

**VERBAL INTERACTION BETWEEN TEACHER AND
STUDENT IN THE TEACHING AND LEARNING ENGLISH
USING FIAC (Flander's Interaction Analysis Categories)**

THESIS

Submitted in partial fulfillment of the requirement for degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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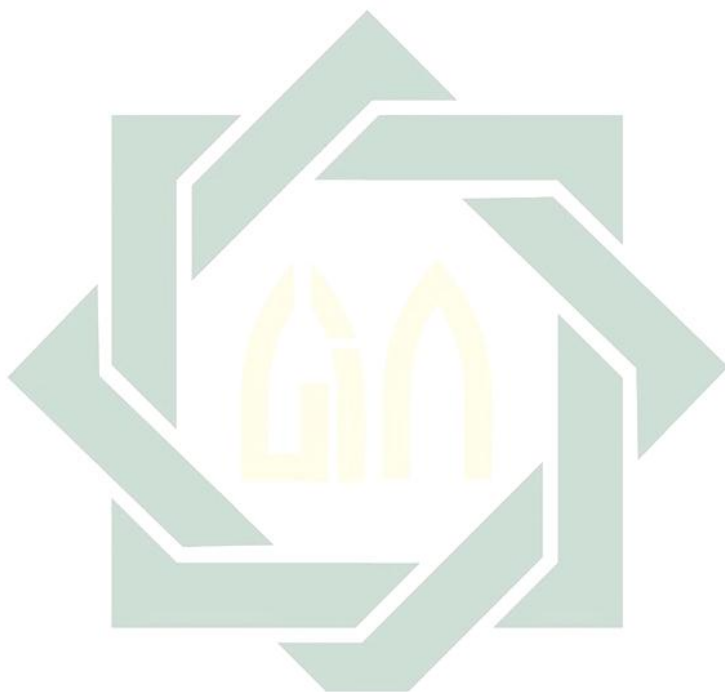
ABSTRACT

Imanawati, Rizky Dike (2020). *Verbal Interaction between Teacher and Students in Teaching and Learning English using FIAC (Flander's Interaction Analysis Categories)*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State University. Surabaya. Advisors: Dr. Irma Soraya, M.Pd and Fitriah, PhD

Key Words: *Verbal Interaction, FIAC(Flander's Interaction Analysis Categories)*

This thesis discussed the analysis how verbal interaction used by teacher and students during teaching and learning process and the types of verbal interaction that used by teacher and students during teaching and learning process. The problems of this research are how is verbal interaction occur during teaching and learning process and what are the types of verbal interaction did during teaching and learning process. This research is conducted using qualitative method. To get the data the researcher used observation and interview. In order to achieve the goal, the researcher analysed verbal interaction happened and analysed types of verbal interaction used during teaching and learning process from the data. The results of this research based on the finding and discussion; verbal interaction that occur during teaching and learning process are teacher response (accept feeling of the students, praises or encourages, accept or uses ideas of student, ask question) teacher initiation (lecturing and giving direction) student's response, student's initiation and silence. For the first aspect is teacher response, the categories of verbal interaction that mostly occur are praises or encourages and ask question. The second aspect is teacher initiation, the most categories of verbal interaction that occur is giving direction. Researcher combine that 3 aspects of students into one to make comparison. The most categories of verbal interaction that occurs is student response. While, the result from types of verbal interaction used are verbal interaction between teacher and whole of the class and verbal interaction between student and teacher. So, from the result above means

teacher still dominate verbal interaction during learning process. Teacher should stimulate students first to make them active in class.



ABSTRAK

Imanawati, Rizky Dike (2020). *Interaksi Verbal antara Guru dan Siswa dalam Pembelajaran Bahasa Inggris Menggunakan FIAC (Analisis Kategori Interaksi oleh Flander)*. A thesis. English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State University. Surabaya. Advisors: Dr. Irma Soraya, M.Pd and Fitriah, PhD

Kata Kunci: *Interaksi Verbal, FIAC (Flander's Interaction Analysis Categories)*

Penelitian ini membahas tentang bagaimana interaksi verbal yang digunakan guru dan siswa selama pembelajaran Bahasa Inggris dan tipe interaksi verbal yang digunakan guru dan murid selama pembelajaran Bahasa Inggris. Masalah dalam penelitian ini adalah bagaimana interaksi verbal muncul diantara guru dan murid selama pembelajaran dan tipe interaksi verbal apa saja yang dilakukan guru dan siswa selama pembelajaran Bahasa Inggris. Penelitian ini dilakukan menggunakan metode kualitatif. Untuk mendapatkan data peneliti menggunakan observasi dan wawancara. Untuk mencapai tujuan tersebut, peneliti menganalisis interaksi verbal yang terjadi dan menganalisis tipe interaksi verbal yang digunakan selama pembelajaran. Hasil penelitian berdasarkan penemuan dan diskusi, interaksi verbal yang muncul selama pembelajaran adalah respon guru (menerima perasaan siswa, pujian atau dorongan, menerima ide siswa, memberi pertanyaan) inisiasi guru (mengajar atau menjelaskan, memberi arahan) respon siswa, inisiasi siswa dan diam. Untuk aspek pertama adalah respon guru, kategori interaksi verbal yang paling banyak terjadi adalah pujian atau dorongan dan memberi pertanyaan. Aspek kedua adalah inisiasi guru, kategori interaksi verbal yang paling banyak terjadi adalah memberi arahan. Peneliti menggabungkan 3 aspek siswa menjadi satu untuk membuat perbandingan. Kategori yang paling banyak dari interaksi verbal yang terjadi adalah respons siswa. Sementara itu, tipe interaksi verbal yang digunakan adalah interaksi verbal antara guru dan seluruh kelas dan interaksi verbal antara siswa dan guru. Jadi, dari hasil di atas berarti guru masih mendominasi interaksi verbal selama proses pembelajaran. Guru

