

**CLASSROOM DISCOURSE OF VERBAL INTERACTIONS IN EFL
CLASSROOM
THESIS**

Submitted by

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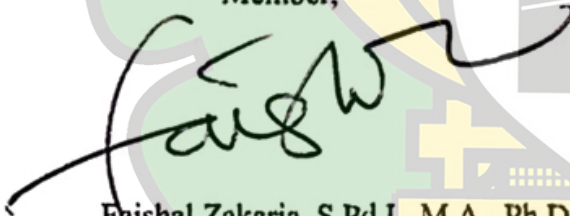
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Classroom Discourse of Verbal Interactions in EFL Classroom adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

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ABSTRACT

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Verbal interaction is human interactions using words or messages in linguistic form. Verbal interactions in the EFL classroom has a positive impact in improving students' English language skills. However, the implementation is very complicated in which verbal interactions still occur in one direction and the teacher is still the centre in the learning process. This research aimed to find out the patterns of verbal interactions between teacher-students, and also among students in the EFL classroom using the FLINT and Scrivener (2011) theory. This research also focused on the factors that support and inhibit verbal interactions. The population was the second grade students and all the English teacher of Ruhul Islam Anak Bangsa Islamic Boarding School. The sample was 30 students of XI MIPA I (male), 35 students of XI MIPA I (female) and two teachers that taught in both class. This research used classroom discourse as type of research with qualitative data types. The data were gathered from observation and interview. The results showed that the pattern of verbal interactions using FLINT and Scrivener theory in both classes occurred in a two-way pattern where there was balanced response and feedback between teachers and students, as well as among students. The most dominant FLINT category in both classes is the same, namely the ask question category for teacher talk and students response, specific for student talk. Supporting factors for verbal interactions consist of teacher readiness to teach, remembering students' names, expressive teachers, students' conditions, games. Meanwhile, inhibiting factors consist of lack of time, shy students, and teacher unpreparedness in teaching. Lastly, this study is expected to direct teachers to apply the FLINT category in the teaching process in order to achieve interactive verbal interactions with students.

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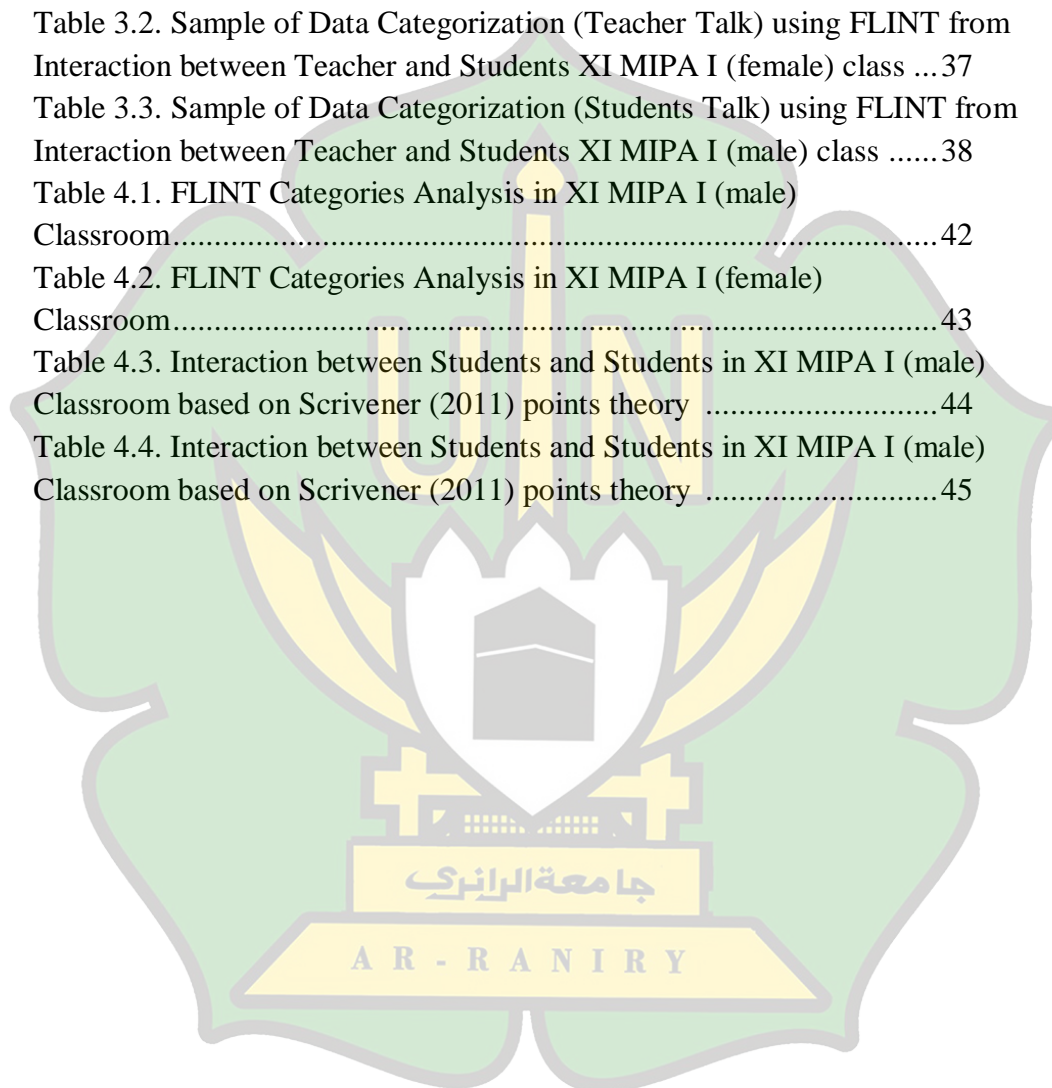
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CHAPTER I

INTRODUCTION

This chapter is made to introduce the research background, research questions, objective of the study, significance of the study, and terminology.

1.1. Background of the Study

Discourse, is a scientific discipline in linguistics. The term of “discourse” is not easy to defined largely, it because discourse has been seen from many different perspectives, ranging from a very linguistic-oriented to sociopolitical perspective one (Fairclough, 1992 cited in Suherdi, 2010). Dijk (1997) provides criteria to help understand clearly what is meant by discourse. These criteria consist of: 1) it must be "language use", 2) it must involve the communication beliefs, and 3) it must be coupled with interaction. The criteria of discourse from Dijk (1997) describes that discourse must be authentic language, in an interaction and communicate what the interlocutors think, believe, feel, etc. In the field of linguistics, discourse has been used to refer to different types of language used in different social situations, one of which is classroom discourse (Fairclough, 1992).

Classroom discourse is a discourse that based on the conversational between teacher and students. Classroom discourse is built on a particular architecture of its own, as it were of interaction that occurs between teachers and students and also interaction between students and students (Seedhouse, 2004). The interaction that arise in the teaching and learning process between teachers and students are known as classroom interaction. Hence, classroom discourse refers to one form of the realization of social interaction, that is classroom interaction.

Classroom interaction is one of the most important aspects in teaching and learning activity. The similar thing was stated by Mardiyana (2018) that classroom interaction between teachers and students aims to build the successful teaching and learning process. Classroom interaction is a process of exchanging ideas between two or more individuals, either between teachers and students or between students and students. The process of exchanging ideas influences one another in a verbal communication approach (Brown, 2004). It is intended that teachers and students can exchange information, thoughts, and experiences to help teaching and learning process run effectively and smoothly. The existence of classroom interaction has been a concern for a long time, therefore there have been many theories about this topic.

One of the theories about classroom interaction is Foreign Language Interaction Analysis (FLINT) developed by Moskowitz (1971) to describe and analyze teaching and learning interactions (Magvira, 2019). FLINT theory stated that teaching will be effective depending on how directly and indirectly teachers influence the learners' behaviors (Brown, 2007). In this era of communicative language teaching, FLINT analysis has several advantages that can create effective classroom interactions, one of them is developing interactive language teaching methods by providing a taxonomy for teachers to build a teaching framework as well as helping organize learning for effective teaching (Utami et al., 2023). Therefore this theory is used as a reference for analyse classroom interaction in this research.

In the context of EFL classrooms, various forms of interaction are very important to make students comprehend the subject easily. This is because students usually do not receive input from the target language outside the classroom and do not use the target language in everyday life (Pishghadam et al., 2021). The interaction in the EFL classroom is formed starting with the teacher initiating communication, then students respond, and the teacher provides feedback (Sundari, 2017). Therefore, in EFL classroom interaction, teacher is not only the one who participate actively, but students are also required to participate in class. According to Richard (1992) cited in Dewi (2018), interaction in the EFL classroom is divided into two categories, namely verbal interaction and non-verbal interaction. Verbal interaction is a form of interaction that arises because teachers and students use words orally, while nonverbal interaction is an interaction that occurs without involving verbal words, but creates meaning through nonverbal behavior in the form of body movements, facial expressions, eye contact, etc. (Syahriah et al., 2022).

The existence of verbal and non-verbal interactions has a positive impact in improving students' English language skills (Syahriah et al., 2022). However, compared to non-verbal interactions, verbal interaction has a major influence on the classroom environment, the quality of the teaching program, and the management of students in the classroom (Nurhadijah, 2019). Verbal interaction in the EFL classroom occurs in two forms: verbal interaction between teacher and students and verbal interaction between students and students (Jia, 2013). Through verbal interaction between teacher and student, the teacher can provide opportunities and encourage students to talk and participate in class instead of only responding to

teachers. While verbal interaction between student and student can stimulate them to think, share opinions, and work together with their pairs (Webster & Johnson, 1987 cited in Nurhadijah, 2019). Verbal interactions that occur between teachers and students, as well as between students and students in the EFL classroom, can indeed help teachers and students achieve the target of learning English effectively.

Even though verbal interaction is effective in teaching and learning process, the implementation is very complicated. Many problems appear through communicative interaction because students had difficulty in expressing themselves to use English which is not their mother tongue (Solita et al., 2021). In addition, Harahap et al. (2018) stated that students are hesitant to express their ideas in classroom because they are afraid and ashamed. Besides that, another problem of verbal interaction in the EFL classroom is the interaction only goes in one direction, where the teacher is still the centre and takes the dominant position in the process of teaching and learning. It is proven by research that conducted by Zega et al. (2023) found that teacher talk was dominant than student talk, students also only interacted when the stimulus was given by the teacher, and there were also some times when students were silent or did not respond at all. To strength the statement, another study that conducted by Nastiti (2022) stated that 70 to 80 percent of the learning process is dominated by the teacher, which means that the teacher's still the dominance of interaction. From those studies above, It can be conclude that verbal interaction that occurs in the process of teaching and learning English did not run effectively, and students did not actively participate in the classroom.

The implementation of classroom interactions effectively is important to create an interactive learning environment. It also aims to achieve learning objectives completely. Several studies have discussed about classroom interaction. Research from Magvira (2019) about teacher-pupil interaction in the English classroom indicated that teacher managed the class and gave the students freedom widely to participate in the class. The teacher almost used all the types from teacher interaction and students also participated in the class. In another study by Fajria (2019) titled the analysis of verbal interaction between teacher and students in the classroom, showed that all teachers used all FIAC categories and the dominance talk was the teacher's talk. The teachers speak about 61 percent in the classroom while students 18 percent. Moreover, study from Nastiti (2022) titled an analysis of verbal interaction between teacher and students in an Indonesian EFL classroom stated that the teacher talk is 70.58% and the students' talk is 29.42%. It indicated that the teacher talk is dominant in the classroom than the students. In the terms of teaching and learning, the teacher is more active than the students.

Previous studies have discussed the interaction between teachers and students in EFL classrooms. The three previous studies only examined interactions between teachers and students, therefore researcher interested in adding aspect such as interaction between students and students in the EFL classroom. Because of the addition, this research required Scrivener's (2011) theory regarding student-student interactions. This research also added factors that support and hinder verbal interaction in the EFL classroom from student's perspective, whereas the previous study by Magvira (2019) only included this point from teacher's perspective. In addition, the previous studies were located at junior high schools, so researcher

need to conduct further research on this topic at a different school level, namely senior high school. Therefore, because of these gap, the researcher interested in conducted study about “Classroom Discourse of Verbal Interactions in EFL Classroom”.

1.2. Research Question

Based on the background described above, the research questions of this study are formulated as follows:

1. What are the patterns of verbal interactions taking place between teachers and students based on FLINT system and what is the most dominant one?
2. What are the patterns of verbal interactions that occurs between students and students in the EFL classroom based on Scrivener theory?
3. What factors support and hinder the occurrence of verbal interactions between teachers and students as well as verbal interactions among students in the EFL classroom?

1.3. Aims of the study

In accordance with the research questions, the aims of this study are as below:

1. To discover what are the patterns of verbal interactions taking place between teachers and students based on FLINT system and what is the most dominant one.
2. To find out the patterns of verbal interactions between students and students based on Scrivener theory.

3. To find out the factors support and hinder the occurrence of verbal interactions between teachers and students as well as verbal interactions among students in the EFL classroom.

1.4. Scope of the Study

This research focused on analyse the patterns of verbal interactions that occur between teachers and students using FLINT system, and also verbal interactions between students and students in the EFL classroom using the Scrivener (2011) theory. This research also focused on examine the factors that support and inhibit verbal interactions between teachers and students, as well as verbal interactions between students and students in the EFL classroom.

1.5. Significance of the study

This research is expected to provide significance for teachers and students related to verbal interactions in the EFL classroom. For teachers, this research is expected to be a reference to find out the forms of verbal interactions that should occur in the classroom and encourage teachers to formulate new teaching techniques by reconsidering their views and strategies for building positive interactions with students to achieve effective learning. For students, this research is expected to provide information about the forms of verbal interactions that can help them participate actively in class.

1.6. Terminologies

This section provides the definitions of some terms that are frequently used in this study briefly to avoid misunderstandings for the readers.

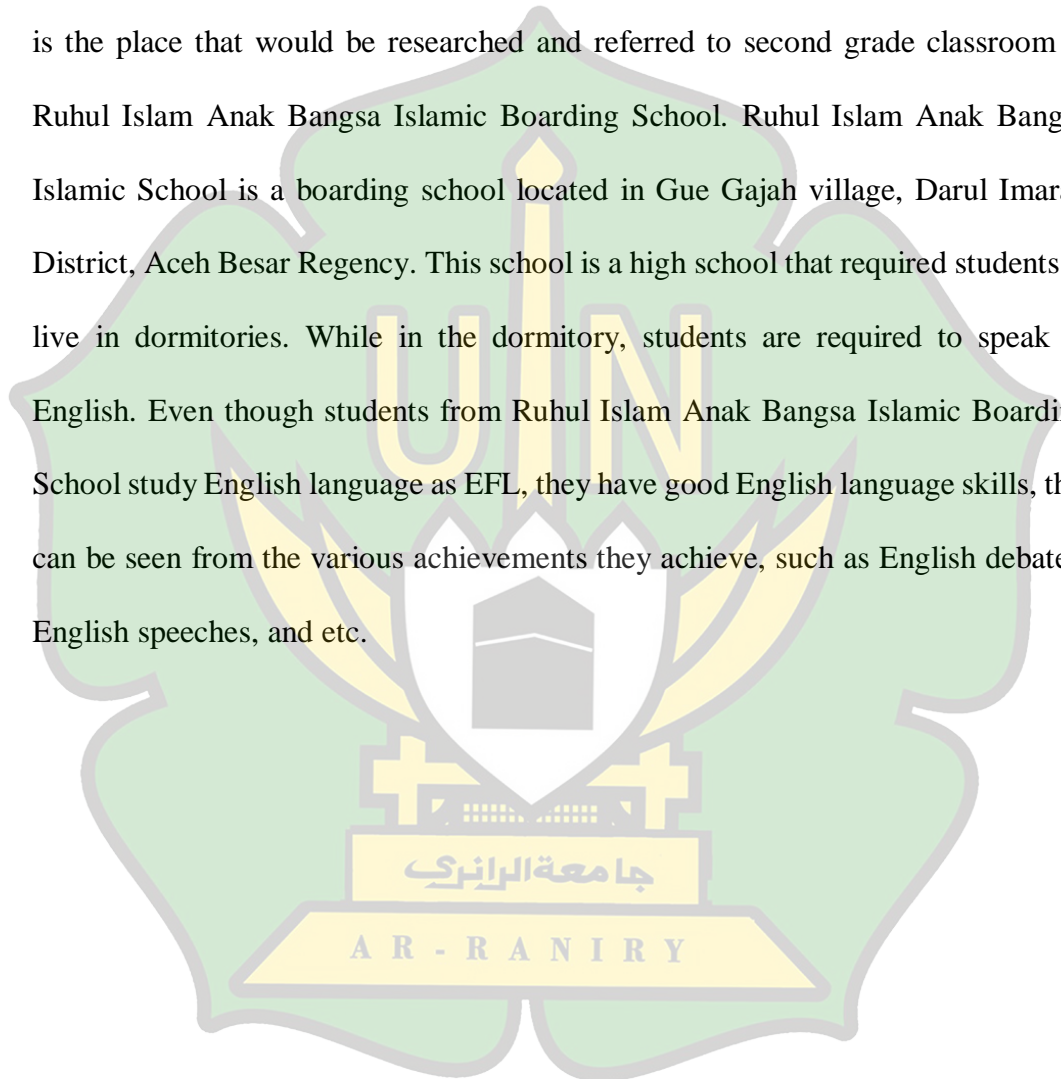
1.6.1. Verbal interaction

Verbal interaction is a form of interaction that occurs when people start communicating with each other using their voices. These sounds are used to articulate words that are arranged sequentially according to the rules of the spoken language (Nastiti, 2022). According to Mardiana et al. (2019), verbal interaction in the EFL classroom occurs verbally between the teacher and students during the teaching-learning activity. So, verbal interaction between teacher and students occurs when the teacher conveys a subject or ongoing subject that is happening in the classroom. Apart from occurring between teachers and students, verbal interactions also occur between students and students (Brown, 2004). Forms of verbal interaction in the EFL classroom are categorized into two types : verbal interaction between teacher and students, and verbal interaction between students and students (Brown, 2004). In addition, to support interaction in the classroom, teacher and students must participate in interaction within the classroom. When the teacher and the students understand what each other means, verbal interaction develops successfully.

1.6.2. EFL Classroom

English as a Foreign Language (EFL) refers to learning and using english as an additional language in a non-english speaking country. EFL classrooms are classrooms in schools that study and teach English, but English itself is not the primary language are taught and used to communicate in everyday life and also

does not play an important role in the life of the nation or society (Aini et al., 2021). To create an engaging learning environment for EFL students, EFL teachers use a variety of teaching methods and strategies to help students develop their English skills. This strategy starts from creating an interactive and participative classroom environment in the learning process (Alicia, 2018). In this study, the EFL classroom is the place that would be researched and referred to second grade classroom at Ruhul Islam Anak Bangsa Islamic Boarding School. Ruhul Islam Anak Bangsa Islamic School is a boarding school located in Gue Gajah village, Darul Imarah District, Aceh Besar Regency. This school is a high school that required students to live in dormitories. While in the dormitory, students are required to speak in English. Even though students from Ruhul Islam Anak Bangsa Islamic Boarding School study English language as EFL, they have good English language skills, this can be seen from the various achievements they achieve, such as English debates, English speeches, and etc.



