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

THESIS

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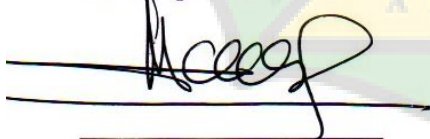
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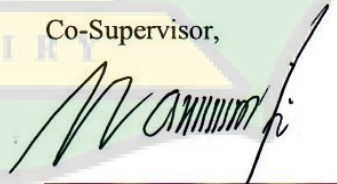Department of English Language Education

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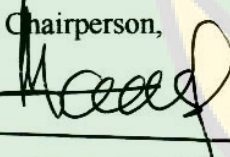for Bachelor Degree of Education in English Language Teaching

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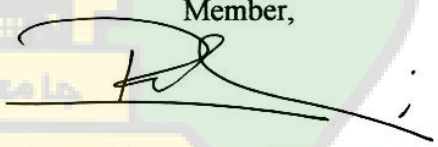
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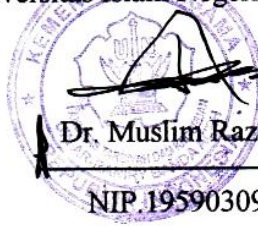
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Analysis of Verbal Interaction between Teacher and Students in the

Classroom

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang**

disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya,

maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat

pernyataan ini saya buat dengan sepenuhnya.

Banda Aceh, 20 Desember 2019
Saya yang membuat surat pernyataan,

Rizqa Fajria

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the Most Gracious and the Most Merciful. All praises is due to ALLAH who creates knowledge as the light of life. May peace and blessing be upon our Prophet Muhammad SAW, who has struggled whole-heartedly to deliver the truth to human being and guide his ummah to the right path.

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ABSTRACT

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One of the primary factors that influence the teaching and learning process is interaction. Verbal interaction is the most interaction that happened between the teacher and students in the classroom. The quality of verbal interaction between teacher and students in the classroom affect the result of teaching and learning itself. This study aimed to find out the kinds of verbal interaction between teacher and students in the classroom and to find out which dominance between teacher's talk or student's talk. The study was conducted in Junior High School of Darul Ihsan Aceh Besar. The subject of this study was teachers and students in the second and the third grade of the junior high school consists of boy and girl classes. This study was qualitative research. To achieve the purposes of this study the writer used observation which was adopted by Flander's Interaction Analysis Category to find out verbal interaction between teacher and student. This study also used a semi-structured interview to support data gained from observation. The study found that all teachers used all FIAC categories and the dominance talk was the teacher's talk. The teachers speak about 61 per cent in the classroom while students 18 per cent. From the result, it suggested that the teachers should give more opportunities to the students to speak and interaction during the teaching and learning process.
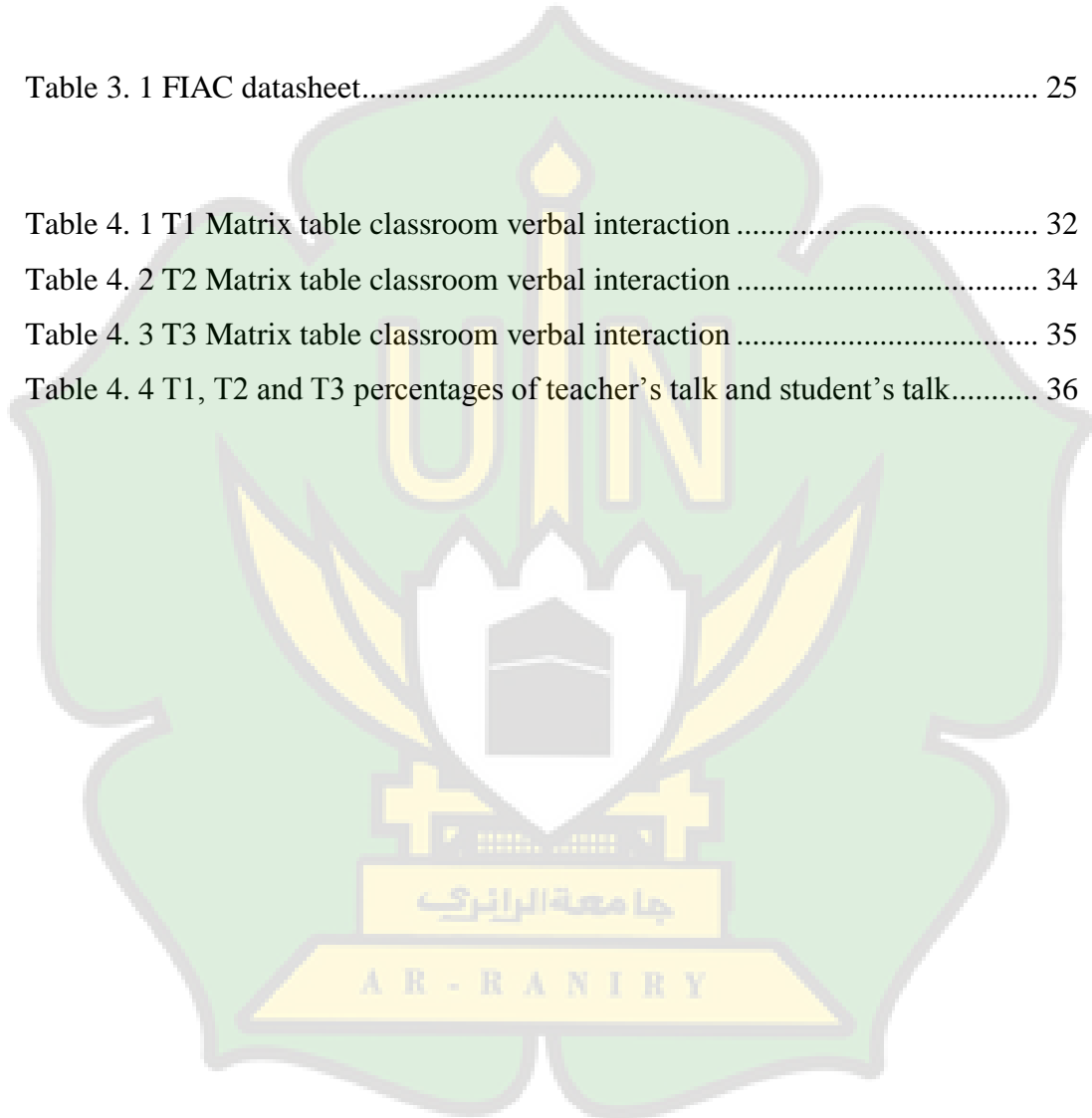
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CHAPTER 1

INTRODUCTION

A. Backgrounds of the Study

The teaching and learning process is established through communication and interaction between teacher and students. It means that the educational process and its quality depends on the success of communication and interaction itself. Al- Arifaj (2007, as cited in Hasanad, 2017) pointed out that to be a success in the educational process, it was required for a teacher to master verbal and nonverbal communication skills, both direct and indirect. Communication is an activity through two or more people to exchange messages and codes flexibly in obtaining a goal. Meanwhile, interaction is an interpersonal communication which is the process to express the information, meanings, and emotions through verbal and non-verbal messages.

In teaching and learning activity, there might be so many factors that influence the teaching and learning process and one of the main factors is classroom interaction. According to Sukarni (2015), some factors are affecting the result of English teaching such as the teacher, the students, time allocation, methodology, material, teaching material, interaction between the teacher and students in the classroom, and the use of visual aid. Classroom interaction involves both verbal interaction and non-verbal one. Although there might be many factors that determine the effectiveness of teaching in the classroom, one of the most important things was the quality of classroom interaction.

Moreover, Abdolrahimi (2013) stated that most of the researchers concluded that the quality of teacher-students interactions presents a significant role in the effectiveness of teaching and learning.

> "No matter how well material was organized for class presentation, if the teacher did not have the skill to initiate student participation, it would be impossible to create an atmosphere conducive to learning. Developing such a skill is a very personal and individual task. (Omar, 1996, as cited in Kiprono, 2009, p. 4)."

The above issues make the writer interest to research verbal interaction between teacher and students in the classroom. Moreover, the writer found a lack of verbal interaction between teacher and students in the classroom when the writer did a short observation to complete the task for Micro Teaching class. The task was given by the lecturer in the first meeting of Micro Teaching then the writer observed the real classroom situation to make us as teacher trainers familiar with it. The writer did short observation in the Grammar and Writing classroom subject in Junior High School of Darul Ihsan. In this study, the writer wanted to do a direct non-participant observation to analyze the types of verbal interaction between teacher and students in the classroom by using Flanders Interaction Analysis Categories. The writer also wanted to know which interaction is dominant in the classroom, teacher's talk or student's talk. Furthermore, the writer chose the English Language course as a subject and implemented in Junior High School of Darul Ihsan in Aceh Besar. In this school, the English subject divided into two subjects such as Reading and Grammar and Writing. This study entitled "The Analysis of Verbal interaction between Teacher and Students in the Classroom".

The problem is a general problem that usually found in the classroom interaction, such as the teacher acting more dominant than the students. According to Flanders (1970), teacher spent time to lectures or delivers a speech almost two third of time in the classroom. The other researcher who stated this problem was to Poontcrof (1993, as cited in Abdolrahimi, 2013) he established a few verbal interactions to happen during a teaching and learning process. The teacher spoke for about 70 per cent in the class on average.

Moreover, Abdolrahimi (2013) thought that interaction is a fundamental element of teaching and plays a fundamental role ineffectiveness in the teaching and learning process. He explained that there was a positive correlation between teacher's talk time and their way of talking and their students' education achievement. However, it should be noted that quality of teacher's talk is more important than its quantity and there is a great positive correlation between clarity of speech, the ability to attract students' attention, organization of speech, warning statements and reactions and students' educational achievement. To improve learning in classrooms, the relationships are usually specified in terms of teacher-student, student-student, and student-material (Abdolrahimi, 2013).

