

**AN ANALYSIS OF VERBAL INTERACTION BETWEEN
TEACHER AND STUDENTS IN THE CLASSROOM AT
ELEVENTH GRADE OF STATE ISLAMIC
SENIOR HIGH SCHOOL 1PEKANBARU**

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ABSTRACT

This paper discusses interactional patterns in classrooms. This paper argues that the huge gape interaction between teachers and students also high expectations on educational outcome and lack of resources, have resulted in the classroom interaction among students and teachers. This research aimed to know the verbal interaction between teacher and students and the dominant of verbal interaction that occur in the learning process at Eleventh grade of State Islamic Senior High School 1 Pekanbaru. This research used qualitative research. The method used in this research was descriptive qualitative. This research was held at State Islamic Senior High School 1 Pekanbaru. The techniques of data collection used were observation and interview. The participants of this research were an English teacher and 14 students. The technique of sample selection in this research was purposive sampling. The techniques of data collection used were observation and interview. After getting the data, the researcher used the model of Miles and Huberman, they are data collection, data reduction, data display, and drawing conclusion. The results of this research found, from 7 categories of verbal interaction in teacher talk by FIACS the researcher found 6 categories that occur during learning process, such as accept feeling, praise or encourages, asking question, lecturing, giving direction and criticizing or justifying the authority. Only accept to use student's idea that do not occurred during learning process because the students did not deliver their idea in the learning process. Meanwhile in the students talk by FIACS, from 3 categories only 2 categories that occur, they are students-talk response and silence. There is not found students-talk initiation in the classroom. Then, the researcher found that the teacher more active than the students in the verbal interaction during learning process. The students talked a lot when they gave responses to the teacher's question. It means, the teacher's talk more dominant than student's talk.

Keywords: *verbal interaction, teacher's talk, student's talk, FIACS*

INTRODUCTION

State Islamic Senior High School 1 Pekanbaru is one of the schools as a formal institution, that is located in Pekanbaru. This school also provides an English course as one of the subjects. English has become a compulsory subject to be taught there. The subject is taught twice a week with a duration of 45 minutes each meeting. It means that the students have to learn English for 180 minutes a week. In the syllabus, eleventh grade of State Islamic Senior High School 1 Pekanbaru, this school used curriculum 2013 that presents all of English subjects that must be taught and learned. In curriculum 2013, the students are expected to participate actively and creatively than teacher in the teaching and learning process. Based on the result of observation, the teacher used of bilingual language in teaching and learning process. The teacher's bilingual language is defined as two languages of classroom instruction that used by the teacher, they are English and Indonesian. The teacher used English language more dominant than Indonesian, it is around 75% and 25% Indonesian. The teacher used Indonesian language to make the students easy to understand what the teacher explained during learning and teaching process.

Based on a preliminary study in State Islamic Senior High School 1 Pekanbaru especially the Eleventh grade class, the researcher found a lack of verbal interaction between teacher and students in the classroom. It is supported by the data that the researcher gets from the teacher when the researcher did an observation in the classroom and an interview with an English teacher. Based on the result of observation and interviews with the teacher, the researcher found some phenomena: some of the students were not interested speak during the teaching and learning process so the teacher felt difficult to explain the material, some of the students were shy to speak with their teacher so the teacher is difficult to create a fun learning process, some of the students were passive when the teacher gives questions, and some of the students have ideas that they want to deliver, but they do not know how to speak and deliver it.

The researcher concluded the problems are faced by the students and the teacher happened in the verbal interaction. Verbal interaction between the teacher

and the students are still having a problem, as the result the goals of learning process in the classroom are not achieved maximally. To know how is the verbal interaction and what are the dominant aspects of verbal interaction between teacher and students in the classroom the researcher uses Flanders' Interaction Analysis Category System (FIACS) by Flanders. Flanders' Interaction Analysis Category System is used to identify, classify, and observe classroom interaction. It is that how much verbal interaction between teacher and student in the learning process.

