big nya bu...

T : okay pake big, jadi unique old big book

T : okay next siapa lagi bisa.... Ayoo

S : (noisy)

T : please open your book, kok belum mengerti ayooo

S(1): bu apa kalo "Lake" bu? Ndak tau ki artinya

T : buka kamus nya, jangan biasakan bertanya terus? Usaha sendiri, ayoo apa?

S(1): ehh pinjam dulu kamus mu (talk with another student)

S(2): tunggu ku pake juga, ohh ku tau mi...Danau bu

T : nah ituuu, oke next analisis them now please

T : sudah? Silahkan di tulis yah kamu

S(1): salah nanti bu

T : its ok we learn here yahh kita belajar ndak apa-apa. Ayo analisis

S(1): (write in white board)

While one of student write in white board, 3 students discussion in the table

T : nah itu bisa jadi artinya, monyet ke emasan yang cerdas

S(1): benar ma bu?

T : iyya sudah benar, good. next? Terakhir siapa lagi?

S : (very noisy)

T : okay tolong belajar di rumah, analisis dulu biar gampang, understand?

Understand?okay see you next week thanks. Assalamu Alaikum Wr.Wb.





CURRICULUM VITAE



Nurul Fitri Firdaus is a student of English Department in Muhammadiyah University of Makassar. She was born on 03rd March 1995 in Pangkep. She is the second daughter of marriage between Firdaus and Sukmawati. She has an older brother named Awal firdaus

In 2001, she started her elementary school at SDN 14 Bonto - bonto and graduated in 2007. Then, she continued her junior high school at SMPN 1 Ma'rang and graduated in 2010. After that, she continued her senior high school at SMAN 9 Pangkep and finished her study there in three years. In 2013, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle "*Verbal Interaction Between Students and Teacher in Classroom (A Descriptive Qualitative Research At SMAN 9 Pangkep)*".