One of the main characteristics of a good teacher is the capability to set up a good interaction in the classroom. Most of classroom activity lack of proper interaction. Sukarni (2015) claimed that one of the methods to analyze the interaction activities is by using Flanders' Interaction Analysis Categories (FIAC). This method is for identifying, classifying and observing verbal interaction in the

classroom developed by Flanders. According to Flanders (1970) Flanders classifies the interaction into three categories, such as teacher's talk, student's talk and silence. These categories are classified into ten interactions as follows: teacher's talk includes accepting the feeling, praising, accepting or using ideas of students, asking a question, lecturing, giving direction and criticizing. Then, the student's talk includes their responses and initiation. Moreover, the last category is silence. It was a situation when there is no interaction between teacher and students in the classroom. Abdolrahimi (2013) stated Flanders method is easy to be implemented and has good reliability and validity. Moreover, Sukarni (2015) added FIAC is a concept which the teaching and learning process will be effective much dependent on how directly and indirectly teacher influences the students' behaviours.

B. Research Questions

Based on the problem above, the research questions of this research are :

1. What kinds of verbal interaction are found based on the FIAC characteristics between teacher and students interaction in the classroom?

2. What type of verbal interaction is more dominant between the teacher's talk or student's talk in the classroom?

C. **Research Aims**

Based on the research question above, the aims of this research are :

1. To find out the kinds of verbal interaction used based on the FIAC characteristics between teacher and students interact in the classroom.

2. To find the dominance of verbal interaction between teacher's talk or student's talk in the classroom.

D. **Significance of the Study**

The study finding has benefit to improved the quality of verbal interaction between teacher and students in the classroom. By using Flanders' Interaction Analysis Categories to observe verbal interaction in the classroom, it gave the teachers feedback on the teaching-learning process. So, the teacher can increase their verbal interaction. The teacher can make the teaching-learning process more effective, then the students could get a good achievement in education. This study also gave the school supervisor feedback about the teacher. Do the teacher suitable for the subject or not. Moreover, this study also help English Language Education Department to build a good teacher in th future.

E. **Terminologies**

1. Classroom Interaction

According to Brown (2001, as cited in Taloko, 2011) interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a mutual effect on each other. So interaction happens when two or more people understanding each other than giving responds or feedback. In conclusion, classroom interaction can be defined as a communication between

teacher and students in the classroom where they can change the thoughts, feelings, or idea which will be affected by each other. This is an important aspect that must be achieved in the teaching-learning process.

2. Verbal Interaction

Sukarni (2015) has written that talk has some meanings, they are a conversation or discussion, a talking without action, a lecture or speech, formal discussions or negotiations and a way of speaking. As Taloko (2011) stated that interaction is exchange of thoughts, exchange feelings, or exchange ideas between two or more people which effect each other. So, verbal interaction is a conversation or discussion between two or more people which they can exchange their thoughts, feelings, and ideas.
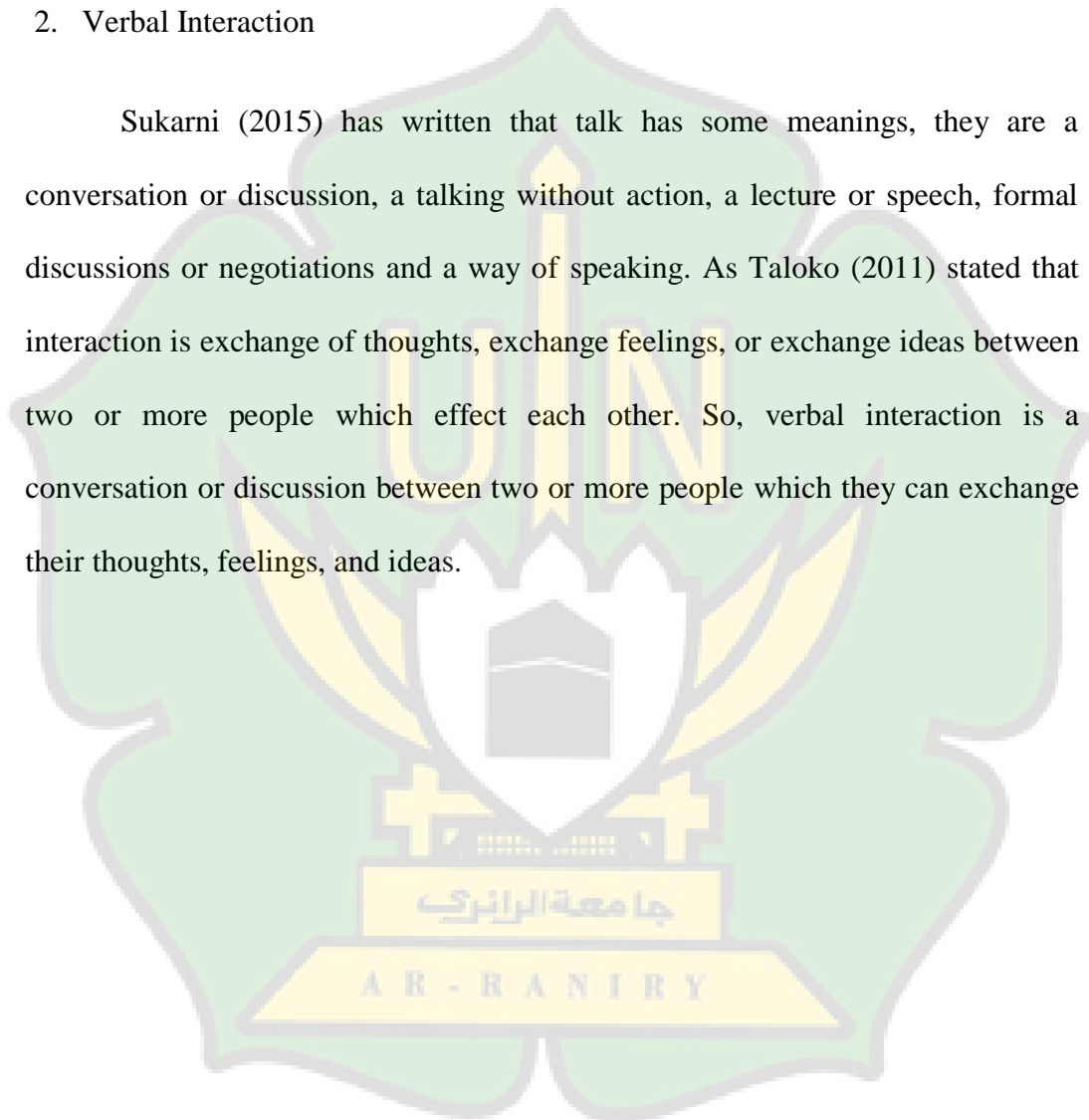
CHAPTER 2

LITERATURE REVIEW

A. Flanders' Interaction Analysis Categoies

1. The FIAC Technique

Flanders Interaction Analysis Categories developed by Flanders (1970) that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of the important techniques to observe classroom interaction systematically. The Flanders Interaction Analysis Categories System (FIAC) records what the teacher and students say during teaching and learning process. Besides that, the technique allows the teacher to see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

According to Azar (2003, as cited in Abdolrahimi, 2013), FIAC have been widely used since Flander introduced this technique. Some researcher have been used FIAC as a technique to analyse classroom interaction. Such as, Nugroho in 2009 used this technique to find out the amount of time spent by the teacher talk time (TTT) and by students talk time (STT), the characteristics of classroom interaction in two senior high schools, and the relation between the statement of the problem one and two using FIAC. He conducted the study at SMAN 3 Semarang and SMAN 6 Semarang. Then, he found that 1) English teaching and learning process in both senior high schools was teacher-centered,

2) the general characteristics of classroom interaction encompassed content cross, student participation, student talking time (STT), indirect ratio which was differentiated by the different number of percentage, teacher talking time (TTT), teacher support, teacher control and period of silence, and 3) characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

Then, in 2013 Abdolrahimi also used this technique to investigate the state of verbal interactions between teachers and students during a teaching at middle schools and to find out the correlation with educational progress in students. The subject of the research was middle school teachers in Ardabil educational districts 1 and 2. He found that classroom practices are tended to be more student-cantered.

FIAC provides ten categories to classify classroom verbal interaction including into three groups, such as teacher, student's talk, and silence or confusion. Based on Flanders (1970), in using FIAC the researcher has to do plotting coded data with three second interval before puting a data in observation tally. Each category classroom verbal interaction will be coded at the end of three second period. It means that at three seconds interval, the observer decided which best category of teacher's talk and student's talk represent the completed communication then, put the categories in observation tally. These categories will be put into columns of an observational sheet to preserve the original sequence of the event after the writer did plotting the coded data firstly. Here is a pattern of classroom interaction by Flanders (1970):

Table 2. 1

The table of classroom interaction by Flender's

No	Flanders's Interaction Analysis Categories (FIAC)
	Teacher's Talk

A. Indirect Talk

1. Accept Feelings

   In this category, the teacher accepts the feelings of the students.

2. Praise or Encouragement

   Teacher praises or encourages students action or behavior.

3. Accepts or Uses ideas of Students

   The teacher can say, "I understand what you mean" etc. or the teacher clarifies, builds or develops ideas or suggestions given by a student.

4. Asking questions

   Asking a question about content or procedures, based on the teacher ideas and expecting an answer from the students.

B. Direct Talk

5. Lecturing/Lecture

   Giving facts or opinions about content or procedure expression of thin own ideas, giving his own explanation, citing an authority other than students, or asking rhetorically.

6. Giving Direction

   The teacher gives directions, command or orders or initiation with which a student is expected to comply with:

   - Open your books.

   - Stand up on the benches.

7.   Criticizing or Justifying Authority

When the teacher asked the students not to interrupt with foolish questions, and then this behaviour is included in this category.

<div align="center">Student's Talk</div>

8.   Students talk response

It includes the students' talk in response to teachers talk

9.   Student Talk Initiation

Expressing own ideas, initiating a new topic, freedom to develop opinions and a line of thought like asking thoughtful questions, going beyond the existing structure.

10.   Silence or Pause Confusion

Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observed.