CHAPTER II

LITERATURE REVIEW

This chapter covers some theories as the basis of the discussion. It is aimed to providing more understanding about the topic of the study. This chapter presents the definition of classroom interaction, the concept of verbal interaction, FLINT, student-student interaction by Scrivener (2011), and previous studies.

2.1. Classroom Interaction

According to The New Oxford Dictionary of English, the term “interaction” originates from “interact,” which denotes the notion of mutually influencing one another. The 4th edition of the Oxford Dictionary defines interaction as a reciprocal connection or impact (Oxford Dictionary, 2011). In the context of human life, interaction is a process of collaborative exchange of thoughts, feelings, or ideas between two or more people, where the exchange produces a reciprocal effect on each other (Asiyah, 2020). Hence, interaction require a structured exchange of messages between two individuals in order to establish a communication process.

In the classroom, it is crucial to emphasize the significance of interaction. The interactions that take place within the classroom are known as classroom interactions, which are vital elements and an important part of the teaching and learning process (Sari, 2022). The definition of classroom interaction is a process in teaching and learning activities that involves interaction between teachers and students in the process of exchanging information and ideas to achieve learning goals (Kusumayanthi, 2020). This is in line with what Brown (2004) said that classroom interaction is the process of exchanging ideas that takes place between

teachers and students, as well as among students themselves. The exchange of ideas during classroom interactions has a reciprocal influence on both teachers and students, as well as among students.

Effective classroom interaction influences everything that happens in the classroom. This is because the learning process cannot run well if there is no proper interaction between the teacher and students or among the students themselves (Zega et al., 2023). The influence of classroom interaction on students can help them gain understanding, practice, and generate feedback from teachers or fellow students to increase their knowledge (Kusumayanthi, 2020). The importance of effective classroom interaction is described through visual representation by Dagarin (2004) as follows:



Figure 2.1. Classroom Interaction (Dagarin, 2004).

Based on the visual representation above, Dagarin (2004) notes that students are active participants in the classroom interaction process and are responsible for actively engaging in the exchange of ideas with their peers and teachers. In other words, classroom interaction involves a reciprocal communication process that occurs between teachers and students, as well as among students themselves.

Classroom interaction is categorized into two forms, namely, verbal classroom interaction and non-verbal classroom interaction (Dewi, 2018). Verbal interactions involve the exchange of information through spoken language and can take the form of lectures, discussions, and debates. On the other hand, nonverbal

interactions refer to the exchange of information through body language, facial expressions, and other nonverbal cues.

Verbal interactions play a crucial role in classroom interaction, as they can convey emotions, attitudes, and interactions that may not be communicated explicitly through nonverbal interactions. The importance of both verbal and nonverbal interactions in classroom interaction has been highlighted in recent academic studies. For instance, Syahriah et al. (2022) conducted a study that investigated the teacher's verbal and non-verbal communication and its effects on students' motivation in the EFL classroom. The study underscore the importance of both verbal and nonverbal interactions in classroom interaction, highlighting the need for educators to cultivate a positive and inclusive classroom environment that encourages both forms of communication.

2.2. Classroom Discourse

Classroom discourse is a form of discourse that is important to study in a language education environment. Stubbs (1976) stated, the dialogue that occurs in the classroom between teachers and students is part of the educational process, or at least the major part of it. Stubbs (1976) emphasized that understanding classroom discourse is the key to success in understanding educational practice. Classroom discourse itself is defined as the various forms of language and interaction, as well as non-linguistic elements such as gestures and silence, that take place in the classroom and educational setting (Wang et al., 2024). Classroom discourse is discourse that is based on conversations between teachers and students in the classroom (Abeti, 2022). Furthermore, Gonzales (2008) defines classroom discourse as an important component in the learning process which includes

interactions between teachers and students as well as interactions between students and students. Due to the exchange of ideas that may include opposing points of view, it is important to create a classroom community that is inclusive and supports all members of the class, namely through classroom discourse (Sanchez, 2008). Studying classroom discourse can help reveal the complex meanings hidden behind teaching practices easily. Through classroom discourse analysis, the value of the interaction patterns that occur between teachers and students, learning content, and the language used by teachers and students in the learning process will be easy to understand, identify and interpret.

Several studies limit the form of classroom discourse to the interactions between teachers and students as well as interactions between students and students, which then conceptualized the form of interaction as dialogue between individuals in the classroom, where one party initiates a conversation with another party and receives a feedback (Howe & Abedin, 2013). This form of interaction has benefits in the learning process such as improving students' thinking and academic achievement (Gillies, 2019).

2.3. Verbal Interaction

Verbal interaction is an important component for learners to acquire and learn language in order to communicate appropriately in the target language (Tampubolon, 2018). Verbal interaction itself is a form of interaction carried out both orally and in writing to express ideas, feelings, thoughts, and opinions using words and expressing them through speeches, discussions, presentations, and conversations.

In the EFL classroom, verbal interaction is a form of verbal exchange that is produced both by interactions between teachers and students as well as between students and students in the classroom (Tampubolon, 2018). Successful verbal interactions occur when teachers and students can fully understand what each other means (Averina, 2023). In doing this, teachers and students need to be aware that every statement made by each party has assumptions and the intention to communicate information that is relevant to the classroom context or even outside that context.

Andrew et al. (2005), cited in Wahyuni (2017), stated that in forming verbal interactions in the classroom, a teacher must have verbal abilities, which refer to a person's skills in utilizing ideas through words, both spoken and written. This skill involves mastering vocabulary to be able to choose the right words to convey meaning to the listener. Verbal abilities also involve the ability to organize words logically. In general, verbal abilities of teacher are (Wahyuni, 2017) :

- Clear in explaining the information.
- Give an obvious explanation.
- Help students use the ideas in words.
- Help students improve their communication skills.
- Help students understand the meaning of the written language.
- Capable of using analogies in learning.

2.3.1. Verbal interaction between teachers and students

Verbal interaction between teachers and students in the classroom is a critical component of effective communication in education. Verbal interaction between teachers and students is the process of how teachers use language to check

students' understanding through exchanging information such as lectures, discussions, and debates (Sundari, 2017). In the process of verbal interaction, teachers and students use various learning resources to fulfill their roles and responsibilities through interactions that influence each other (Xie, 2023).

The existence of verbal interaction between teachers and students in the classroom is fundamental for developing student involvement in academic achievement (Havik & Westergard, 2020). Del Arco et al. (2021) cited in Poysa et al. (2019) stated that fostering effective verbal interactions between teachers and students has a positive impact on the learning environment. One of the positive impacts of effective interaction between teachers and students is increasing students' academic motivation and self-confidence as well as generating students' sense of achievement in understanding the learning material, this is because students' understanding really depends on how the teacher provides appropriate input for them in classroom situations.

In addition, the relationship between teachers and students is built on the basis of student interaction and involvement, which are closely related to teacher support (Xiao et al., 2023). This is because teacher-student interaction has a big influence on learning, both the process and the results. Xiao et al. (2023) stated that active teacher-student interaction increases teacher capacity and professionalism in creating successful learning.

Dong et al. (2020) emphasized that prior knowledge and cognitive load influence students' learning engagement in teacher-student interactions. There are several strategies that can be used to increase interaction between teachers and students in several stages of teaching, namely: strategies for increasing awareness

of collaboration and interaction, presentation and analysis strategies, practical application strategies, and self-assessment and reflection strategies (Garton, 2020).

2.3.2. Verbal interaction between students and students

Verbal interactions between students and students are the important aspects of inclusivity or participation in class. Verbal interaction between fellow students can encourage students to actively participate in the learning process (Marfuah, 2017). The pattern of interaction between students during class is a process where students react to each other's actions, attitudes, and ideas in understanding the learning material (Osakwe et al., 2023). It can be understood that verbal interaction between students and students is an interaction where fellow students give each other opinions, ideas, and comments regarding the learning process and the material being studied.

Verbal interaction also enables students to exchange ideas and perspectives, negotiate meaning, and engage in critical thinking and problem-solving activities. According to Brown (2004), verbal interaction that occurs between students and students has several advantages, namely:

- Help students to be competent in critical thinking and share views among their friends.
- When a student interacts with other students, he receives input and produces output regarding the language and material studied in the learning process.
- Providing opportunities for students to talk, discuss, and interact with their peers in the classroom regarding learning materials is a powerful way for students to strengthen the knowledge or material they have learned.

Verbal interaction between students in collaborative learning activities promoted the development of students' social and cognitive skills, including their ability to communicate effectively, collaborate, and solve problems. The form of interaction between students and students can be (Rohmah, 2017): students talk to each other spontaneously, ask each other questions, and respond in a natural way. These are example of how interaction among students can be practiced. Apart from that, interaction between students can happen either in groups called student-student interaction or in pairs called peer interaction. The interaction of students in groups aims to give students opportunities to speak and practice speaking skills in the classroom in order to obtain feedback in the target language through correcting each other's errors or asking questions of each other when working in groups (Meng & Wang, 2011).

2.4. FLINT (Foreign Language Interaction Analysis)

Foreign Language Interaction Analysis (FLINT) is a methodological approach that was developed by Moskowitz to examine foreign language interaction and assess language learning process in classroom settings (Moskowitz, 1971). FLINT (Foreign Language Interaction Analysis) is a guideline for analyzing the process of interaction that occurs in the classroom between teachers and students (Brown, 2007). FLINT aims to capture and analyze various linguistic and non-linguistic elements of interaction between teachers and students, including conversational structure, turn-taking, feedback, and nonverbal communication. The analysis of these elements allows for the identification of language learning opportunities as well as potential challenges and obstacles to effective language learning (Brown, 2007).

This research uses FLINT as a reference or theory when analyzing the interaction process that occurs in class. The reason researcher use FLINT for this study because FLINT has emerged as a valuable tool for analyzing foreign language interaction in the classroom and for understanding the complex processes involved in language learning. By examining the linguistic and non-linguistic elements of interaction, FLINT enables researcher to identify the factors that contribute to effective language learning and to develop strategies for improving language learning outcomes.

FLINT (Foreign Language Interaction Analysis) consists of two categories, namely teacher talk and student talk. FLINT (Foreign Language Interaction Analysis) also divides teacher talk into two categories, namely teacher talk that gives direct or indirect influence (Brown, 2007). Teacher talk categorization is a way for teachers to discuss, share, and correct information about learning material with students. Teacher talk can also be defined as the teacher's way of criticizing and giving directions to students (Astutie, 2020). Meanwhile, the categorization of student talk is student actions that contain verbal interactions related to academic material with the teacher (Imbertson, 2017). For more details, categories of teacher and student conversations in FLINT (Foreign Language Interaction Analysis) will be presented through the diagram below:

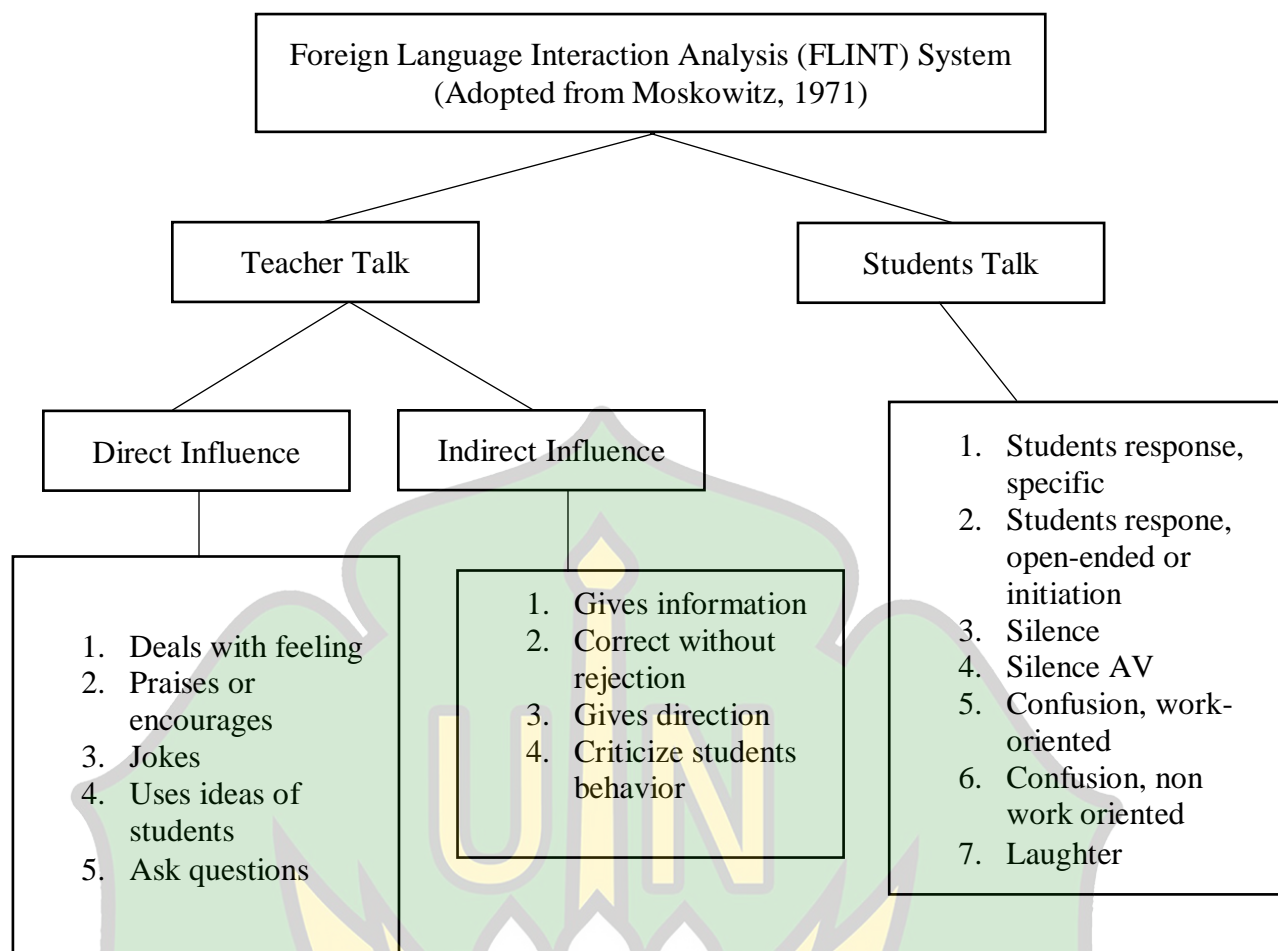


Figure 2.2. FLINT (Foreign Language Interaction Analysis) (Moskowitz, 1971)

- Teacher Talk

Direct Influence

1. Deal with Feeling: Handling student feelings is an important thing to do to create a comfortable atmosphere between the teacher and students when the interaction takes place. Understanding students' feelings can also help teachers understand the conditions of students in the teaching process. Example include: the teacher asks how students are (students condition, feeling) (Sofyan & Mahmud, 2018). Example:

- teacher : how are you students? (dealing with feeling)

- students : we are good, miss!

2. Praises or encourages: The teacher's skill in praising students is also very important for creating an interactive learning process, besides that, the teacher's ability to encourage student participation to be active in learning and interacting is also the key to achieving learning goals effectively (Kriyachou, 2009). Example :

- teacher : berpisah?
- students : separate
- teacher : yes, good, separate (praises or encourages)

3. Jokes: The teacher's ability to joke and make word games with students can also liven up an interactive classroom atmosphere (Putri & Putri, 2021). Example :

- teacher : goal, nah. Aim or goal. Jangan goals langsung gol gawang (jokes)
- students : hahahah (laughing)

4. Uses ideas of students: Teachers can use, interpret, or summarize student ideas to start and continue discussions in the learning process to create interactive learning (Moskowitz, 1971). Example :

- teacher : can you give one example about the “legend” ?
- students : timun mas
- teachers : yes, timun mas itu termasuk ke dalam legend (uses ideas of students)

5. Ask questions: Asking questions to students is one way for teachers to stimulate and help students express their ideas or thoughts about learning material (Kriyachou, 2009). Example :

- teacher : do you remember about the last lesson? (ask questions)

- students : past perfect

Indirect influence

1. Gives information: the teacher provides information about facts or phenomena related to learning materials to students (Cohen, 2004).

Example :

- teacher : uncountable cannot be counted while countable means that it can be counted. Examples of uncountables are like water and examples of countables are apples, mangoes and so on, you got it? (gives information)

- students : yes miss

2. Corrects without rejection: the teacher must be able to tell students if they make mistakes when using words or intonation (Putri & Putri, 2021).

Example :

- teacher : kalau bahasa inggris nya membuat kue apa?

- students : do a cake

- teacher : do memang bisa diartikan sebagai membuat tapi itu kurang tepat, lebih tepatnya adalah make a cake, karena do itu diartikan sebagai melakukan (corrects without rejection)

3. Gives direction: teachers must be able to provide direction to students in exploring and developing their ideas in the learning process. Sometimes, in the teaching and learning process, some students experience difficulties in expressing their ideas, so the teacher must be able to guide and provide direction for students in order to achieve an interactive process of communication and learning (Cohen, 2004). Example :

- teacher : please open page fifty one! (gives direction)

- students : alright miss

4. Criticizes student behavior: a quiet classroom atmosphere is a form of teacher belief to achieve an effective learning process, but sometimes in the teaching and learning process, there are some students who are in noisy conditions, so the teacher must be able to know how to communicate and criticize students positively (Talis, 2009). Example :

- teacher : Please do not make noise for those sitting in the back (criticizes student response or behavior)

- Student Talk

According to Moskowitz's FLINT in Brown (2007), there are seven categories of student talk described as follows:

1. Student response, specifically, is a situation where students respond to their teacher with specific and limited words available or with words that have been spoken by the teacher before (Syting et al., 2024) Example :

- teacher : do you remember about our last lesson?

- students : yes (student response, specific)

2. Student response, open-ended or student-initiated: student response openly or student initiation is a situation where students respond to their teacher with their own ideas, ideas, reactions, and opinions (Beltran, 2018). Students are also free to ask questions and have the initiative to express whatever is on their minds about the learning material to the teacher.

Example :

- teacher : What is meant by a fairy tale?