Based on the problem depicted in the background, the researcher formulates some research question as follows:

1. How is the verbal interaction between teacher and students in the classroom at the Eleventh grade of State Islamic Senior High School 1 Pekanbaru?
2. What is the dominant type of verbal interaction in the classroom at the Eleventh grade of State Islamic Senior High School 1 Pekanbaru?

LITERATURE REVIEW

According to Alwright (1984) and Ellis (1990), teaching and learning process in the classroom should be conducted as an interaction to get language model and facility since its quality can influence the level of acquisition. Therefore, teaching and learning is an important to process in the classroom. The goal of teaching is not only to evaluate learning outcomes but also to guide students' participation in the classroom. A classroom is a place where so many elements interact. Dagarin (2004) states classroom interaction is a process between teacher and students in the classroom where they can create interaction with each other. It means the classroom interaction is all of the activities that occur in the learning and teaching process.

Communication is an important thing to note in the interaction between teacher and students in the classroom. Communication cannot be separated from human's life, because people use it in their life. Classroom interaction is one of the platforms where the reality of

classroom phenomenon between teacher and students is produced. According Brown (2007) suggests that interaction is the collaborative exchange the thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other. Interaction that arises in the class come from the communication constructed by teacher and students that occur naturally without their plans depending on how teacher and students make good interaction.

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In addition, classroom interaction will help students to share the information that they get from materials with each other. Brown (2001) states the teacher should facilitate and stimulate students to get involved in participation. Interaction is the heart of communicative competence when a learner with another learner receives input and produces output. Allwright and Bailey (1991) hold that interaction can determine what learning opportunities students get. It is done together by the teacher and the students in managing the classroom interaction and learning opportunities. Interaction provides a wide range of opportunities for the students to practice their language and the teacher plays the important role to decide whether their students will get the chance or not. Obviously, in the classroom, it is considered important for the teacher to manage who should talk, to who, on what topic.

Classroom interaction can be found during the teaching and learning process, which involves both the teacher and the students. Dagarin (2004) stated that interaction is more than action followed by reaction. It means that interaction

is an action that is given a response or reaction. Classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. Verbal interaction takes place because of the teacher and student talk, meanwhile, non-verbal interaction covers gestures or facial expressions shown by the teacher and students when they communicate without using words.

According to Semir and Mile (2016), verbal teacher-pupil interaction is a multifaceted construct that involves several different components that are interconnected. The verbal interaction example is face-to-face conversation the teacher and students must be talking to each other. Speaking is a way to communicate, share ideas, and express feelings. By speaking everybody more to be easy to show what they want or think. As we know, verbal interaction is a thing crucial in the learning process, especially in the classroom.

However, Tuan and Nhu (2010) stated that the teacher's talk more dominantly in the classroom interaction. It is for about 70 to 80 percent out of class time was spent mostly by teacher talk. Therefore the practice of teaching English in Indonesia tends to be teacher-centered, this approach needs to be changed and instead, students' participation during the learning and teaching process needs to be taken into consideration. The teacher is too active in the classroom, should the student who acted more than a teacher. It means the students have less opportunity to develop their critical thinking in the target language. Critical thinking is a higher-order thinking skill. Higher-order thinking skill (HOTS) is a new concept of education reform based on the Taxonomies Bloom. The concept concentrate on student understanding in the learning process based on their methods. The HOTS questions can train students to think creatively and critically. It is a way to help students to improve their cognitive ability.

RESEARCH METHOD

This research is descriptive qualitative research. According to Ary et al (2010) qualitative approach used word and picture to answer question rather than numbers and statistics. The study applied a case study of the qualitative approach.

Case study focuses on the events surrounding one case in a contemporary context or setting. Creswell (2013) describes the qualitative approach to a case study with the investigator focusing on one or more cases over time through detailed, in-dept data collection involving multiple sources of information.

