

**THE ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER
AND STUDENTS IN CLASSROOM**



A Thesis

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in partial fulfillment of the requirement
For the degree of education in English department*

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Motto :

***Jangan menggantungkan harapan
selain pada ALLAH Subhanahu***

Wata'ala.



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Wismaul Fajriah

ABSTRACT

Wismaul Fajriah, 2019. The analysis of verbal interaction between the teacher and students in classroom (*A Descriptive Research at SMAN 9 Bulukumba at ninth grade*). Guided by Sitti Asriati AM and Ratu Yulianti Natsir

The aim of this research is to know kinds of verbal interaction that the teacher used in classroom and the kinds of verbal interaction that the students used in classroom at SMAN 9 Bulukumba of ninth grade.

The method of this research was descriptive qualitative method. The population of this research consisted of the teacher that teaching in ninth grade and the students who study in ninth grade at SMAN 9 Bulukumba. In this research, researcher used total random sampling technique, where researcher took 30 students and one teacher as the sample.

Based on data analysis, it was found that from observation, kinds of verbal interaction that the researcher found that the verbal interaction that the teacher used where praises or encourage, ask question, giving direction, and criticizing or justifying authority and the verbal interaction that the students used was students talk-response according to Flanders Interaction Analysis Category (FIAC). In this research the teacher used many verbal interaction in classroom because in this classroom the students mostly silent and do the task that they has given before.

Keywords: Verbal interaction, Teacher and Students, classroom interaction.

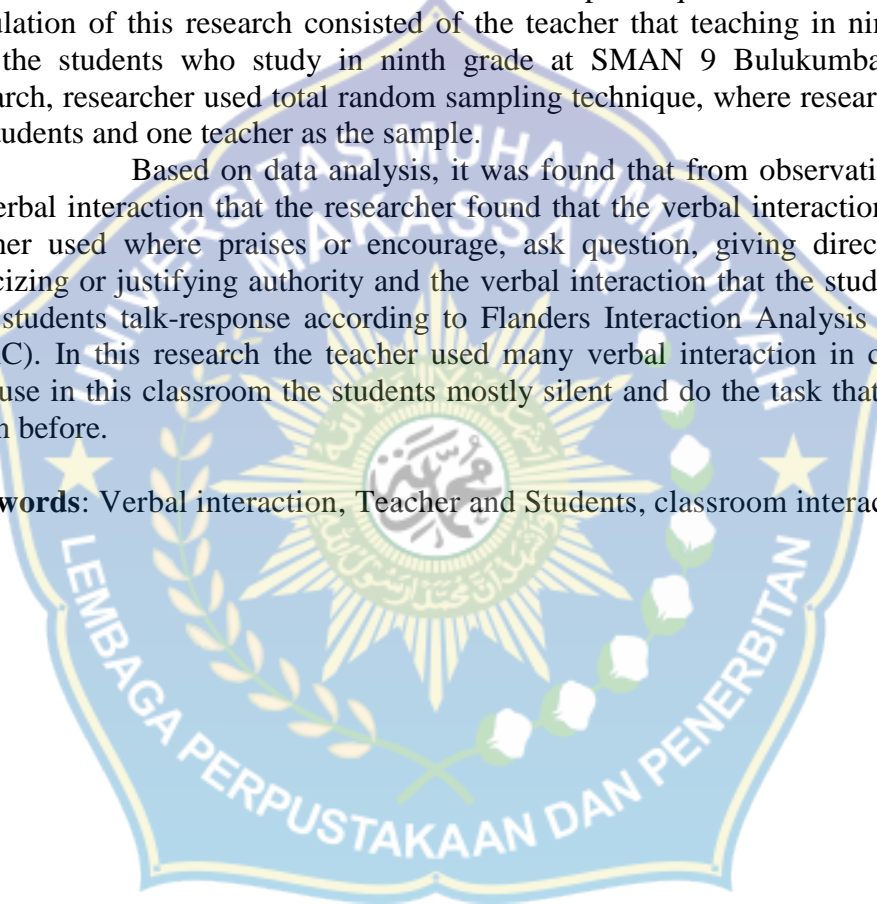


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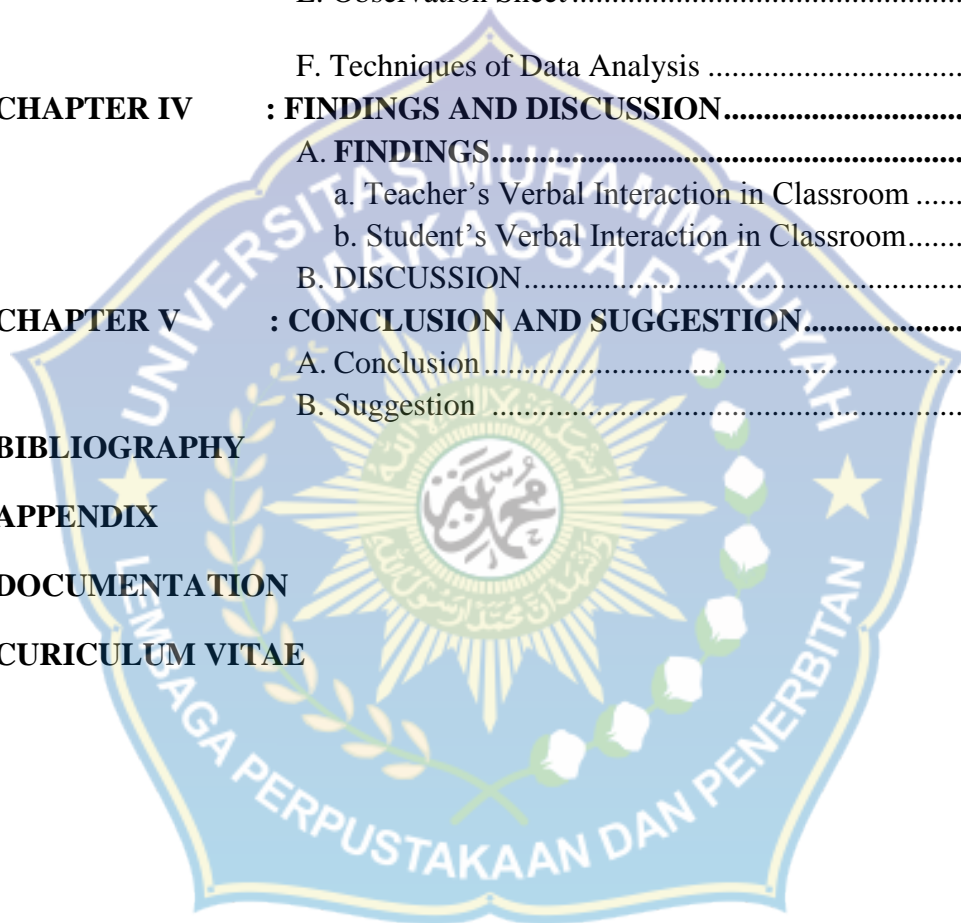
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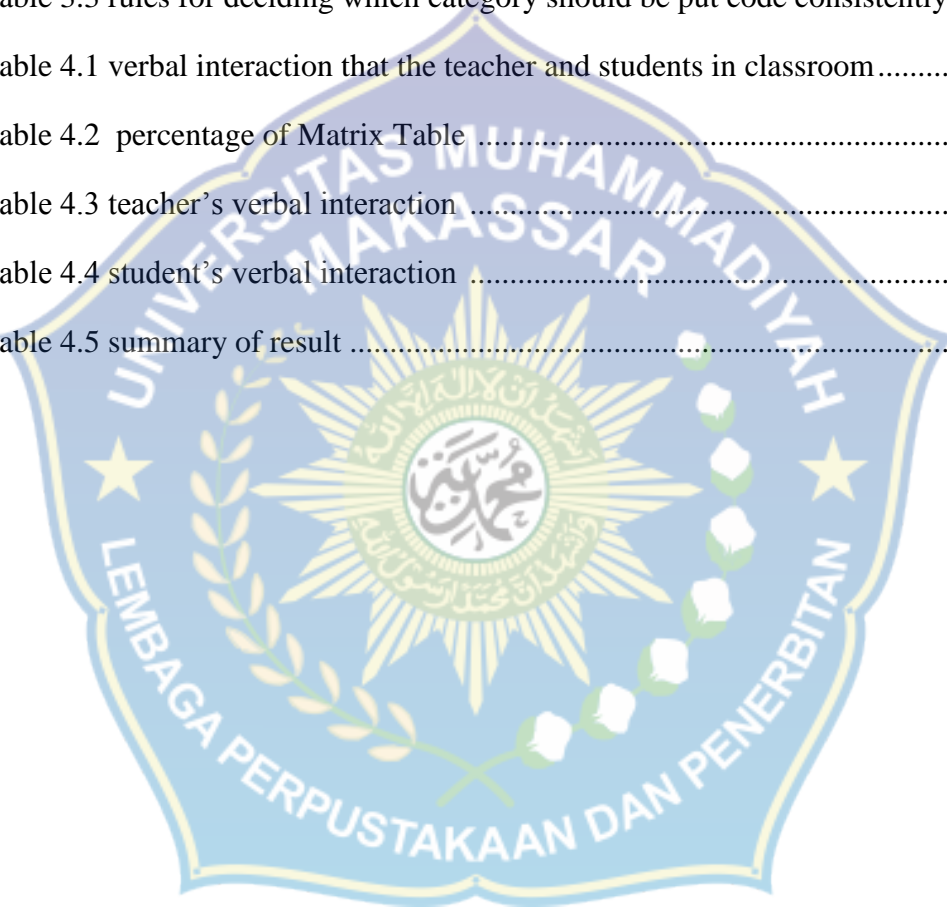
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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a tool of communication between the people that important role to reveal an interaction. Language can be used to know about the other people about their produced language in different way. Language can make the people express their feeling by using language. Language can be applied in many aspects such as; education, society, culture and economy. Every aspect has many kind of how to produce the language.