- students : the pictorial one (student response, open-ended)

3. Silence: a situation where there is a pause in the learning process because there is no verbal interaction (Smith & King, 2018)
4. AV Silence: a state of silence or silence during an interaction due to the playback of audio-visual equipment such as a tape recorder or projector.
5. Confusion, work-oriented: a situation where more than one person speaks in the classroom so that the process of verbal interaction cannot be recorded properly. For example, students who are excited to respond to assignments or material being studied
6. Confusion, non-work-oriented: a condition where more than one person speaks in class and verbal interactions cannot be recorded properly. For example, students who are not orderly.
7. Laughter: a condition where students laugh in a classroom caused by the condition of the classroom or the teacher who teaches.

Especially for the category of student talk, the points that will be used for this study, namely verbal interactions in the classroom are : specific student response, open-ended or initiation student response, and laughter. This is because this research only focuses on verbal interactions that occur in the classroom, so the points of silence, silence AV, confusion work-oriented, and confusion non-work-oriented are not used because they do not include research focus.

2.5. Students-Students Interaction by James Scrivener

Scrivener defines student-student interaction as the exchange of information, ideas, and opinions among students in the classroom (Scrivener, 2011). It involves communication between students in pairs, small groups, or the whole class and

plays a crucial role in language learning. In this research, interaction between students-students is defined as an activity in a learning context that involves two-way communication between two or more students. The purpose of student-student interactions is to complete instructional tasks or contribute to the development of social relationships.

According to Scrivener (2011), student-student interaction provides opportunities for students to practice and develop their language skills in a meaningful and authentic way. It also fosters cooperation and collaboration among students, which can lead to increased motivation and engagement in the learning process (Nurhadijah, 2019). Scrivener (2011) states that if interaction among students are managed well, then these interaction can be an important factor in cognitive development, student educational achievement, and the emergence of social competence (Anas & Jamal, 2021). This can also develop students' capacity through collaborative work. So, students can build social relationship through these kinds of interaction, where a sense of learning community is enhanced and isolation is reduced in the classroom. Therefore, teachers must encourage interaction between students like this because this is the fastest and best way, making students become active participants and not passive participants (Scrivener, 2011 cited in Daar, 2020).

Scrivener's concept of student-student interaction can be seen in the following table (Scrivener, 2011):

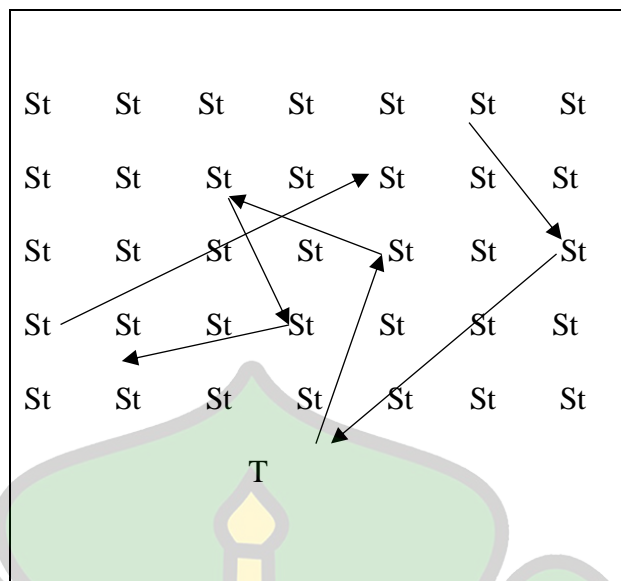


Figure 2.3: Interaction Between Students and Students (Scrivener, 2005)

Scrivener (2011) has listed several important points that can be seen as indicators of verbal interaction among students. These points include the following:

1. Teacher create pairs and small groups to maximize opportunities for students to talk. For example, teacher asks students to break off for 30 seconds and talk in pairs about their reactions to what just been discussing. Scrivener (2011) states that the main purpose of pair and group work is to add variety and revive pair and group work which has become routine and predictable so that students are more encouraged to participate fully and actively (Nourmasari, 2016).
2. If possible, teacher arrange seating so that students can all see each other and talk to each other. For example, circles and squares.
3. Teacher get students to ask questions and give explanations to each other.

4. Teacher do not always need to be at the front of the class. Teacher have to try out to seating arrangements that allow the whole class to be the focus (for example, teacher take one seat in a circle).



CHAPTER III

RESEARCH METHOD

This chapter covers all explanations about the methodology of the research. It provides information about research design, research participants, the procedure of data collection, and the technique of data analysis.

3.1. Research Design

This research was designed using FLINT (Foreign Language Interaction Analysis) framework as part of classroom discourse analysis with qualitative data types. Classroom discourse analysis is a discourse analysis based on teacher and students language interaction (Kasmiati, 2021). Interactions during the learning process could be categorized as the part of classroom discourse. Classroom discourse has an unequal power relationship between teacher and student. Teachers tend to control the lesson, dominate in interactions, and initiate exchanges. Typical discourse includes the teacher asking a question, one or more pupils responding, and the teacher evaluating that response (Nunan, 1999). One approach to classroom discourse is not only to examine the language used in the classroom, but also to examine how knowledge is constructed and displayed in the process of interactions in the classroom (Edwards & Mercer, 1987). In line with these theories, researcher used FLINT (Foreign Language Interaction Analysis) system developed by Moskowitz (1971) to observe how's verbal interactions patterns between teachers and students formed during the teaching and learning process. FLINT contains aspects of interaction carried out by teachers and students in the classroom which are then categorized in the form of teacher talk and student talk interactions patterns.

Furthermore, this research used FLINT framework to find out how's teacher deliver a knowledge to the students which can be said as teacher talk and also how students responds to the teacher which can be said as students talk. Teacher and students talk patterns of FLINT categories would be analyzed as forms of classroom discourse in this research to answer research questions.

This research used qualitative data which would be presented descriptively. Qualitative data is a data in the form of any information that can be captured and is not numerical. One of the general characteristics of qualitative data is that the data is in the form of textual, verbal, audio or visual material that allows for interpretation and description and does not focus on measurement (Eriksson & Kovalainen, 2015). In line with this definition, the data for this research was the pattern of verbal interactions used by teachers and students during the learning process. When teachers and students interact verbally or talk in the classroom, their conversations would be recorded and used as data for further analysis. Qualitative descriptive data is a type of research data that comes from studies behavioral phenomena in a natural context and tries to understand and interpret them using accurate descriptions and explanations (Harefa et al., 2022). Qualitative descriptive research tries to understand the meaning of a phenomenon through studying and collecting various empirical materials, whether from case studies, personal experiences, reflective personal lives, interviews, observations, or visual texts that describe routine and problematic realities and meanings in individual lives (Denzin & Lincoln, 2005). In line with these theories, this research used qualitative descriptive because it attempts to present data descriptively through interactions analysis of the patterns of verbal interactions carried out by teachers and students

during the learning process. In addition, the use of descriptive qualitative in this study was to explore the factors that support and hinder verbal interactions in the EFL classroom, especially in the teaching and learning process in the second grade student at Ruhul Islam Anak Bangsa Islamic Boarding School.

3.2. Population and Sample

3.2.1. Population

The population is the number of individuals or objects with similar characteristics (Griffie, 2012). The population of this study was the second grade students and all the English teacher of Ruhul Islam Anak Bangsa Islamic Boarding School. Ruhul Islam Anak Bangsa Islamic Boarding School is a high school located in Gue Gajah village, Darul Imarah District, Aceh Besar Regency. Ruhul Islam Anak Bangsa Islamic Boarding School was chosen as the research location because this school is a boarding school that required their students to speak English in their daily life in the dormitory. The students background of Ruhul Islam Anak Bangsa Islamic Boarding School who used English in their daily lives was a required criterion for this research. This is because this research would focus on how students and teachers used English in verbal interactions during the learning process. Meanwhile, the reason why the researcher chose second grade students as the research population was due to consideration of the length of time they were exposed to English. Second grade students have experienced adaptation when studying English in first grade, and when they are in third grade, they are busy with graduation exams. Therefore, second grade students were a suitable population for this research.

3.2.2. Sample

The sample is a number of objects to be studied, where the objects are considered to represent the whole and are taken from all the objects examined (Griffie, 2012). In this study, the sampling technique used was purposive sampling. Purposive sampling is the selection of samples with certain criteria. Unlike probability sampling, which can be taken randomly, purposive sampling, also known as non-probability sampling, selects participants who meet the requirements or criteria made by the researcher (Kothari, 2004). The use of purposive sampling in this research aimed to determine informants who truly represent the amount of information needed in the research, namely the teachers who teach in EFL classes and EFL students, where they use English in the learning process. The reason why the researcher used purposive sampling to determine the research sample was because the selected sample must have criteria that were in accordance with the needs and objectives of the research, where the required sample criteria was sample that actively carry out verbal interactions in EFL classroom.

The criteria for selecting the sample for this study were:

- 1) For observation, the sample in this study consisted of two teachers who taught English to second grade students and also the second grade students from two EFL classes. The reason for choosing two classes from all second grade classes is because these two classes are the classes that most actively interact with the teacher in the learning process. This is in accordance with the criteria required in this research because this research examines verbal student

interactions between teachers and students, as well as interactions between fellow students. Apart from that, the two classes used as samples for this research were classes recommended by the teacher for research, namely XI MIPA I (male) class and class XI MIPA I (female) class. These two classes are the classes that recommended by the teacher because most of the students in these two classes are active in the verbal interaction process in class. The two classes are each separated between male and female students. The reason the researcher chose two classes was so that the data obtained could be generalized and there were no gender differences between male and female.

- 2) For the interview, the sample in this study were two teachers who taught English to second grade students and four students from two classes of second grade. So, each class had two students to be interviewed. The criteria for the students were students who actively participated in the classroom and also students who were less actively participated in class. The way to assess which students were actively and not actively participated in class was through the observation process that carried out beforehand. The researcher also asked for recommendations from the English teacher who teaches EFL in that classroom regarding students who were actively participated and those who were not.

The reason for selecting two English teachers was to consider the various perspectives regarding verbal interactions in the EFL classroom. Furthermore, the

reason for choosing students who were active and not active in classroom was to answer the questions of supporting and inhibiting factors in the process of verbal interactions in classroom. The goal was to get valid data about why students who were active in class could participate and interact well, while students who were not active did the opposite.

3.3. Technique of Data Collection

Data collection technique is the most important step in obtaining data specific to research (Maghfira, 2019). In this study, researcher collected data through observation and interview.

3.3.1. Observation

Observation is used to capture information about the overall picture and details. In research, observation is monitoring or observing something with a specific purpose. In contrast to interviews, observation does not require interactions between researchers and participants. Information obtained from observation is as if something actually happened (Kothari, 2004). Observation is a data collection technique that is carried out through watching something and recording the condition and behaviour of the subject in a way that produces data that can be analysed and interpreted (Griffie, 2012).

This research used non-participant and structured observation. The researcher did not take part in the classroom learning process where the teacher and students were interacting in class. My role in class was only as an observer. I would be prepared before doing an observations. I observed the interaction process in class

by bringing research instruments and the necessary tools, such as a recorder and camera. So, I only focused on the research instrument and on what it had be listed.

There were two meetings observed in this research. Before doing it, I met the teacher for explaining my research and what to observe. Then, the teacher would appoint two classes that meet the sample criteria for the observation. After the classes were determined, the researcher did the observation process when the teaching and learning process takes place. The researcher observed the patterns of verbal interaction that arise between teachers and students, and also among students in teaching and learning process in two classes of second grade at Ruhul Islam Anak Bangsa Islamic Boarding School. The observation carried out once, with a duration from the beginning until the end of the class hours. In the observation process, researcher used observation checklist instruments based on FLINT (Foreign Language Interaction Analysis) theory for interactions between teachers and students, as well as observation checklists based on the theory of Scrivener (2011) for interactions between students and students. FLINT (Foreign Language Interaction Analysis) is a system or guideline for analyse the interaction processes that occur between teachers and students in class (Brown, 2007). FLINT is a guideline for analyzing classroom interactions developed by Mozkowitz (1971), which consists of two categories, namely teacher talk and student talk. For more details, see Chapter II (Literature Review). While the theory from Scrivener (2011) stated that interactions between students and students carried out in several forms, such as using pairs and small groups to maximize opportunities for students to talk with each other and arranging seating so that students can all meet and talk to each other. For more details, see Chapter II (Literature Review).

In addition, to simplify the observation process, the researcher also used audio recording. The recording helped the researcher learn and know more about the patterns of verbal interactions that occur between teachers and students and between students and students during the learning process in EFL classes.

3.3.2. Interview

To answer the second research question, the data were gained by conducting interviews. According to Lambert & Loiselle (2007), interviews are conducted when researcher need to collect information about participants' experiences, views, and beliefs more specifically and in-depth through certain research questions or the phenomenon being. In this study, researcher conducted semi-structured interviews to collect data. A semi-structured interview used an interview guide that originated from topic development and asked questions more flexibly than a structured interview, which means that the interviewer is free to ask for clarification and even add follow-up questions to get more information from interviewee (Magfira, 2019). Semi-structured interviews were used in this research to obtain information about factors that support and hinder effective interactions between teachers and students, as well as between fellow students in the second grade of Ruhul Islam Anak Bangsa. In this study, researcher interviewed :

- 1) Two teachers who taught English at Ruhul Islam Anak Bangsa Islamic Boarding School. This interview with two teachers aimed to obtain data from the teacher's perspective regarding how teachers interact with students and the factors that support and hinder teachers from interacting with students.

- 2) Four students from two EFL classrooms at Ruhul Islam Anak Bangsa Islamic Boarding School. From each class, two students would be selected to be interviewed. The two students consist of students who are active and inactive in interacting when the learning process is taking place. Researcher asked for recommendations from teachers to appoint students who meet the criteria to be interviewed. This interview was to obtain data in the form of factors that support and hinder the process of verbal interactions between teachers and students as well as between students and students.

The researcher conducted a deep interview for about 30 minutes with all participants to get information needed for this study.

3.4. Method of Data Analysis

In this study, the data analysis technique used is the Moskowitz foreign language interaction system (FLINT) (1971). Data analysis was carried out by looking at the form and content of verbal interactions that emerged in the learning process which were then categorized to describe how the interactions between teachers and students were in the classroom. Data analysis is categorized into four forms, as follows:

1. Transcription of spoken data

At this stage, the data obtained from observations and interviews would be made into a transcript manuscript. Data from observations in the form of audio recordings contained interactions between teachers and students during the learning

process would be used as transcripts with the aim of making it easier for researchers to get a clear picture of the forms of verbal interactions that occur in the classroom. Likewise, the results of the interviews would be used as transcripts to make it easier for researchers to get a clear picture of the supporting and inhibiting factors for effective interactions in the classroom. In data transcription, the researcher would label the teacher's utterances with 'T1' and 'T2', and 'S1', 'S2', 'S3', etc for students' utterances, and 'SS' for group of students' utterances. The example of data transcription can be seen on table 3.1 below:

Table 3.1.

Sample of data transcription from observation of interaction between teacher and students XI MIPA I (male) class

Data Transcription
T1 : do we have one chair and one table left in behind?
SS : yes miss
T1 : (take class attendance)
T1: okey before we start, lets pray to God. Pray begin
SS : (praying together)
T1 : okey, assalamualaikum warahmatullahi wabarakatuh
SS : waalaikumsalam warahmatullahi wabarakatuh
T1 : how's life guys?
SS: we are good miss!!!
T1 : great to know that you are fine today. Today, maybe some of you guys questioning who is the young lady behind you. Are you questioning or not?
SS : yes!!!
T1 : okey, so she is an university students, just call her miss thasya. She is conducting a research on interaction in the class. So for today she will observe what we are doing the class. She also recording behind and she also take some picture of you. Okey?

2. Data categorization and analysis

At this stage, the data that has been used as a transcript would be categorized based on the FLINT categories and theory from Scrivener (2011). This aims to enable researchers to sort out data that is important and not for research and then, the data would be analyzed to answer research questions. The example of data categorization can be seen from table 3.2 and table 3.3 below:

Table 3.2.

Sample of data categorization (teacher talk) using FLINT from interaction between teacher and students XI MIPA I (female) class

No	FLINT Categories (Teacher Talk)	Description	Example of Teacher Talk
1	Deal with feeling	Teacher asked students condition and feeling before she/he start the class and teaching process	T : <u>how's life guys?</u> (<i>understanding students feeling</i>) SS : we are good miss
2	Praises and encourages	Teacher praised the students when they answer the questions correctly or when they are participate actively in the class	T : karena ada tanda two tadi, nah selain itu? Ada tanda apa lagi? What else? SS : ada tanda s T : <u>very good</u> , kalau singular dari irons apa? (<i>praises students</i>)
3	Jokes	The teacher makes a joke so that the class atmosphere feels fun	T : it is bunk bed (wrote on the board) SS : bunk bed (<i>repeat what teacher said</i>) T : <u>bunk bed</u> (<i>teacher read: bang bed</i>) (<i>making jokes</i>)

Table 3.3.

Sample of data categorization (students talk) using FLINT from interaction between teacher and students XI MIPA I (male) class

No	FLINT Categories (Students Talk)	Description	Example of Students Talk
1	Students response, specific	Students response to the teacher with limited and specific words	<p>T : do you guys love to watch?</p> <p>SS : <u>yes miss</u> (<i>students respons with a specific word</i>)</p> <p>T : yes isn't it, so far any questions?</p> <p>SS : <u>no miss</u> (<i>students respons with a specific word</i>)</p>
2	Students response, open ended or students initiated	When the teacher asks questions to the students, it helps students to explore their ideas to answer questions. Students can also provide opinions on the learning process and free to ask questions	<p>T : why it? Wht we don't use she or he?</p> <p>SS : <u>because bukan orang</u> (<i>students response with the idea</i>)</p> <p>T : yes wouldn't you, why wouldn't you? Why would?</p> <p>SS : because after subjectnya ada would miss (<i>students response with the idea</i>)</p>

3. Drawing conclusions from response

Based on the data that has been classified and analyzed, researcher would draw conclusions and write descriptions of verbal interactions between teachers and students and between fellow students based on FLINT and Scrivener (2011) theory.



CHAPTER IV

FINDINGS AND DATA ANALYSIS

This chapter covers research findings and analysis based on the data gained from observation and interview. It attempts to answer the research question of this research

4.1. Research Findings

In this section, I would present the data obtained from observations and interviews. Observation data was the data analyzed from the recording of the English language learning process at Ruhul Islam Anak Bangsa Islamic Boarding School. The recording took place in XI MIPA 1 (male) and XI MIPA 1 (female) classes. The teachers who taught in these classes was Miss A (XI MIPA 1) (male) and Miss B (XI MIPA 1) (female). The observation data would be analyzed and categorized into FLINT (Foreign Language Interaction Analysis) categories by Moskowitz (1971) for interactions between teachers and students and theory from Scrivener (2011) for interactions among students.

