

AN ANALYSIS OF VERBAL CLASSROOM INTERACTION BETWEEN TEACHER AND STUDENT'S IN THE 12TH GRADE

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Abstract

The purpose of this research is to describe the verbal classroom interactions that occur between the teacher and students whether the verbal classroom interaction in the 12th Grade at MA Miftahul Ulum Tanjungpinang runs well or not. The method that is use in this research is descriptive qualitative which the data were collected and then presented descriptively by describing or telling the results of the research with a description of logical sentences. The sample of this research are 4 students of 12th grade and the English teacher of MA Miftahul Ulum Tanjungpinang. The technique of collecting the data are non-participant observation, video tapping and notebook. The technique of analyzing the data are from B. Miles & Huberman (1994). The first is data reduction, the researcher reduce the data by record the interaction between teacher and students during lesson by videotaping and notebook. Second is data display, and the third is conclusion drawing, the researcher found that the teacher more dominant when interacting during lesson and when the learning process took place, the researcher found that the students confused about what they have to say when the teacher asks them to answer a few questions and they are also just kept quiet. There were four students in the class, only two students who were seen occasionally responded briefly.

Kata Kunci: Verbal Interaction, Classroom Interaction, Student Talk, Teacher Talk

I. Introduction

I.I. Background of The Study

Interaction is a part of communication. Communication begins from a sender who describes thoughts or feelings into a message that is transmitted across a channel to a receiver, which in turn decodes the message and thereby understands the information transmitted Glenn, (2003) In communication, a person who conveys a message or certain ideas is called a messenger, and the person who receives the message or information conveyed is called a receiver.

On the other hand, Glenn, (2003) states that human interaction is partly or largely constitutive of the component parts that the sender-receiver model takes for granted. Ellis, (2001) stated that interaction could be viewed as the social behaviour that occurs when one person communicates with another.(Haslett, (2012) also states that interaction is a joint activity that involves people who are interconnected, and relationships that are maintained are well maintained. Verbal interaction is the activity of connecting one person to another through the use of spoken language. Furthermore, (Langford, (1994) states that in verbal Interaction, people use their voices to communicate with one another. They use their voices to articulate words that are put together into sequences according to the rules of the language being spoken.(Haslett, (2012) even states that language is the symbolic code that underlies human verbal communication.

The interactions that occur in class, resulting from the communication process between teachers and students and students with other students, are called classroom interactions. Classroom interaction is one of the crucial aspects of the teaching-learning process because Ellis, (2001) states that verbal interactions built by participants in their interactions dynamically negotiate not only meaning but also the relationship of their role and their cultural and social identity.

In this case, the participants mean students and teachers. Classroom interaction is a reciprocal language act between teacher-student and student-teacher. In short, classroom interaction refers to dialogue or speech used in the classroom. Without interaction in the classroom, the teacher or student will find it challenging to achieve learning goals. In class interactions, there are two types of interactions, verbal and nonverbal interactions. Brice, (1978) also states studies of classroom language have focused on the communication pattern, both verbal and nonverbal of teachers and students.

In the learning process in the class, these interactions go hand in hand. Verbal and non-verbal interactions are used by students and teachers when interacting in class. Thus, language teaching, especially teachers, focuses on verbal interactions or communicative interactions. Through communicative interactions applied by the teacher in learning, it will improve the student's abilities, especially English skills, because students understand the instructions given by the teacher and understand what needs to be done. This is in line with the opinion of Ellis, (2012), who said that communicative interaction arises in the classroom promotes acquisition.

1.2. Verbal Classroom Interaction

Murtiningrum, (2009) has investigated the verbal interaction in the classroom, it showed that, the teacher did not give much interactive activity in class. She did not actively practise English in the classroom. She felt that if she always used English in a class all the time, the students would know nothing. The students were not active in practicing their English by asking questions or expressing their idea or opinion. In another study, conducted by Sukarni & Ulfah, (2015) found that , they talked a lot when they get responses to the teacher lecture or questions. The teacher is more direct in her teaching. It can be seen from the ratio between direct and indirect influence, and the result is less than one. It means that the teacher gives lessons (lecturing) and gives directions to the students during the teaching-learning process. In another hand, Huraerah, (2013) in her study about an analysis of verbal interaction between teacher and student's in classroom also found that the teacher acts as the dominant figure of speech when the learning process takes place. It was also found that some types of teacher talks as a list in the FIAC category, starting from the highest percentage, there were giving questions, giving directions, criticizing, receiving input, accepting students' feelings/behaviour and giving praise. In the category of students type of Talk, member responses and initiation were also found in this study. The teacher used indirect teaching techniques more often than direct teaching. Besides, in-classroom, the teacher tended to act as a controller and also initiator or can be called an initiator, in this case regulating the process of Interaction in the classroom.

II. Method

2.1 Sampling Size

The researcher used the term "participant" for the sample of the research. To get the participants, the researcher used the non-probability sampling technique for the study. Especially purposive sampling, the sample was selected among the population as desired by the researcher so that the sample can represent the desired population characteristics. One of the schools in Tanjungpinang had been chosen as the subject of the research, namely MA Miftahul Ulum. There was only one class for each level. The sample of this study were 12th grade with four students as the total of number of the sample include the English teacher.

2.2. Research Instrument

The instrument of this research is field observation. The researcher did the observation directly in the classroom. The researcher also used video recording and a notebook to collect the data.