In teaching and learning process interaction between teacher and students in classroom is very important .Interaction has been recognized as one of the most important components of learning experiences both in conventional education and distance education (Vygotsky, 1978; Holmberg, 1983; Moore, 1993). The teacher must have a good understanding about interaction. There are many interaction model the can be used such as verbal interaction and non-verbal interaction. In this research the researcher choose to research about Verbal interaction.

In this research the researcher focused in verbal interaction. Verbal interaction has many kinds like give an opinion, question also giving directions. English as a foreign language make them hard to interact with the other students. Students in classroom also often use a different interaction and low to get a

feedback because many factor such as the information did not clear, the listener did not pay attention with the speaker and the other.

Based on this problem above, the researcher interest to know the kinds of verbal interaction that the students and teacher used in classroom and how to find the used of verbal interaction with speaking skill to make them easy to learn and easy to use in daily life for English language.

This research talk about classroom interaction as we know that in classroom there are many students and also many characteristic of them and how they do interaction in classroom. Jack C. Richards, John Platt and Heidi Platt, (1992) define classroom interaction in these words: 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.

According to above definition of class interaction is in class room has many kind of interaction but dominant is a verbal communication because in classroom there is no only listening to teacher or writing any task but when they want to give a question or asking for something for teacher or their friend. So, the students and the teacher must to know what interaction that they have to use in classroom in order to make a class has a good atmosphere and their language can categorized in respectful language or the other way.

The researcher have been found any problem in classroom when Magang in some school, the students dominant use non-verbal interaction like body

language if they want to speak in English to their teacher or their friend, so it is make teacher sometimes did not understand what the students meaning and sometimes if the students did not know about the study they dominant to quiet. It is makes the learning and teaching activities in classroom can be hampered but in verbal interaction the researcher hope that the students and teacher can be use a good language or respectful language. So the learning and teaching can running smoothly and built the effectiveness atmosphere in class room.

Based on the statements above the researcher interest to know about the verbal interaction between students and teacher in classroom verbal interaction at ten grade of SMAN 9 Bulukumba.

B. PROBLEM OF RESEARCH

Based on the background, the researcher formulates the research questions as follow:

1. What kinds of verbal interaction are used by the teacher in the classroom?
2. What kinds of verbal interaction are used by the students in the classroom?

C. Objective of the Research

In relation to the problem statements above, the objectives of the research is:

1. To find out the kinds of verbal interaction that the teacher use in classroom
2. To find out the kinds of verbal interaction that the students use in classroom.

D. Significant of the Research

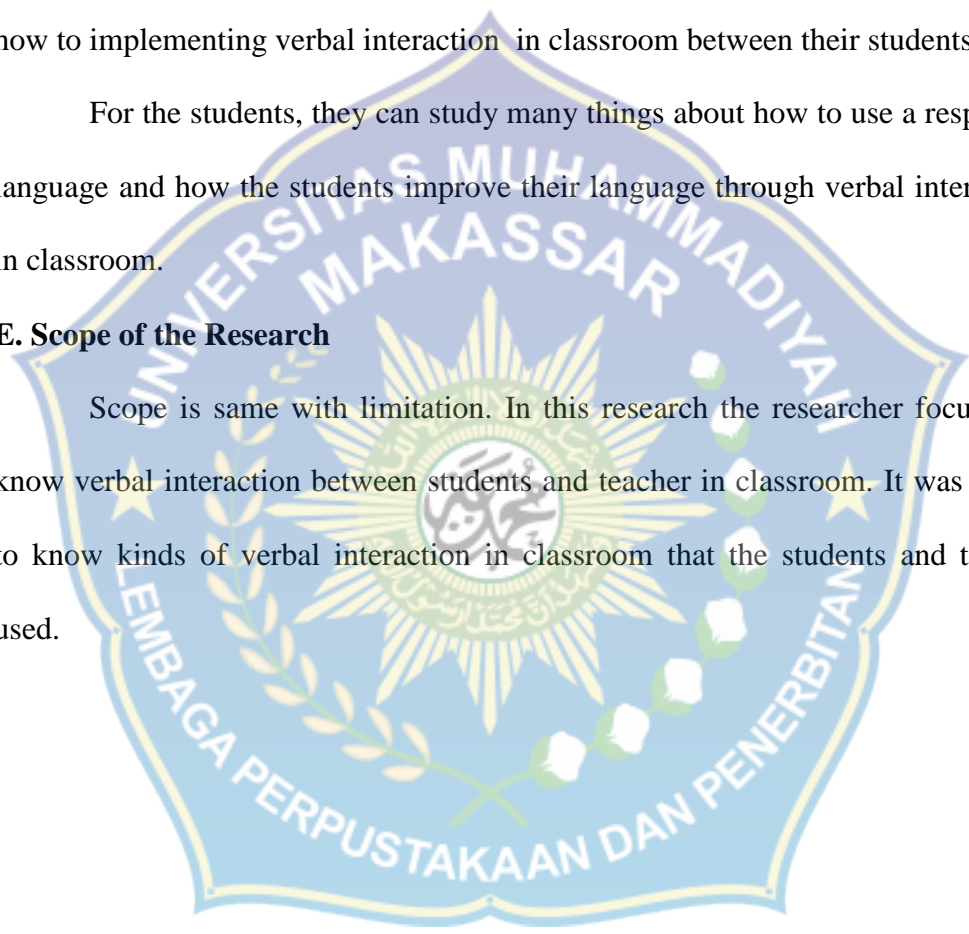
This research gives the reader information about verbal also the reader can make this research as the references who interest to kinds of verbal interaction in classroom and what interaction dominant used in classroom.