This research was conducted at State Islamic Senior High School 1 Pekanbaru. It is located on Jl. Bandeng, Tangkerang Tengah District in Marpoyan Damai Region of Pekanbaru, Riau. It was conducted on January– February 2024. The participants in this research were English teacher and the Eleventh grade of State Islamic Senior High School 1 Pekanbaru. The instrument used was observation, interview and video recording.

In this research, the researcher observed directly in the research place. The researcher prepared observation checklist of verbal interaction between teacher and students in the classroom by Flanders. The type of participant observation is passive participant. Also, the researcher conducted a face-to-face interview with participants, which is a data collection process in which the researcher asked questions and recorded answers from only one participant in the study at a time, so the participants can give their opinions, ideas, and perspective on the phenomenon and this was repeated with how many participants. In this research, to describe what the teacher and students talk during learning process, the researcher used video recording as one of the instruments for collecting the data. The researcher record all of the process teaching and learning in the classroom. The researcher used video recording to capture natural interaction between teacher and students in the classroom.

In this research, the researcher used Flanders Interaction Analysis Categories (FIAC) to determine of the verbal interaction during teaching and learning process.

	CategoryNumber	Interaction Behavior
Teacher talk	1	<p>Accept feeling</p> <ul style="list-style-type: none"> • In this category, teacher accepts the feeling of the students • He feels himself that the students should not be punished for exhibiting his feelings. • Feelings may be positive or negative.

	CategoryNumber	Interaction Behavior
	2	Praises or encourages <ul style="list-style-type: none"> • Teacher praises or encourages student actions or behavior. • When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying word like “good”, “very good”, “better”, “correct”, “excellent”, “carry on”.
	3	Accepts or uses ideas of students <ul style="list-style-type: none"> • If a student passes on some suggestion, then the teacher may repeat in nutshell in his own style or words. • The teacher can say “I understand what you mean” or the teacher clarifies builds or develops ideas or suggestion given by a student.
	4	Asking questions <ul style="list-style-type: none"> • Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students with the intent that a student answers. • Sometimes, teacher asks the question but he carries on his lecture without receiving any answer.
	5	Lecturing <ul style="list-style-type: none"> • Giving facts or opinion about content or procedure with his or her own ideas, asking rhetorical question.
	6	Giving directions <ul style="list-style-type: none"> • The teacher gives directions, commands, or orders to which a student is expected to comply with: <ul style="list-style-type: none"> • Open your books • Stand up on the benches • Solve 4 sun of exercise
	7	Criticizing or justifying authority <ul style="list-style-type: none"> • When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. • The teacher asks “what” and “why” to the students also come under this category. • Stating why the teacher is doing what he is doing
Student	8	Students talk-response

	CategoryNumber	Interaction Behavior
talk		<ul style="list-style-type: none"> • It included the students talk in responses to teachers talk. • The teacher asks question, student gives answer to the question.
	9	<p>Studentstalk initiation</p> <ul style="list-style-type: none"> • Talkbystudents talk in response to teacher’s talk. • Expressing own ideas: initiating a new topic; freedom to develop opinion and line of though like asking thoughtful questions; going beyond the existing structure.
Silence	10	<p>Silence or confusion</p> <ul style="list-style-type: none"> • Pauses, short periods of silence, andperiod of confusion in which communication can not be understoodbythe observer.

RESULTS AND DISCUSSION

This research was conducted to know the process of verbal interaction between teacher and students in the classroom. To acquire the data, the researcher used observation, interview and video recording.

The verbal interaction between teacher and students in the classroomat the Eleventh grade of State Islamic Senior High School 1 Pekanbaru

Based on the findings of the research, it was found there are two aspects of verbal interaction that occurred during learning process in the classroom, they are teacher talk and students talk. For the first, teacher’s talk. Teacher talk means what the teacher says in the learning process to explain the material and attract the students to be more active in the classroom. In this aspect, there are 6 categories that occurred in this research, they are accept feelings, praises or encourages, asking questions, lecturing, giving directions and criticizing or justifying authority.