2. *Applying the FIAC Technique*

Encoding and decoding are the two process of interaction analysis. The encoding process is used for recording classroom events and preparing the observation matrix by encoding the numbers of ten category system. The decoding is a process of interpreting the observation matrix.

a. Encoding process

The first step in the process of encoding is to memorize the code numbers, in relation to the key phrase of words, which are indicated in ten categories system. An observer sits on the last bench of the classroom and observes the teacher when he or she is teaching. At an interval of every three seconds, the observer writes down that category number which best represents or

communication event just completed. For instance, when the teacher is lecturing the observer put 5 when the teacher asks a question, the observer put 4 when student replies and the others. The procedure of recording events goes on at the rate of 20 observations in per minute.

b. Decoding process

After encoding the classroom events into ten categories 10x10 matrix table was prepared for decoding the classroom verbal behaviour. The generalized sequence of the teacher and students interaction can be estimated in the matrix table. It indicates, what form a pair of categories. The first number in the pair indicates the row and the second number shows the column for example (10-6) pair would be shown by a tally in the cell formed by row 10 and column 6. Look at the example:

This is an observation tally :

10   5   10   4   8   4   8   8   3   4   10
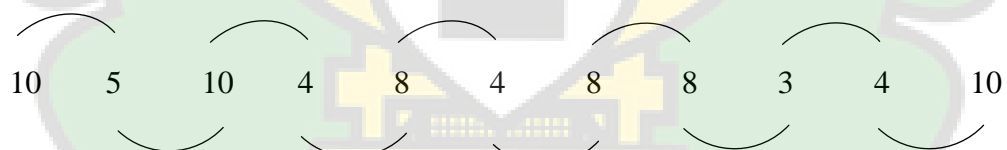
Then, put them into a table :

Table 2. 2

Exsample of FIAC datasheet

Interaction Matrix			Categories (Later even)										Total
			1	2	3	4	5	6	7	8	9	10	
Categories	(Former even)	1. Accept Feelings											
		2. Praise or Encouragement											
		3. Accepts or Uses ideas of Students			1								1

4. Asking questions			11	1	3
5. Lecturing/Lecture				1	1
6. Giving Direction					
7. Criticizing or Justifying Authority					
8. Students talk response	1	1	1		3
9. Student Talk Initiation					
10. Silence or Pause Confusion	1	1			2
Total	1	3	1	3	2

3. Advantages of FIACS Technique

There is two strength of using Flanders. First so all, it offers an objective method for distinguishing teacher verbal interaction and the last, it describes the teaching and learning process. Inamullah (2008, as cited in Odiri, 2015) directs FIAC to convert the teachers teaching style and teacher can be improving teaching style. Evaluation during the learning process should be committed by the teacher in order to have an attractive leaning process. Teacher designed an attractive activity made learners have the motivation and they do it interaction confidently.

4. Disadvantages of FIACS Technique

According to Odiri (2015) there are some disadvantages of FIAC technique, such as :

1. The system does not describe the totality of classroom activity. Some behavior is always overlooked and who is to say that the unrecorded aspects of the teaching activities are more important than those recorded.

2. Efforts to describe teaching are often interpreted as evaluation of the teaching activities and of the teacher. While descriptions may be used as a basis of evaluation, judgment can be made only after additional value assumptions are identified and applied to data

3. The system of interaction analysis is content-free. It is concerned primarily, with social skills of classroom management as expressed through verbal communication.

4. It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data. It is not a finished research tool.

5. Much of the inferential power of this system of interaction analysis comes from tabulating the data as a sequence of pairs in a 10 x 10 matrix. This is a time-consuming process.

6. Once the high cost of tedious tabulation (electric computers) is under control but the problem of training reliable observers and maintaining their reliability will still remain.

7. Its potential as a research tool for a wide application to problems is to be explored.

B. Verbal Interaction

1. Definition of Interaction

According to Hadfield and Hadfield (2008, as cited in Taous, 2013), the word interaction involves more than just putting a message together, it involves also responding to other people. This means choosing the right language for the person you are talking to (interlocutor), it also means reacting to what others say,

turning in a dialogue, encouraging people to speak, presenting interests, changing the issue, asking people to repeat or clarify what they are saying, and so on, to encourage interaction between them. In addition to the previous definitions of interaction, Allwright (1984, as cited in Taous, 2013) has defined interaction as: "the fundamental fact of pedagogy" and that "successful pedagogy involves the successful management of classroom interaction". Adaba (2017) defined interaction as a process of two or more people engaged in two-way actions. He added that interaction happen as long as people communicating with each other, giving action and receiving the reaction to each other anywhere and anytime.

In conclusion, the interaction is an action that two-way actions done by people include giving a message, responding a message, reacting to a message which choosing the right language to clarify what their dialogue.

2. *Definition of Verbal Interaction*

Interaction simply means communication. Based on Flora Richards-Gustafson (2017), Verbal Communication appears in two forms: oral and written. Examples of oral communication involve speaking to someone in person or on the phone, providing presentations and participation in meetings. Written communication contains symbols with an electronic device that is hand-written or printed. The symbols can be from letters in the alphabet to identify images (like the "no smoking" image), letters, notes, articles, newsletters, and emails are some examples of written communication. So, the writer can define verbal interaction as two-way communication done by two or more people. It can be an oral communication from or written communication form.

3. *Types of Verbal Interaction*

Based on Essays (2018), there are two principal types of human verbal communication, speech, and writing. Hamzah & Yusof (2011), confirmed that these various types of communication have diverse characteristics and functions. Besides, the communication process does not happen by chance, but it comprises a choice of the situation and has exact reasons. There are three types of verbal interaction, such as:

a. Written Communication

Technically, written communication is nonverbal and it commonly uses to convey words. Books, letters, emails, texts, memos, magazines, newspapers, and personal journals, for example, are used to express messages as written communication. Another form of verbal communication requires no speech. Technically written communication is nonverbal while, commonly falls under the umbrella of verbal communication for the use of words to convey ideas.

b. Electronic Communication

Electronic communication influences in a wide range of communication. It is a speedy type of verbal communication. It is a one-way service, but it is not limited. For example, voice telephone, voice mail, email, fax services, conference, video conferencing, bulletin boards, web service, web content, etc. It can use to teach easily by using a wide range of information worldwide.

c. Spoken Communication

According to Essay (2018, as cited in Mosel, 2010), both speech and oral communication are developing information, ideas, attitudes, from one person to another. Affirming to this, effective communication needs to have a clear voice, good pronunciation, and the most sufficient meaning to convey the messages.

C. Classroom Verbal Interaction

1. Definition of Classroom Verbal Interaction

Kiprono (2009) stated that interaction happens every day in the teaching and learning process. It is managed by everybody, not solely by the teacher within the classroom, but also the students. This interaction was usually used to express their ideas together. The Cambridge Advanced Learners' Dictionary defines interaction as when two or more people or things communicate with or react to each other. Besides, Brown (2007) describes the term of interaction "as heart communication; it is what communication is all about." Interaction happens as long as people are communicating with each other and giving an action and receiving the reaction in one another anywhere and anytime, including in the classroom context.

According to Hedge (as cited in Taous, 2013), an interaction considers as an important factor for the learners in producing understandable output since it had enabled students to practice their language in the classroom. Also, interaction in the classroom gave the students opportunities to get feedback from the teacher or other students that led to improving their language system. Additionally, according to LT Tuan & NKT (2019, as cited in Milena, 2014) for them, teacher-

learner interaction: teacher often asked questions to learners and learners answer the questions or the teacher participates in learning activities.

2. *Types of Verbal Interaction in the Classroom*

According to Septiningtyas (2016), there are three types of classroom Interaction :

a. Teacher Dominated

Teacher dominated happens when the teacher dominated the class and take too much time to talk, then the student only has a little opportunity to talk.

b. Teacher-Centered

Teacher-centered happens when the teacher takes control of students to actively participate in classroom interaction.

c. Student-Centered

Student-centered happens when student more active rather than the teacher in the classroom interaction. In this situation, the teacher only acts as a facilitator. On the other hand, According to Thurmond (2003, as cited in Khadidja, 2010) defines interaction as

"The learners' engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor, and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment. (Thurmond, 2003)."

From this quote, the writer understood that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-

teacher interaction, and learner-technology interaction. The writer shall focus in this research work only on two main types, such as:

 a. Teacher-Learner Interaction

According to Harmer (1998, as cited in Taous, 2013), how the teacher interacts with his students was considered an essential skill used by the teacher in the learning and teaching processes. Language is a skill that is shared between the teacher and the students since the teacher relies on learner's amount of understanding of the input that is suitable for them in the classroom situation. The teacher focuses on the type of input he should provide his students with because the meaningful and understandable input leads the students to respond to their teacher and interact with him. Also, Harmer argued that unlike newer teachers who focus only on their students comprehension in the classroom, qualified teachers concentrate also on the way they speak to their students using physical actions as gestures, expressions, mime and so on which have become a part of language techniques used by the teacher during the teaching process, especially with the students who have lower levels.

In the classroom, the teacher also asks questions to students and the students answer them, or the students sometimes ask questions or ask for clarifications and the teacher responds to them. Since the teacher is the one who talks a lot in the classroom, he considered as a central part in the classroom interaction, Lynch (1996) states:

"Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such

occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive."

Lynch (1996, as cited in Taous, 2013) demonstrated that in the classroom, the learners are involved in negotiating meaning either with their teacher or with each other, and also they are the ones who begin asking questions to their teacher. For him, the Teacher-Learner talk is an important part of classroom interaction as he is shown in the example below:

Teacher: Is the word "easy" correct?   Initiation

Chrus (learner): yes   Response

Teacher: Yes, the word "easy" is correct.   Feedback

b. Learner-Learner Interaction

According to Taous (2013), Learner-Learner interaction occurs among learners. In this form of interaction, the learners are the main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. Learner-Learner interaction can be happen either in groups called Learner-Learner interaction or in pairs called peer interaction for the purpose of giving students opportunities to speak and practise speaking skill in the classroom in order to obtain feedback in the target language through correcting each other's errors or asking questions to each other when working in groups Mackey (2007, as cited in Taous, 2013). In this sense, Lynch also (1996, as cited in Taous, 2013) states that "In learners unusually pick up each other's errors, even in the short term[…] group work is more likely to lead to the negotiation of meaning than interaction with the teacher". From this quotation, we can notice that practice is

the most beneficial when it is designed with small groups or peers rather than with teacher or in the whole classroom since it (group work) allows students to receive feedback through correcting each other's mistakes.