For the teacher, they can know about the kinds of verbal interaction and how to implementing verbal interaction in classroom between their students.

For the students, they can study many things about how to use a respectful language and how the students improve their language through verbal interaction in classroom.

E. Scope of the Research

Scope is same with limitation. In this research the researcher focused to know verbal interaction between students and teacher in classroom. It was focus to know kinds of verbal interaction in classroom that the students and teacher used.



CHAPTER II

REVIEW OF LITERATURE

A. Review of Item

There are any research has been conducting studies related to this research, as follows:

Semi Sukarni and Siti Ulfah (2015) in their journal with the title an analysis of teacher and student talk in the classroom interaction stated that, in classroom interaction the teacher must be active in class because in class the teacher as the main model, everything that the teacher do in class did not escape the attention of students. Especially the language used by teachers, even in their research found that the teachers more in dominant in claiming interactions in class and the students was less interaction. In the other words, the interaction was in three ways communication: interaction between teacher-students, students-teacher, and students - students.

Pedzais Goronga (2013) in his journal with the title the nature and quality of classroom verbal interaction stated that in classroom the teacher also dominant in class, because this research did in primary school so the teacher has an important role in class, the teacher must be active. Educators generally agree that children learn most by doing, yet, this awareness is rarely translated into classroom teaching methods. The study recommends that similar studies be conducted across grades and extended to secondary school level.

Hasan A. Al-Hasanat(2017) in his journal with the title a study of the extent and nature of classroom verbal interaction in tenth-grade stated that verbal interaction in classroom also dominant with teacher talk based on the findings, the study provided a set of recommendations. In this studied stated that there is a need to improve classroom verbal interaction through encouraging teachers to initiate conversation with their students, encouraging students to participate in classroom events and discussion, and encouraging students to express and share their ideas and opinions during the class. So the students can be actively in classroom.

SemirŠejtanicand Mile Ilic (2012) in his journal with the title verbal interaction between pupils and teachers in the teaching process stated that the educational process will be successful it is determined by the content and direction of verbal interaction and communication. Verbal teacher-pupil interaction is a multifaceted construct that involves a number of different components that are interconnected. The studies of teacher-pupil interactions clearly show that the type and the quality of established interaction in the classroom are related to learning outcomes.

Based on the statement above, the researcher can conclude that verbal interaction in classroom it is dominant of teacher talk and students more quiet while doing interaction in class room. So the teacher must mastered how to manage the class room especially for how student can active in discussion, give an opinion, share the idea in classroom.

B. Some Pertinent Ideas

1. Concept of Interaction

a. Definitions of Interaction

There are some definitions that are given by several experts as follows:

Roestilah (1994: 35) suggests that "interaction is a two-way process that contains actions or actions communicators and communicants". Interaction can occur between parties if the parties involved give each other action and reaction. With respect to that interaction is the process of taking each other's roles.

Zahra (1996: 91) found that "Interaction is a reciprocal activity. Interaction learning and teaching means a social activity because between students and teachers there is a social communication or interaction".

According Homans (Ali, 2004: 87) defines interaction as an event when an activity undertaken by a person against another individual is rewarded or punished by the use of an act by another individual who becomes the individual partner.

According to Sardiman (1986: 8) "the interaction is said by interaction educational if consciously have the purpose to educate, to deliver students to the direction of adulthood".

Interaction is the heart of communication (Douglas 2001: 165). It is means that in interaction all of about communication found. It can be negotiating meaning, sending message, receiving them and interpreting them. It is means that as the teacher in classroom must know the situation of the classroom also the main characteristic of the students such as the students interested in story telling or interest in the funny topic. So the teacher and students can make interaction in classroom will be effective.

According to Wikipedia Interaction is a kind of action that occur as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. A closely related term is interconnectivity, which deals with the interactions of interactions within systems: combinations of many simple interactions can lead to surprising emergent phenomena.

Communication in class room is influence the student interaction class because all the student talk it is name communicate. Be it with their friend or their teacher. The classroom communication involves some components. They are : the originator, encoding process, transmission, message, channel, communication climate, interference, reception, decoding, responder, and feedback (Barker 1982 :14)In the classroom interaction, teacher and students have a reciprocal upon each other through which they say and do in classroom. This aspect succeeds the transmission of the message between teacher and students (Metelo : 2006). The teacher and students are not separate parts in classroom. They tied together.

Classroom verbal Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers.

To what extent the educational process and its quality will be successful is determined by the success of verbal interaction and communication (Ozegovic, 2006). The success of verbal interaction and communication are depends on how teacher should be manage the classroom.

From above explanation the researcher can said that interaction is the social communication between students and teacher in classroom. Interaction also means as a reciprocal relationship between teacher (teacher) and child (pupil) that must indicate an educational relationship (educating).

The classroom interaction has a relationship between communications that also talk about what students say and do in classroom. And in classroom interaction students and teacher are way to sending message from teacher and receiving message by students and make a discussion together.

b. Types of interaction

a) Verbal interaction and Non-Verbal Interaction

First, nonverbal communication is perceived as more honest. If verbal and nonverbal behaviors are inconsistent, most people trust the nonverbal behavior. There is little evidence that nonverbal behavior actually is more trustworthy than verbal communication; after all, we often control it quite consciously. Nonetheless, it is perceived as more trustworthy. (Anderson, 1999)

Second, unlike verbal communication, nonverbal communication is multi channeled. Verbal communication usually occurs within a single channel; oral verbal communication is received through hearing, and written verbal communication may be seen, felt, heard, smelled, and tasted. We often receive nonverbal communication simultaneously through two or more channels, as when we feel and see a hug while hearing a whispered "I love you"

Finally, verbal communication is discrete, whereas nonverbal communication continuous. Verbal symbols start and stop; we begin speaking at one moment and stop speaking at another moment. In contrast, nonverbal communication tends to flow continually. Before we speak, our facial expressions and posture express our feelings; as we speak, our body movements and

appearance communicate; and after we speak our posture changes, perhaps relaxing.

In the ideas of Don Stacks and friends, there are three main differences between the two: the intentionality of the message, the degree of symbolism in action or message, and the processing of mechanisms.

a. Intentionality

One major difference between verbal and nonverbal communication is the perception of intent. In general this intention becomes even more important when we talk about symbols or verbal codes. Michael Burgoon and Michael Ruffner assert that a verbal message is communication if the message

- 1) Sent by the source intentionally and
- 2) Received by the recipients intentionally as well.

Nonverbal communication is not much limited by intent, or the intent. A simple perception of this intention by a recipient is sufficiently considered to be a nonverbal communication. Therefore, nonverbal communication tends to be less deliberate and less subtle when compared with verbal communication. In addition, nonverbal communication leads to the prevailing norms, while intent or intent is not clearly defined.

For example, norms for physical appearance. We are all dressed, but how often are we deliberately dressed for a

particular situation? How many times did a friend comment on our performance? The receiver's perception of this intention is sufficient to meet the requirements for defining nonverbal communication.

b. Symbolic Differences

Sometimes this intention or intention can be understood because of some symbolic impact of our communication. For example, wearing clothes with a particular color or model may be dedicated to messages by others (eg black print will be given meaning as an expression).

Verbal communication with its properties is a mediated form of communication. In a sense we can draw conclusions on the meaning of what is applied to the word choice. The words used are the abstractions that have been agreed upon meaning, ie verbal communication becomes intentional and become 'divided' (shared) among the people involved in communication acts. Normal, more natural nonverbal communication, used as norms and behaviors raised on the norm.