harus menstimulasi siswa terlebih dahulu untuk membuatnya aktif di kelas

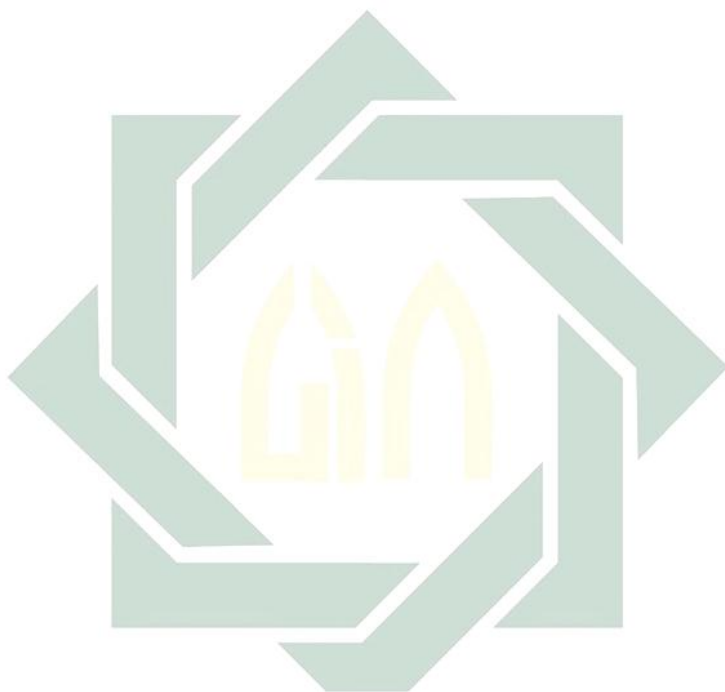


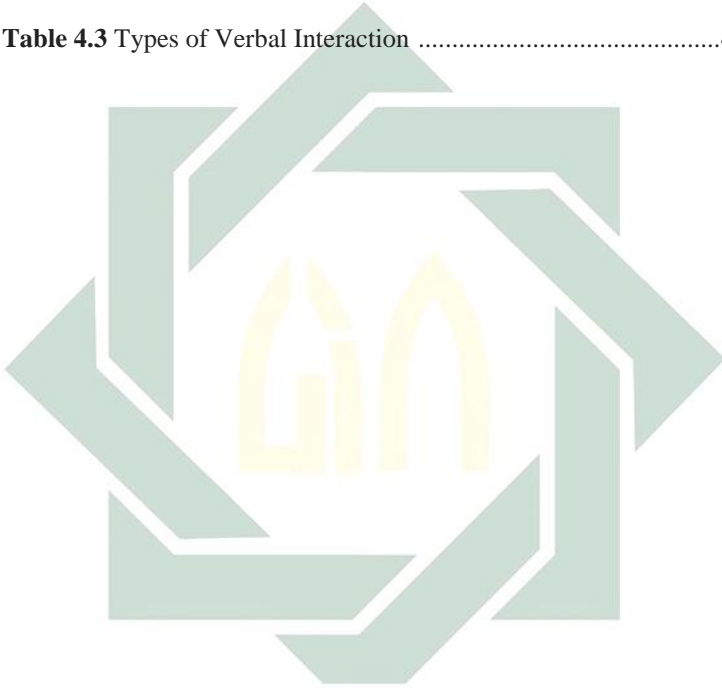
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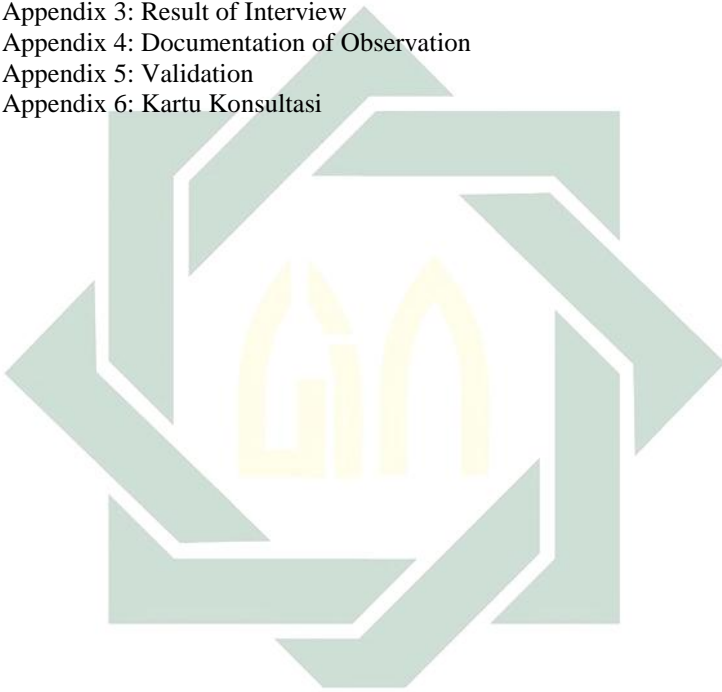
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LIST OF ABBREVIATION

FIAC = Flander's Interaction Analysis Categories

EFL = English for Foreign Language

EYL = English for Young Learner

SMPN = Sekolah Menengah Pertama Negeri

Etc = Et cetera

IC = Intensive Course

T = Teacher

S = Students

K13 = Kurikulum 2013

CHAPTER I INTRODUCTION

This chapter presents the general issues related to the present study. It includes the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study and definition of the key terms.

A. Background of the Study

Interaction between teacher and students becomes more important in an English learning. Kell and Chan believe that interaction is a fundamental element of teaching and plays a fundamental role in an efficient lesson.¹ In fact, the strength or weakness of lesson is embodied in the way of teacher-student interaction in the classroom. It is in line with Joan and Meghan who state that through interactions with their teachers, students are required to understand of the lesson.² The classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. Verbal interaction takes place because of the teacher and students talk, while non-verbal interaction covers gestures or facial expression shown by the teacher and students when they communicate without using words.³ Those two kinds of interaction are important in which they dominate the classroom events and influence students' foreign language acquisition.

Moreover, interaction is a vital element of learning in social constructivist theory, which claims that learning takes place through

¹Cole PG, - Chan Lk, *Teaching principles and practice (2nd ed.)* (New York: Prentice Hall,1994), 54

²Joan KH - Meghan W.2002. "Applied Linguistics". USA: Cambridge University Press 0267-1905/01, 17

³Zahed Babelan A, Moenikia M. 2001,. "A Study of student-teacher verbal interaction during teaching and its relation with students' educational achievement in primary schools in Ardebil". *Journal of Education*, 6 (2), 36

talk that is co-constructed by all participants.⁴ While, Yuanfang states that English as a Foreign Language in the classroom do not have social function in EFL students' everyday life.⁵ It means that they will find difficulty to practice the language outside the classroom since they do not have partner to practice it in their real life.

Therefore, EFL teachers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication and interaction. Based on Permendikbud Number 81A in 2013 about implementation of curriculum, teacher should give chance to the students to be more active during the teaching and learning process.⁶ However, there are still verbal interaction that occurred in the classroom are the students will participate to talk if the teacher initiated, encouraged, and asked them to talk. The students did not have initiation to be active in the class. It is line with Shaheena who believes that teachers should create classroom events that allow for greater variability in both the academic task structures and social participation.⁷ The teachers who apply teacher-centred learning in the classroom tend to make the students passive in the classroom since the teachers talk all the time because the teacher does not give chance students to talk. That is line with Huba and Freed who remark that teacher-centred learning can be described as students passively receive information, emphasis is on acquisition of knowledge, and teacher's role is to be primary information giver and evaluator.⁸ In contrast, students-centred learning indirectly makes the students active since the teacher as a

⁴Bruner, J.S, "Berlyne memorial lecture: acquiring uses of language". Canadian Journal of Psychology, 1978, 25

⁵Yuanfang., "A Study of Language Learning Strategy Use in the Context of EFL Curriculum and Pedagogy Reform in China". Asia Pacific Journal of Education, Volume 29, 2009, 10

⁶<http://luk.staff.ugm.ac.id/atur/bsnp/Permendikbud81A-2013ImplementasiK13Lengkap.pdf>, accessed on January 2020

⁷Shaheena C, "Interaction in Second Language Classroom". BRAC University Journal, Vol. II, No. 1, 2005, pp. 77-82

⁸ Huba, M. E., & Freed, J. E. 2000. Teacher-centered vs. learner-centered paradigms. Retrieved from: [http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms .pdf.](http://assessment.uconn.edu/docs/TeacherCenteredVsLearnerCenteredParadigms.pdf), accessed on January 2020

facilitator. Harden and Corsby state that teacher-centred learning strategies focuses on the teacher's transmitting knowledge, from the expert to the novice.⁹ Then, student-centred learning focuses on the students' learning and 'what students do to achieve this, rather than what the teacher does'. Such definition emphasises the concept of the student's 'doing'.