Accepting feelings happened when the teacher asked the students’ feelings. The teacher asked the students’ feeling before begin the lesson to know they were happy or not. The second is praise or encourages, the teacher used positive feedback in a motivating manner to the students’ progress in learning

English such as good students, good job, very nice, and others. Asking question happened when the teacher always asked the question to students to make sure they are understood the material during learning process. Lecturing did by the teacher in the classroom, the teacher explained the material clearly and asked the question to the students to stimulate students' participation. Then giving directions happened when the teacher gave direction to the students for doing exercises or doing some activities. The last is criticized or justify authority. The researcher found the students did not act the bad behavior so the teacher rarely gives criticize or justify, only sometimes the student make noise because they felt bored and tired. Then the teacher only criticizes if the students have a not true when reading the text or dialogue.

The second is students talk. In this aspect, from 3 categories only 2 categories that occurred in this research, they are students-talk response and silence. The students always responding to the teacher's greeting, doing to the teacher's direction, but only sometimes answering the teacher's question. The student explained when they speak in front of their class, they felt nervous so it makes it difficult to participate in the learning process. Next is silence. The students' silence happened when they were asked by the teacher. Then when the teacher checked and confirmed their understanding of the lesson, they were too silent. They did not directly answer the teacher's question because they do not understand what the teacher asked.

It can be concluded the verbal interaction between teacher and students in the classroom is teacher centered, it is contradicting with Permendikbud Number 81A in curriculum 2013 that stated students are expected to participate actively and creatively than teacher in the teaching and learning process. It showed the verbal interaction between teacher and students in the classroom is not going well so the goal of the study will not achieve maximally.

The dominant of verbal interaction between teacher and students in the classroom at the Eleventh grade of State Islamic Senior High School 1 Pekanbaru.

After the researcher discussed the process of verbal interaction between teacher and students in the classroom, in this case the researcher discusses the dominant verbal interaction between teacher and students in the classroom. The observation was in form of the table that contained the categories and the dominant of verbal interaction between teacher and students in the classroom by FIACS.

Based on the result of findings, the researcher found almost all of the categories of teacher talk occurred in the learning process, except accepts or uses students' ideas. The researcher found that all of the categories occurred in the learning process except accept to use student ideas. In the learning process, the teacher accepts students' feeling, the teacher asked students' condition. After that when the students answered the teachers' question, the teacher gave praises to motivated the students to be more active in the next meeting. During learning process, the teacher often asked the question to the students about the material. Also, the teacher explained and presented the material in front of the class slowly and clearly. Then the teacher gives direction to the students during learning process at classroom. Meanwhile, in student talk, the researcher found student-talk response is low, the students only answer the teachers' direction but rarely answer the teachers' question. The researcher did not find student-talk initiation in the classroom, the students never delivered and shared their ideas or opinion during learning process.

It can be concluded the teachers' talk more dominant than students' talk. The teacher is more active than students in the learning process. The students talked a lot when they gave responses to the teacher's direction, also the students rarely answer teacher's question. In the research, the teacher used half of the teaching learning process in talking time than students.

CONCLUSION

Based on the research findings, from 7 categories of verbal interaction in teacher talk by FIACS the researcher found 6 categories that occur during learning process, such as accept feeling, praise or encourages, asking question, lecturing,

giving direction and criticizing or justifying the authority. Only accept to use student's ideas that do not occurred during learning process. Meanwhile in the students talk by FIACS, from 3 categories only 2 categories that occur, they are students-talk response and silence. There is not found students-talk initiation in the classroom. It means, the activity in the classroom is centered on the teacher. The researcher concluded verbal interaction between teacher and students in the classroom is not going well so the goal of the study will not achieve maximally.

Then, the researcher found that the teacher more active than the students in the verbal interaction during learning process. The students talked a lot when they gave responses to the teacher's question. The respond is very short and simple, only "yes" or "no". It means, the teacher's talk more dominant than student's talk.

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