Mehrabian explains that the communication of oral words is more evident than an implicit nonverbal language. That is, verbal cues can be defined through an explicit dictionary and through syntactical rules (sentences), but there is only a vague and relatively informal significance of various nonverbal behaviors.

2. Classroom Interaction

a) Instructor-student

The instructional activities give students the opportunity to receive information ,motivation, timely feedback, mentoring and coaching from you! As the rubric annotations state, "Interactions between the instructor and the students are designed to facilitate students' understanding and mastery of the learning objectives. These interactions may be supportive (welcome and introduction messages , "about the instructor," weekly announcements) and instructional (direct instruction, assignment feedback, FAQs, etc...).

The communications between student and instructor may be one-to-one (personal emails) or one-to-many (forum postings, class announcements)."

b) Content-student

The instructional activities give students the opportunity to engage with the course materials in multiple ways and encourage active learning. There are many ways to present content to students and for them to engage with it .You are well on your way to learning about many alternative delivery methods (blogs ,presentations ,podcasts ,audio/video ,hyperlinks ,social networking ,etc.)

c) Student-student

The instructional activities give students the opportunity to collaborate with their classmates by exchanging and building information together. There are many types of instructional activities that encourage student collaboration. As the rubric states, "Examples of student-to-student interactions may include self-introductions, group discussion postings, small-group projects, peer critiques ,etc."

d) Technology-student

Technology-student is how students interface with the course technology (computer hardware/software, the course management system ,audio/video materials ,etc.) can impact their ability to learn from and engage with the course materials. Technology crisis points need to be anticipated and addressed.

e) Learner-interface

In Learner-interface Interaction is considered as another important type of interaction. Learner - interface interaction is considered as the most challenging type of interaction due to the fact that people have not experienced this type in their traditional classroom courses.

2. Verbal interaction / communication

a. Definition of Verbal Interaction/ Communication

Agus M. Hardjana in his book entitled *Interpersonal Communication and Intrapersonal Communication*, argues that: "Verbal communication is communication that uses words, both oral and written. This communication is most widely used in human relations. Through words they express their feelings, emotions, thoughts, ideas, or intentions, convey facts, data, and information and explain it, exchange ideas and thoughts, argue and argue with each other" (2003: 23).

This communication is most widely used in human relationships. Through words, they express their feelings, emotions, thoughts, ideas, or intentions, convey facts, data, and information and explain them, exchanging feelings and thoughts, arguing and arguing. In verbal communication that language plays an important role.

There are several important elements in verbal communication, namely:

1. Language

Basically language is a symbol system that allows people to share meaning. In verbal communication, the symbol of language used is verbal language orally, written on paper, or electronically. The language of a nation or tribe comes from the interactions and relationships between its citizens with each other. [6]

Language has many functions, but there are at least three functions that are closely related to creating effective communication.

The three functions are:

- a. To learn about the world around us;
- b. To foster good relationships among fellow human beings
- c. To create bonds in human life

According to experts, there are three theories that speak so that people can have language skills.

The first theory is called Operant Conditioning developed by a behavioristic psychologist named B. F. Skinner (1957). This theory emphasizes the element of stimulus (stimulus) and response (response) or better known as S-R. that theory states that if one organism is stimulated by external stimuli, people tend to react. Children know the language because they are taught by their parents or imitate what others say.

The second theory is the cognitive theory developed by Noam Chomsky. According to the language skills that exist in humans is a biological carrying from birth.

The third theory is called Mediating theory or intermediate theory. Developed by Charles Osgood. This theory emphasizes the human beings in developing their ability to speak, not only react to stimuli received from the outside, but also influenced by internal processes that occur in it-self.

2. Word

The word is the smallest symbol in the language. Words are symbols that represent or represent something, whether people, things, events, or circumstances. So the word is not a person, thing, event, or circumstance. The meaning of the word does not exist in people's minds. There is no direct connection between words and things. The only direct connection is the words and thoughts of people.

b. Types of verbal interaction

In this research, the researcher use Flander Interaction Analysis Category (1970 cited in Hai and Bee 2006) to determine of the types of Verbal interaction. There are 10 categorizes but there are 8 verbal interactions such as:

a) Praises or encourages, praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head saying um,hmm or go on are include.

b) Accept or uses ideas of pupils is clarifying, building or developing ideas suggested by a pupil. Teachers' extensions of pupil ideas are included but as teacher brings more of his own ideas into play, shift to category five.

c) Ask questions, asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.

d) Lecturing, giving facts of options about content or procedures; expressing his own ideas, giving his own explanation or sitting in authority other than pupil.

e) Giving Direction, directions, commands or orders to which a student is expected to comply.

f) Criticizing or justifying authority is statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.

g) Pupil-talk response is talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.

h) Pupils-talk Initiation is talk by pupils that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line thought, like asking thought, like asking thoughtful question; going beyond the existing structure.

c. Factors that affect the fluency of verbal communication

1) Intelligence Factor

People who have high intelligence usually have a lot of vocabulary than people who have low intelligence

2) Cultural factors

Each culture has a different language. As in Indonesia that has a diversity of tribes. Sundanese, Batak has its own language.

3) Knowledge Factor

People who have a lot of knowledge will encourage the concerned to speak fluently with the vocabulary of many words

4) Factor Personality

People have a shy or quiet nature usually speak little to others because they are not used to communicating.

5) Biological Factors

The existence of the disorder so disturbing when talking

6) Experience Factor

People who communicate well with talking to other people, individuals or the masses, will be able to speak fluently

d. Inhibitor factor of verbal interaction

1. Intentional Orientation

Intentional orientation is a behavior in the verbal interaction with the tendency to see the outstanding physical characteristics of the individual self. Intentional orientation of course can make the delivery in mass communication becomes less effective.

2. Polarization

Polarization is a tendency in verbal interactions to group certain individuals, objects or situations into extreme opposites. Like for example either being bad, healthy being sick and so forth. Changes in meaning that shift very drastically this can have an impact on the process of effective communication.

3. Indemnification

Indiscrimination is a form of "average beating" against all individuals based on their own background. This attitude will certainly lead to certain judgments even before the mass communication takes place. Indiscrimination is a frequent barrier to mass communication.

4. Stasis Evaluation

Evaluation of stasis can be described with conditions where at the time a communicator provides information and considered uninteresting by the communicant, the next communicant will not give more attention in the interaction. This is a barrier of verbal interaction in mass communication that we can notice when we feel saturated with the communication that occurs.

5. Stereotypes

The result of indiscrimination is stereotype. Actually stereotypes may be the because of indiscrimination. But these two

things are actually same there is only a difference between the two timings.

6. Labeling

Labeling will also occur when someone thinks something bad belongs to someone else. Whatever he says will then be rejected because it has been labeled as useless.

7. Personal Assessment

Personal assessment is actually an interaction barrier that further accentuates the judgmental attitude. A person will give his own judgment to another individual without regard to the positive aspects that the person possesses.

8. Attitude Belittling

Because of personal judgment, one can underestimate others. When this happens, then the interaction that occurs then will take place in one direction only. Reciprocal relationships do not occur and communication is considered casual.

9. Less Objective Attitude

Less objective attitudes are the result of other personal judgments. When we hear the opinions of others, we must be able to maintain a neutral attitude and view it from many sides. The tendency to see opinions from one side alone will lead to an attitude that is not objective.

10. Information bias

Conflicting information is also a common obstacle. Because of obstacles in provide information through verbal interaction. Therefore, the use of facilities and infrastructure also need to be considered to support effective mass communication.