According to Tichapondwa, one of the guidelines to analyse the interaction activities is by using Flanders' Interaction Analysis Categories (FIAC).¹⁰ FIAC is designed for observing only the verbal interaction in the classroom while the non-verbal gestures are not taken into account.¹¹ From definition of FIAC above, it can be said that FIAC was designed for analysing only the verbal interaction in the classroom activity. FIAC will help the researcher to analyse verbal interaction in the classroom. FIAC is a concept which states that an effective teaching depends on how teacher influences the students' behaviours.¹²

Some researches relating to this issue have been conducted. The first research is written by Rini Triani Pujiastuti.¹³ The second research is written by Semir Sejtanic and Mile Ilic.¹⁴ The last research

⁹Harden, R. M. - J. Crosby, "AMEE Guide No 20: The good teacher is more than a lecturer-the twelve roles of the teacher". *Medical Teacher* 22(4), 2000, 53

¹⁰Tichapondwa, Unpublished doctoral thesis: "The effects of a course in classroom text and discourse on oracy in high school classrooms" (University of South Africa, 2008), 17

¹¹Flanders (1970). *Analysing Teaching Behaviour: Addition Wasley*. National Policy on Edu. (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education, 77

¹²Allwright D - Kathleen M. Bailey, *Focus on The Language Classroom : An Introduction to Classroom Research for Language Teachers* (New York: Cambridge University Press, 1991), 122

¹³Rini Triani Pujiastuti, "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)" (English Education Study Program of Indonesia University of Education, 2013), 33

¹⁴ Semir Sejtanic- Mile Ilic, "Verbal Interaction Between Pupils and Teachers in the Teaching Process" .University of Banja Luka, Bosnia and Herzegovina, 2016.15

is written by Martha Septiningtyas.¹⁵ All of the research above discuss about verbal interaction and used qualitative method. But each others have different goal and finding. For the first research, the goals are to describe characteristics of verbal interaction and investigate teacher's role and implicate it into student's motivation in primary school. The research used qualitative method, which gets the data by observation and interview. Finding of that research are characteristics of verbal interaction in the classroom are teacher talk and student talk. Then, the role of teacher mostly adopted by the teacher as controller. The second research, the goals is identify main characteristics verbal interaction to determine its relationship of pupil's success in primary and secondary school. The research used qualitative method, which gets the data by observation. Finding of that research is teacher's verbal interaction dominants which does not contribute to increase pupil's success. The last research, the goals are to identify predominant interaction pattern and to discover how interaction happened in kindergarten. The research used qualitative method, which gets the data by observation. Finding of that research are students participation pattern is the most dominant and the process of interaction happened in the class is students look active enough to participate in the classroom.

Referring back from the previous study above, this research has different research. No one of those studies identify verbal interaction of FIAC that occur in learning process and types of verbal interaction that do by the teacher and students in learning process of secondary school. Moreover, in premiliminary research, the researcher found some students did not give chance to active in the class. Researcher wants the teacher can make all of the students more active by theirselves without ask them to participate. Therefore, this current study is identifying the teacher and students verbal interaction of FIAC that occur in learning process and know the types of verbal interaction that used by teacher and students in secondary school.

¹⁵ Martha Septiningtyas, "A Study of Interaction in Teaching English to Young Learner (TEYL) Classroom Using Flander's Interaction Analysis System" (Yogyakarta:Sanata Dharma University, 2016), 32

In this research, researcher analyse verbal interaction that happens between teacher and students during the teaching and learning process using FIAC. It means researcher analyse who is more dominate between teacher's interaction and student's interaction. For example, does teacher gives interaction when teach the students, do the students response the instruction, etc. In addition, the researcher identify type of verbal interaction that occur in learning process. The researcher do this research on SMPN 12 Surabaya because it is one of favourite school in Surabaya.¹⁶ According to the dictionary definition, favourite is what you like is best.¹⁷ It means favourite school is some people believe if the school is good. It is in line with Lucianne B. C who stated that a good school will creates a sense of community that permits personal expression within a framework of social responsibility, such as communication skills, decision making, craftsmanship, and group interaction. It makes children think of themselves as people who find strength, nourishment, and joy in learning.¹⁸ So, researcher wants to know the reality and identify, how is the verbal interaction that occur between teacher and students in that school. The research is going to see whether the verbal interaction is good and suitable to the 2013 curriculum. Moreover, in preliminary research, the researcher found some students did not give chance to active in the class. Researcher wants the teacher can make all of the students more active by their selves without ask them to participate. Then, researcher want to know types of verbal interaction that used in the classroom. That is varieties or not, then that types make all of the students active or not in the classroom. Researcher want to know, is the teacher verbal interaction appropriate with curriculum 2013. That students should more active than the teacher. Because teachers' teaching style like teacher-centred will make the students passive in

¹⁶<https://www.daftarinformasi.com/smp-terbaik-di-indonesia/> ,accessed on January 2020

¹⁷<https://www.vocabulary.com/dictionary/favorite>, accessed on January 2020

¹⁸Lucianne B C, "McDonogh 15, becoming a school" (Avon Books, 1981), 75

the classroom since the teacher talks all the time. It means that the teachers do not give chance to the students to talk. In contrast, students-centred will make the students active since the teacher is as a facilitator. So, this research will help them to get an evaluation to improve teachers' teaching style in verbal interaction during teaching and learning English. Then, teachers can give chance students to more active in verbal interaction during learning English.

B. Research Question

According to the background of study previously outlined, the problems of the study can be formulated as these following questions:

1. How does verbal interaction occur between teacher and students in teaching and learning process of 8A class at SMPN 12 Surabaya?
2. What types of verbal interaction do teacher and students use in teaching and learning process of 8A class at SMPN 12 Surabaya?

C. Objective of the Study

This research will be aimed at finding out:

1. To identify verbal interaction of FIAC that mostly use between teacher and students in teaching and learning English of 8A class at SMPN 12 Surabaya
2. To know the types of verbal interaction use between teacher and students in teaching and learning English of 8A class at SMPN 12 Surabaya

D. Significance of the Study

The result of this research is expected to give contribution for both students and teachers. In particular, this research can help students' active in verbal interaction during learning English.