3. *Importance of Interaction in the Classroom*

According to Kiprono (2009) Teacher–students interaction is very important in the teaching and learning process because students get to benefit from this interaction at both the social and academic level (Beyazkurk & Kesner, 2005). Such interaction was related to "classroom interaction" and was defined as the process of face-to-face interaction.

Additionally, Adaba (2017) stated that classroom interaction employed as building knowledge and improved language skills. By reducing the amount of teacher's talk in the classroom and by increasing the student's talk time, it keeps the students active in the classroom. The importance of interaction has a significant role both in the classroom and out of the classroom. Therefore, teacher and students should consider as an essential part of learning and teaching language skills, especially in speaking class. They also added that classroom interaction helped the teachers to manage who should talk, to whom, on what topic, in what language. According to the classroom interaction which is a productive teaching technique manages the classroom language learning. "Interaction is face-to-face communication with particular prosody, facial expression, silence, and rhythmical patterns of behaviour between the participants.

The interaction also provides opportunities for production and receiving feedback. Interaction in the classroom is based on the input provided by both teacher and students. The interaction can be between teacher and students and also between student and student. Both of these kinds of interaction need to be enhanced in the classroom environment. Nugroho (2011, as cited in Adaba, 2017) stated that classroom interaction has a significant role. Experiencing something by themself will help them to learn it better and in the classroom environment, it has been gained by engaging in classroom activities. Interaction between students and teacher influences learning success.

Learning opportunities are more for those who are active in conversation by taking turns than those who are passive. Interaction is viewed as significant by Chaudron (as cited in Nurmasitah, 2010) because analyzing target language structures and getting the meaning of classroom events is achieved through interaction. It is through interaction that learners gain opportunities to insert the derived structures of classroom events into their own speech (the scaffolding principles). The communication constructed between the teacher and learners determines how much classroom events are meant for the learners. Classroom interaction does not only promote English language development but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture. Classroom interaction also develops the learners' socialization. Related to the concept of collaboration is that of socialization. Interaction does not only promote language development

but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture.

Moreover, According to Hedge (2008), teachers' and other students' feedback in the class enables learners to examine their hypotheses and clear their developing knowledge of the language system. It has also been claimed that to be forced to generate learners' output obliges learners to cope with their lack of language knowledge by struggling to make themselves understood, by speaking slowly for example, or repeating or clarifying their ideas through rephrasing. When a group of students do this while talking together, it called *negotiation of meaning* and its aim is to make the output more comprehensible. This is one reason why pair work and group work have become common features of contemporary classrooms.
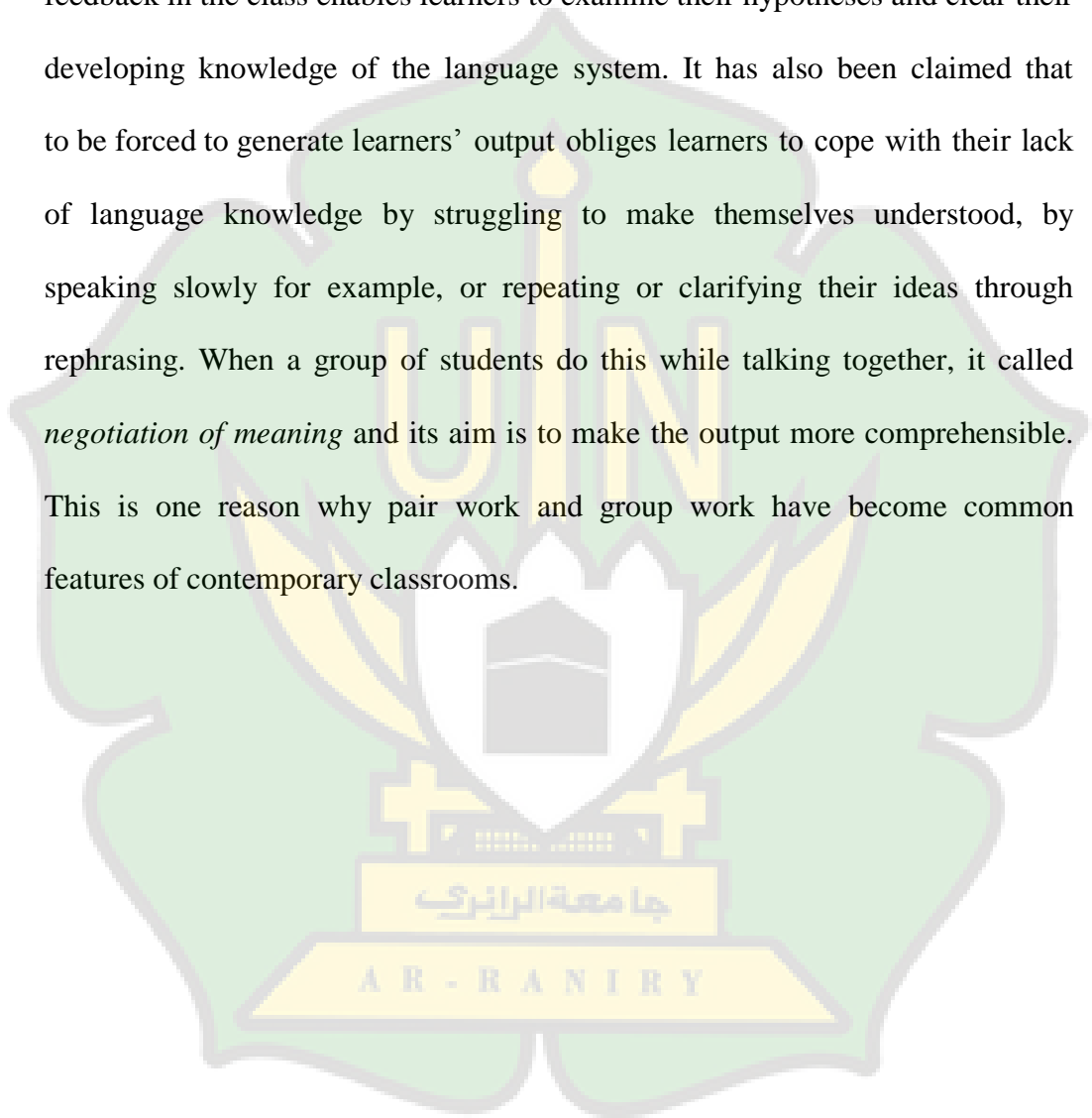
CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This was qualitative research. In this research, the writer focused on the interaction between teachers and students in the teaching-learning process. The study focused to find out the kind of verbal interaction that happened between teacher and students in the classroom based on FIAC categories and which one is the dominant verbal interaction between teacher's talk or student's talk in the classroom. Hancock, Ockleford & Windridge (2009) stated that qualitative research is a studiy of behavior with a natural condition usually happen with no manipulation of variables.

Mason (2002) added that qualitative research is a research where we can explore a dimension of the social world, including understanding and experiences of our participant, the way that social processes, or also relationships work. This indicates that the study is to explore the social behaviour include understanding, experiences, processes and relationship of participants in the natural condition with no manipulation. In this study, the writer described the interaction between the teacher's talk and student's talk in the classroom.

B. Research Participants

According to Creswell (2014), research participants are subjects who have the potential to give information that will lead the researcher to find the answers to research questions. In this case, the participants of this study were English

language teachers and students. This study was conducted at Darul Ihsan Junior High School Aceh Besar. The school is located at Jln. Tgk. Glee Iniem, Gampong Siem, Kec. Darussalam, Kab. Aceh Besar.

1. Population

According to David (2019) that population is the object group of people, the writer intends to generalize the result of the writer study. The population of this study were English Language teachers and classes of students in second and third grade at Darul Ihsan Boarding School. This classes consisted of boys classes and girls classes in second grade and boys classes and girls classes in third grade.

2. Sample

According to David (2019), that sample is a group or individual who participated in the study. The writer obtains the data from English Language teachers who teach at the second and the third grade and the classes which they taught. The sample was chosen purposively, where the writer chose these English Language teachers because they are teaching English in second and third grade. The classes chosen were one of the active class where the teachers taught. The writer chose the active classes because there should be more interaction happened than the other classes, the writer was to observe the interaction between teachers and students as the target. To get more information, the writer interviewed the teachers and students in each class.

C. Data Collection

1. *The instrument of Data Collection*

The writer collected the data by using observation and interview. The observation was the main data to answer the research questions and the from the interview was to strangten the observation data.

a. Observation

In this case, the writer observed the teaching and learning process of the target of the school. The target was English language teachers and classes consist of a boy class and a girl class. The observation in this study used non-participant observation which the instrument used by Flanders' Interaction Analysis Categories. According to Ilic (2016), Flanders has developed a protocol of the 10 categories:

Table 3. 1

FIAC datasheet

Interaction Matrix		Categories (Later even)										Total
		1	2	3	4	5	6	7	8	9	10	
Categories (Former even)	11. Accept Feelings											
	12. Praise or Encouragement											
	13. Accepts or Uses ideas of Students											
	14. Asking questions											
	15. Lecturing/Lecture											

16. Giving Direction	
17. Criticizing or Justifying Authority	
18. Students talk response	
19. Student Talk Initiation	
20. Silence or Pause Confusion	
Total	

b. Interview

The writer also used an interview to collect the data. The interview used to get more information and strengthen the observation data. According to Ryan, Coughlan, and Cronin, (2009, as cited in Lambert & Loiselle, 2007) Interviews are widely used as a data collection tool in qualitative research. They are typically used as a research strategy to gather information about participants' experiences, views and beliefs concerning a specific research question or phenomenon of interest. In this case, the writer interviewed English Language teachers who had observed before and students each class to support the observation data which used semi-structured interview. Based on Keller (2019), Semi-structured interview is where the interviewer and interviewee have a conversation about a specific topic in response to the interviewer asking broad, open-ended questions.

2. *Method of Data Collection*

This research is a qualitative approach. As this study aimed to find out of the kind of verbal interaction between teacher and students in the classroom and which dominant between teacher's talk or student's talk. In this study, the writer did observation to answer the question and used the interview to support the data. The data collected through structured observation in which observation made under natural condition (Goronga, 2013).