Apart from observations, researchers also conducted interviews to answer research question number two. Interviews were conducted with the aim of finding out supporting factors and also inhibiting factors for effective interactions in the classroom. The interview sources consisted of two EFL teachers who taught in XI MIPA I (male) and XI MIPA I (female) classes. The teachers were Miss A who would be labeled as T1 and Miss B who would be labeled as T2. Researchers also interviewed students to obtain more in-depth information regarding supporting and inhibiting factors for interactions in the classroom. There are two students who was interviewed from class XI MIPA I (male) and two students from class XI MIPA I

(female). Students from class XI MIPA I (male) would be labeled with P1 and P2 while students from class XI MIPA I (female) would be labeled with P3 and P4. Responses given by teachers and students during interviews would be recorded and transcribed. Then, the responses would be broken down into themes to answer research question number two.

4.2. Teacher and Students Interaction

The interaction between teachers and students significantly impacts their engagement in academic and can still play a good effect (Alghazab et al., 2019). Besides that, a good interactions between teacher and students increases student's motivation for learning (Mercer & Dornyei, 2020). The results of observation showed that the interactions between teachers and students in XI MIPA 1 (male) and also class XI MIPA 1 (female) classes ran interactively. The teacher does not took a dominant position when the learning process takes place, it's mean that students was also given the opportunity to express their ideas and opinions regarding the learning material.

The interactions between teachers and students that take place in the two EFL classes fulfill the FLINT category, namely teacher talk and students talk. The category of teacher talk is divided into two categories, namely direct influence and indirect influence. Direct influence consists of five forms, namely: deals with feeling, praises and encourages, jokes, uses ideas of students, and ask questions. Indirect influence consists of four forms, namely: gives information, corrects without rejection, gives direction, and criticizes students behavior. For the student talk category, it consists of seven forms, namely: specific student responses, open or student-initiated student responses, silence, AV silence, work-oriented

confusion, non-work-oriented confusion, and laughter. Because this research focused on verbal interactions, only three specific categories of student talk would be analyzed, namely: specific student responses, open or student-initiated student responses, and laughter. The total verbal interactions explained based on the categories of teacher talk and student talk using FLINT (Foreign Language Analysis System) in XI MIPA I (male) and XI MIPA I (female) classroom Ruhul Islam Anak Bangsa as follows:

Table 4.1.
FLINT categories analysis in XI MIPA I (male) classroom

No	FLINT categories	Number of categories	Percentage
1	Deals with feelings	17	4.92 %
2	Praises and encourages	23	6.65 %
3	Jokes	2	0.58 %
4	Uses ideas of students	6	1.73 %
5	Ask questions	76	21.96 %
6	Gives information	32	9.25 %
7	Corrects without rejection	1	0.29 %
8	Gives direction	22	6.36 %
9	Criticize students behavior	6	1.73 %
10	Students response, specific	87	25.14 %
11	Students response, open ended or students initiated	63	18.21 %
12	laughter	11	3.18 %
Total		346	100%

Table 4.2.
FLINT categories analysis in XI MIPA I (female) classroom

No	FLINT categories	Number of categories	Percentage
1	Deals with feelings	8	2.84 %
2	Praises and encourages	14	4.96 %
3	Jokes	6	2.13 %
4	Uses ideas of students	5	1.77 %
5	Ask questions	73	25.89 %
6	Gives information	13	4.61 %
7	Correct without rejection	0	0
8	Gives direction	25	8.87 %
9	Criticize students behavior	2	0.71%
10	Students response, specific	77	27.30 %
11	Students response, open ended or students initiated	39	13.83 %
12	laughter	20	7.09 %
Total		282	100%

4.3. Students-Students Interaction

Interactions between students and students is a form of interaction where students can discuss, exchange information, ideas and opinions with their fellow students in classroom (Scrivener, 2011). According to Scrivener (2011) interactions between students and students can occur in four forms, namely:

1. The teacher forms small groups to provide opportunities for students to discuss with each other.
2. The teacher arranges the students' seats so that students can see each other
3. The teacher provides opportunities for students to ask questions and provide explanations to fellow students.
4. The teacher does not always take a position at the front of the class. The teacher can arrange the students' seats where the teacher stands in the middle so that the students' focus can be maintained.

Based on the four points of interactions between students and students explained by Scrivener, the following was the results of observations showing interactions between students and students in XI MIPA I (male) and XI MIPA I (female) classroom Ruhul Islam Anak Bangsa Islamic Boarding School. Observation results would be marked \sqrt to indicate that there is interactions between students and students an **X** to indicate that there is no interactions between students and students.

Table 4.3.

Interaction between students and students in XI MIPA I (male) classroom based on Scrivener (2011) points theory

XI MIPA I (MALE) / STUDENTS-STUDENTS INTERACTION	
Students working in group work	\sqrt
Teacher arranger seating so that students all can see each other and talk to each other	X
Get students ask questions and give explanations to each other	\sqrt
Teacher seating arrangements that allow the whole class to be the focus	X

Table 4.4.

Interaction between students and students in XI MIPA I (female) classroom based on Scrivener (2011) points theory

XI MIPA I (FEMALE) / STUDENTS-STUDENTS INTERACTION	
Students working in group work	X
Teacher arranger seating so that students all can see each other and talk to each other	X
Get students ask questions and give explanations to each other	√
Teacher seating arrangements that allow the whole class to be the focus	X

4.4. Data Analysis

4.4.1. FLINT (Foreign Language Analysis System)

4.4.1.1. Teacher Talk

1. Deals with feelings

Deals with feelings is the first category in the FLINT system. The deals with feelings category is important for handling feelings such as receiving, discussing, referring to, as well as communicating and understanding students' feelings, whether feelings in the past, future or present. For the deals with feelings category, teachers can ask students questions about their feelings and conditions before started and ended the learning process.

Based on Table 4.1, especially in XI MIPA I (male) class, the deals with feelings category appeared 17 times in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(1) T1 : hows life guys? (**understanding students feeling**)

SS : we are good miss

(2) T1 : (*asked the students*) this is what you have learned earlier ya? If I delete this, you all still know what is means right? Is it okay? (**understanding students' opinions regarding the conditions of their classrooms**) (*the writing on the board is in mandarin letters*)

SS : yes miss

(3) T1 : okey have you all done? (**understanding about present, ensuring students have completed the assignments given**)

T1 : Syawal, Dinal have you done?

S1 S2: done miss

Based on data (1), (2), and (3) above, the "deals with feelings" category carried out by teachers in XI MIPA 1 (male) class. Data (1), (2), dan (3) shows that the way the teacher dealt with students' feelings is in a specific way, starting from asking how they were doing, and checking the condition of the students, whether they understand the material being studied and making sure the students have completed the assignments given. In data (1), the use of phrase "how's life guys?" by the teacher in the class refers to the category of "deals with feeling" where before the class started, the teacher greeted and asked about students' feelings. This aims to ensure that when lessons take place, students were happy and enthusiastic about learning. During the lesson, the teacher ensured whether the students have understood the material being taught by asking did students still remember the material they have studied even though the material was erased on the blackboard. This refers to data (2) where the teacher uses the sentence "is it okay?" to students

to consider students' opinions about whether the material should be deleted or not. This shows that teachers was care about the students' condition and their understanding of the learning material. The last one, in data (3), the teacher said "okay have you all done?" and "Syawal, Dinal have you done?", These sentences spoken by the teacher refer to the teacher's efforts to understand and ensure whether the students have completed the assignment given. This aims to ensure that all students can submit assignments simultaneously and no one is left behind in collecting assignments. Data (1), (2), dan (3) above also shows that the way the teacher dealt with students' feelings is in a specific time. The teacher also asked about students' condition and feelings in 3 periods of time, there were : before the class starts, during the lesson, and when the students have finished doing the assignment.

Based on Table 4.2, especially in XI MIPA I (female) class, the category "deals with feelings" appeared 8 times in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(4) T2 : Assalamualaikum students, how are you today? (**understanding students feeling**)

SS : Waalaikumsalam Miss, we are good, how about you?

(5) T2 : why there's no one happy? (**understanding students feelings, asking why someone is not happy**)

SS : yeay!!! (*cheered again happily*)

(6) T2 : (*wrote on the board*) yang disini bisa miss hapus? Have you wrote this?

(understanding students condition, ensuring whether students have finished writing or not)

SS : not yet miss

Based on data (4), (5), and (6) above, the "deals with feelings" category was also carried out by teachers in XI MIPA I (female) class. In data (4), the teacher said "how are you today?", this sentence refers to the "deals with feeling" category because before class was started, the teacher asked about the students' feeling and condition to ensure whether the students were ready to learn. Asking how students are doing is part of dealing with feelings because teachers try to "understand" how students feel and condition before starting the learning process. This aims to ensure that the learning process can run well.

In data (5), the teacher said "why is there no one happy?". This sentence is the deals with feeling category because the teacher ensures that all students were happy and enthusiastic about learning. The teacher asked why the students were not happy when they were about to start lessons aimed to making the students comfortable and happy during the learning process that took place later. In data (6), during the learning process, the teacher said "yang disini bisa Miss hapus? Have you write this?", this sentence is part of the deals with feelings category because the teacher tries to consider the students' opinions before taking an action, namely deleting material on the blackboard. The teacher tries to ensure whether students have finished writing all the material before the material is deleted, this aims to ensure that no students miss out on recording lesson material.

The teacher's words in data (6) show how the teacher tries to understand the students' condition in the learning process. Even though they seem trivial, the words and actions carried out by the teacher reflect how the teacher cares about small things in the classroom. Data (4), (5), and (6) are examples of the deals with feelings category which is carried out by the teacher in the process of interaction with students in the classroom in 2 forms of time, namely: before class starts and during the lesson.

2. Praises and encourages

In this category, the teacher praises and encourages students during interactions in the learning process. Praising and encouraging students is a teacher's statement that contains the value of approval. Praising and encourages can also take the form of teacher approval of students (Kusumayanthi, 2020). The teacher's purpose in praising students is to give appreciation to students who play an active role in the learning process. The teacher's goal in encouraging students is to create an active classroom atmosphere.

Based on table 4.1, in XI MIPA I (male) class, the praises and encouragement category appeared 23 times in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(7) SS : separate

T1 : yes, good, Faraz dan Zafiq itu baliknya kemana? I you they we she he
it? (**praises the students**)

(8) S2 : because verb 3, perfect miss, ada have

T1 : oke, Because ada have, harus verb 3, makanya taken ya. So, this sentence positive or negative? (**approving student answers**)

(9) SS : isn't she?

T1 : right, disini main verb nya. Verb nya itu verb berapa? (**approving student answers**)

Based on data (7), (8), and (9) above, the "praises and encouragement" category was carried out by teachers in XI MIPA I (male) class through sayings in the form of the words "good, oke, and right". The teacher praises the students when the students succeed in answering the questions asked by the teacher correctly. Data (7), the teacher said the sentence "yes, good," when students succeeded in translating Indonesian vocabulary into English. Sentences in the form of "yes, good" indicate the teacher's praise for students. Data (8) and (9), the teacher only said the words "oke" and "right" when students successfully answered the question. This word indicates that the teacher agrees with the answer given by the student, the meaning of agreement indicates that the answer given by the student is correct.

Observation results showed that in XI MIPA I (male) class, compared to using praise sentences such as "good, great, amazing, etc.", teachers more often use the words "yes, okay" when students successfully answer questions. However, when the teacher says the words "yes, okay", these words were accompanied by emphasis and an expressive face, this shows that the teacher was giving praise seriously and appreciating the answers given by the students. So, students feel happy and motivated to continue to actively participate in class.

Based on table 4.2, especially in XI MIPA I (female) class, the praises and encouragement category appeared 14 times in the process of verbal interactions

between teachers and students. Below are the four example of the data found which is taken as examples.

(10) SS : ada tanda s

T2 : very good, kalau singular from irons apa? **(praising the students)**

(11) T2 : why? because dia sa..

SS : satu

T2 : okey, Very good. **(praising the students)**

(12) S1 : yang tidak bisa dihitung

T2 : nah yang tidak bisa dihitung, very good (*continue writing on the board*)

kata benda yang tidak dapat dihitung. Kalau cantiknya Annisa bisa dihitung atau engga? **(Praising the students)**

(13) T2 : ayok come on, what is common noun? Next week bring the paper ya **(encourages the students)**

S2 : yes miss

Based on data (10), (11), (12), and (13) above, it shows that the "praises and encouragement" category was carried out by teachers in XI MIPA I (female) class. In data (10), (11), and (12), the teacher said "very good" when students succeeded in answering questions correctly. The teacher's words indicate the praise given by the teacher to the students. The teacher's aim in giving praise is to encourage and appreciate students to participate more actively in class.

In data (13), the teacher says the word "come on" when asking students questions. The words "come on" are part of "encourage students". This encouragement was given by the teacher when students cannot answer questions from the teacher. To encourage students to actively participate in class, the EFL

teacher in class XI MIPA 1 (female) often conducted questions and answers when explaining the lesson material, that is, the teacher does not take a dominant position by explaining all the material alone. However, the teacher asked students about their opinions on the material being studied.

3. Jokes

In this category, the teacher makes jokes in class to create a class atmosphere that is fun and not monotonous.

Table 4.1, which is a table showing verbal interactions in XI MIPA I (male) class, shows that the "jokes" category appears 2 times. Below are the two example of the data found.

(14) SS : up to you miss

T1 : oh up to me, so you only watch me (teacher makes a joke)

(15) T1 : its up to me right? (teacher makes a joke)

SS : (*laugh*)

Data (14) and (15) above are forms of "jokes" carried out by teachers in XI MIPA I (male) class. These jokes were made when the students asked the teacher to watch a movie and the teacher replied to just watch the teacher, this can be indicated from the teacher's words in the form of "so you only watch me" in data (14). This sentence is a joke sentence that the teacher says to the students to make the learning atmosphere in the class more relaxed.

In data (15), the teacher said "its up to me right?", and then this is followed by the students laughing as a response. This sentence uttered by the teacher is a follow-up joke to the previous joke, namely when the teacher asked the students to just watch the teacher instead of watching a film. The EFL teacher in XI MIPA I

(male) class does not often make jokes to lighten the learning atmosphere. However, observation results showed that even though the teacher does not make jokes in class, students still occasionally laugh when something funny happens in class, such as when the teacher explained a lesson or when the teacher asks a question to the students. This is like the following interactions:

T : a word consist of 3 letters

SS : (*answer*) anu?

T : Not anu, there is no to say anu in English, there is no **(teachers don't make jokes)**

SS : (*Laugh*) hahaha **(The students laughed at the teacher's words)**

S1 : if anu miss? (*one students asking*)

T : the word anu tidak cocok konteksnya, anu? It doesn't match that **(teacher don't make jokes)**

SS : (*laugh*) hahaha **(The students laughed at the teacher's words)**

The form of interactions above showed that even though the teacher does not often make jokes in class, the interactions between the teacher and students in class XI MIPA I (male) was active and participative. The class atmosphere also does not feel monotonous because students occasionally joke and laugh when responding to the material they was studied.

Table 4.2, especially in XI MIPA I (female) class, category of jokes was appeared 6 times in the process of interactions between teacher and students. Below are the four example of the data found which is taken as examples.

- (16) T2 : name of place, remember ya, use capital. Apalagi kalau misalkan yang nulisnya kalau chattingan masih pakai kalau a pakai q, jadinya aqu (*jokes*)
(**teacher makes jokes**)

SS : (*laugh*) terus ada juga Sabtu pakai p miss

- (17) T2 : bunk bed (*teacher read: bang bed*) (**teacher makes jokes**)

SS : hahaha bang bed (*laugh*)

- (18) T2 : nah yang tidak bisa dihitung, very good (*continue writing on the board*) kata benda yang tidak dapat dihitung. Kalau cantiknya Annisa bisa dihitung atau engga? (**teacher makes jokes**)

SS : (*laugh*) hahaha cantiknya miss juga

Data (16), (17), and (18) above show the form of the "jokes" category carried out by teachers in XI MIPA I (female) class. In data (16), the teacher says the word "aqu", which is a joke from the word "aku" in Indonesian. The teacher's words made students laugh in class and made the class atmosphere more enjoyable. In data (17), the teacher says the word "bang bed", which is a joke from the vocab "bunk bed" and data (18), the teacher says the sentence "kalau cantiknya Annisa bisa dihitung atau engga?", both sentences in data (17) and (18) is a form of joking carried out by teachers whether when explaining material or when asking students questions. The teacher's goal in making these jokes was to make the class run interactively and not stiffly, and to make the class atmosphere fun. The interactions between teachers and students in XI MIPA I (female) class becomes more active because the teacher occasionally makes jokes when teaching. The jokes made by the teacher were also varied, the teacher even made jokes in Acehnese, for example :

(19) T2 : kadang ada yang bilang plok (*Acehnese language*) (**teacher makes jokes**)

SS : (*laugh*) hahaha

The word "plok" is a vocabulary word in Acehnese which means tumblr or bottle. The teacher's words in Acehnese trigger students' laughter in the learning process so that they can be categorized as a form of "jokes".

Even though they often make jokes, the jokes made by teachers are still related to the lesson material, for example, the teacher asks about English vocabulary. So the jokes made by the teacher add to the pleasant atmosphere in the class without reducing the essence of learning itself.

4. Uses ideas of students

In this category, teachers can use students' ideas to interpret and summarize lessons or answer questions. When students give ideas, these ideas must be re-expressed or revised by the teacher but are still recognized as student contributions. According to Moskowitz (1971), a teacher can appreciate students by using the students' ideas to start and continue discussions about learning material.

Table 4.1, especially in XI MIPA I (male) class, shows that the category "uses ideas of students" appears 6 times in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(20) T1 : another example (*start writing on the board*)

SS : Albani miss (*mention a friend's name to serve as an example*) Abi miss, Habib miss.

T1 : (*wrote on board*) okey, dah habib albani, who's habib? (**uses idea of students**)

(21) T1 : for example, disitu apa, hm Dinal (*mention the name of one of the students*)

SS : handsome (*students give idea for example*)

T1 : nah berarti gimana bahasa inggris nya?

S1 : Dinal handsome (*students give idea for example*)

T1: Dinal udah ganteng (*start writing on the board*)

T1 : nah, Dinal ganteng kan, how to say it in english? Berarti gimana bahasa inggrisnya? (**uses idea of students**)

(22) T1 : why dia taken, bukannya took?

SS : karena verb 3, perfect miss, ada have (*students give idea for the teacher*)

T1 : oke, Because ada have, harus verb 3, makanya taken ya. So, this sentence positive or negative? (**uses idea of students**)

Based on data (20), (21), and (22) above, teachers in XI MIPA I (male) class use the category "uses ideas of students" in the process of verbal interactions with students. In data (20) and (21), the teacher uses ideas given by students to create examples of the material being studied. It can be seen from the teacher's statement in the form of "okay, dah habib albani" in data (20), this statement is a form of teacher approval for the idea previously given by the students to use the names "habib dan albani" as the subject in the example to be discussed in the material learning.