1. For the teachers, this research will help them to get an evaluation in their talk percentage and improve teachers' teaching style in verbal interaction during teaching and learning English. Then, teachers can give chance for the students to be more active in verbal interaction during learning English

2. For the students, this research will help them to participate in verbal interaction during learning English. After the students participate, they will be more active rather than their teacher in verbal interaction during the class
3. For the further researcher, this research can be reference for the next study

E. Scope and Limitation

The scope of this research is verbal interaction between teacher and students during the teaching and learning of English. This research analyse categories of verbal interaction that are mostly used between teacher and students. From the teacher, the researcher will analyse how often the teacher gives instruction and how often the teacher gives question during teaching and learning process. From the students, the researcher will analyse how often the students response when teacher give instruction and question or how often students initiative to ask some questions during the teaching and learning process. It is line with Flanders who classifies verbal interaction into 10 categories (Accepts feeling, Praises or encourages, Accepts or uses ideas of students, Asks question, Lecturing, Giving direction, Criticizing or justifying authority, Student talk response, Student talk initiate, Silence or confusion).¹⁹

Furthermore, researcher analyse types of verbal interaction that occurred when teaching and learning process. Researcher focus on types of verbal interaction that mostly use in teaching and learning process.

Furthermore, the research limited to the students of SMPN 12 Surabaya. Especially, the students grade 8th of SMPN 12 Surabaya which they already learn English during one year in junior high school.

¹⁹Flanders (1970). *Analysing Teaching Behaviour: Addition Wasley. National Policy on Edu.* (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education

F. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Verbal Interaction

Semir and Mile states that Verbal teacher-pupil interaction is a multifaceted construct that involves a number of different components that are interconnected.²⁰

In this research, verbal interaction is the activity of interaction between students and teacher's interaction who is more participant and dominant during teaching and learning process in the classroom.

2. Types of Verbal Interaction

According Dagarin, that are five types of verbal interaction that occur in the classroom, that are:²¹

- a. Teacher-Whole Class: Teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher.
- b. Teacher- A Group of Students: Teacher ask their students to talk with their each group.
- c. Student – Student: Interaction of two people between one students with another student.
- d. Students-Students: Interaction of all students in the classroom but without involve the teacher.
- e. Student-Teacher: This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet.

In this research, there are five types of verbal interaction:

- a. Teacher and Whole Class means verbal interaction that occurs between teacher and whole class. This interaction usually happen when teacher explain the material.

²⁰Semir Sejtanic- Mile Ilic, "Verbal Interaction Between Pupils and Teachers in the Teaching Process" .University of Banja Luka, Bosnia and Herzegovina, 2016.15

²¹Dagarin, *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language* (University of Ljubljana: Faculty of Education, Slovenia, 2004), 67

- b. Teacher and A Group of Students means verbal interaction that occur between teacher and all members of each group. This interaction usually happens when teacher give question and members of each group answer it.
 - c. Teacher and Student means verbal interaction that occurs between teacher and one student. This interaction usually happens when teacher ask question or student asks question.
 - d. Student and Student means verbal interaction between one students with another student. This interaction usually happens when discuss with chair matte.
 - e. Students and Students means verbal interaction between some students and another students. This interaction usually happens when students do debate.
3. FIAC (Flander’s Interaction Analysis Categories)

According Flanders, FIAC is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom.²² Flanders classifies verbal interaction into 10 categories. They are Accepts feeling, Praises or encourages, Accepts or uses ideas of students, Asks question, Lecturing, Giving direction, Criticizing or justifying authority, Student talk response, Student talk initiate, Silence or confusion.²³

In this research, FIAC is a technique to analyse the categories of verbal interaction that occurs between the teacher and students to improve the teacher’s teaching style in order to make the students active in the classroom.

²²Flanders (1970). *Analysing Teaching Behaviour: Addition Wasley*. National Policy on Edu. (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education, 78

²³Ibid

CHAPTER II REVIEW OF RELATED LITERATURE

The literature in this chapter the researcher describes some related theories and literature to the problems of this study in order to give relevant knowledge in the field. This review consists of several subheadings. The first is talking about verbal interaction, the second is about type of verbal interaction, third is about FIAC, and the last is about the previous studies.

A. Theoretical Framework

1. Verbal Interaction

a. Definition of Verbal Interaction

According Semir and Mile, verbal teacher-pupil interaction is a multifaceted construct that involves a number of different components that are interconnected.²⁴ Verbal interaction is about language.²⁵ In general, verbal interaction refers to our use of words.²⁶

Brown believe that defines interaction as the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.²⁷ Interaction happens when there is understanding between two or more people than giving responds. In learning the second language, this is the most important aspect that must be achieved by the learners.

In addition, according Lier verbal interaction originates from dialogue or conversation as the language use which is not

²⁴Semir Sejtanic- Mile Ilic, "Verbal Interaction Between Pupils and Teachers in the Teaching Process" .University of Banja Luka, Bosnia and Herzegovina, 2016.15

²⁵<http://kell.indstate.edu/public-comm-intro/chapter/3-2-defining-verbal-communication/>, accessed on January 2020

²⁶Ibid

²⁷ H. D Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001), 122

monologue, or as any talk to which two or more people contribute. ²⁸Therefore, verbal interaction in this sense dialogic.

b. Type of Verbal Interaction

According Dagarin that are five types of verbal interaction that occur in the classroom, that are:²⁹

1) Teacher – Whole Class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Yang argues that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the student responds to the teachers' questions.³⁰ It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions. Sometimes, teacher also used the other strategy to make the students participate with talk in the classroom during teaching and learning process. Rivera argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions.³¹ That means teachers stimulate is important to make students talk in the classroom.

2) Teacher – A Group of Students

In this type, teacher ask their students to talk with their each group. It means interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

²⁸Lier L V, *Interaction in the Language Curriculum* (USA. Longman:Publishing, 1996), 66

²⁹Dagarin, *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language* (University of Ljubljana: Faculty of Education, Slovenia, 2004), 67

³⁰Yang, "Teacher Question in Second Language Classroom:An Investigation of Three Case Studies".Asian EFL Journal,2010,23

³¹Rivera, "Authentic Oral Interaction in the EFL Class:What It Means, What It Does not". Universidad de Cordoba, Colombia, 2010,19

3) Student – Student

Rivera states that most of interaction between student-student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom.³² It means this interaction facilitates the student to exchange information and ideas about the materials that they get.

4) Students – Students

Ur states that there are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open ended teacher questioning.³³ In this type, interaction will give advantage for the students since they will feel freedom to talk at each other.

5) Students – Teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. It means teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

According Arayo there are four types of verbal interaction, that are :³⁴

1) Intrapersonal Interaction

This form of interaction is extremely private and restricted to ourselves. It includes the silent conversation we have with ourselves, wherein we juggle roles between the sender and receiver who are processing our thoughts and actions. This process of

³²Ibid

³³Penny Ur, *A course in language teaching: Practice and theory* (Cambridge: Cambridge University Press, 1996), 87

³⁴<https://arayo.scripts.mit.edu/home/new-services/etiam-dictum-egestas/>, accessed on January 2020

interaction when analysed can either be conveyed verbally to someone or stay confined as thoughts

2) Interpersonal Interaction

This form of interaction takes place between two individuals and is thus a one-on-one conversation. Here, the two individuals involved will swap their roles of sender and receiver in order to interact in a clearer manner

3) Small Group Interaction

This type of interaction can take place only when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the rest. Press conferences, board meeting, and team become chaotic and difficult to interpret by everybody. This lag in understanding information completely can result in miscommunication

4) Public Interaction

This type of interaction takes place when one individual addresses a large gathering of people. Election campaigns and public speeches are example of this type of interaction. In such cases, there is usually a single sender of information and several receivers who are being addressed.