3. Students and Teacher interaction

In the learning process there are two important components that support the ongoing of a learning that is teachers and students. Teachers are as facilitators and students as executor. There are two things that must be there if we want to do teaching and learning process. Learning and teaching are two concepts that cannot be separated in teaching activities. Learning refers to what the individual (student) does, while teaching refers to what the teacher does as a learning leader. Both activities become integrated in one activity when there is a reciprocal relationship (interaction) between teacher and student during the teaching progress.

In the learning communication, face of a teacher has a very important role in the class is the role of optimizing learning activities. There are three essential abilities that must be owned by the teacher so that the role is realized, namely the ability to plan activities, the ability to carry out activities and the ability to communicate. These three capabilities are called generic essential.

These three capabilities are equally important, because each teacher is not only able to plan according to the design, but must be skilled in carrying out

learning activities and skilled at creating a communicative climate in the learning activities. In creating a communicative climate teachers should treat students as distinct individuals, requiring different services, because students have unique characteristics, different abilities, different interests, need the freedom of choice that suits them and are active individuals. That's why the ability to communicate teachers in learning activities is needed.

Ability according to Raka Joni include:

1. The ability of teachers to develop positive attitude of students in learning activities.
2. The ability of teachers to be flexible and open in learning activities.
3. The ability of teachers to appear passionately and earnestly in learning activities.
4. The ability of teachers to manage student interaction in learning activities.

The ability of teachers to be flexible and open in learning activities can be by showing an open attitude towards the opinions of students and others, responsive, sympathetic, friendly, understanding and patient (Ali Imran 1995) The ability of teachers to manage student interaction in learning activities related to communication between students, business teachers in dealing with student and student difficulties that interfere and maintain good student behavior.

In order for all students to participate and interact optimally, the teacher manages the interaction not only in the same direction that is from teacher to student or two way from teacher to student and vice versa but rather attempted

multi-way interaction from teacher to student, from student to teacher and from students to students.

Educational interaction that is specifically a process or interaction of teaching and learning has special features that distinguish the other forms of interaction. Djamarah (1980) detailed the characteristics of teaching and learning interactions are:

1. Learning teaching interaction has a purpose, namely to help children in a particular development. This is what is meant by the interaction of teaching learning is the basic purpose, by placing the students as the center of attention. Students have a purpose, other elements as an introduction and supporters.

2. There is a procedure (the course of interaction) is planned, designed to achieve the goals set. In order to achieve the objectives optimally, then in the interaction need a procedure or steps systematic and relevant. To achieve a learning goal that one with another, may require different procedures and designs. For example, for example the purpose of learning so that students can show the location of New York City, of course the activity is not suitable if told to read in the heart, and so on.

3. The interaction of teaching and learning is characterized by a special material cultivation. In this case the material must be designed in such a way that it is suitable to achieve the goal. In this case need to pay attention to the other components, let alone the components of

students who are central. Materials should be designed and prepared prior to the interaction of teaching and learning.

4. Characterized by the activity of students. As a consequence that student are central, then the student activity is a necessary condition for the ongoing interaction of teaching and learning.

5. Students activity in this case, both physically and mentally active. This is what conforms to the CBSA concept. So there is no point teachers do teaching and learning interaction activities if students are just passive. Because the students are studying, then they are the ones who have to learn.

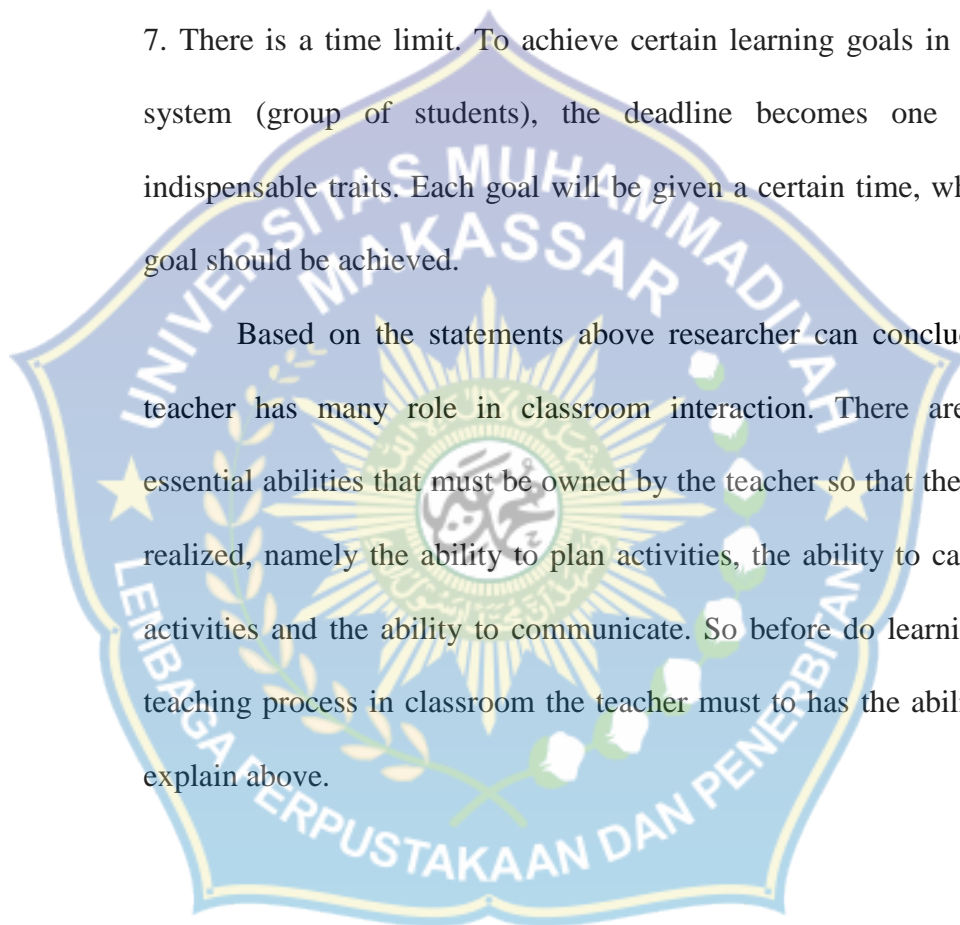
6. In the interaction of teaching and learning, teachers act as mentors. In its role as a mentor of this teacher must try to live and provide motivation to occur conducive interaction process. Teachers must be prepared as mediators in all teaching-learning situations, so that teachers will be the characters to be seen and will be imitated by their students. The teacher ("will be better with the students") as the designer will lead the learning-teaching interaction

7. In the interaction of teaching and learning requires discipline. Discipline in the interaction of teaching and learning is defined as a pattern of behavior that is arranged in such a way according to the provisions that have been obeyed by all parties with the conscious, both the teacher and the students.