This is also the same as data (21), where the teacher says the sentence "Dinal udah ganteng", where this sentence is a form of teacher approval of the idea given

by the previous student to use the words "Dinal udah ganteng" as an example in the material being discussed. In data (22), the teacher says and summarizes the sentence in the form of "okay, because there is have, it must be verb 3, that's why it's taken." This sentence has been summarized by the teacher based on ideas given by previous students based on questions asked by the teacher.

Observation results showed that when teachers use students' ideas in the interactions process in class, this makes students more enthusiastic about learning because they feel that their ideas and opinions are valued in class. Students was also increasingly active in exploring ideas for subject matter, and this makes the interactions that occur between teachers and students more smooth and communicative.

Basically, the overall use of student ideas is an activity of clarifying, using, interpreting and summarizing student ideas. Teachers can use students' ideas to summarize lessons or answer questions (Putri, 2021), this statement is in accordance with what the EFL teacher in class XI MIPA I (male) does, where the teacher uses students' ideas to create examples of the material being studied. The ideas given by students in XI MIPA I (male) class was also closely related to students' lives, so the example given was more contextual. Apart from that, EFL teachers also use ideas from students in the form of answers given by students and then the teacher clarifies or concludes these answers. The actions taken by the teacher was included in the category of using ideas of students.

Table 4.2, especially in XI MIPA I (female) class the uses ideas of students category appeared 5 times in the process of verbal interactions between teachers

and students. Below are the three example of the data found which is taken as examples.

(23) SS : two irons, two chairs (*students give ideas, discuss and laugh*)

T2 : apa tadi? two Irons? What else? Nah is it plural or singular? (**Teacher uses ideas of students**)

(24) T2 : okey, we will look for another example, for example...

SS : (*answer*) sugar miss, nasi miss, selai, rice rice (*students give ideas*)

T2 : okey rice, what else? (**teacher uses ideas of students**)

(25) SS : milk, sand, money, eh money bisa dihitung? (*students gives ideas*)

T2 : (wrote on board : sugar, sand, jam) (**teacher uses ideas of students**)

Data (23), (24), and (25) above illustrate how EFL teachers in XI MIPA I (female) class use the category "uses ideas of students" in the verbal interaction process in class. Data (23) shows the uses ideas of students category when the teacher repeats the student's words to confirm the example given by the student, the teacher's words "apa tadi? Two irons?" is a form of teacher approval of ideas given by students.

Apart from that, data (24) and (25) also refer to the teacher's approval of the ideas given by students. The teacher's words "okay rice" in data (24) are a form of agreement with the ideas given by students when the teacher asks about examples of the material being studied. Likewise with data (25), the teacher wrote the examples given by the students on the blackboard. The actions taken by the teacher are a form of approval of the ideas given by the students previously.

Observation results showed that the moment when the teacher uses students' ideas in class was when the teacher asks students to provide examples of the

material being studied. Apart from that, teachers also use ideas from students when students answer questions from the teacher. The answers given by students would be clarified and concluded by the teacher. When students put forward their ideas, the teacher in the class would classify and summarize these ideas. The use of ideas from students also seeks to make the interaction between teachers and students in the classroom run in two directions and not centered on the teacher. Teachers ask students to provide ideas during the learning process, this can hone students' thinking skills and keep students focused on the subject matter being studied. By asking students to provide their ideas, it can encourage an interactive classroom atmosphere, where the teacher and students each have time to take turns speaking.

5. Asking question

In this category, the teacher uses any type of question in class as long as the question is related to the subject matter. The teacher's aim in asking questions to students is to stimulate and encourage students to express opinions, thoughts and express themselves. One of the characteristics of effective teaching is asking good questions to students (Kyriachou, 2009). The category of asking questions is the activity that occurs most frequently in the process of interaction in the classroom because most interactions in the classroom occur when the teacher starts asking questions to students.

Table 4.1, especially in XI MIPA I (male) class, showed that “asking question” category appeared 76 times in the process of verbal interaction between teacher and students. Below are the three example of the data found which is taken as examples.

- (26) T1 : okey so for today we will study something that, hm can you guess what is the word in Indonesia, is only a word but has a lot of meaning?

(asking question to the students)

SS : *(thinking)*

- (27) T1 : what, dhira? **(asking question to the student)**

S1 : like ?

- (28) T1 : kalau kalimatnya gini (point to example on the board) question tag nya? **(asking question to the students)**

SS : negative, positive *(try to guess)*

Data (26), (27), and (28) above are three examples of the "asking question" category carried out by EFL teachers in XI MIPA I (male) class. In data (26), the teacher asked apperception questions to stimulate students' interest in learning. The questions in data (26) were asked when the teacher wanted to start the learning process. The teacher tries to connect the material to be studied with what the students already know, so that learning become more contextual, this can be seen from the teacher's question in the form of "what is the word in Indonesia, is only a word but has a lot of meaning?". In this question, the teacher connect the material to be studied with vocabulary in Indonesian that is often used by students in their daily lives.

Data (27), the teacher asked specifically to a student named "dhira". This question aims to measure the knowledge possessed by students. Meanwhile, in data (28), the teacher asked all students questions regarding the material they were studying, as seen from the teacher's words in the form of the sentence "kalau kalimatnya gini (point to example on the board) question tag nya?". The questions

asked by the teacher in data (28) are questions to measure students' understanding of the question tag material they are studying.

The observation results show that most of the forms of interactions carried out by EFL teachers in this class was asking students questions. The "asking question" category was the most dominant category used by teachers compared to other categories in the teacher talk aspect. So, almost all interactions activities in XI MIPA I (male) class were question and answer activities between teachers and students. Asking questions is the best way to encourage student participation in the teaching and learning process (Putri, 2021). Most of the big questions asked by EFL teachers in XI MIPA I (male) class were questions when they discussed questions together and discussed the answers to the exercises. This aims to ensure that interactions that occur during the learning process could be active and provide opportunities for students to provide ideas and participate in class. Asking questions to students during the learning process is an effective form of interactions to create a class. Apart from asking students, the teacher also asks questions which the teacher then answers himself. This question is a rhetorical question that does not require an answer. This is like the following example:

S5 : does not he?

T : does not he? Lea (start writing on the board) apa tadi? Lives **(the teacher asks questions and then the questions are answered by the teacher himself)**

The "asking question" category above is a form of asking questions carried out by the teacher but these questions was also answered by the teacher himself without waiting for the students to give answers.

Table 4.2, especially in XI MIPA I (female) class, "asking question" category appeared 73 times in the process of verbal interactions between teacher and students. Below are the three example of the data found which is taken as examples.

(29) T2 : okey for the first, about countable and uncountable noun. We already know that countable is mean. What is countable? (**asking question to the students**)

SS : bisa dihitung

(30) T2 : okey, Asqo (*appoint one of students*) noun apa artinya? What's the meaning? (**asking question to one student**)

S1 : hah apa miss?

(31) T2: is there a plural or singular? (**asking question to the student**)

SS : no miss

Data (29), (30), and (31) above are a form of the "asking question" category in class XI MIPA I (female) class. Data (29) refers to the "asking question" category, characterized by the teacher saying "What is countable?". This speech is a form of question asked by the teacher to all students regarding the material being studied. Data (30) is a form of asking question marked by the teacher saying "noun apa artinya? What's the meaning?". The question in data (30) is a question asked by the teacher specifically to a student. Meanwhile, in data (31), the teacher's utterances are in the form of "is there a plural or singular?" is also a category of "asking questions" carried out by teachers when explaining learning material.

Similar to table 4.1, the category of asking questions is the most dominant category appearing in table 4.2. During the learning process, teachers often conduct

questions and answers with students to make the class more interactive. So that most of the interactions that occur in class was formed from questions and answers from teachers and students when discussing and answering questions. Apart from that, the benefit of teachers frequently asking questions and answers with students during the interaction process was to make students more active in participating in class as well as encouraging students to express their ideas in class. Apart from asking questions that require an answer, the teacher also asks questions that do not require an answer or are rhetorical questions. The form of the question is as follows:

T : which one correct? **Ini (the teacher asks the students but the question does not require an answer because the teacher answers the question himself)** Ini artinya tidak beraturan, kalau kalian ada bawa kertas yang miss kasih ini. Yang bagian, nah (*pointing at the paper*). Nah kalau tikus, how to say tikus in english? (**asking question to the students**).

The example above was a form of rhetorical question delivered by the teacher to students. The teacher only asks questions but the questions was also answered by the teacher himself. The teacher does not order students to answer the question.

6. Gives information

This category is characterized by the way the teacher teaches students by providing information about a fact, phenomenon, or opinion regarding the lesson topic (Astutie, 2020). A teacher is required to convey information, knowledge, facts, or thoughts regarding learning material to students. Providing this information can also take the form of when the teacher clarifies students' answers

and provides additional information or further explanation regarding the lesson topic to students using the teacher's own ideas.

Table 4.1 showed that gives information category which appeared in XI MIPA I (male) class was 32 times in the process of verbal interactions between teacher and students. Below are the three example of the data found which is taken as examples.

- (32) T1 : not ikan, do you ever, hm... (*thinks*) for example : do you guys advising someone. Misalkan kalian kasih solusi ke kawan kalian and then your friend don't hear it. kawan kalian tidak mendengarnya and suddenly its happen. You guys only said "kan". It doesn't have to be like that, "kan udah aku bilang bla bla bla". You can just said "kan" (**gives information to the students**)
- (33) T1 : rofiq dan rifki tidak musuhan, kan? Nah rofiq dan rifki itu one sentence ya, satu kalimat (*start writing on the board*) nah, if you want to say "kan" in English language, you have to mention the sentence first and then you add "kan" in the last. jadi kalau mau bilang kan dalam bahasa inggris kita sebutin dulu kalimat utuhnya, baru "kan" nya terakhir. Its same with Indonesia. Dipisah sama koma dan diakhiri dengan tanda tanya. The difference is (*wrote in the board*), nah jadi bedanya kalau dalam bahasa inggris, if the sentence is positif, question tag nya negative. And if the sentence negative, question tag nya positif. You got it? (**gives information to the students**)
- (34) T1 : So, daritadi semuanya kan ada auxiliary verbnya, ada kata bantu nya. Ada have, ada is, ada will, bunyi semua kata bantunya karena yang

diujung sini kata bantu semua. Sementara ada kalimat yang tidak ada kata bantu nya. Dia langsung pakai kata kerja. Kalau langsung kata kerja berarti liat, kalau kata kerjanya verb 1, taro dia do atau does. Kalau kata kerjanya verb 2, taro did. Okay? To make you more understand, I want you to do the exercise. Its only five questions. You can discuss with your friends because this is not real exercise. Karena ini belum real exercise nya. You have another exercise at the end of the class. Okay? (gives information to the students)

Data (32), (33), and (34) above are examples of the "gives information" category carried out by EFL teachers in XI MIPA I (male) class. Data (32), (33), and (34) both show how teachers provide information and explain the material being studied to students. The "gives information" category in data (32), (33), and (34) occurred when the teacher was explaining the material or something related to the learning material. Observation results showed, that in XI MIPA I (male) classroom, the teacher gives information when explaining the material, answering students' questions, as well as when students who answer questions with wrong answers are then corrected by the teacher by giving the correct answer and information. Gives information includes conveying informations, facts, and opinions from teachers to students. The teaching carried out by the EFL teacher in XI MIPA I (male) class was carried out using English and Indonesian.

Table 4.2, especially in XI MIPA I (female) class, the category "gives information" appeared 13 times in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(35) T2 : bread roti ya. So, bacanya bread ya bukan brid, jadi selama ini kalian baca nya brid light, brid talk, nah itu salah, baca nya bread ya. (**gives information to the students**)

(36) SS : berita itu bisa dihitung?

T2 : ini bukan news karena s nya ini, bukan berarti banyak. Tapi emang vocabnya begitu (**gives information to the students**)

(37) SS : ehh bukannya tanggal 13 miss

T2 : no, our exam will be on 27 mei ya. Oke thank you for coming ya .oke mari kita tutup doa kafaratul majelis. Pray begin (**gives information to the students**)

Data (35), (36), and (37) above are examples of the "gives information" category carried out by EFL teachers in XI MIPA I (female) classroom. In data (35), the teacher provides an explanation regarding the pronunciation of bread vocabulary. In data (36), the teacher also provides an explanation to students regarding news vocabulary. Meanwhile, in data (37), it is different from data (35) and (36) where the teacher provides information regarding learning material, in data (37) the teacher provides information regarding the exam schedule that will be carried out.

The category "gives information" is often simplified as giving lectures by teachers to students (Sofyan & Mahmud, 2014). However, basically the gives information by teachers is not only always related to learning material, but can also provide information in the form of schedules or important activities such as exams and so on. For "gives information" category, it is necessary to pay attention so that

the information provided by the teacher does not appear outdated because the information provided seems monotonous.

Providing information by teachers must be accompanied by interactions that make students active in class. The observation results showed that the "gives information" category carried out when the EFL teacher in class XI MIPA I (female) explained the learning material, namely regarding countable and uncountable nouns. Most of the "gives information" category was carried out by the teacher when the teacher conducts questions and answers with students and discusses learning material. This aims to ensure that class interaction can continue to be active and students continue to participate in class. The teacher also provides additional information when students answer questions asked by the teacher. The provision of information carried out by teachers aims to broaden students' insight and help students to improve learning outcomes.

7. Correct without rejection

In this category, a teacher must be able to correct wrong or inappropriate answers from students without rejecting or violating the students' answers.

Table 4.1, especially in XI MIPA I (male) class, "correct without rejection" category used by the teacher 1 time in the process of verbal interactions between teacher and students. Below is the example of the data found.

(38) SS : never

T1 : never boleh tapi itu lebih untuk tidak akan pernah gitu ya. Kita pakai yang ada "akan" nya (corrects without rejection)

Data (1) above is a form of the "correct without rejection" category carried out by EFL teachers in class XI MIPA I (male). In data (38), the correct without

rejection category is marked by the teacher's statement in the form of "never boleh tapi itu lebih untuk tidak akan pernah gitu ya, kita pakai yang ada "akan" nya", from the teacher's words, there is the word "boleh" indicating that the teacher does not reject the idea given by the student directly, but tries to give another, more appropriate answer without dampening the student's enthusiasm.

However, the "correct without rejection" category is only carried out once by the teacher in the process of verbal interactions in class, the rest of the observation results show that in class XI MIPA I (male) when students give wrong answers, the teacher tends not to correct the answer and continues to encourage students to find the correct answer. This is in the form of interaction below:

T1 : what, dhira?

S1 : like ?

T1 : like? No **(teacher rejects student's answer)**

S2 : how

T1: how? No **(teacher rejects student's answer)**

T1: oke kita harus (repeat the sentence), kalau kita tidak harus?

SS : we haven't get

T1 : we? **(wrote on the board)**

SS : haven't get

T1 : we ? **(still repeat)**

SS : we have not

T1: we have to kalau kita tidak harus? **(still repeat)**

SS : we don't have

The verbal interactions carried out by the teacher (written in bold) above showed that the teacher tends not to immediately correct the student's answer when the answer given was wrong, but rather the teacher encouraged the student to continue thinking about the correct answer to the question asked by the teacher.

The "correction without rejection" category in class XI MIPA I (female) was not carried out by the EFL teacher in that class. When a student gives a wrong answer, the teacher tends to immediately give the correct answer and does not accept the answer from the student or the teacher asks another student about the correct answer. This is like the following example:

T2 : ayo naila fajira, what's the vocab of number one?

S1 : news (*the student reads with incorrect pronunciation*)

T2 : bukan news, but news bacanya (**teacher rejects and corrects student's answer**)

S1 : news.

T2 : oke, is that countable or uncountable?

S1 : uncountable (*the student gives wrong answer*)

T2 : why uncountable?

S1: because tidak bisa dihitung (*the student gives wrong answer*)

SS : countable (*other students answered*)

T2 : is countable (**the teacher immediately gives the correct answer without accepting the student's wrong answer**)

T2 : oh sorry sorry, aqila aqila. Aqila number seven. There is some meat atau there is a meat?

S2 : there is some meat (*student answer in a small voice*) (*student gives wrong answer*)

T2 : there is some ?

S2 : meat

T2 : there is some meat or there a meat? hmm (*teacher thinks*) there is some meat atau there is a meat, how about the others? What's your answer? (**teacher asked the other students**)

S2 : there is a meat

T2 : for me its also there is a meat, because kalau there is some meat itu jatuhnya plural. Iya kan? (**the teacher immediately gives the correct answer without accepting the student's wrong answer**)

Based on the interaction example above, it can be seen that the teacher rejected the wrong answer given by the student and immediately gave the correct answer. Apart from that, the teacher also directly asked other students if the student gives the wrong answer.

8. Gives direction

A teacher must be able to provide direction, guidance, requests or orders that students can follow. In learning activities, students have the opportunity to explore and develop their ideas, at this time the teacher must be able to provide direction to students so that students can express themselves through their ideas or opinions regarding certain issues. Apart from that, this form of gives direction can also be seen when the teacher directs various exercises or homework and facilitates class and small group activities for students during the learning process.

Table 4.1, especially in the XI MIPA I (male) class, “gives direction” category was appeared 22 times in the process of verbal interactions between teacher and students. Below are the three example of the data found which is taken as examples.

(39) T1 : okey before we start, lets pray to God. Pray begin (**gives direction to the students**)

(40) T1 : okey, now let's back to the lesson (**gives direction to the students**)

(41) T1 : So, daritadi semuanya kan ada auxiliary verbnya, ada kata bantu nya. Ada have, ada is, ada will, bunyi semua kata bantunya karena yang diujung sini kata bantu semua. Sementara ada kalimat yang tidak ada kata bantu nya. Dia langsung pakai kata kerja. Kalau langsung kata kerja berarti liat, kalau kata kerjanya verb 1, taro dia do atau does. Kalau kata kerjanya verb 2, taro did. Okay? To make you more understand, I want you to do the exercise. Its only five questions. You can discuss with your friends because this is not real exercise. Karena ini belum real exercise nya. You have another exercise at the end of the class. Okay? (**gives direction to the students**)

Data (39), (40), and (41) above are a form of the "gives direction" category which occurred in XI MIPA I (male) class. In data (39), the teacher directs students to pray first before the lesson starts, this can be seen from the teacher's words in the form of "okay before we start, let's pray to God. Pray begin". In data (40), the teacher directs students to return to focus on the subject matter being discussed, this can be seen from the teacher's words in the form of "okay, now let's back to the lesson", the word "let's back" indicates the gives direction category, where the

teacher provide instructions for students to return to discussing the lesson material. Meanwhile, in data (41), there is a teacher's statement in the form of "I want you to do the exercise. Its only five questions. You can discuss with your friends because this is not a real exercise," this statement is categorized as giving direction because it contains directions from the teacher to students to do the exercise. Apart from directions for doing the exercise, the teacher also directs students to discuss with friends when answering the exercise.