Therefore, the writer sat in the back of the classroom to observe the teaching and learning process, recorded the teacher's talk and the student's talk, and took a note to analyze the classroom interaction. The data analyzed based on Flanders' Interaction Analysis Categories which ten categories by using matrix analysis sheet. The writer coded the table sheet at the end of the three-second interval in order to get the expected data. Then, the writer interviewed English language teachers and students each class by used the semi-structured interview. The interview finished in twenty minutes and the writer asked several questions related to their interaction in the classroom. The questions list would be based on the observation result. Then, the data analyzed based on transcripts of the interview.

D. Data Analysis

In analyzing the result of the data for observation, the writer used matrix analysis by using the FIAC analysis technique. The writer explained the matrix analysis through simulated data of the observation. The simulated data showed in the table which consists of ten categories, the categories allotted as former event

and later event (Li, Shouhui, & Xinying, 2011). These categories analyzed depend on how many times those happen in the teaching-learning process. Then, the writer calculated how much teacher's talk and student's talk time in the classroom by using Flander's formulates. Furthermore, the writer used it to find out the ratio between teacher's talk and student's talk. According to Garetsa (2014) here are the formulas:

Teacher's talk ratio/percentage (TT)

$$TT = \frac{c1 + c2 + c3 + c4 + c5 + c6 + c7}{N} \times 100\%$$

Indirect teacher's talk ratio (ITT)

$$ITT = \frac{c1 + c2 + c3 + c4}{N} \times 100\%$$

Direct teacher's talk ratio (DTT)

$$DTT = \frac{c5 + c6 + c7}{N} \times 100\%$$

Student's talk ratio/percentage (PT)

$$PT = \frac{c8 + c9}{N} \times 100\%$$

Silent or confusion ratio (SC)
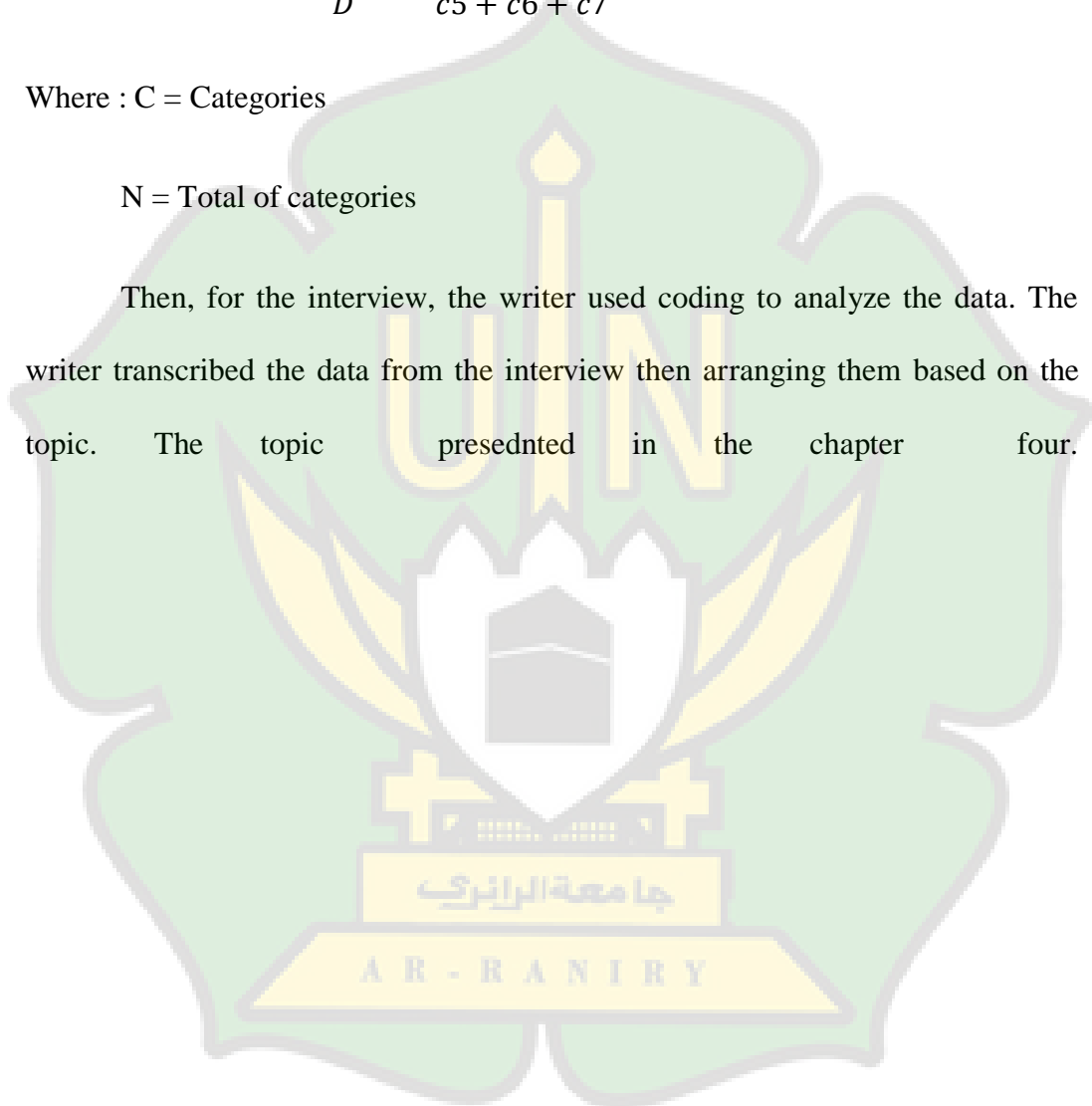
$$SC = \frac{c10}{N} \times 100\%$$

Indirect and direct ratio (I/D)

$$\frac{I}{D} = \frac{c1 + c2 + c3 + c4}{c5 + c6 + c7} \times 100\%$$

Where : C = Categories

N = Total of categories

Then, for the interview, the writer used coding to analyze the data. The writer transcribed the data from the interview then arranging them based on the topic. The topic presednted in the chapter four.

CHAPTER 4

FINDING AND DISCUSSION

This chapter presents the result of research findings on the verbal interaction between teachers and students in English Language classrooms in Junior High School of Darul Ihsan Aceh Besar. The purposes of this study were to find out the kind of verbal interaction that happened between teacher and students in the classroom-based of FIAC categories and which dominant between teacher's talk or student's talk. The data of the study were obtained from classroom observation and strengthened with interviewing the teachers and students, in which structured observation and semi-structured interviews or open-ended interviews were conducted. There were three English teachers and three classes consist of about 40 students each class participated in the classroom observation. The writer observed this classroom situation only one meeting each class. This meeting was observed for about 40 minutes for each class. Those three teachers and two students each class also participated in the interview section. They spent about 20 minutes to answer the questions. The analysis and discussion were explained as follows:

A. Finding from the Analysis of Data for RQ1 and RQ2

The research findings were based on the data collection on November 18-28, 2019. The finding was concerned on the problem stated in chapter 1 are presented in the following organizations:

1. What kinds of verbal interaction are found based on the FIAC characteristics between teachers and students interaction in the classroom?

2. What type of verbal interaction is more dominant between the teacher's talk or student's talk in the classroom?

The results were obtained from classroom observation then strengthened with interviewing the teachers and students who chosen randomly from the classes that have observed before. In observing the classroom interaction the writer set behind the class and listened to the conversation then wrote down the category number of the interaction. The writer wrote down this category for every 3 seconds interval, which meant every three seconds the writer wrote down the category of the interaction but when the classroom activity was happening such as reading a book, writing the material, or doing group working in silent, the writer stopped the observation and continued it again when the teacher began her/his interaction. In doing this research, the writer was helped by two co-observer. First, the co-observer recorded the classroom situation and the other one helped the writer to keep the time, as the writer should write down these categories in 3 seconds interval. From those several categories, the writer recorded several sequences in a column. This column would be written in a 10 x 10 matrix form for every 3 seconds to make it easy to analyze. Those number 1 to 10 has meaning, such 1 to 7 was to describe the percentage of teacher's talk, 8 and 9 used to describe student's talk and 10 described silent situation. The example of the data showed in appendix E.

1. *Types of Verbal Interaction*

The result of three English teachers classroom verbal interactions was presented in the following table:

Table 4. 1

T1 Matrix table classroom verbal interaction

Interaction Matrix	Categories (Later even)										Total
	1	2	3	4	5	6	7	8	9	10	
1. Accept Feelings	14										
2. Praise or Encouragement		5									
3. Accepts or Uses ideas of Students			46								
4. Asking questions				185							
5. Lecturing/ Lecture					231						
6. Giving Direction						63					845
7. Criticizing or Justifying Authority							13				
8. Students talk response								120			
9. Student Talk Initiation									43		
10. Silence or Pause Confusion										125	
Total	14	5	46	185	231	63	13	120	43	125	

From table 4.1 above, it can be seen that from (T1) the writer found all categories based on Flanders' Interaction Analysis Category. The most categories that occurred were lecturing and asking questions. It is also supported by the interview result of (S1) and (S2) said that some of the teacher activity in the class

are lecturing and asking-answering questions. The interview result were reported based on the topic as follow:

1.1. FIAC type of lecturing

S1:

> *"One of the roles of the teacher in the class, yeah .. just like explaining about the lesson .."*

1.2. FIAC type of asking question

S1:

> *"The relationship between teacher and student, for example asking question.."*

S2:

> *"One of the ways teacher build interaction with us is like asking question..."*
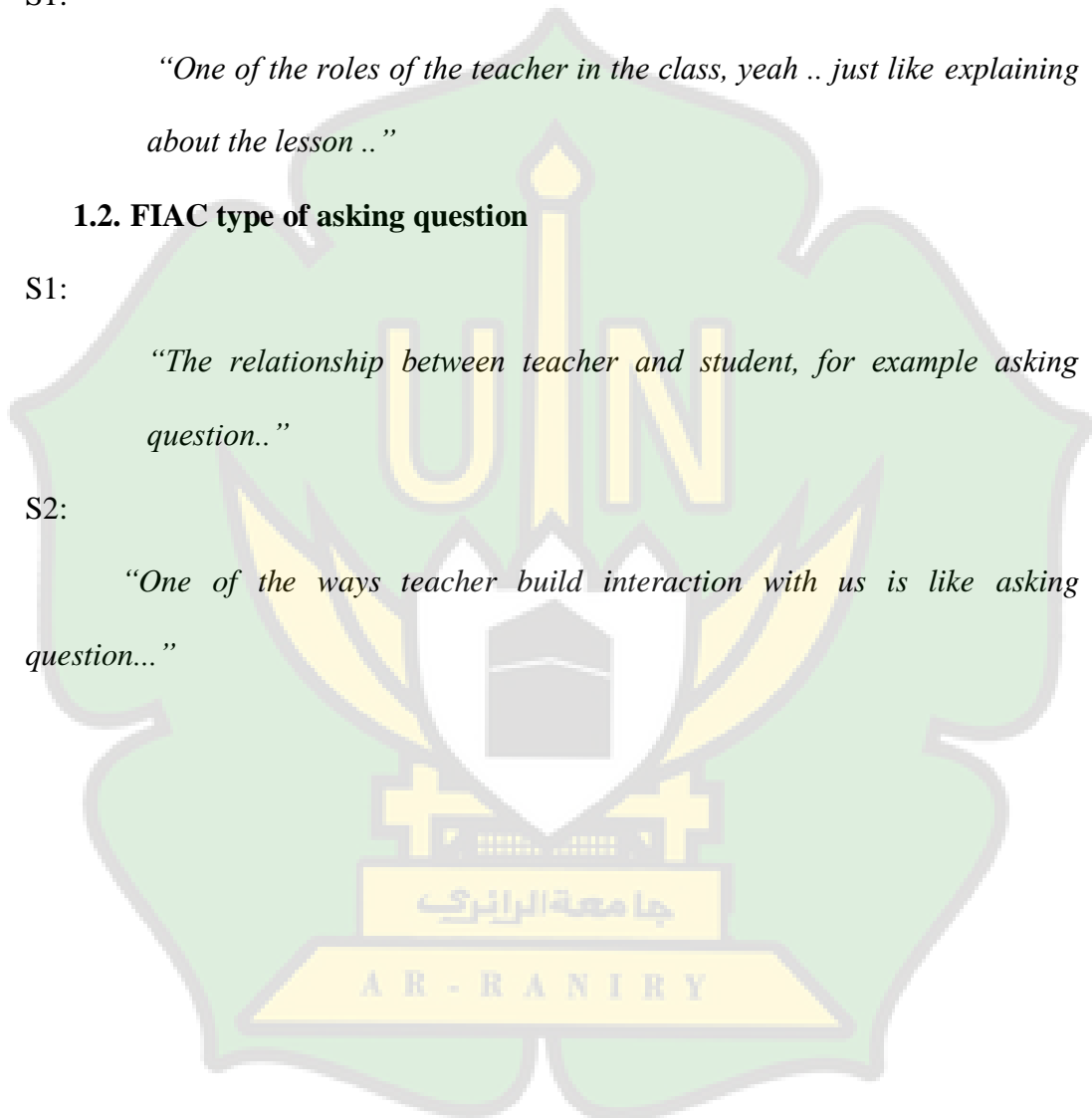
Table 4. 2

T2 Matrix table classroom verbal interaction

Interaction Matrix		Categories (Later even)										Total
		1	2	3	4	5	6	7	8	9	10	
Categories (Former even)	1. Accept Feelings	1										
	2. Praise or Encouragement		2									
	3. Accepts or Uses ideas of Students			10								
	4. Asking questions				56							
	5. Lecturing/Lecture					176						
	6. Giving Direction						22					416
	7. Criticizing or Justifying Authority							3				
	8. Students talk response								69			
	9. Student Talk Initiation									17		
	10. Silence or Pause Confusion										60	
	Total	1	2	10	56	176	22	3	69	17	60	

Table 4.2 above told the writer that all categories of Flanders' Interaction Analysis Category found in (T2) classroom activity. The same as T1, T2 most interaction was lecturing and asking questions. It can be supported by the interview result of (S3) and (S4). They said that lecturing was one of the activities in the classroom and the role of the teacher is giving material to them. The interview result were reported based on the topic as follow:

FIAC type of lecturing

S3:

"The activities in the class? Yeah .. it is like explaining the lesson"

S4:

"The role of the teacher in the classroom? Yeah... The teacher explains

the lesson to the students .."

Table 4. 3

T3 Matrix table classroom verbal interaction

Interaction Matrix	Categories (Later even)										Total
	1	2	3	4	5	6	7	8	9	10	
1. Accept Feelings	5										
2. Praise or Encouragement		13									
3. Accepts or Uses ideas of Students			18								
4. Asking questions				86							
5. Lecturing/Lecture					231						
6. Giving Direction						89					845
7. Criticizing or Justifying Authority							8				
8. Students talk response								93			
9. Student Talk Initiation									19		
10. Silence or Pause Confusion										283	
Total	5	13	18	86	231	89	8	93	19	283	

(left axis label: Categories (Former even))

This table 4.3 explained teacher verbal interaction in the class. The writer

found that all categories of Flanders' Interaction Analysis Category occurred in

(T3) classroom interaction. But, the most types occurred were lecturing and giving direction. The interview result of (S5) and (S6) also said that some of the teaching activities in the class are teaching and explaining the material. The interview result were reported based on the topic as follow:

FIAC type of lecturing

S5:

"The activities carried out by the teacher in the class such as explaining the material..."

S6:

"Other activities carried out by teachers such as teaching..."

2. ***Teacher's Talk and Student's Talk***

The results of the teacher's talk and student's talk showed in the percentage below:

Table 4. 4

T1, T2 and T3 percentages of teacher's talk and student's talk

No.	Types of Talk		T1		T2		T3		mean
			Quantity	%	Quantity	%	Quantity	%	
1	Teacher's Talk	Indirect	250	30%	69	17%	122	14%	20%
		Direct	307	36%	201	48 %	328	39%	41%
		Total	557	66%	270	65%	450	53%	61%
4	Student's Talk		163	19%	86	21 %	112	13%	18%
5	Silent		125	15%	60	14 %	283	34%	21%

From table 4.4 above, it showed the percentage of teacher's talk and student's talk in Junior High School of Darul Ihsan. Teacher's talk was more dominant with an average of 61 per cent than the student's talk. Whereas, the student's talk was less dominant with an average of 18 per cent, while silence or confusion accounted for 21 per cent of class time. The indirect teacher's talk with an average of 20 per cent was less dominant than direct teacher's talk, whereas the direct teacher's talk scored an average of 41 per cent. The category of direct teacher's talk that scored the highest percentage was "Lecturing/ Lecture" that had a 32 per cent rating. The category of indirect influence component of teacher's talk that scored the highest percentage was the "Asking Question" that had a 15 per cent rating.

B. Discussion

Based on the analysis of two data collection above, the researcher explained some brief and clear description focusing on data, which had been acquired through the observation and interview. This research focuses on the kind of verbal interaction that happened between teachers and students in the classroom-based of FIAC categories and which dominant between teacher's talk or student's talk.

To answer the first research question the writer used the observation result. The observation results of this study indicated that all verbal interaction of FIAC categories occurred in those three teacher classroom activities. Such as includes accepting the feeling, praising or encouragement, accepting or using ideas of students, asking a question, lecturing, giving direction and criticizing. The writer

also found all students categories such as students' responses and initiation. The last category was silence, this category was also found by the writer. From the result above the writer concluded that most categories of teacher's talk that occurred such as lecturing and asking questions and the most categories occurred in student's talk was student response.

Moreover, to answer the second research question the writer also used the observation result and the result strengthened by the interview result. The observation results of this study showed that the teacher's talk was more dominant than the student's talk. Whereas, the percentage compared to teacher-talk with an average of 61 percent and student's talk with an average of 18 percent. Form this percentage the writer can be concluded that those class interaction was teacher dominated. According to Septiningtyas (2016) Teacher dominated is happened when the teacher dominated the class and takes extremely time to talk, then the student only has a little opportunity to talk. This result was strengthened by interview, the interview result showed that all students stated some of the activities in the classroom were lecturing and asking questions.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendation. In conclusion, the writer summarizes the whole study and in the recommendation, the writer gives some suggestion for a further researcher.

A. Conclusions

Based on the finding in this study, the writer makes the following conclusion. First, the result obtained from observation indicated that all FIAC categories used by the teachers in interacting with their students. The most category occurred in the interaction was lecturing. The teachers tended to explain materials to their students to make them understand the subject. The writer also found that most teachers used asking questions category. It could be said that after the teacher lecturing the students, they usually ask a question to make sure that the student understands the materials. This result was also strengthened by the interview. Almost all the students interviewed by the writer said that one of the activities in the class was lecturing.

Then, the results of those observations and interviews showed that the teacher's talk was more dominant than the student's talk. So, the writer concluded that verbal interaction between teachers and students in Junior High School of Darul Ihsan is teacher dominated.

B. Recommendations

The writer makes some recommendation from the study. Firstly, a more comprehensive study should involve more than one meeting observing classes. Then, a study of the verbal interaction between lecturers and trainee teachers would benefit the trainee teachers to increase better interaction between teachers and students in the future.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-11219/UN.08/FTK/KP.07.6/07/2019

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Mei 2019

MEMUTUSKAN

Menetapkan :
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Judul Skripsi   :   **The Analysis of Verbal Interaction Between Teacher and Students' in the Classroom**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 31 Juli 2019
An. Rektor
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Nomor : B-16411/Un.08/FTK.1/TL.00/11/2019   13 November 2019
Lamp : -
Hal   : Mohon Izin Untuk Mengumpul Data
        Menyusun Skripsi

Kepada Yth.

Di -
        Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a   : Rizqa Fajria
N I M   : 150 203 118
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester   : IX
Fakultas   : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t   : Jl. Lambaro Angan Gampong Lambaro Sukon Kab.A. Besar

Untuk mengumpulkan data pada:

Darul Ihsan Junior High School Aceh Besar.

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Analysis of Verbal Interaction Between Teacher and Students' in the Classroom.