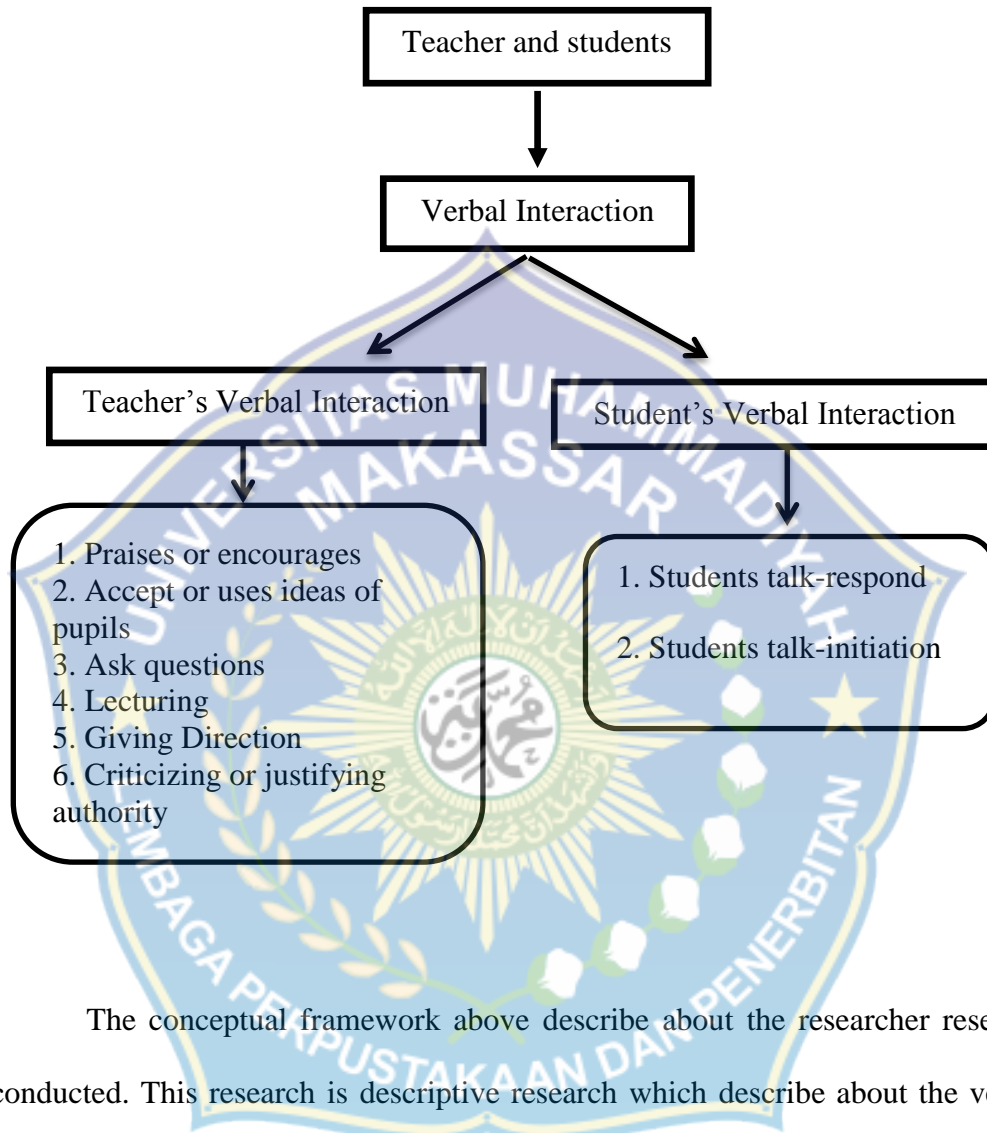
The concrete mechanism of compliance with these rules or rules will be seen from the implementation of the procedure. So the steps are implemented in accordance with the procedures already outlined. Deviation from the procedure, means an indicator of disciplinary violation.

7. There is a time limit. To achieve certain learning goals in a class system (group of students), the deadline becomes one of the indispensable traits. Each goal will be given a certain time, when the goal should be achieved.

Based on the statements above researcher can conclude that teacher has many role in classroom interaction. There are three essential abilities that must be owned by the teacher so that the role is realized, namely the ability to plan activities, the ability to carry out activities and the ability to communicate. So before do learning and teaching process in classroom the teacher must to has the ability that explain above.



C. Conceptual Framework



The conceptual framework above describe about the researcher research conducted. This research is descriptive research which describe about the verbal interaction that the teacher and students use in classroom.

Classroom interaction is very important part in teaching and learning process because with do interaction teacher can what topic that the students interest of. In this research the researcher wants to know about what kind of classroom verbal interaction that the teacher and students use in classroom.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

Based on the title above the researcher chose Descriptive qualitative method as design method because it comparable in collect the data from students and teacher classroom interaction. Suryana(2010) affirms that descriptive research focused to make description systematically and accurately based on facts about a certain object. Fraenkel and Wallen (2012) indicated that a study that investigates the quality of relationships, activities, situation or materials of frequently refer to as qualitative research. In addition, Sugiono(2013) said that the qualitative method is focused on natural object. The purpose of this research design is to find out the kind of verbal interaction that the teacher and students use in classroom.

B. Populatiton and Sample

1. Population

Population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or nature .The population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. In this research, the population is the students' and English teacher of SMA 9 Bulukumba who teaching and learn English

language. There are four classes of ten grade with total number of populations are 5 English teachers and 160 students.

2. Sample

The researcher used the cluster Sampling technique. This sampling technique has similar characteristics with the whole population. The researcher must determine the samples randomly from each other (Basri, 2015:72). In this research, the sample is only one class of the ten grade in SMA 9 Bulukumba. In this school there are four classes and number of the students in every class are 30. In this research, the researcher takes one class as a sample and total number as the samples are one teacher and 30 students.

C. Instrument of the Research

1. Observation

Arifin (2011) Observation is a process of observing and recording systematically, logically, objectively and rationally about various phenomena, both in actual situations and in artificial situations to achieve certain goals. The aim of the observation is to collect data from the sample of this research directly.

In This study, the researcher analyzed the observed data by using Flanders' Interaction Analysis Categories suggested by Alwright and Bailey (1991:10, 202-203). Futhermore, in recording the researcher recorded teacher's talk, students' talk, and silence that based on the observation tally sheet's guidance adapted from Flander (1970 cited in Hai and Bee 2006) as the follows: Teacher's talk consists of direct and indirect talk. The indirect talk includes teacher accepts the students' feeling and ideas; praises or encourages student

action or behavior; repeats, clarifies, builds or develops ideas or suggestions given by a student; asks question about content or procedures, based on the teacher ideas and expecting an answer from the students.

Meanwhile, the direct talk includes the teacher gives facts or opinions about content or procedure expression of his own ideas, gives his own explanation or citing an authority other than a students; gives directions, commands or orders or initiation; and asks the students not to interrupt with foolish questions.

D. Data Collection Method

For data collection the researcher used an observation and media video as instrument method.

The researcher uses the following procedures:

1. The researcher do the observation in classroom by taking video
2. Filling the observation Sheet
3. Analysis the verbal interaction by transcript the video and observation sheet
4. The researcher analyze the data

E. Observation Sheet

Through the observation tally sheet, the researcher got expected data since the researcher would put out code on the particular teacher or students interaction during the teaching and learning process.

Table 3. 1 Observation Sheet

Teacher and students Interaction in classroom by (Flanders Interaction Analysis Category) FIAC	
1. Accepts feeling	
2. Praises or encourages	
3. Accepts or uses ideas of students	
4. Asks questions	
5. Lecturing	
6. Giving directions	
7. Criticizing or justifying authority	
8. Student-talk response	
9. Student-talk initiation	
10. Silence	

Before the researcher filled the observation sheet, the researcher had to understand observation sheet's guidance that included list of Flanders Interaction Analysis Categories (FIAC)

Table 3. 2 Observation Sheet guidance

No	Flander's Interaction Analysis Categories (FIAC)
Teacher Talk	
A.	Indirect Talk
1.	Accepts Feelings
	a. In this category, teacher accepts the feelings of the students. b. He feels himself that the students should not be punished for exhibiting his feelings. c. Feelings may be positive or negative.