The observation results showed that the teacher provides direction to students before and during the learning process. Before learning takes place, the teacher gives directions for reading prayers together. And when learning takes place, the teacher provided directions in the context of asking students to do exercises or answer questions. The teacher also gives directions in the form of turns for students to answer questions from the exercises given. Apart from that, the teacher also provided direction when asking students to guess the material they would study. The teacher's goal in giving directions to students is so that students clearly understand what they have to do according to the instructions given by the teacher. Apart from that, the teacher also provided direction when students was working in groups. The teacher came to the student's desk and helped the student complete the assignment given, but the verbal interactions carried out by the teacher at that time could not be recorded because the classroom atmosphere was noisy.

Examples are as follows:

T1 : kenapa hafis al wali? (*approaching noisy students*) kayanya ngeri kali tahfiz lima jus hafis al wali, sampai masuk ke Instagram nya riab

SS : hahaha (*laugh*)

SS : *(still discussing)*

T1 : **(go around the class supervising and giving direction)**

(the process take around 15 minutes)

The form of interaction above cannot be recorded because the classroom atmosphere was noisy and the position of the teacher who comes to the students' desks one by one to give directions regarding the assignments given.

Table 4.2 showed the category of "gives direction" carried out by teachers in XI MIPA I (female) class was 25 times in the process of verbal interactions with students. Below are the three example of the data found which is taken as examples.

(42) T2 : Im good too, alright now we pray first before start our lesson yaa.

Pray begin **(gives direction to the students)**

(43) T2 : ayok what is common noun? Next week bring the paper ya **(gives direction to the student)**

(44) T2 : I will say the vocabulary, and then you just have to write the vocab. is it countable or uncountable ya, nanti kalian tulis vocab nya terus kalian akan tentukan apakah vocab nya itu masuk ke countable atau uncountable **(gives direction to the students)**

Data (42), (43), and (44) above are examples of the "gives direction" category carried out by EFL teachers in XI MIPA I (male) class. In data (42), the teacher gives instructions to students to pray first before starting the lesson, as seen from the words "now we pray first before starting our lesson ya, Pray begin". The gives direction category in data (42) in table 4.2 is the same as data (39) in table 4.1. namely giving instructions to students to pray before starting the lesson. In data (43), the teacher directs the students to bring the paper next week, the teacher's

words in the form of "next week bring the paper ya" indicates direction as well as an order for the students. In data (44), the teacher provides direction during the learning process, precisely when students are instructed to do exercises. The teacher gives directions to students regarding the steps they must take when answering the exercise.

Overall, the observation results showed that gives direction category was carried out by the teacher when the teacher directs students to answer questions and also when the teacher provided exercises. The purpose of gives direction was to give students clear direction on what they have to do. Apart from giving directions for doing assignments, the EFL teacher in XI MIPA I (female) class also gives directions for students to read prayers before starting the lesson and also after the lesson ends. When students do group assignments, the teacher also goes to each table and gives directions to the students. However, verbal interactions at that time were not recorded because the classroom conditions were noisy. The following is an example of the interaction carried out:

S1 : ini nomor 7 apa? Countable?

S2 : ini nomor 6 gimana?

S3 : fazira fazira (*calling their friends*)

S4 : yang mana, sampe mana

S3 : fazira 7 apa?

(students are still discussing about the exercise)

(the teacher goes around supervising)

The form of interaction above is a form of interaction where the teacher gives direction to students when students are doing group work. The teacher gives

directions by going to the students' desks one by one and going around the class. This verbal interaction could not be recorded because the classroom atmosphere was noisy.

9. Criticize students behavior

This category requires teachers to be able to criticize students' behavior and remind students if they behave badly, such as making noise. When students make noise in class, the teacher can ask them to be quiet and tell them that this behavior is not appropriate. Sometimes, in the learning process there are students who have problems, so a teacher must know how to communicate with students. Things to remember is that giving criticism to students must be done in a positive way and not corner the students.

Table 4.1, especially in XI MIPA I (male) class, showed that criticize students behavior category was appeared 6 times in the process of verbal interactions between teacher and students. Below are the three example of the data found which is taken as examples.

(45) T1 : guys, taqwa where do you wanna go? (*a students suddenly wanted to leave the classroom*)

S1 : no miss, bentar bentar

T1 : no, comeback (**criticize student behavior**)

(*the students returns to his place*)

(46) T1 : nah Habib, Albani and Hafis dibalek nya. Loh kenapa ke belakang Zafif? Balek ke depan Zafif (*suddenly one student moved his seat*)
(**criticize student behavior**)

(47) T1 : attention please! tolong diam dulu sebentar, kita dengar dulu suara faiq (**criticize student behavior**)

Data (45), (46), and (47) above are examples of the category of criticizing student behavior carried out by EFL teachers in XI MIPA I (male) class. In data (45), the teacher said the words "no, comeback" to students who suddenly left the classroom without permission. The teacher's words are a form of warning to students to stay in class. Data (46) is also a form of critical student behavior where the teacher orders students to sit back in their chairs and not move around. And finally, data (47) also shows the existence of the "criticize students behavior" category, which can be seen from the teacher's words in the form of "attention please! tolong diam dulu sebentar," this statement clearly shows how the teacher criticizes the actions of students who are noisy in class.

From data (45), (46), and (47) above, it can be seen how teachers criticize students during the learning process. The teacher criticizes the behavior of students who are naughty and noisy. Teachers provide criticism to students in a good way and do not hurt students' feelings. Criticism must be given by the teacher in a way that is acceptable to students. Teachers must be able to communicate displeasure with students' bad behavior. This communication must be carried out by the teacher in a good and not rude manner. Observation results showed that the EFL teacher in XI MIPA I (male) class criticizes students in a good and firm way. The moment when teachers criticize students is when group learning takes place, many students move from place to place so the learning atmosphere is not conducive. Students who are criticized also accept it and try to change their behavior for the better. It is

important to remember that teachers must convey constant criticism in a positive way so that students are not afraid and do not reduce their enthusiasm for learning.

Table 4.2, especially in XI MIPA I (female) class, category criticize students behavior also appeared twice (2) in the process of interaction between teacher and students. Below are the two example of the data found.

(48) T2 : kenapa nanya orang, did you bring the paper? (**criticize student behavior**)

(49) T2 : jangan tunjuk orang, ayo jawab number one, you (**criticize student behavior**)

Data (48) and (49) above show the form of criticizing student behavior carried out by EFL teachers in XI MIPA I (female) class. In data (48), the teacher criticized the actions taken by the students when the students did not answer the teacher's questions and instead asked other friends, as seen from the teacher's remarks in the form of "kenapa nanya orang?". Meanwhile, in data (49), the teacher criticizes students with the words "jangan tunjuk orang". The teacher criticized the actions of students who randomly appointed other friends to answer questions from the teacher. The teacher's goal in providing criticism is so that students can change their behavior for the better. The criticism given also aims to develop students' personalities in a better direction. This can be seen from the verbal interactions carried out by the EFL teacher in class XI MIPA I (female) when criticizing students, where the teacher reminded students not to forget to bring study materials when studying in class.

Talis (2009) states that a teacher's belief regarding teaching is that an adequate classroom is generally needed for an effective learning process. Therefore,

teachers must know how to communicate the emotional atmosphere in the classroom so that teachers could find the right solution to solve problems and create positive interactions with students. Teachers must be able to criticize students regarding inappropriate student behavior in a positive way without reducing students' enthusiasm for learning.

4.4.1.2. Students Talk

1. Students response-specific

Specific student response is a condition where students respond to the teacher with specific and limited words, where these words have been practiced by the teacher before (Moskowitz, 1971).

Table 4.1. shows that the student response-specific category appeared 87 times in the process of verbal interactions between teachers and students in XI MIPA I (male) class. Below are the three example of the data found which is taken as examples.

(50) T1 : okey, assalamualaikum warahmatullahi wabarakatuh

SS : waalaikumsalam warahmatullahi wabarakatuh (students response, specific)

(51) T1 : okey, so for today we will learn about (the teacher wrote today's material)

SS : (read on the board) question tag (students response, specific)

(52) T1 : kalau ada kata “udah-nya” itu apa, what is?

SS : have miss (students response, specific)

Data (50), (51), and (52) above are examples of the student response-specific category carried out by students in XI MIPA I (male) class. Data (50) refers

to the student response-specific category because the response given by students in response to their teacher's greetings is with specific and frequent utterances, the response "waalaikumsalam warahmatullahi wabarakatuh" is the reply usually said by students in response to greetings from their teachers. Data (51) is categorized as a student response-specific form because the response given by the student is an utterance when the student reads the teacher's writing on the blackboard, namely the utterance "question tag". The student says "question tag" where the word is written clearly on the board, meaning that the word "question tag" spoken by the student is "exist". Therefore, data (51) is categorized as a student response-specific form. Meanwhile, in data (52), the student's utterance of "have miss" is a specific response based on the question asked by the teacher previously. The teacher asks specific questions and students also answer them with specific answers, so data (52) is an example of the student-specific response category.

Observation results showed that students gave specific responses when the teacher asked about students' news and understanding of the material being studied. Students also provide specific responses when teachers ask them specific questions. Apart from that, students also give specific responses by repeating sentences that have been said by the teacher before. Student specific responses occur when the teacher gives an order where the teacher hopes the order will be followed by the student and the student answers a specific response to a specific question asked by the teacher. Students' specific responses refer to their responses to the teacher within a range of answers that are specific and limited or that the teacher has previously practiced. Based on a statement from Moskowitz (1971), a student's specific response is a situation where the student responds to the teacher with specific

sentences and limited words or words that have been spoken by the teacher previously. This is in accordance with what students in class XI MIPA I (male) did, where the specific responses they gave to the teacher included readily available sentences such as "have miss" on data (52). Students also respond to specific questions with specific answers such as the form of interaction that occurred above, and students also repeat the teacher's previous words. All verbal interactions are a form of student response category, specific.

Table 4.2, in class XI MIPA I (female) class, the student response-specific category appeared 77 times in the verbal interactions process between teachers and students. Below are the three example of the data found which is taken as examples.

(53) T2 : okey so for today, as you can see on the board, the title of tonight we will discuss about are countable and uncountable noun. On the first meeting, I teach you about the several part of speech. And this things, countable and uncountable noun sudah kalian pelajari di semester satu and unfortunately, ternyata itu menjadi masuk bahan ujian di semester dua. So, you still have that paper with you?

SS : yes miss (**students response, specific**)

(54) T2 : okey for the first, about countable and uncountable noun. We already know that countable is mean? What is countable ?

S1 : bisa dihitung (**students response, specific**)

(55) T2 : it is bunk bed (*wrote on the board*)

SS : bunk bed (*repeat what teacher said*) (**students response, specific**)

Data (53), (54), and (55) above are forms of student response-specific categories that emerge in the process of verbal interactions between teachers and

students in XI MIPA I (female) class. Data (53), the answer "yes" from students clearly refers to a specific student response because it only consists of one limited word, namely "yes". Data (54) is categorized as a student response-specific form because students respond to specific questions from the teacher with specific answers. The teacher asked whether the students knew what was meant by countable, and the students answered with the response "bisa dihitung". Student answers are specific answers to questions asked by the teacher. Meanwhile, in data (55), students repeat the words spoken by the previous teacher, this is also categorized as a form of student response-specific. The student's utterance in the form of the vocabulary "bunk bed" is a repetition of the teacher's previous utterance which also said the word "bunk bed".

Observation results showed that students in class XI MIPA I (female) gave specific responses to their teacher when the teacher asked specific questions. Apart from that, there are specific responses given by students when the teacher asks how they are and greets them. The most frequent specific response from students is when the teacher asks students a specific question, where the question only requires an answer in the form of specific words. Students' specific responses also emerge when the teacher asks whether they understand the material they have studied. According to Moskowitz (1971), specific student responses occur when teachers give orders or directions to students, where the teacher hopes that students can answer with specific responses to specific questions asked by the teacher. This is in accordance with the verbal interactions that occur in class XI MIPA I (female) where students provide specific responses in the form of limited words to specific questions asked by the teacher.

2. Students response, open-ended or students initiated

This category is a situation where students respond to the teacher with their own ideas, opinions, reactions or feelings (Moskowitz, 1971). Students can ask and express whatever is on their mind freely to the teacher.

Table 4.1 showed that the category students response, open-ended or students initiated appeared 63 times in XI MIPA I (male) class in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(56) T1 : one word consist of three letters

SS : (*students are still noisy and guessing*) air, you, (**students response, open ended**)

(57) S3 : if anu miss? (*one students asking*) (**students response, students initiated**)

(58) T1 : why dia taken, bukannya took?

SS : karena verb 3, perfect miss, ada have (**students response, open-ended**)

Data (56), (57), and (58) are forms of the students response, open-ended or students initiated categories carried out by students in XI MIPA I (male) class. Data (56) shows that students try to guess and answer questions asked by their teacher. The student's utterance in the form of "air, you" in data (56) is a situation where the student tries to explore ideas to answer questions from the teacher. Data (57), students initiate to ask questions to the teacher, it is clear that the questions asked by students to the teacher are a form of students initiated. Meanwhile, data (58) refers to the student response category, open-ended because students answer the

teacher's questions based on the results of exploring ideas and knowledge they have. The answers given are not answers that consist of one word or are limited, but are answers containing explanations to the questions asked by their teacher.

Observation results showed that during the verbal interaction process, apart from responding to the teacher with specific responses and limited words, students also respond with their ideas and opinions regarding the material being studied. Students also express reasons for the ideas they proposed to the teacher. Apart from providing ideas, students also asked the teacher about the material they was studying. The form of response is a form of students response category, open ended or students initiated. Moskowitz (1971) stated that the student response, open ended or student initiated category is a category where students respond with their ideas, opinions and reactions to the teacher and the material being studied. Students also volunteer to answer every question from the teacher. The situation where students volunteer to answer questions from the teacher is a form of student initiative. In accordance with the statement of Moskowitz (1971), the category of student response, open ended or student initiated carried out by XI MIPA I (male) students was expressing personal ideas and opinions, participating in giving examples of the material being studied, asking questions to the teacher, and volunteering themselves to answer questions from the teacher.

Table 4.2, especially in XI MIPA I (female) class, showed that students response, open-ended or students initiated category was appeared 39 times in the process of interactions verbal between teacher and students. Below are the three example of the data found which is taken as examples.

(59) T2 : Assalamualaikum students, how are you today?

SS : Waalaikumsalam Miss, we are good, how about you? (**students response, students initiated**)

(60) T2 : okey banyak, apa aja?

SS : name of things, name of people (**students response, open ended**)

(61) T2: tapi dimana? Kalau misalkan tiap nama orang,

SS : nama tempat, sehabis titik (**students response, open ended**)

Data (59), (60), and (61), above are forms of students response, open-ended or students initiated categories carried out by students in XI MIPA I (female) class. Data (59) is categorized as students response, students initiated because after responding to the teacher's greeting, students initiated to ask how their teacher was doing. The "how about you?" in data (59) is a student response in the form of a question to the teacher. In data (60), students try to explore their ideas to answer questions asked by the teacher. Student responses in the form of saying "name of things, name of people" is a situation where students respond to questions from the teacher with varying answers. Meanwhile, data (61) is the same as data (60), where students respond to questions from the teacher with responses containing explanations. The student's statement "nama tempat, sehabis titik" is an answer that contains an explanation to the teacher's question, so it is categorized as a student response, open-ended.

3. Laughter

This category is a condition where students laugh or giggle in class caused by the teacher or students themselves.

Table 4.1, especially in XI MIPA I (male) class, category laughter was appeared 11 times in the process of verbal interactions between teacher and students. Below are the three example of the data found which is taken as examples.

(62) T1 : its up to me right?

SS : hahahaha (*laugh*) **(students laughed at the teacher's words)**

(63) T1 : Not anu, there is no to say anu in English, there is no

SS : (*Laugh*) hahahah **(students laughed at the teacher's words)**

(64) T1 : Khalas dan Zafiq tidak akan berpisah kan? (*wrote on the board*)

SS : (*students are laugh*) hahaha **(students laughed at the teacher's words)**

Data (62), (63), and (64) above are forms of the laughter category that occurred in XI MIPA I (male) class. Data (62), (63), and (64) show that students laugh at jokes made by the teacher in class. Observation results showed that students laugh when the teacher makes jokes in class and also when something funny happens while the teacher was teaching. Compared to jokes, most of the reasons why students laugh in class were because of what the teacher says, friends' actions, and funny things that happen in class. Teachers don't often make jokes in class, observation data showed that the teacher only makes jokes twice. Therefore, the causes of students laughing are mostly caused by the teacher's unintentional remarks, friends' funny actions, and other funny things that happen in class. Conditions where students laugh can make the atmosphere in the class feel more refreshing and less stiff. According to Moskowitz (1971), the category of "laughter" is a condition where students laugh in class because of the class conditions or the teacher who teaches. This is in accordance with the situation in class XI MIPA I

(male) where students laughed because of the teacher who was teaching and the class conditions.

Table 4.2, especially in XI MIPA I (female) class, the laughter category was appeared 20 times in the process of verbal interactions between teachers and students. Below are the three example of the data found which is taken as examples.

(65) T2 : name of place, remember ya, use capital. Apalagi kalau misalkan yang nulisnya kalau chattingan masih pakai kalau a pakai q, jadinya aqu (*joked*)

S1 : (*laugh*) hahaha terus ada juga Sabtu pakai p miss (**students laughed at the teacher's words**)

(66) T2 : okey plural dan singular, nah singular its not mean penyanyi ya but single, so the meaning is?

SS : (*answer and laugh*) sendiri hahaha (**students laughed at the teacher's words**)

(67) T2 : so you bring your mobil phone to asrama?

SS : (*laugh*) hahahaha (**students laughed at the teacher's words**)

Data (65), (66), and (67) above are forms of the laughter category that occurred in XI MIPA I (female) class. The observation results show that in data (65), (66), and (67), students laugh because of jokes made by the teacher, friends' actions, and also class conditions. The EFL teacher in class XI MIPA I (female) often makes jokes and says funny words. Sometimes, the teacher accidentally says the word but the students still laugh. Class conditions where students occasionally laugh can make the class atmosphere enjoyable. This can be seen in class XI MIPA I (female), where the class atmosphere and interactions created between teachers

and students feel pleasant. The distance between teachers and students also looks more intimate because occasionally students laugh at the conditions in their class.