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Wakil Dekan Bidang Akademik
dan Kelembagaan,

Mustafa

Kode 7442

SURAT KETERANGAN PENELITIAN
Nomor: 097/Mts. 01.045/PP.00.5/2019

Yang bertanda tangan di bawah ini, Kepala MTsS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama : Rizqa Fajria

NIM : 150 203 118

Program Studi : Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas adalah mahasiswa/i FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Tsanawiyah Swasta Darul Ihsan dengan judul:

The Analysis Of Verbal Interaction Between Teacher And Students In The Classroom

Demikian surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

Siem, 9 Desember 2019
Kepala,

Rahmawati, S.Pd.I,. M.Pd.
NIP. 19800404 2007 10 2006

Appendix D

Instruments used in during data collection

FIAC Observation sheet

Interaction Matrix	Categories (Later even)										Total
	1	2	3	4	5	6	7	8	9	10	
1. Accept Feelings											
1. Praise or Encouragement											
2. Accepts or Uses ideas of Students											
3. Asking questions											
4. Lecturing/Lecture											
5. Giving Direction											
6. Criticizing or Justifying Authority											
7. Students talk response											
8. Student Talk Initiation											
9. Silence or Pause Confusion											
Total											

Categories (Former even)

Interview questions

A. Interview questions for teacher

1. Apa yang anda fikirkan tentang interaksi didalam kelas?

2. Apakah menurut anda interaksi didalam kelas memiliki manfaat untuk proses pembelajaran bahasa inggris?

3. Menurut anda, apa saja peran guru didalam berinteraksi di kelas?

4. Bisa anda sebutkan beberapa teknik yang anda gunakan di dalam berinteraksi didalam kelas?

5. Bisa anda sebutkan beberapa aktifitas yang biasa anda gunakan di dalam berinteraksi didalam kelas?

6. Bagaimana cara anda mengajak sisa-siswa yang pasif untuk berpartisipasi didalam kelas?

7. Adakah masalah saat anda melakukan interaksi di dalam kelas?

B. Interview questions for students

1. Apa yang anda fikirkan tentang interaksi didalam kelas?

2. Apakah menurut anda interaksi didalam kelas memiliki manfaat untuk proses pembelajaran bahasa inggris?

3. Menurut anda, apa saja peran guru didalam berinteraksi di kelas?

4. Bisa anda sebutkan beberapa aktifitas yang biasa guru anda gunakan di dalam berinteraksi didalam kelas?

5. Adakah masalah saat anda dan guru anda melakukan interaksi di dalam kelas?

Sample from data collection

FIAC Observation sheet

One of matrix table from T1 (10,4,4,4,8,4,10,10,10,4,4,8,8,10)

Interaction Matrix		Categories (Later even)										Total
		1	2	3	4	5	6	7	8	9	10	
	1. Accept Feelings											0
	2. Praise or Encouragement											0
	3. Accepts or Uses ideas of Students											0
Categories (Former even)	4. Asking questions				11 1				11		1	6
	5. Lecturing/Lecture											0
	6. Giving Direction											0
	7. Criticizing or Justifying Authority											0
	8. Students talk response				1				1		1	3
	9. Student Talk Initiation											0
	10. Silence or Pause Confusion				11						11	4
Total			0	0	6	0	0	0	3	0	4	13

Interview Transcript of T1

I   : Menurut umi apa sih verbal interaksi itu?

T1   : Verbal interaksi? Yang pastinya interaksi di kelas iy.. bisa jadi interaksi antara guru dengan murid dan juga murid dengan muridnya sendiri. Jadi di situ ada sebuah.. kek mana iy? Iyy interaksi, ada timbal balik baik guru dengan murid atau murid dengan murid nya begitu.

I   : Baik.. menurut umi ada tidak manfaat dari interaksi di kelas itu bagi pembelajaran bahasa inggris itu sendri?

T1   : Sudah pasti ada manfaatnya.. kenapa? Iy kalau tidak ada interaksi iy pasti kelas nya monton, iya kan? Jadi tetap harus ada interaksi. Begitu..

I   : Untuk manfaat nya sendiri kira-kira apa saja mi?

T1   : Untuk meningkatkan semangat siswa nya sendiri, untuk membuat kelasnya jadi tidak diam, iya kan? Kalai tidak, ikan guru-guru saja yang ngomong, masak siswanya tidak ada tanggapan? Jadikan harus ada tanggapan juga biar ada interaksi begitu. Dan kelas nya jalan, jadi kita tau pun materi yang kita sampaikan gimana nanti ke anak-anaknya.

I   : Kemudian, menurut umi apa saja peran guru di dalam kelas, yang bersangkutan dengan interaksi di dalam kelas tadi?

T1   : Peran guru? Peran guru iya tentu saja membangun interaksi tersebut, iya kan? Karna biasa nya sebagian siswa, tidak semua.. ada sebagian siswa yang harus dari guru nya dulu. Misalnya dengan bertanya, guru bertanya kepada siswa nya.. supaya ada tanggapan atau pun nantinya.. apa iy misalnya? Selain bertanya.. bisa juga dengan memberikan arahan atau apa gitu untuk siswa nya, biar ada terjadinya interaksi tersebut. Begitu..

I   : Nah, dari interaksi di dalam kelas tadi bisa tidak umi sebutkan beberapa tehnik dan aktifitas di dalam kelas tadi?

T1   : Aktifitas di dalam kelas? Biasanya kami sering melakukan game di kelas, iy jadi itu pun kalau game lebih-lebih untuk anak smp, memang mereka sangan suka, jadi mereka sangat semangat jadinya di kelas.

Begitu..

I : iya.. itu juga akan membangun interaksinya..

T1 : Iya.. yang pastinya, dengan sendirinya terbangun interaksi tersebut.
Apalagi kalau main game.

I : Nah umi, pasti akan ada nanti beberapa siswa yang pasif.. bagaimana
umi mengajak siswanya untuk berpartisipasi didalam kelas?

T1 : Mengajak siswa pasif tersebut? Iya yang kayak saya bilang
sebelumnya.. jadi kita bisa memberikan arahan ke mereka, supaya
mereka juga bisa ikut berpastisipasi di kelas. Ada juga dengan bertanya,
begitu.. nanti meraka yang menjawab, atau pun kita meminta mereka
yang bertanya, begitu.. jadi otomatis mereka juga berinteraksi kan?

I : Iya.. nah, dari classroom interaksi yang tadi, ada tidak permasalahan
dalam mengimplementasikan nya?

T1 : Pastinya ada. Yang seperti tadi contohnya siswa yang pasif. Iya kan?
Jadi harus dari guru. Iya kan? Nah itu yang kadang-kadang harus
berulang-ulang di lakukan, harus sekali dua kali begitu.. harus beberapa
kali supaya dia mau bertinteraksi di kelas.

I : Berarti siswa pasif yang tadi itu?

T1 iya. Siswa pasif yang tadi itu..
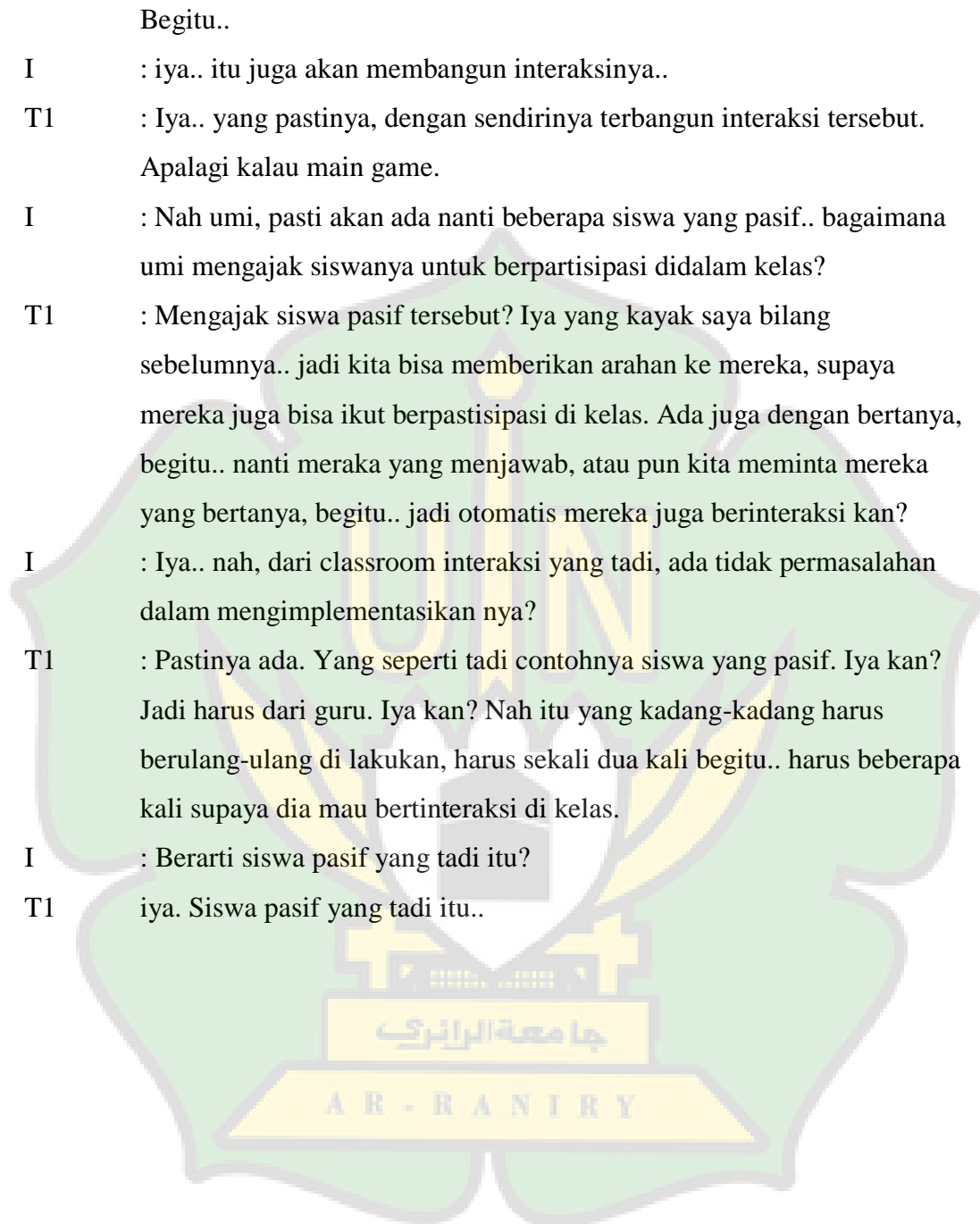
FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : Rizqa Fajria