2.	<p>Praise or Encouragement</p> <p>a. Teacher praises or encourages student action or behavior.</p> <p>b. When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like ‘good’, ‘very good’, ‘better’, ‘correct’, ‘excellent’, ‘carry on’, etc.</p>
3.	<p>Accepts or Uses ideas of Students</p> <p>a. It is just like 1st category. But in this category, the students ideas are accepted only and not his feelings.</p> <p>b. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words.</p> <p>c. The teacher can say, ‘I understand what you mean’ etc. or the teacher clarifies, builds or develops ideas or suggestions given by a student.</p>
4.	<p>Asking Questions</p> <p>a. Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students.</p> <p>b. Sometimes, teacher asks the question but he carries on his lecture without</p> <p>c. receiving any answer. Such questions are not included in this category.</p>
<p>B. Direct talk</p>	
5.	<p>Lecturing /Lecture</p> <p>a. Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions</p>
6.	<p>Giving Directions</p> <p>a. The teacher gives directions, commands or orders or initiation with which a student is expected to comply with:</p> <p>a) Open your books.</p> <p>b) Stand up on the benches.</p> <p>c) Solve 4th sum of exercise 5.3.</p>
7.	<p>Criticizing or Justifying Authority</p> <p>a. When the teacher asks the students not to interrupt with foolish questions,</p> <p>b. then this behavior is included in this category.</p> <p>c. Teachers ask ‘what’ and ‘why’ to the students also come under this category.</p>

	<ul style="list-style-type: none"> d. Statements intended to change student behavior from unexpected to e. acceptable pattern f. Bawling someone out g. Stating why the teacher is doing what he is doing
C. Student Talk	
8.	Student Talk Response <ul style="list-style-type: none"> a. It includes the students talk in response to teacher's talk b. Teacher asks question, student gives answer to the question.
9.	Student Talk Initiation <ul style="list-style-type: none"> a. Talk by students that they initiate. b. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10.	Silence or Pause or Confusion <ul style="list-style-type: none"> a. Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

Flander (1970 cited in Hai and Bee 2006)

Because in learning process at each three seconds might involve some categories both teacher and students talk, so the researcher must have a rule for deciding which one the best category should be put out code consistently. These rules recommended from Flanders (1970 cited in Singh et al. 2008) :

Table 3.3 : Rules for deciding which category should be put code consistently

Rule 1	When it is not certain in which of two or more categories a statement belongs, choose the category that is numerically farthest from the category 5. For e.g., if an observer is not sure whether it is 2 or 3 then choose 2. If in doubt between 5 and 7, he chooses 5.
Rule 2	The observer should not involve his personal viewpoint. If a teacher attempts to be clever, students see his statements as critics of students;

	the observer sees category 7
Rule 3	If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds.
Rule 4	If the time period of silence exceeds 3 seconds, it should be recorded under the category No.10
Rule 5	When teacher calls a child by name, the observer is supposed to record a 4 th category.
Rule 6	When the teacher repeats the student's answer and the answer is a correct, that is recorded as a category No. 2. This tells the student that he has the right answer and therefore functions as praise or encouragement.
Rule 7	When a teacher listens to a student and accepts his ideas for a discussion, then this behavior belongs to category No. 3.
Rule 8	The words "All is ok", "yes", "yah", "hum", "alright", etc belong to the category No. 2.(Encouragement)
Rule 9	If a teacher jokes without aiming at any students, this behavior belongs to the category No. 2. But if he makes any joke aiming at some particular students, then it belongs to the category No.7.
Rule 10	When all the students respond to a very small question collectively, then the serial number of category 8 is recorded.

Flander (1970 cited in Sigh et al. 2008)

According to Tichapondwa (2008), the researcher has to code the teacher and students talk at three seconds intervals when the researcher uses FIAC technique. Here is the observation sheet that is for putting out code at the end of each three seconds interval after do plotting the coded data firstly:

The observation sheet above was written in 10 x 10 table meaning that 10 (rows) x 10 (columns) table for determining the specific aspects of the classroom interaction. In addition, it indicated what form a pair of categories. The row of the matrix represented the first number and the columns represent the second number.

Information is plotted on a matrix for easy analysis and interpretation. The method of recording the sequences of events consists of entering the sequences of numbers into a 10-row by 10-column table. The generalized sequence of the teacher-pupil interaction can be examined readily in this matrix.

F. Techniques of Data Analysis

The researcher collect the data on 29th , 2018. The data was collected by observing one time class meeting by using two methods in collecting the data including observation tally sheet, and recording (video recording) and analyzed by FIAC (Flanders Interaction Analysis Category). It was done to make the research data became more objective. Through observation, the researcher could observe what the teacher and students did and talked in classroom.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The finding covers the data of verbal interaction between students and teacher in classroom. The result of the research data show that the teacher makes a lot of verbal interaction in learning process, which is giving praise the encourage, ask a questions, giving direction and Criticizing or justifying authority to students. And also the students doing a verbal interaction like giving a response to students questions and while the teacher gave directions. In that situation, the teacher is dominant in make a verbal interaction because in that class only talk about some task that given the students before doing exam in the next week. The Verbal interaction between teacher and students in classroom also influenced by the teacher ability on speaking and how to deliver the information to students, so the students can understands and give a feedback to teacher. The researcher took students and teacher who teaching at ninth grade of SMAN 9 Bulukumba as respondent. The teacher and student's verbal interaction could be seen clearly in the following explanation:

The analysis of verbal interaction between students and teacher in classroom

For data collection, the researcher used observation sheet by Flanders. This research consist the observation in classroom and fill an observation sheet according to some interaction that the teacher and students did, after that the researcher analyze another interaction from the video and re check the interaction

that used in classroom. After that the researcher analyzed the data from the observation by using Flanders Interaction Analysis Categories (FIAC) and categorize of each interaction that the teacher and students and the last is the researcher did the data and make a conclusion.

Table 4. 1 Verbal Interaction that the teacher and students in classroom

VERBAL INTERACTION USED	
BY TEACHER	BY STUDENTS
1. Praises or Encourage 2. Ask question 3. Giving Direction 4. Criticizing and justifying	1. Students talk-response

The researcher put out code on the particular teachers and students's verbal interaction was on the Flander's Interaction Analysis Categories (FIAC)'s observation sheet during teaching and learning process after the researcher did plotting the coded data firstly.

Table 4. 2 Percentage of Matrix Table

1.	Accepts feeling	1
2	Praises or encourages	1
	Asks questions	3
6	Giving directions	1
7	Criticizing or justifying authority	1
8	Student-talk response	1
10	Silence	1

From that table above, the percentage of teacher talk in classroom was 7 times from category 1th until 7th, the students talk was once from category 8th until 9th and the last is Silence or confusing category is also once.

Based on the table above the researcher analyzed the verbal interaction that the teacher and students used in classroom interaction by each category

a. Teacher’s verbal interaction in classroom

The researcher adding some category (2, 4, 5, 6, and 7) to analyze verbal interaction that the teacher used in classroom, such us;

Table 4. 3 Teacher’s verbal interaction

Category 2 : Praises the encourage	1
Category 4 : Ask questions	3
Category 6 : giving direction	1
Category 7 : Criticizing or justifying authority	1
Total	6

b. Student’s Verbal interaction in classroom

Table 4. 4 Student’s Verbal interaction

Category 8 : Student-talk response	1
Total	1

The summary of the teacher and student's verbal interaction in classroom above are presented by the table above:

Table 4. 5. Summary of result of Teacher and Students Interaction in Classroom

Teacher's Verbal interaction	6
Student's Verbal Interaction	1
Accepts feeling	1
Silence of Confuse	1
Total	10

From the table above, the researcher see that teacher's verbal interaction in classroom is dominant with 6 times its means that teacher make a lot verbal interaction during the learning process in classroom while the students is once. The researcher not add some of category (cat 1,3, and 10) because the category did not categorize in verbal interaction.