2. FIAC (Flander's Interaction Analysis Categories)

a. Definition of FIAC (Flander's Interaction Analysis Categories)

According Flanders, FIAC is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom.³⁵ This technique is one of important techniques to observe classroom interaction systematically. The Flander's Interaction Analysis Category (FIAC) records what teachers and students say during teaching and learning process. Moreover, FIAC technique allows the teachers see

³⁵Flanders (1970) *Analysing Teaching Behaviour: Addition Wasley National Policy on Edu.* (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education, 67

exactly what kind of verbal interaction that they use and what kind of response is given by the students.³⁶

According to Tichapondwa, Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction.³⁷ It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence. According to Inamullah et al. maintains that FIAC can change the teacher's teaching style.³⁸ It means that when the teacher knows how much they spend their time talking in the classroom, they will know their quality in making the students active in the classroom. Making the students participate at the classroom interaction, the teacher has to create and design materials that make classroom interaction is dominant by students since students-centred.

b. FIAC Verbal Interaction

Flanders classifies verbal interaction into 10 categories, there are:³⁹

1. Accept Feeling
Accept and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling maybe positive or negative. Predicting and recalling feelings are included. The activity in the class is when the teacher asks the student's feeling. Like "how are you today?"
2. Praises or Encourages
Praises or encourages pupil action or behaviour. Jokes that release tension, but not at the expense of

³⁶Ibid

³⁷Tichapondwa, Unpublished doctoral thesis: "The effects of a course in classroom text and discourse on oracy in high school classrooms" (University of South Africa, 2008), 17

³⁸Hafiz Muhammad Inamullah et al., "Teacher-Student Verbal Interaction Patterns At The Tertiary Level Of Education", Kohat University, Pakistan, 2008, 21

³⁹Ibid

another individual; nodding head. The activity is when teacher give praises say “good”, “very good”, “excellent”, etc or when teacher gives encourages to the students like give a short motivation, storytelling, etc.

3. Accepts or Using Idea of Students
Clarifying, building or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five. The teacher can say “I understand what you mean”
4. Ask Questions
Asking a question about content or procedure with the intent that a student may answer
5. Lecturing
Giving facts or opinions about content or procedures, expressing his own ideas, asking rhetorical questions
6. Giving Direction
Directions, commands or orders with which a student is expected to comply. That is when teacher say “open your book”, “stand up please”, etc.
7. Criticizing or Justifying Authority
Statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he is doing, extreme self-reference
8. Student Talk Response
Talk by students in response to teacher. Teacher initiates the contact or solicits student statement
9. Student Talk Initiate
Talk by students in response to teacher’s talk. Expressing own ideas, initiating a new topic, freedom develop opinion, asking thoughtful questions, etc.
10. Silence or Confusion
Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

c. Strengths and Advantages of FIAC (Flander's Interaction Analysis Categories)

FIAC also have some strengths. According to Evans, there are two strength of using Flander.⁴⁰ First of all, it provides an objective method for distinguishing teacher verbal interaction and characteristic since it represents an effort to count teacher verbal interaction. Last, it describes teaching and learning process. Furthermore, Flanders believe that are 7 advantages of using FIAC, that are:⁴¹

1. It is an effective tool or instrument to measure the social emotional climate in the classroom
2. It is also used for in-service teachers
3. It provides feedback to the pupil-teachers
4. It is an objective and reliable method for observation of classroom teaching
5. It is mostly teacher talk oriented
6. It is used to compare the behaviour of teachers at different age levels, gender, subject, etc.
7. It is much useful in team teaching and microteaching.

B. Previous Study

A number of research investigate the verbal interaction using FIACS. The first research is written by Rini Triani Pujiastuti..⁴² The

⁴⁰Evans, *Flanders System of Interaction Analysis and Science Teacher Effectiveness*. (Oregon State University, Oregon, 1970), 76

⁴¹Flanders (1970) *Analysing Teaching Behaviour: Addition Wasley*. National Policy on Edu. (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education, 77

⁴² Rini Triani Pujiastuti, "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)" (English Education Study Program of Indonesia University of Education, 2013), 33

second research is written by Semir Sejtanic and Mile Ilic.⁴³ The third research is written by Martha Septiningtyas.⁴⁴ The fourth research is written by Hafiz, Naseer and Ishtiaq.⁴⁵ The last, research is written by Vicetia.⁴⁶ All of the research above discussed about verbal interaction and used qualitative method. But each other's had different goal and finding.

For the first research, the goals were to described characteristics of verbal interaction and investigated teacher's role and implicated it into student's motivation in primary school. The research used qualitative method, which got the data by observation and interview. Finding of that research are characteristics of verbal interaction in the classroom were teacher talk and student talk. Then, the role of teacher mostly adopted by the teacher as controller.

The second research, the goal was identify main characteristics verbal interaction to determine its relationship of pupil's success in primary and secondary school. The research used qualitative method, which got the data by observation. Finding of that research was teacher's verbal interaction dominants which does not contribute to increase pupil's success.

The third research, the goals were to identify predominant interaction pattern and to discover how interaction happened in kindergarten. The research used qualitative method, which got the data by observation. Finding of that research are students participation pattern is the most dominant and the process of interaction happened in the class is students look active enough to participate in the classroom.

⁴³Semir Sejtanic- Mile Ilic, "Verbal Interaction Between Pupils and Teachers in the Teaching Process". University of Banja Luka, Bosnia and Herzegovina, 2016,15

⁴⁴ Martha Septiningtyas, "A Study of Interaction in Teaching English to Young Learner (TEYL) Classroom Using Flander's Interaction Analysis System" (Yogyakarta:Sanata Dharma University, 2016), 32

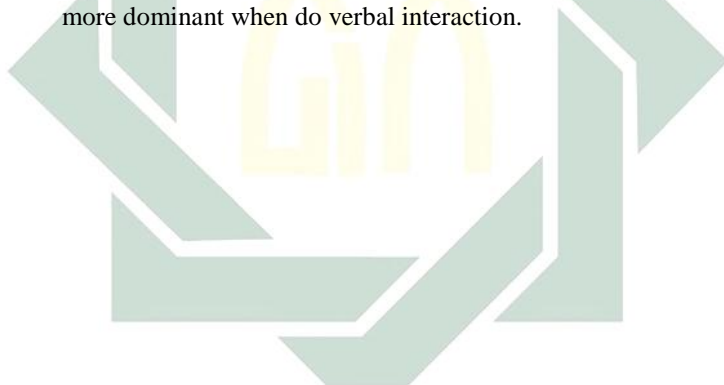
⁴⁵ Hafiz Muhammad Inamullah et all., "Teacher-Student Verbal Interaction Patterns At The Tertiary Level Of Education", Kohat University, Pakistan, 2008, 21

⁴⁶ Vicentia et all, "Teacher-Student Classroom Verbal Interaction in Intensive Course Classes of An English Department Student", Magister Scientiae - ISSN: 0852-078X ,Edisi No. 29 - Maret 2011, 56

The fourth research, the goals are to explore teacher and students verbal interaction pattern at tertiary level education (time to devote talking, teacher's talk and teacher's direct talk). The research used qualitative method, which gets the data by observation. Finding of that research were more than two-third of classroom time was devoted to talking at the tertiary level, more than two-third of the talking time was for teacher's talk and more than two-third of the teacher's talk was direct talk at tertiary level.