NIM   : 150203118

Data Subyek

Nama   : T 1

Jenis Kelamin : Female

Alamat   : Lambaro Sukon, Darussalam, A. Besar

No. Hp

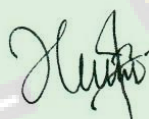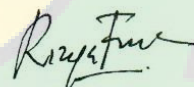| Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diobservasi dan direkam selama proses observasi berlangsung.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diawancarai dan di rekam selama proses wawancara berlangsung.	✓	

Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
Penggunaan informasi yang Saya berikan hanya untuk penelitian ini	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
Mohon pilih salah satu dari dua pilihan berikut:		
Saya ingin nama sebenar Saya digunakan diatas.		✓
Saya tidak ingin nama sebenar Saya digunakan diatas.	✓	
Penggunaan informasi yang Saya sediakan diluar penelitian ini		✓
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
Kami menggunakan informasi yang Anda sediakan secara legal	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul The Analysis of Verbal Interaction between Teacher and Students in the Classroom.	✓	

Aceh Besar, 19 November 2019

Peserta   Peneliti

Rizqa Fajria

NIP.   NIM. 150203118

FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : Rizqa Fajria

NIM   : 150203118

Data Subyek

Nama   : T2

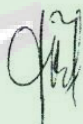Jenis Kelamin : Perempuan

Alamat   : Desa Barabung

No. Hp   :

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diobservasi dan direkam selama proses observasi berlangsung.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diawancarai dan di rekam selama proses wawancara berlangsung.	✓	

Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
Penggunaan informasi yang Saya berikan hanya untuk penelitian ini	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
Mohon pilih salah satu dari dua pilihan berikut:		
Saya ingin nama sebenar Saya digunakan diatas.		✓
Saya tidak ingin nama sebenar Saya digunakan diatas.	✓	
Penggunaan informasi yang Saya sediakan diluar penelitian ini		✓
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

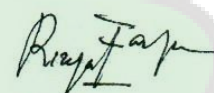|		
Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
Kami menggunakan informasi yang Anda sediakan secara legal	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul The Analysis of Verbal Interaction between Teacher and Students in the Classroom.	✓	

Aceh Besar, 20 November 2019

Peserta   Peneliti
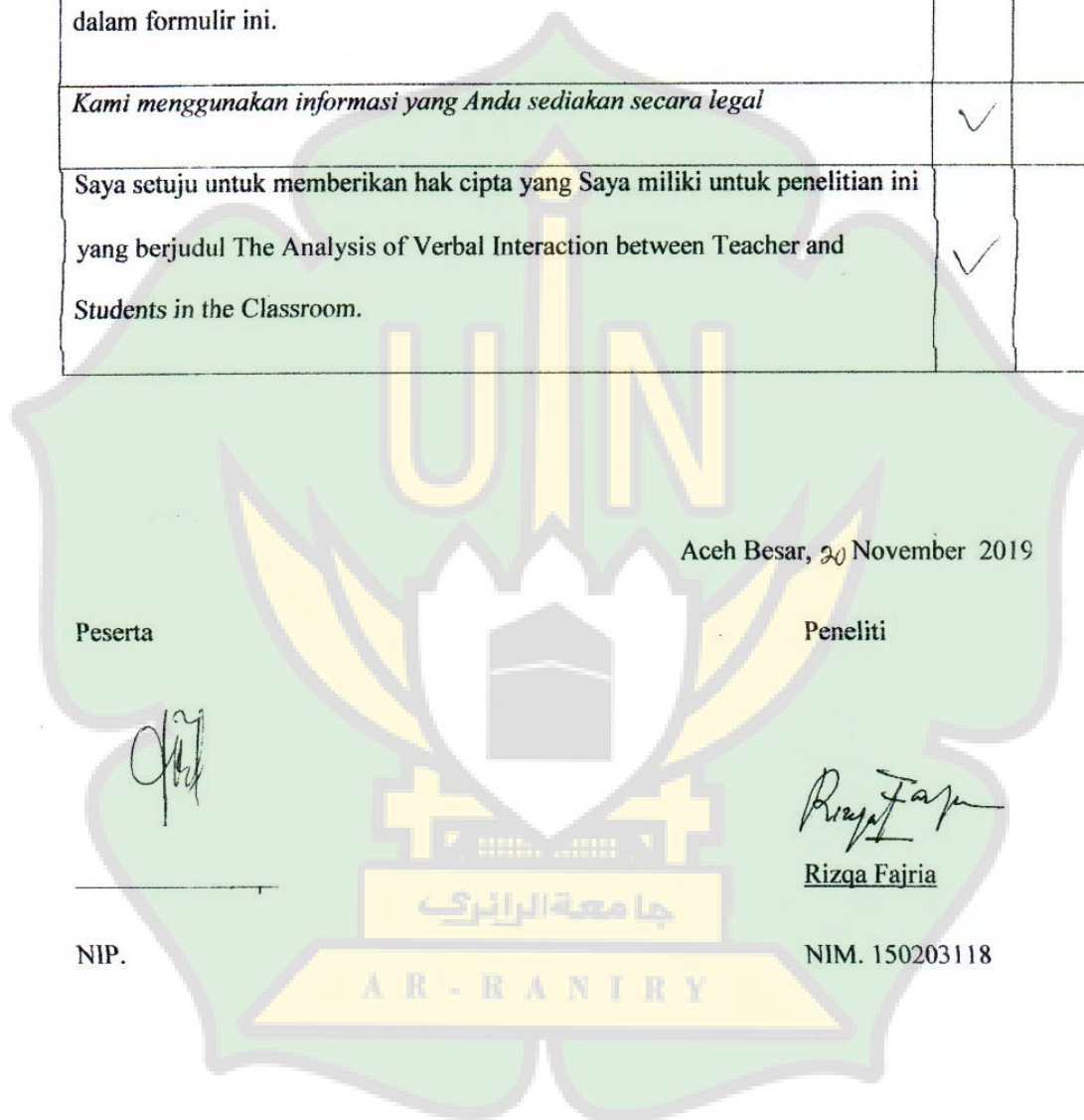
Rizqa Fajria

NIP.   NIM. 150203118

FORMULIR PERSETUJUAN MENGIKUTI PENELITIAN

Nama Peneliti : Rizqa Fajria

NIM   : 150203118

Data Subyek

Nama   : T3

Jenis Kelamin : FEMALE

Alamat   : LIEUE, DARUSSALAM, A.BESAR

No. Hp   :

Jenis Informasi	Iya	Tidak
Saya telah diberi kesempatan untuk bertanya tentang penelitian ini.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diobservasi dan direkam selama proses observasi berlangsung.	✓	
Saya setuju untuk menjadi bagian dalam penelitian ini, seperti bersedia diawancarai dan di rekam selama proses wawancara berlangsung.	✓	

Saya mengerti bahwa menjadi bagian dalam penelitian ini bersifat sukarela, Saya dapat menarik kembali pernyataan kapan saja dan Saya tidak harus memberikan alasan untuk itu.	✓	
Penggunaan informasi yang Saya berikan hanya untuk penelitian ini	✓	
Saya mengerti bahwa informasi pribadi Saya seperti alamat dan nomor telepon tidak akan diungkapkan kepada orang diluar penelitian ini.	✓	
Saya mengerti bahwa perkataan saya mungkin saja dikutip dalam publikasi, laporan, laman internet, dan hasil penelitian lainnya.	✓	
Mohon pilih salah satu dari dua pilihan berikut:		
Saya ingin nama sebenar Saya digunakan diatas.		✓
Saya tidak ingin nama sebenar Saya digunakan diatas.	✓	
Penggunaan informasi yang Saya sediakan diluar penelitian ini		✓
Saya setuju bahwa informasi yang Saya sediakan untuk diarsipkan pada penelitian ini.	✓	
Saya mengerti bahwa peneliti asli lainnya akan memiliki akses untuk data ini hanya jika mereka setuju untuk menjaga kerahasiaan informasi sebagaimana diminta dalam formulir ini.	✓	

Saya mengerti bahwa peneliti asli lain dapat menggunakan kata-kata saya dalam publikasi, laporan, laman web, dan hasil penelitian lainnya, hanya jika mereka setuju untuk menjaga kerahasiaan informasi seperti yang diminta dalam formulir ini.	✓	
Kami menggunakan informasi yang Anda sediakan secara legal	✓	
Saya setuju untuk memberikan hak cipta yang Saya miliki untuk penelitian ini yang berjudul The Analysis of Verbal Interaction between Teacher and Students in the Classroom.	✓	

Aceh Besar, 28 November 2019

Peserta   Peneliti

_____   Rizqa Fajria

NIP. –   NIM. 150203118

AUTOBIOGRAPHY

1. Name   :   Rizqa Fajria
2. Place/Date of Birth   :   Lambaro Sukon/ 23 April 1997
3. Sex   :   Female
4. Religion   :   Islam
5. Nationality   :   Indonesia
6. Marital Status   :   Single
7. Address   :   Jl. Lambaro Angan, Gampong Lambaro
   Sukon, Darussalam, Aceh Besar.
8. E-mail   :   rizqafajria.rf@gmail.com
9. Parents
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   b. Occupation   :   PNS
   c. Mother   :   Anisah, S. Pd. I
   d. Occupation   :   PNS
10. Education Background
    a. SD   :   MIN Jeuram (2003)
    b. MTsS   :   Darul Ihsan Boarding School (2009)
    c. MAS   :   Darul Ihsan Boarding School (2012)
    d. MAN   :   MAN Rukoh (2013)
    e. University   :   UIN Ar-Raniry (2015)

Banda Aceh, 20 December 2019

Rizqa Fajria