4.4.2. Students-Students Interaction by James Scrivener

Interactions between students and students is a situation where ideas, information and opinions are exchanged between students in class (Scrivener, 2021). Scrivener states that there are several important points that can be indicated as interactions between students and students. These points are:

1. The teacher creates small groups to encourage students to discuss with their friends. The purpose of teachers creating small groups is to provide opportunities for students to interact with other students and encourage students to participate in class.
2. The teacher arranges student seating so that students can see and interact with each other.
3. The teacher gives students the opportunity to ask questions and provide explanations to their fellow students.
4. The teacher does not have to always stand in front of the class during the lesson. Teachers can arrange student seating where the teacher takes a position in the middle of the students so that students can focus more on listening.

The results of observation showed that verbal interactions between students and students at XI MIPA I (male) classroom consists of students discussing in small groups, students asking questions and giving explanations to each other. For more details, the form of interaction between students and students at XI MIPA I (male) based on the results of observation as follows:

T1 : okey so now, i want you to write this with your partner, jadi silahkan cari partner masing-masing. Berdua boleh ya, ga boleh bertiga, berempat, berlima. Berdua ya. Found your partner, silahkan cari partner masing-masing (**The teacher directs students to work in groups by asking students to find their respective group friends**)

S1 : miss berempat gaboleh?

T1 : gaboleh berempat ya, berdua

S : (*looking for their partner*) (**students start looking for their group partners**)

The form of verbal interactions that occurs between students and students in class XI MIPA I (male) was verbal interaction formed from group work. During the learning process, the teacher directs students to form groups and look for their respective group friends. This is in accordance with what Scrivener (2011) stated, where verbal interactions between students and students can be formed from group work. When students work in groups, they discuss with their group friends in answering exercises regarding question tags given by their teacher. Each group also asks other groups about the exercises they are doing. The verbal interaction that occurs between students and students when working in groups goes well. Students seemed more free to discuss, ask and explain the exercises they were doing with their fellow students. Verbal interactions that occur between students and students can also indirectly help students improve their understanding and social skills. This is in accordance with what was said by Scrivener (2011) that the purpose of verbal interaction between students is to help students develop their capacity through collaborative work, students can also improve their abilities in socializing. The interactions between students and students that occur in class XI MIPA I (male)

help students build good social relationships with their fellow students. The EFL teacher in the class also provided opportunities for students to interact with each other through group work and class discussions.

Interactions between students and students also occurs in class XI MIPA I (female). In class XI MIPA I (female), interactions between students and students occurred when students work on questions given by the teacher. Apart from that, interaction between students and students also occurred when the teacher asks students to check each other's answers to the exercises they were doing. The following interactions were recorded during observation:

(the teacher asks the students to start doing the exercises)

(students start working on the questions and discussing with their friends)

S1 : ini nomor 7 apa? Countable? **(ask their friend)**

S2 : ini nomor 6 gimana? **(ask their friend)**

S3 : fazira fazira **(calling her friend)**

S 4 : yang mana, sampe mana? **(ask their friend)**

St3 : fazira 7 apa? **(ask their friend)**

(students are still discussing about the exercise)

(the teacher goes around supervising)

(fifteen minutes passed and the students had finished working on the questions)

T2 : jangan terkecoh, the true is children for plural and child id for singular. Its up to you. I give you a clue that a child is for singular and children is for plural. Dah yok? Tukar sama kawannya disamping kertasnya

SS : oke miss

(students exchange their answer sheets with friend beside them)

T2 : sudah tukar semua dengan teman disamping?

SS : sudah miss

The form of interactions above is a form of verbal interactions that occurs between students and students in class XI MIPA I (female). This form of interactions between students and students appears when the teacher asks students to work on the practice questions given. When doing these exercises, students discuss with their friends and ask each other questions. This is in accordance with what Scrivener (2011) said, that interaction between students and students can be formed if the teacher provides opportunities for students to ask questions and provide explanations with their fellow friends. Apart from that, verbal interaction between students and students was also seen when the teacher asks students to exchange their answers with their friends for checking. The teacher does not check students' answers, but the teacher asks students to check and correct each other's answers. This encourages verbal interactions between students and students in class XI MIPA I (female). According to Scrivener (2011), verbal interactions between students and students can provide opportunities for students to build good cooperative and collaborative relationships which aim to increase motivation and engagement in the learning process. This can be seen from the interactions that occur between students and students in class by interacting with fellow students, students feel more comfortable and not be afraid to express their opinions and ideas regarding the material being discussed.

4.4.3. Factors supporting interaction in the classroom

4.4.3.1. Teacher perceptions regarding factors supporting interaction in the classroom

The formation of good interactions in the classroom cannot be separated from the role of the teacher who teaches. The teacher is an important figure who determines whether the interaction between teacher and student can run smoothly or not. Therefore, it is very important to know how teachers perceive the supporting and inhibiting factors for verbal interactions in the classroom. The results of interviews with EFL teachers in class XI MIPA I (male) (T1) and EFL teachers in class XI MIPA I (female) (T2) showed that the factors supporting interactions in the EFL classroom were: teacher readiness to teach, teachers remembering students' names, expressive teachers, two-way communication, students' conditions, games, and group work.

1. Teacher readiness to teach

Teacher readiness in teaching is the main factor that supports the creation of good interactions in the teaching and learning process. Teachers who are "ready" to teach would be able to create active interactions between teachers and students. This is in accordance with what T1 said in her interview:

"Actually, the main factor in classroom interaction is the teacher. Whether or not the teacher is ready to teach really determines the interactions that take place that day. So before teaching, the teacher must prepare the material and if possible, practice too. So if the teacher doesn't prepare the material well, it will be difficult to interact" (T1).

Based on the interview above, according to T1, teacher readiness in teaching was a supporting factor that determined whether interactions in the classroom ran well and smoothly. To create good interactions between teachers and students, a teacher must be able to start by preparing the material optimally before class starts.

It is also better for teachers to practice first before teaching, this would help teachers to be more flexible and less rigid when teaching. According to T1, the teacher plays an important role and acts as a determinant of whether interactions in the classroom can run smoothly or not. This is in accordance with what T2 said in her interview:

"The factor that most supports the creation of good interaction in class is the teacher's preparation of material. I think that's a very important factor. Because if we just read the material, and we have already studied this material, and we just read it and we don't practice at home first, this is how we teach it, it will feel like we won't teach it optimally, and the interaction will certainly not going well." (T2)

In line with what T1 said, T2 also said that the supporting factors for interaction came from the teacher's preparation in preparing learning materials. Teachers who prepared the material optimally before class would support the creation of good interactions during the learning process. Teachers also have to do a little practice before teaching so that the interactions between teacher and students runs smoothly. If the teacher cannot master the material well, it would be difficult for the teacher to answer several questions asked by students, so which could reduce teacher interactions and professionalism when teaching. This greatly influences the process of interaction in the classroom.

2. Remember students' names.

A teacher does not only teach one student. One class would consist of many students who come from different backgrounds and attitudes. One of the supporting factors for creating good interactions in class is remembering students' names. This is what T1 said in her interview:

"I memorized, as much as possible the names of all the students in class. Why? Because by remembering students' names, they will feel cared for and invited to class. So I memorize the names of the quiet students as much as possible so that they feel "oh it turns out I was noticed". So this is also a supporting factor

in interactions in class. When we remember students' names, teacher-student interactions can also go well." (T1)

Based on the interview above, the supporting factor for creating good interactions in class was the teacher remembering students' names. According to T1, if the teacher was able to remember and memorize all the students' names, the students would feel that they were included in the class. The factor of remembering students' names also really supports interactions with quiet students in class. Students who were quiet in class would feel remembered and appreciated if the teacher remembered their names and included them in the learning process. Therefore, remembering students' names would really encourage good interactions in class.

3. An expressive and happy teacher

Interactions in class would be enjoyable if the teacher was expressive and happy. Whether the interaction was smooth or not was influenced by the teacher's personal teaching. Teachers who were expressive in teaching, praised students, and were sincere would encourage good interactions with students. This is in accordance with what T1 said in her interview:

"An expressive teacher is one of the factors that can encourage interaction in class. Teachers who often praise students can also make students enthusiastic about learning, so interactions in class can run smoothly. What is meant by expressiveness here is that a teacher who is fit to teach is not stiff and monotonous. "You can adjust facial expressions, so that students will be interested and not bored with the lesson, it can make students enthusiastic and interactions will be good" (T1).

Based on the interview above, according to T1, an expressive teacher could encourage good interactions in the classroom. Teachers who taught with enthusiastic expressions could motivate students to be enthusiastic in class. This could encourage the formation of interactive communication between teachers and

students. Apart from expressive teachers, teachers who were “happy” when teaching could also encourage the creation of good interactions during the learning process. This is in accordance with what T2 said in her interview:

“Actually, the teacher must be happy when teaching. So if teachers enjoy teaching, students will also be happy. Why? Because the delivery of the material will feel fun. So what is meant here is that the teacher must be sincere in teaching, don’t teach just because of an obligation, but yes, he must be happy when teaching. So we will enjoy the class and the interactions that take place in class will go well” (T2)

Based on interviews with T2, teachers who were "happy" when teaching were also a supporting factor in creating good interactions in the classroom. If the teacher who taught was not "happy" and teaching was just an obligation, then the interactions that were formed would feel monotonous and stiff. Therefore, teachers must be able to prepare a good mood when teaching so that the delivery of material runs effectively and the interactions with students is well. As said by T2 in a follow-up interview, she said:

"The point is, the teacher must be in a good mood if he wants to teach, so if the teacher is in a good mood, interactions in the classroom will run smoothly too" (T2).

4. Two-Way Communication

To encourage good interactions, another supporting factor was that communication between teachers and students occurs in two directions. The teacher should not be the main center when the learning process takes place and should not take a dominant position in the class. To create good interactions, teachers must be able to involve students in the learning process so that the interactions created are formed in two directions, not one. As T1 said in her interview:

"So to create good interaction between teachers and students, teachers must be able to carry out two-way communication. This means that teachers should not take a dominant position in the classroom. So when the teacher explains it, he

occasionally asks the students. Teachers must encourage students to join in talking in class, not just the teacher who talks in class." (T1)

Based on the interview with T1, to create good interactions in class, teachers must involve students in talking and discussing. Teachers must be able to create interactions that run both ways and are not only centered on the teacher. Teachers do not always take a dominant position by giving lectures in class, but they also involve students in the learning process. Two-way interactions could help create good interactions in the classroom because students also actively participate in the learning process. Regarding two-way communication, T2 also has the same opinion. Here's an interview with T2:

"So for me personally, in my opinion, the factors that support interaction in the classroom, the way the teacher teaches, must be two-way, not one-way. What this means is that the teacher invites the students like, "Come on, what's the answer?" So the teacher doesn't just talk to himself in front, and the students just pay attention silently. But the teacher invites students to join in talking in class, giving opinions. So that really supports the formation of this interaction." (T2)

Based on the interview above, T2 has the same opinion as T1 in that one of the supporting factors for creating interactions in the classroom was creating two-way communication. Teachers should not take a dominant position in the classroom. Teachers must provide opportunities for students to participate. Teachers must be able to include students when teaching by asking for their opinions and ideas regarding the material they study in class. With this, interactions between teachers and students could run smoothly.

5. Student condition

To create smooth interactions in the classroom, teachers must understand the students' conditions. Students who are ready to learn can support the creation of good interactions during the learning process. Meanwhile, students who are not

ready to learn can make interactions not go well. A teacher must understand what the student's condition before teaching and then decide which method to use. This is in accordance with what T2 said in her interview:

"A teacher, apart from controlling his own mood before teaching, must be able to understand the students' mood as well, must be able to understand the students' condition. Do students have problems? are their conditions unfit because that will have a big influence on the learning and interaction process, of course? "We have problems, students also have problems, so we have to know the condition of the students first before we can teach so that later interactions in class run smoothly, students enjoy learning and we also enjoy teaching" (T2).

Based on the interview above, T2 said that teachers who were able to understand students' conditions before the learning process took place could encourage the creation of good interactions in the classroom. Students who were healthy, happy, and in a good mood could make the class run well and be enjoyable. Interactions between teachers and students would also run smoothly. Understanding students' conditions was a challenge that teachers must be able to handle. The creation of good interactions between teachers and students cannot be separated from the condition of students who are ready to learn. Therefore, to create good interactions, teachers must understand students' conditions and make students "ready" to learn.

6. Games and group work

Games are a good way to create a fun class. Games are also a driving factor in creating good interactions in the classroom. Games can make the classroom atmosphere more fun and make students enthusiastic about learning. This is as said by T1:

"Occasionally we make games for students, so the games can actually help with interaction. Students will definitely get bored if we teach with the same method

all the time. That's why once in a while we have to play games with students, it can encourage good interactions too" (T1).

In line with T1, T2 also said that games were a good method for creating smooth interaction in the classroom. The following is a statement from T2:

"So, apart from teaching as usual, we occasionally play games. We give the material in the game, usually it's guessing vocabulary, guessing words, or yesterday it was like arranging words to arrange sentences. It can encourage interactions that take place in the classroom, yes" (T2)

Based on interviews with T1 and T2, games were one method that can encourage interactions in the classroom to run well. Delivering material in the form of games could make students enthusiastic and motivated to learn. Enthusiastic students could encourage good interactions in class. Apart from playing games, forming small groups could also encourage good interaction in class, as stated by T1 in her interview:

"We also do group work when teaching. So group work can help students discuss with each other. Students can interact when they study in groups, so studying in groups can encourage good interactions in class. Sometimes I vary the group work, oh today it's three of us, then the next meeting will be four of us. And before creating the group, I imagined what my goal in the group would be in terms of interaction, about asking each other if we didn't understand each other and when I came it happened as I imagined" (T1)

In line with what T1 said, T2 also said that group work was one of the drivers for creating good interactions in class. The following statement from T2:

"To encourage interaction in class, we also had time to create groups to watch them discuss with their friends. So, when we ask students to work in groups, they will interact like that." (T2)

Based on statements from T1 and T2, forming group works could encourage good interactions in class. When the teacher forms groups, students discuss and convey their ideas to each other in the group. This is one of the supporting factors in creating good interaction in class. Working and studying in groups would make

it easier for students to interact with their friends while discussing the material they are studying.

4.4.3.2. Student perceptions regarding factors supporting interaction in the classroom

Interactions that take place in class cannot be separated from the role of students in them, the teacher is indeed the figure who initiates interactions, but interactions in class cannot run smoothly if students do not participate in class. Therefore, it is very important to know students' perceptions regarding factors that can support the formation of interactions in the classroom. The results of interviews with P1 and P2 from class XI MIPA I (male) and P3 and P4 from class XI MIPA I (female):

1. Age and gender of the teacher who teaches

The results of interviews with students showed unique indicating, that one of the factors that supports the creation of interaction in the classroom is the age of the teacher who teaches. Teachers who are relatively young can usually create a pleasant classroom atmosphere and make students not afraid to ask questions. This is as said by P1:

"If the teacher is young, the class will usually be fun, because young teachers usually like to joke and sometimes we are not afraid to ask questions. "Usually for senior teachers, we are a bit reluctant to ask questions if someone doesn't understand." (P1)

In line with what P1 said, P2 also said the same thing that the teacher's age was a supporting factor for interaction in the classroom. The following is a statement from P2:

"Usually we are reluctant to ask ustad or senior ustazah, we are afraid to ask. "That's why sometimes when the teachers are still young, we're not afraid, because we can joke around with them too." (P2)

The results of interviews from P1 and P2 showed that age was one of the supporting factors for the formation of good interactions in the classroom. Young teachers make students more comfortable and free to ask questions if there is material they don't understand. P1 and P2 were students from class XI MIPA I (male). Meanwhile, students from P3 and P4 who came from XI MIPA I (female) classroom from P3:

"If the class is taught by a younger teacher, our learning is usually more exciting, maybe because he is not too old, so the interactions that take place in class are fun. But apart from that, if the ustad (male) is the one who usually teaches us, we are more reluctant, so our interaction goes more smoothly with the ustazah (female)." (P3)

P4 added:

"If the teacher is younger, the interaction is smoother because we are not afraid to ask questions, unlike older teachers. We were a little reluctant to ask" (P4)

The statements from P3 and P4 support the statements from P1 and P2, where young teachers make class interactions run smoothly. Young teachers make students feel more comfortable asking questions and make them less afraid to convey their ideas and opinions. Apart from age, gender was also a supporting factor in creating good interactions in class. Female students feel more comfortable interacting with female teachers compared to male teachers because female students feel reluctant to ask questions or express opinions to male teachers.

4.4.4. Factors inhibiting interaction in the classroom

4.4.4.1. Teacher perceptions regarding factors inhibiting interaction in the classroom

Interactions that occur in class cannot run smoothly every day. Sometimes, teachers encounter obstacles when interacting in class. The results of interviews

with EFL teachers in class XI MIPA I (male) (T1) and EFL teachers in class XI MIPA I (female) showed that factors inhibiting interactions in the EFL classroom were lack of time, shy students, and teacher unpreparedness in teaching.

1. Lack of time

Time is one of the factors that determines the process of interactions in the classroom. Lack of time in class can make interactions run less optimally and seem rushed. This is what T1 said in her interview:

"In my opinion, time is very important, actually the factor that hinders interaction in class is lack of time. So sometimes it's like this, we have already arranged how we will teach, with a specified time allocation too. But sometimes there are things that make it not run smoothly. For example, when we are teaching, there is an incident that cuts off teaching time, students arrive late."So yes, less time makes interactions in class ineffective" (T1).

Based on the statement from T1, lack of time was a factor inhibiting interactions in class. Limited time could make the class run poorly and seem rushed. Therefore, maximum time could encourage maximum interactions in class.

2. Shy student

Apart from time, another factor that hinders interactions in class is shy students. Shy students are a challenge for teachers in creating interaction in class. This is as stated by T2 in her interview:

"Sometimes, when we are dealing with shy students it is also a challenge in the interaction process. Sometimes it can be an obstacle too. "What we mean by shy students here are those who are embarrassed to ask questions. Sometimes when we ask they understand, they answer that they understand even though they don't really understand, and that will affect interactions in class" (T2)

Based on interviews with T2, shy students were one of the factors inhibiting the formation of interactions in class. T2 explained that if there are students who are embarrassed to ask questions and do not dare to express their opinions in class,

this could make the interactions run smoothly. This also influences students' understanding of the material. Therefore, the condition of students who were embarrassed to ask questions and talk in class was a challenge for teachers in creating good interactions in class.

3. Teacher unpreparedness in teaching

In direct proportion to the supporting factors, one of the inhibiting factors for interactions in the classroom is teachers who are not ready to teach. Teachers who do not prepare material before class would experience difficulties in teaching, so this would have an impact on interactions that take place in class. This is what T2 said in her interview:

"The teacher's unpreparedness in preparing the material can be an obstacle to interaction. Because if we as teachers don't prepare the material before teaching, we won't know what to teach. So later when a student asks a question, sometimes we don't know the answer or it's difficult to answer. That's why we have to prepare before teaching, so we know what to do later, and that will determine the interactions that take place in class, and we also have to set the mood so that when we teach we enjoy it" (T2)

Based on the statement from T2, teachers who were not ready to teach could make interactions not go well. Teachers must prepare materials before class starts so that interactions in class occur well and smoothly. Teachers who did not prepare material before teaching would have difficulty answering questions from students, this could make the teaching process run poorly, and interactions that occur in class would be obstructed. Apart from material preparation, a teacher's bad mood could obstruct interactions between teachers and students. A bad mood could also make the class atmosphere less enjoyable, and this could have an impact on interactions that take place in class.