The last research, the goals were to found form of classroom verbal interaction at IC class and saw the most classroom verbal interaction commonly used.

Referring back from the previous study above, this research has different research. No one of those studies identify verbal interaction of FIAC that occur in learning process and types of verbal interaction that do by the teacher and students in learning process of secondary school. Most of them just discuss about who is more dominant when do verbal interaction.



CHAPTER III RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers research design and approach, research presence, research setting, data and source of data, data collection technique, research instrument, data analysis technique, checking validity of finding and research stages.

A. Research Design and Approach

The design of this research is used descriptive qualitative method to find out the answer to the research question. Nazir stated that descriptive qualitative method is used when the researcher wants to describe the condition and situation of something specifically.⁴⁷ In this research descriptive qualitative method was describing in detail of situation or condition that happen in the classroom. Moreover, Beverly Hancock, Elizabeth Ocleford and Kate Windrage defined qualitative research is as a way in describing and interpreting and might lead to development of new concept or theory and it leads to have natural setting as the data.⁴⁸ Natural phenomenon which was being the focus in this study is how verbal interaction occur between teacher and students and what types of verbal interaction do the teacher and students use in teaching and learning process. In line with that definition, the researcher would observe and describe the real condition and situation that the researcher faces in analysing verbal interaction and types of verbal interaction do between teacher and students.

B. Research Presence

The research presence in this study is as a nonparticipant observer. According Cresswell, nonparticipant observer is someone

⁴⁷M. Nazir , *Metode Penelitian* (Jakarta: Ghalia Indonesia, 2003), 88

⁴⁸ Beverley Hancock – Elizabeth Ockleford – Kate Windridge, *An Introduction to Qualitative Research*. (The NIHR Research Design Service for the East Midlands, 2009),6

who observe something by visiting a site and recording notes without joining in the activities of the participants.⁴⁹ The researcher observe the activities of verbal interaction teacher and students in the classroom. Then, researcher analysed how verbal interaction occur and types of verbal interaction do in the classroom based on the mixing theories which was explained in chapter two.

C. Research Setting

This study had taken place in SMPN 12 Surabaya. That school was chosen because that school already apply K13 curriculum and is one of favourite school in Surabaya. According Lucianne B.C good school will creates a sense of community that permits personal expression within a framework of social responsibility, such as communication skills, decision making, craftsmanship and group interaction.⁵⁰

D. Data and Source of Data

1. Data

The data that were used in this study were verbal interaction in teaching and learning process. During teaching and learning process teacher and students do verbal interaction. That verbal interaction would observe and teacher were interviewed. Because researcher can only use observe to see the verbal interaction in the classroom. Then, interviewed to make sure if the result of observe was appropriate with the teacher did every day. Next, analysed by theory of Flanders to figure out data about how verbal interaction occur in the classroom. The theory was about 10 classify of verbal interaction. Those were accept feeling, praises or encourages,

⁴⁹ John W.Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, fourth edition (Boston: Pearson Education Inc., 2012), 214

⁵⁰Lucianne B C, "McDonogh 15, becoming a school" (Avon Books, 1981), 75

accept or uses ideas of students, asks question, lecturing, giving direction, criticizing or justifying authority, student talk response, student talk initiation and silence.⁵¹ Moreover, type of verbal interaction would observe and teacher were interviewed based on theory of Dagarin. The theory was about 5 types of verbal interaction. Those were interaction between teacher with whole class, interaction between teacher with a group of students, interaction between student with student, interaction between students with students and interaction between students with teacher.⁵²

2. Sources of data

The source of data was teacher and students verbal interaction in teaching and learning process. The teacher and students interaction were in academic year 2018/2019 in SMPN 12 Surabaya. The sample is defined using purposive sampling. Purposive sampling is the deliberate choice of a participant due to the qualities the participant possesses.⁵³ It means that the sample was chosen because fulfilled the quality to be subject of study.

E. Research Instrument

Gaining the data was also an important step in doing a research, so that a tool which was called instrument is needed. In gaining the data, there were some instrument that were used in this study:

1. Main instrument

⁵¹Flanders (1970) *Analysing Teaching Behaviour: Addition Wasley*. National Policy on Edu. (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education, 77

⁵²Dagarin, *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language* (University of Ljubljana: Faculty of Education, Slovenia, 2004), 67

⁵³Iker Etikan, Sulaiman Abubakar Musa. 2015. Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics* (<http://www.sciencepublishinggroup.com/j/ajtas>.ISSN: 2326- 8999 (Print); ISSN: 2326-9006 (Online). 2, accessed on January 2020

In this research, observation was the main instrument. The researcher observe verbal interaction occur and types of verbal interaction do in the classroom.

2. Instrument Tools

These particular tools were needed for collecting data in this study:

a. Observation guideline

The observation guideline in this research will used to observe how verbal interaction occur and types of verbal interaction do in the classroom. The observation guideline adapted from theory of Flanders about verbal interaction in the classroom. Those were 10 classifies of verbal interaction. Those were accept feeling, praises or encourages, accept or uses ideas of students, asks question, lecturing, giving direction, criticizing or justifying authority, student talk response, student talk initiation and silence.⁵⁴ During the observation, the researcher will used field note to write the information and the verbal interaction occur and types of verbal interaction happened in the classroom. That was to answered first and second research question. Because in this research, researcher need to describing of verbal interaction that happen in the classroom. So, fieldnote was appropriate with this research.

b. Interview guideline

In this study, researcher used interview guideline as secondary instrument to get data about verbal interaction and types of verbal interaction in supporting field note instrument in answering first and second research questions. The question from instrument guideline adapted from theory of Flanders about verbal

⁵⁴Flanders (1970) *Analysing Teaching Behaviour: Addition Wasley* National Policy on Edu. (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education, 78

interaction and theory of Dagarin about types of verbal interaction.

F. Data Collection Technique

For answering first and second research question, this study used observation and interview in collecting data. The data were collected from observation through field note. After that the field note to be analysed that will be explained more in data analysis technique. Interview was also hold to support the data that was already gotten from field note analysis in answering the first and second research question about verbal interaction and types of verbal interaction.