B. Discussion

The previous research finding showed that according to Hasan A. Al-Hasanat(2017) classroom verbal interaction in tenth-grade stated that verbal interaction in classroom also dominant with teacher talk based on the findings, the study provided a set of recommendations. It suggested to improved classroom verbal interaction through encouraging teachers to initiate conversation with their students, like discussion in learning process.

Meanwhile, according to SemirŠejtanicand Mile Ilic (2012) the educational process will be successful it is determined by the content and

direction of verbal interaction and communication. The researcher thinks that verbal interaction in classroom is the best way to make the learning process is running well because between teacher and students will active and of course understands what the learning object about. With do more classroom activities that involving teacher and students such us discussion encourage, percentage about learning object after learning process.

As has been showed in findings, result of observation show that the verbal interaction in classroom dominant doing by teacher that used giving praise encourage, ask a questions, giving direction and Criticizing or justifying authority to students. It can be seen in the teacher's verbal interaction table.

Based on the analysis of Teacher's verbal interaction in classroom showed that the percentage is 66,6% and it is means that the teacher was made a lot of verbal interaction in classroom while learning process. It also means that in the classroom the teacher interaction always dominant.

Based on the analysis of student's verbal interaction in classroom showed that once , it means that the ability to make an interaction in classroom is very low because the students sometimes want to ask or giving an opinion but always stuck in they did not how to speak in English, but in this classroom the language that they used combine with Bahasa. In this situation the students categorize in silence once, non-verbal interaction was also once and silence is once .Its means that in the classroom the ratio of student's verbal interaction and silence has same. In this situation caused the students do task that have been given last week so the students do not make a lot of verbal interaction.

The research question focused in kind of verbal interaction that the teacher and students used in classroom and the researcher has been found the kinds of verbal interaction by observation video and observation list.

The answer of research questions is has been showed in Flanders Interaction Analysis Categories (FIAC), in that category there are ten category but in this research found that only 5 categorize in verbal interaction that the teacher (category 2. Praises or encourage, 4. Ask question, 6. Giving direction and 7. Criticizing or justifying authority) and the student is category 8. Students-talk Response. Based on the Category 1. Accept feeling,3. Accept or uses ideas of students and 10. Silence or confusing is not categorize in verbal interaction. Category 5 and 9. Students-talk Initiation is not found in this researcher.

Based on the result of observation, the teacher did more verbal interaction because in classroom the teacher as informant to the students, so in this situation researcher observe that the students only responds what their teacher says and not giving a suggestion or opinion. Surely, the teacher has an important role in classroom so the teacher has to make a lot of verbal interaction so the students can understand what the teacher teaching in classroom. The researcher also found that if the teacher has a good interaction with the students it will make the students make a lot of responds to. In this research also found that the majority of verbal interaction that used is the teacher ask question to the students because if the teacher did not give a

question in learning process it will be silence while the learning process go on in classroom.



BAB V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

The findings of research study revealed important points related to verbal interaction between teacher and students in classroom. Based on data gathered and analyzed from the observations, it can be concluded that the kinds of verbal interaction that the teacher and students used in learning process in classroom are praise or encourage, ask question, giving direction, and criticizing or justifying authority and students-talk response. In this research the teacher's verbal interaction is dominant than the students.

Meanwhile, the verbal interaction is the most important to teacher and students in classroom on learning process because the students can easy to understand if the teacher has a good speaking ability also interaction manage by teacher. The students can also understand if their teacher interaction ability in classroom like can see the aspect that the students easy to understand in interaction language like verbal interaction. The students also easy to understand if the teacher always give the teacher opportunity to speak in front of the class or doing some discuss in learning process so not only one of the students make an interaction but also the other students.

B. Suggestion

Based on the conclusion, the researcher would like to present some suggestions. The researcher hopes that this research can use by the other students as reference to analyze the verbal interaction between teacher and students in classroom.

Furthermore, expect the teacher has ability to make the students make an interaction with or without giving praises or encourage. In learning process also similar because the majority of students will choose to silence so it is depends on Teacher ability to manage the interaction in classroom. The teacher should talk less and give students the role to be able to give information to other friends in a fun form in the teaching and learning process in the classroom such as having open or free discussions about something related to the material that day, doing a brief percentage of material before start the lesson, give a burden to talk at each class meeting, and make the atmosphere in the classroom more fun and exciting for students. So in every meeting class the students will make a lot of verbal interaction to their friend also to the teacher.

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APPENDIX A

The interaction in classroom by direct observation by the researcher

Teacher : Assalamualaikum

Students : waalaikumslam mam, is there a grid for the test next week?

Teacher : you have to study every point of our material while we study

Students : *feeling sad* by shout out “yaaaaaaah”

Teacher : After this class, I will but how about the task that I have given last week?

Students : *silence*

Teacher : Why you guys are silent?

Student : Not yet, maaaam

Teacher : ok, now you finish it and if you have any question let ask me!

Students : Yees maam!

Teacher : hei Amir you move from your chair?

Students : *silence*

Teacher : Anything else you want to ask about the task?

If there is no, i want to you guys listen what is the person who behind us doing as long as you worked on the task (the researcher).

Appendix B

Verbal Interaction in classroom between teacher and students by putting a category

Classroom Verbal Interaction	Record as	Explanation
Teacher : Assalamualaikum	-	-
Students : waalaikumslam mam, is there a grid for the test next week?	4	The students ask a question for the teacher , so its recorded as 4 th category
Teacher : After this class, I will but how about the task that I have given last week?	6	The teacher accept the students feeling by respond that will give them the grind after the class because the students looks sad it is record as 1th category and after that the teacher ask them about the task it is reported as 6 th category.
Students : *silence*	10	The students was silence in a few seconds because they because they have not finished working on the task so it is recorded as 10 th category.
Teacher : Why you guys are silent?	4	The teacher asked a question to students why they are not replying the teacher question and

<p>Student : Not yet, maaaam</p>	<p>8</p>	<p>only silent so it is recorded as 4th category.</p> <p>The students finally gave a respond to the teacher about their task that not finished so it is recorded as 8th category.</p>
<p>Teacher : ok, now you finish it and if you have any question let ask me!</p>	<p>2</p>	<p>The teacher gave an encourage to students to finish their task so it is recorded as 2th category</p>
<p>Students : Yees maam!</p>	<p>4</p>	<p>The students responded the teacher encourage so it is recorded as 4th category.</p>
<p>Teacher : hei Amir you move from your chair?</p>	<p>7</p>	<p>In the middle of the students did their task, teacher criticize one of the students how moved from his chair it is showed that the teacher doing criticizing for the students so it is recorded as 7th category</p>
<p>Students : *silence*</p>	<p>10</p>	<p>The students silence in a few seconds after heard the teacher criticize one of the students.</p>
<p>Teacher : Anything else you want to ask about the task? If there is no, i want to you guys</p>		<p>After some of the students have finished their task the teacher</p>

listen what is the person who behind us doing as long as you worked on the task (the researcher).	6	giving direction to listen the researcher who will explain what she has done in the classroom and say thank you so it is recorded as 6 th category.
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DOCUMENTATION





CURRICULUM VITAE

WISMAUL FAJRIAH is a student of English Department in Muhammadiyah University of Makassar. She was born on 17st December 1997 in Manyampa. She is the second daughter of marriage between Hasiruddin and Kameriati. She has two sisters (Wisna Fauziah and Wafiqah Al Faizah)

In 2002, she started in elementary school at SD Negeri 20 Manyampa, graduated in 2008. Then she continued her junior high school at SMP Negeri 3 Ujung Loe and graduated in 2011. After that she continued her senior high school at SMA Negeri 9 Bulukumba and graduated in 2014. In 2014, 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 2019 entitle "*The Analysis of Verbal Interaction Between Teacher and Students in Classroom*".