2.3. Research Procedure

This research conducted in a qualitative method. The data were collected and then presented descriptively, by describing or telling the results of the research with a description of logical sentences so it can be understood. This research focused on analysis of verbal classroom interaction between teacher and student's during lesson. This research was conducted in three stages suggested by B. Miles & Huberman, (1994) consist of, data reduction, data display, conclusion drawing. Each step is described as follows: (1) Data reduction, Data reduction is part of the data analysis process. This section aims to group data and get rid of unnecessary data.

Data reduction is done by selecting every data that comes from observations, then process and focus all raw data to make it more meaningful. Data reduction with a focus on how the interaction will be occurred; (2) Data Display, This stage was where the data displayed or presented simply in the form of words or sentences with the intention that the information that has been collected will be readily understood, and then the right conclusions can be drawn. In this step the researcher described the verbal classroom interaction that occur during lesson; (3) Conclusion drawing, conclusion drawing was the final stage to obtain results. Before drawing conclusions, data reduction and data presentation were first performed. This conclusion was the final stage of data processing.

In this study, the qualitative analysis was obtained from the non-participant observation, the most common form of classroom observation. Researchers engaged in non-participant observation do not entertain any hypotheses at the outset of a study. As the name implies, the researchers observe activities without participating in them directly. Free to take notes and make tape recordings during lesson.

Researcher recorded all activities during the teaching-learning process. both student and teacher activities. especially activities related to verbal interactions which are the focus of this research. Then while recording, the researcher also recorded additional information with a notebook as additional data from the video recorder.

After the researcher obtained the data, the researcher processed the video recorder data into text and made paragraphs describing the verbal class interactions that occurred between teachers and students during the teaching and learning process and the data would be shown.

III. Result and Discussion

3.1. Result

When the observations take place, researchers pay attention to all activities that occur from before students and teachers enter the classroom until learning is complete. In collecting observational data the researcher writes all the findings in a notebook. The data in the notebook becomes additional data from the data obtained from video recorders. In observation, the writer observes various things then records the information the writer gets and then combines it to be described.

Before entering the class, the teacher instructs the students who will be part of the research to prepare the class and clean the class. Starting from arranging benches, preparing markers, erasers

which will later be used for the learning process. However, there were some students who came late.

In addition, there are no projectors that are commonly used for presentations in the classroom. In this school, teachers only rely on printed books and blackboards. In class there are only pictures of students' work posted on the walls. There are not many students in this school and the school building also looks simple.

Then, before the teacher enters the classroom and begins the lesson, students who are part of the research enter the classroom first. The sitting position of the students follows the table arrangement previously arranged. Four tables and chairs are neatly arranged in front of the class. When the teacher enters the classroom, students immediately take out their notebooks. Starting with greetings and during the learning process all students very seriously pay attention to the explanation given by the teacher but are not active in interacting.

3.2. Discussion

Based on non-participant observations that researchers have done, and the data obtained which had been analyzed. Refers to the four aspects of communication that had been outlined previously as aspects of communication to create good interaction. So it can be said that the verbal classroom interaction between teachers and students at MA Miftahul Ulum Tanjungpinang did not going well because not all of these aspects were found during the class interaction process.

At least, there are five previous studies that also discuss the analysis of verbal classroom interactions between teachers and students, and one of them is research from Baso, (2019). In his research, it was found that the teacher dominated the verbal classroom interaction. By giving questions, the teacher tried to make students more active in interactions.

It is also found by researchers at the time of observation, that the teacher was more dominant in interacting through the questions given by the teacher and also the directions given by the teacher with utterance. Meanwhile, students did not really respond as expected so that the class interactions that took place did not run well. Good class interactions are interactions that have a reciprocal relationship therein. The response is an important one because if there is no response, there will be no reciprocal relationship between the interacting parties.

To create a good verbal classroom interaction. That is, there is a reciprocal relationship between teachers and students, the teaching-learning process cannot rely solely on printed books because printed books are a traditional learning resource. The instructions on books are so rigid that students cannot express their thoughts because they are fixated on the book. For this reason, teachers should use additional media other than textbooks to liven up the classroom atmosphere so that students are more provoked to involve themselves in class interactions.

IV. Conclusion

This study proved the findings from the previous research that the teacher was more dominant when interacting in class during lesson. This study came up with some categories of teacher talk and student talk. Start from teacher utterance, teacher question, students response and also students questions. But the researcher did not found the error correction from teacher and error correction from students.

When the learning process took place, the researcher found that the students confused about what they have to say when the teacher asks them to answer a few questions and they are also just kept quiet. There were four students in the class, only two students who were seen occasionally responded briefly.

On the other hand, during the learning process the researcher saw that the teacher used Bahasa more than English. In the whole conversation it seemed that teachers use Bahasa more frequently and sometimes combined Bahasa and English in her utterances.

According to Maryono, (2011) there are four aspects of communication that can make a good interaction, namely receive a message, understanding, remembering, and responding.

So, from the information above, it can be concluded that verbal classroom interactions that occurred between teachers and students during English lessons at MA Miftahul Ulum Tanjungpinang were not going well. It was because of the lack of student involvement in communicating during the learning process. There was no reciprocity in interactions that occurred between the teacher and students because information only came from the teacher without any meaningful response from students. No one of the students had textbooks, so students were only accepted what the teacher had said.

V. References

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