G. Data Analysis Technique

Data analysis technique played an important role in conducting a research, since analysis could help the researcher to get a valuable meaning to solve the problem. According to Cresswell there were 6 steps that can be done for data analysis technique.⁵⁵

1. Step 1, Collecting data

In this step, the data was collected. It involved the field note (verbal interaction occur and types of verbal interaction do by teacher and students) and interview results of (verbal interaction occur and types of verbal interaction do by teacher and students)

2. Step 2, Preparing and organizing data for analysis

Here, the data were arranged into different types depend on the source of information and the purpose of collecting data

3. Step 3, Reading all the data

After data were prepared, the researcher read all the data to gain information as much as possible. While reading the data, the researcher give a note in the data with grouping which the

⁵⁵John W. Cresswell, *Research Design: Qualitative , Quantitative and Mixmethod Approach*. (London : Sage publication, 2014), 111

data for first research question and which the data for second research question.

4. Step 4, Coding the data

In this step, the researcher started to analyse the data or information. This is also to identify which information that needed to be used in this study or needed to be reduced

5. Step 5, Coding to build description

Here, the researcher identified the data based on the research questions in this study. For the first research question, the researcher analyse verbal interaction occur in the classroom by using theory of Flanders. For the second research question, the researcher analyse types of verbal interaction do in the classroom by using theory of Dagarin.

6. Step 6, describing the finding and interpreting the discussion

The analysed data above were explored and explained in the chapter 4 of this study: finding and discussion. The finding related to the theory mention above. Finally, the last step of analysing data to conclude the whole research.

H. Checking Validity Finding

Before doing the research, checking validity was needed. In qualitative method, there were three validation procedures such as member checking, auditing and triangulation.⁵⁶ This research used triangulation in checking validity of the data finding. Cresswell stated that triangulation is checking the validity of the research with different data sources by examining evidence from the sources.⁵⁷ In this study researcher used different data source which were from interview. The researcher also ask validation from the advisors and lecture who expert about the issues (verbal interaction and types of verbal interaction).

⁵⁶John W. Cresswell, *Educational Research: Planning*, pg 262

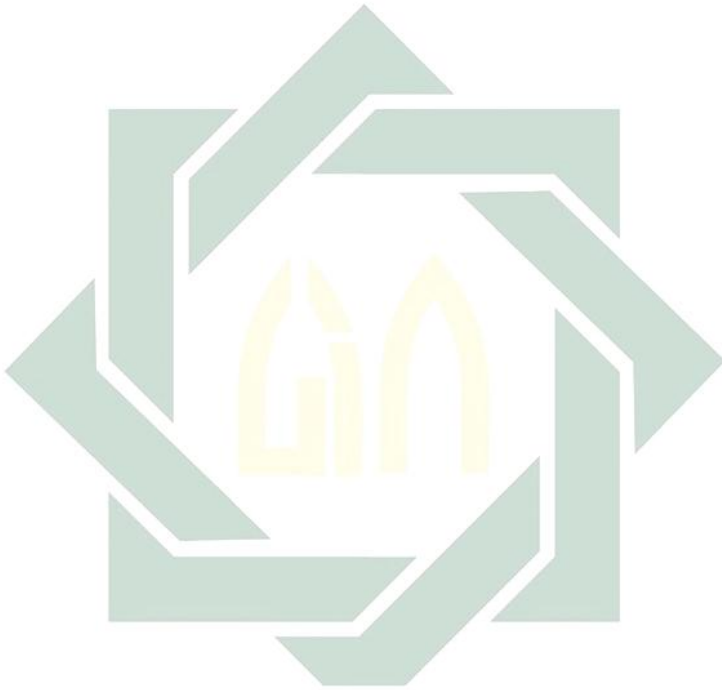
⁵⁷John W. Cresswell, *Research Design: Qualitative* , pg. 191

I. Research Stages

The process of this research will be explained in these following stages:

1. Preliminary research
The researcher did small observation to the verbal interaction in teaching and learning process. In there still have some problems. For example, only the same students that active in the class to do verbal interaction with their teacher. Some of them will active when teacher asks them to answer the questions.
2. Decide the research design
For the first, researcher defined the title of the study, defined the research questions and objective of the study. After that, the researcher defined the scope and limitation of the study. Then, decides the research design by making outline of the research.
3. Conduct the research
 - a. Collecting data
The researcher started to collect the data by observation verbal interaction in the classroom.
 - b. Interviewing the subject
To gain supporting data for the first and second research questions the researcher interviewed the subject. There were 1 subject who had been interviewed. Who had been teaching in the class that already observation by the researcher. The question were about verbal interaction and types of verbal interaction.
 - c. Analysis the data
The data from field note and interview that had been collected were analysed based on the theory expert. To know how verbal interaction occur in the classroom based on Flander's theory. Furthermore, to analyse types of verbal interaction do based on Dagarin's theory.

- d. Concluding the result of the research
After all the data, the results of analysis and the theory were combined the researcher made the conclusion of the research based on the whole study that had been discussed.



CHAPTER IV RESEARCH FINDING AND DISCUSSION

This chapter present research finding and discussion. Researcher describes the result of analysis in the research finding. The data taken from observation and interview conducted by teacher and students 8th grade of SMPN 12 Surabaya especially 8A in English lesson. The researcher did twice observation to get the data. The data is about how verbal interaction occur and types of verbal interaction do between teacher and students in teaching and learning process are shown as research finding. In addition, the data analysed on how verbal interaction occur in teaching and learning process based on Flanders theory and the types of verbal interaction do in teaching and learning process based on Dagarin theory are shown as discussion.

A. Research Finding

According to the data gained from observation and interview, the researcher found how verbal interaction occur in teaching and learning process and the types of verbal interaction do in teaching and learning process. Those are:

1. Verbal interaction in teaching and learning process

To answer the first research question about how verbal interaction occurs during teaching and learning process, the researcher used observation field note (*see appendix 1*) and interview to the teacher (*see appendix 2*). The researcher conducted twice of observation. Based on the data analysis, these are the following explanation of the observation and interview results.

Table 4.1 Teacher's Verbal Interaction

Response	Initiation
1. Accept Feeling 2. Praises or Encourages 3. Accept or Uses Ideas of Students 4. Ask Question	1. Lecturing 2. Giving Direction

As described in table 4.1, there are two different ways of how teacher use verbal interaction, namely response and initiation. Teacher's response happen if teacher do accept feeling of the students, praises or encourages of the students, accept or uses ideas of students and ask question. While, teacher's initiation happen if teacher lecturing and giving direction to the students. The detail information how teacher used response and initiation follows.

a. Teacher's Response

Teacher's response refers to verbal interaction that use by the teacher to response the students during teaching and learning process. The finding of this research shows that there are 4 categories that used by the teacher in applying response, (see table 4.1). Those four categories are occurred during teaching and learning process. The detail information of each categories of response by the teacher is described in the following section.

1) Accept feeling of the students

Accept feeling was happened when teacher knew how the student's feeling and response it. Teacher predicted the feeling of the students through their responses. From the student's response teacher knew their feeling, they were happy or not when begin the lesson. According of the observation, researcher found accept feeling of the students occurred during teaching and learning process. As described on the transcript here, when the teacher greet them like "how are you today?" all the students answered "I'm fine thank you". All of them answered it

with loud voice and look very excited that shown from their intonation. It means they had enthusiasm and happy feeling. That why teacher response the student's answer with said "Wahh, all of you look so happy and have big spirit today." It means teacher accept feeling of students that all of them had happy feeling in that day to begin the lesson. It can be seen from this interaction.