4.4.4.2. Students perceptions of factors inhibiting interaction in the classroom

Factors that inhibit interaction in class, according to students were the teacher's boring way of teaching. The teacher's way of teaching really determines the interaction process that takes place in the classroom. Teachers who taught in a boring way could make students bored and not interested in learning. Apart from that, if the teacher teaches in a boring way, this could hinder interaction in class, as stated by P1:

"In my opinion, the inhibiting factor for interaction is probably because the teacher is boring, that means the teacher's way of teaching is boring so sometimes the students get bored too."(P1)

In line with what P1 said, P2 also said the same thing:

"I agree with Dinal (P1) because if the teacher teaches in a boring way, we usually get bored too. Every now and then the teacher should invite us to play games so that the atmosphere is more fun. But sometimes teachers just teach, and sometimes they play on their cellphones, giving questions, we get bored."(P2)

According to P2, teachers who taught in a monotonous way could inhibit interactions in the classroom. Therefore, according to P2, teachers should occasionally invite students to play games so that the class environment feels more fun. P2 also said that interactions in class could be hampered if the teacher only entered the class and gave the students practice, then left the students to play on their cellphones. P3 and P4 also have the same view regarding the inhibiting factors that occur in the classroom, namely the teacher's boring and rigid way of teaching.

P3 said in her interview:

"In my opinion, the inhibiting factor for interaction in class is the teacher's monotonous and boring way of teaching. Because if the teacher is boring, those of us who study will also be bored." (P3)

P4 also said something similar:

"In my opinion, what makes interactions not go well is boring teachers. Sometimes there are teachers who teach only talking to themselves in front of others, then after that, ask questions. It makes us bored because we feel we are not included."(P4).

The results of interviews with P3 and P4 showed that the factor that hindered interactions in class was the teacher's boring way of teaching. If the teacher teaches in a boring way, then this could affect interactions in the class. An example of a teacher's boring way of teaching was a teacher who taught using the lecture method without involving or providing opportunities for students to speak.

4.5. Discussion

In this section, the researcher presented a discussion based on the findings. This research has two research questions. The first research question is what are the patterns of verbal interactions that occur between teachers and students, as well as among students in the EFL classroom, and the second is what factors support and hinder the occurrence of verbal interactions between teachers and students as well as verbal interactions among students in the EFL classroom.

Based on the findings, verbal interactions patterns that emerged in XI MIPA I (male) class were formed in a two-way interaction pattern where teachers and students provide balanced feedback to each other when the teaching and learning process takes place, this can be seen from verbal interactions that occurred in class XI MIPA I (male) met all the FLINT variables used in this research, both teacher talk and student talk variables. The FLINT variable most often used by teachers and students when carrying out verbal interactions in classroom was the asking question variable which was done 76 times (21.96%) for the teacher talk category and the student response-specific variable 86 times (25.14%) for the student talk category

in one lesson session, while the the least variable used was correct without rejection variable 1 time (0.29%) for the teacher talk category and the laughter variable 11 times (3.18) for the student talk category. Most of the verbal interaction processes in class are carried out in the form of questions and answers by teachers and students. This form of question and answer can be categorized in FLINT as the asking question and students response specific category. The category of asking question and student response specific that occurs in XI MIPA I (male) class encourages the formation of two-way verbal interactions between teachers and students. Hence, the teaching and learning process becomes interactive with students actively participating in it.

Apart from class XI MIPA I (male), researchers also observed class XI MIPA I (female). In contrast to class XI MIPA I (male), the verbal interactions that occur in class XI MIPA I (female) did not meet all FLINT variables. The variable correct without rejection for the teacher talk category was not carried out by teacher in XI MIPA I (female) classroom when verbal interactions takes place. Besides that, the form of the FLINT variable that appears most often in XI MIPA I (female) class for teacher talk category was asking question for 73 times (25.89%) and the least variable was criticize students behavior for 2 times (0.17%). Meanwhile, for the students talk category, the variable that appeared the most was students response-specific, namely 77 times (27.30%) and the least variable was laughter, namely 20 times (7.09%). The same as XI MIPA I (male) class, the asking questions and students specific response categories help to form good verbal interactions between teachers and students in XI MIPA I (female) class. This form of question and answer between the teacher and students created interactive class conditions and

helps students to participate actively in it, therefore, verbal interactions in XI MIPA I (female) class was also formed in a two-way interactions pattern where the teacher and students carry out their respective roles well, this means that the teacher is successful in delivering learning material not only with lectures but is also able to provoke students to think and explore their ideas in the learning process with the response or feedback given by students to the material presented by the teacher.

The most dominant pattern in verbal interactions that occurs in XI MIPA I (male) and XI MIPA I (female) classes based on the FLINT variable was the same, namely asking questions for the teacher talk category and student response-specific for the student talk category. Observation results showed that the verbal interactions that occurred in the two classes mostly consisted of questions and answers carried out by teachers and students. Question-answer activities carried out by teachers and students in both classes created a more interactive and participatory classroom atmosphere. It can be understood that XI MIPA I (male) and XI MIPA I (female) classes did not carry out the learning process with the teacher as the center, but rather both classes carry out the learning process with the students as the center. The two EFL teachers in these classes also did not take a dominant position when teaching, meaning that, the learning process was not only centered on the teacher, where the teacher also provides opportunities for students to express their ideas and opinions in the learning process. This is in accordance with what Harden and Crosby (2000) said, where the learning process with a teacher center is centered on the teacher as the main focus, where the teacher transmits information and knowledge to students, which is different from the student center-based learning process where the learning process is centered on the students. With a focus on

“what students do to achieve this, not on what teachers do”, this definition emphasizes the concept of students “doing”.

Previous research on verbal interactions analysis was carried out by Fajria (2019). However, there are several differences between her research and this research. Previous research analyzed the form of verbal interaction between teachers and students in the classroom using FIAC (Flander's Interaction Analysis Category) in junior high schools. On the other hand, this research analyzes the verbal interactions patterns that emerge between teachers and students, as well as between fellow students using FLINT (Foreign Language Interaction Analysis), as well as finding out the factors that influence verbal interactions patterns in the classroom. Different from previous research, this research was conducted in high school. Furthermore, further differences can be seen from the research results. In previous research, the form of verbal interactions that occurred in the classroom was dominated by the teacher. This can be seen from the results which showed that teachers used all categories of FIAC and dominance talk was teacher talk. The results of previous research were inversely proportional to this research, where the results of this research showed that verbal interactions between teachers and students runs in a two-way pattern. Teachers and students both took roles in the verbal interactions process and did not showed forms of verbal interaction, one of which is more dominant.

Furthermore, verbal interactions between students and students that occur in XI MIPA I (male) and XI MIPA I (female) classes consist of students discussing in groups, asking each other questions, and explaining the material to each other. When the learning process was in progress, the teacher provides opportunities for

students to discuss with their friends by forming small groups in class. Observation results showed that, when students work in groups, they seem more free to talk to each other, discuss, and also ask their friends about the material they were studying. Verbal interactions that occur between students and students help students better understand the material they were studying, and with that, learning objectives can be achieved. This is in accordance with the point stated by Scrivener (2011), where verbal interactions between students and students can occur if the teacher forms a discussion group during the learning process. According to Scrivener (2011), verbal interactions between students and students can help students build good relationships with their peers and increase students' understanding capacity. This can happen if the teacher forms a discussion group during the learning process.

Regarding supporting and inhibiting factors for verbal interactions, the interview results showed that supporting factors for verbal interaction in XI MIPA I (male) and class XI MIPA I (female) classes consisted of teachers remembering students' names, expressive teachers, two-way communication, students' conditions, games and group work, and also the age and gender of the teacher who teaches. There were six factors supporting verbal interactions in the classroom. These factors come from the perspective of teachers and students. To create interactive verbal interactions in the classroom and enable students to participate, the teacher must not take a dominant position and be the center of the classroom. This aims to ensure that two-way communication between students and teachers can be established well. Teachers must also act professionally by understanding students' conditions and teaching in an expressive and contextual style. Meanwhile, the factors inhibiting verbal interactions in the classroom consist of lack of time,

shy students, and teacher unpreparedness in teaching. Time is an important aspect of the teaching process. Lack of time can make the learning process not run effectively, making the verbal interactions that occur unable to run interactively. Apart from that, the condition of shy students was also a challenge, and teachers must be able to find ways to make shy students participate in class. Of course, this required teachers to make preparations before teaching.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter provides a conclusion and recommendation based on the findings and discussion of this research.

1.1. Conclusions

This research focused on the pattern of verbal interactions that occurs between teachers and students as well as among students in the EFL classroom. Apart from that, this research also analyze the supporting and inhibiting factors of verbal interactions between teachers-students and verbal interaction among students in the EFL classroom. Based on the results of research conducted at Ruhul Islam Anak Bangsa Islamic Boarding School, specifically in XI MIPA I (male) and XI MIPA I (female) classes, there are several conclusions that can be drawn, namely:

1. The pattern of verbal interactions between teachers and students in XI MIPA I (male) and XI MIPA I (female) classes during the learning process is a two-way interaction pattern where there is balanced response and feedback between the teacher and students, This is showed through FLINT variable analysis where verbal interactions in XI MIPA I (male) fulfill all FLINT analysis categories. For XI MIPA I (female) class, even though it does not meet one FLINT category, namely correct without rejection, Overall, the pattern of verbal interaction continues with two-way communication between teachers and students. Meanwhile, the pattern of verbal interactions among students in XI MIPA I (male) and XI MIPA I (female) classes based on Scrivener (2011) is also formed

in a two-way communication pattern that takes place in group work and questions and answers between friends.

2. The most dominant FLINT category appearing in class XI MIPA I (male) is the ask question category (21.96%) for teacher talk and students response, specific category (25.14%) for students talk. However, in XI MIPA I (female) class also has dominant pattern, namely ask question (25.89%) and students response, specific (27.30%). These two dominant patterns form a two-way interaction pattern between teachers and students through the learning process in the form of interactive questions and answers.
3. Supporting factors for verbal interactions that occur in XI MIPA I (male) and XI MIPA I (female) classes based on the teacher's perspective consist of teachers remembering students' names, expressive teachers, two-way communication, student conditions, games and group work. Meanwhile, from the student's perspective, the supporting factors for verbal interactions was the age and gender of the teacher who teaches. Regarding the factors inhibiting verbal interactions in classes XI MIPA I (male) and in XI MIPA I (female) classes was a boring teacher's teaching style.

1.2. Recommendation

Based on the results and conclusions, there are recommendations for teachers. First, the writer recommended to teachers who teach in EFL classes to apply the FLINT variable when carrying out verbal interactions in class. By applying the FLINT variable, teachers can shape classroom conditions through interactive verbal interactions between teachers and students. This can help teachers and students achieve learning goals. Apart from that, teachers must also provide

opportunities for students to have verbal interactions with their peers to build good relationships and improve good understanding. Teachers should pay attention to the fact that interactions occur in the classroom must go both ways and not only occur between teachers and students, but also between fellow students. Teachers are advised not to take a dominant position in class, meaning that teachers also provide opportunities for students to express their opinions, ideas and opinions regarding the material being studied. Teachers are also suggested to create an innovation when teaching, such by playing games and forming discussion groups to make students enthusiastic and not bored in the learning process. This research recommended teachers to give students praise if students answer questions, express ideas and opinions in class. Besides that, based on the results of research observations, the writer advised teachers to correct students' wrong answers without rejecting the answers, this aims to not break students' enthusiasm for learning and interacting in class.



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Appendix A Appointment Letter of Supervisor

	
KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR : B-3824/Un.08/FTK/Kp.07.6/05/2024	
TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA	
DENGAN RAHMAT TUHAN YANG MAHA ESA	
Menimbang	DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/KmK.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN	
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
KESATU	Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-1630/Un.08/FTK/Kp.07.6/01/2023
KEDUA	Menunjuk Saudara : 1. Dr. Mustafa, AR, MA 2. Rahmi, M. Tesol., Ph.D Sebagai Pembimbing pertama Sebagai Pembimbing kedua
Untuk membimbing Skripsi Nama : Thasya Mardhatillah NIM : 190203040 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Classroom Discourse of Verbal Interaction in EFL Classroom	
KETIGA	: Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KEEMPAT	: Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KELIMA	: Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
KEENAM	: Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.
AR - RANIRY	
Ditetapkan di : Banda Aceh Pada tanggal : 14 Mei 2024 Dekan,	
 Safrul Muluk	
	
Tembusan 1. Sekjen Kementerian Agama RI di Jakarta; 2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta; 3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta; 4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh; 5. Rektor UIN Ar-Raniry di Banda Aceh 6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh; 7. Yang bersangkutan; 8. Arsip.	

Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct Field Research

4/24/24, 8:33 AM Document



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Razi Kopelma Darussalam Banda Aceh
Telepon : 0651-7557321, Email : uin@ar-raniry.ac.id

Nomor : B-3149/Un.08/FTK.1/TL.004/2024
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth.
Direktur Madrasah Aliyah Ruhul Islam Anak Bangsa
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **THASYA MARDATILLAH / 190203040**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Ulee Kareng

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *An analysis of Verbal Interaction in EFL Classroom*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik. kami mengucapkan terimakasih.

Banda Aceh, 22 April 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

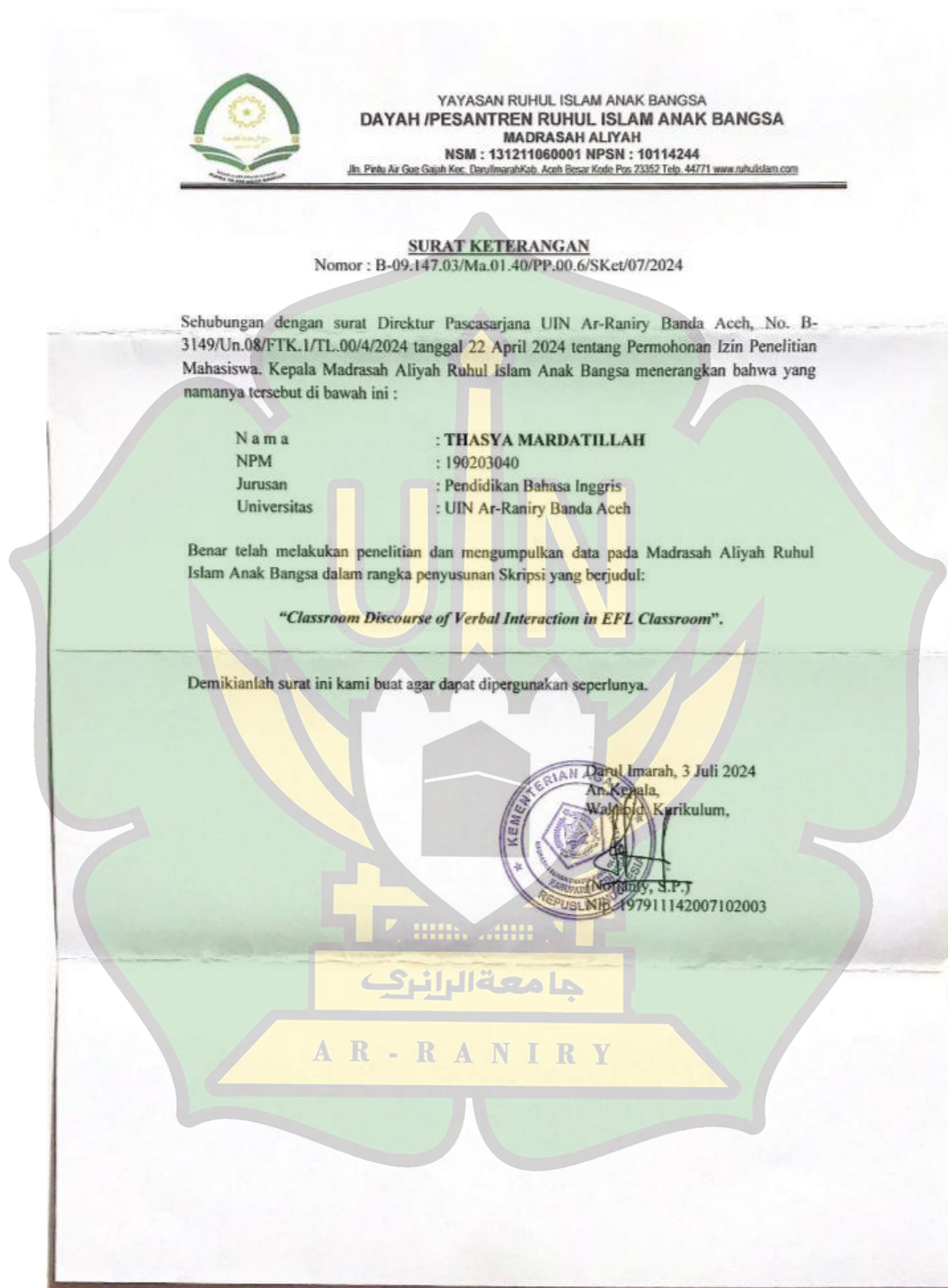


Berlaku sampai : 31 Mei 2024 Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

جامعة الرانيري
AR - RANIRY

<https://mahasiswa.sikad.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian> 1/1

Appendix C Confirmation Letter from the School



Appendix D Documentation of Research



AUTOBIOGRAPHY

1. Name : Thasya Mardatillah
2. Place / Date of Birth : Idi Rayeuk/ 25 Maret 2022
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Desa Lueng Ie, Kec. Baroena Jaya, Kab.
Aceh Besar
7. Email : 190203040@student.ar-raniry.ac.id
8. Occupation : Student of Department of English
Language Education
9. Parents
 - a. Father's Name : Iskandar
 - b. Mother's Name : Furaida
 - c. Father's Occupation : Veteriner
 - d. Mother's Occupation : Teacher
 - e. Address : Desa Kampong Baro, Kec. Idi Rayeuk,
Kab. Aceh Timur
10. Educational Background
 - a. Elementary School : MIN Gampong Baro
 - b. Junior High School : MTSN Model Idi
 - c. Senior High School : SMA N 1 Idi Rayeuk
 - d. University
 - Syiah Kuala University, Department of Political Science
(graduated in 2024)
 - UIN Ar-Raniry, Department of English Education (From 2019
until 2024)

Banda Aceh, 17 Juli 2024

Thasya Mardatillah