First observation:

Teacher: "How are you today?"

Students: "I'm fine, thank you"

Teacher: "Wahh, all of you look so happy and have big spirit today"

Second observation:

Teacher: Good morning. How are you today?

Students: I'm fine thankyou. And you?

Teacher: Ok. All of you look so happy today. Any one know the other expression to answer how are you?

In addition, the results of teacher's interviewed also support with the verbal interaction that teacher's did during teaching and learning process. In this research, accept feeling happened when teacher greeting the students by asked their condition in that day. After knew the student's condition or student's feeling, teacher response it. According the interviewed, researcher found accept feeling of the students did by the teacher. Teacher always did accept feeling of the students before began the lesson by greeting. As described on the statement here, when the researcher asked the teacher like "is the teacher always do greeting?" and "are the students always response teacher's greeting with loud voice and happy feeling?" The teacher answered, she always did greeting before began the lesson because she wanted knew student's feeling in that day. Moreover, students always look very excited. It shown from their intonation when answered her greeting. It means, teacher did accept feeling of the students during teaching and learning

process. All of them always answered her greeting with loud voice, look very enthusiast from their intonation. It can be seen from the teacher's statement.

“ I always do greeting to know the student's feeling before we begin the lesson. I usually do greeting by saying (“Assalammualaikum, Good morning everyone, How are you today?”) , after I say that students will response it. All of them response my greeting with loud voice and very compact. Then, I will response the student's feeling by saying (“wahh, all of you look so happy today”).”

2) Praises or encourages

Praises or encourages happened when teacher praises students action or behaviour. That happened when students answered correctly the question that asked by the teacher, then teacher gave response with positive reinforcement like compliment or encourage by saying word, like “Good”, “Very good”, “Carry on”, etc. From the observation, researcher found praises or encourages by the teacher occurred during teaching and learning process. As described on the transcript here, teacher gave question to the students, students answered it. Then, teacher gave them praise by said, “Good, that's true”. The word “Good” in here occurred after the teacher knew that students able to answer the question correctly. So, the teacher gave praise through what the students did. Moreover, she encouraged them by said “Good” to make the students always interest and participate to answer the question correctly. It can be seen from this interaction.

First Observation

Teacher: “For part A number 1. What do you think the answer?”

Students: “Made mam”

Teacher: “Good. That's true. Number 2?”

Students: “Bought”

Teacher: “Ok good. Next”

Second Observation

Teacher : "Teacher point one student."

Students : "Great, awesome!"

Teacher : "Good. We can use great, awesome and etc."

In addition, the results of teacher's interviewed also support with the verbal interaction that teacher's did during teaching and learning process. In this research, praises or encourages happened when teacher compliment or encourage students by said "Good", "Very good", etc. According the interviewed, researcher found that teacher used praises or encourages during teaching and learning process. Teacher always say good if students answered the question correctly. As described on statement here, when researcher asked "are you always do praises or encourages to the students?" and "What are you saying to praises and encourage the students?" The teacher answered, she always did praises or encourages when the students able to answered the question correctly. Usually, she said "good", "ok, good", "that's true". She did it to appreciate the effort of the students to answer the question correctly and make them happy. Moreover, to encourage them had interest to participate during the lesson. It can be seen from the teacher's statement.

"I always do praises or encourages when my students can answer my question correctly. Usually, I will saying "Good", "Very good", "Good job", etc. I do that because students very happy when we as the teacher appreciate their effort to answer question by give praises."

3) Accept or uses ideas of students

Accept or uses ideas of students happened when students suggested or developed ideas, then teacher response it by repeated the student's ideas but use teacher's own word. From the observation, researcher found accept or uses ideas of students by the teacher

occurred during teaching and learning process. As described on the transcript here, when teacher asked the student's opinion, students gave their opinion. In this case, the student's opinion was correct. So, teacher accepted student's opinion by said, "Ok, I understand what you mean." Then, teacher repeated the student's opinion to deliver to whole of the class but with her own word. It can be seen from this interaction.

First Observation

Teacher: "You still remember what is recount text?"

Students: "Retelling"

Teacher: "Ok, I understand what your mean. The answer is right. Recount text is a text which tells about something that happened in the past or we can say it with retelling."

Second Observation

Teacher : "But now , we will learn new material about notice. What do you know about notice"

Students : "caution"

Teacher : "Yes. It can be caution or notice. (teacher give some example , picture of caution). Have you ever seen this caution?"

In addition, the results of the teacher's interviewed also support with the verbal interaction that the teacher's used during the teaching and learning process. In this research, accepted and used student's idea happened when teacher asked them to deliver their opinion or idea. If their opinion or idea was correct, teacher accepted it and repeated to deliver to whole of the class. According the interviewed, researcher found teachers accepted or used ideas of students. When researcher asked the teacher "are you always accept or uses student's idea?" The teacher answered, when she asked some ideas or opinion and then the idea was correct, she did responses to students through accepted and repeated their opinion by

gave more explanation by the teacher's own word. Then, she delivered it to the whole of the class. It can be seen from the teacher's statement.

"I will accept students ideas if that is correct and will repeat it with my own word, then say it to the whole of the class."

4) Ask Question

Ask question happened when teacher ask some question to the students about the material to make sure the students understand the material. Then, students should answered it although sometimes students did not give answer teacher's question. From the observation, researcher found ask question by the teacher occurred during teaching and learning process. As described on the transcript here, teacher asked question to the students. Firstly, they can answered correctly. It means all of the students had understand. But in the next question when teacher asked them, all of the students was silence. They cannot answered the question. It means the student's still did not understand. So, teacher should gave them more explanation and asked them again to know their understanding. It can be seen from this interaction.

First observation

Teacher: "What tenses that we used in recount text?"

Students: "Past Tense"

Teacher: "Yes. You still remember form of past tense?"

Students: (Silence)

Second observation

Teacher : "What is that ?"

Students : "The floor is wet"

Teacher: "Thats good. This caution is remain us if the floor is wet. So, we have to be carefull

if we walk on the floor. Next, where you usually seen this caution?"

Students : "Yes. In the mall"

In addition, the results of teacher's interviewed also support with the verbal interaction that teacher's used during teaching and learning process. In this research, teacher asked question to the students to make sure if all of them understand about the material or not. Moreover, teacher wanted the students active to participate through answered the teacher question. According interviewed the teacher, researcher found, teacher did ask question during teaching and learning process. As described on the statement, when researcher asked the teacher, "are you always asked question to the students?", "why you asked question to them?" The teacher answered she always asked some questions about the material. Teacher thought with asked some question made students more active in the class by answered that question. Moreover, teacher can knew the student's understanding if her asked question. It can be seen from the teacher's statement.

"I always ask question about the material to the students to make sure students understand with the material. Then, with ask question it will make the teacher know the students active or not to answer question during teaching and learning process."

b. Teacher's Initiation

Teacher's initiation refers to verbal interaction that used by the teacher during teaching and learning process. The finding of this research shows that there are just 2 categories that used by the teacher in applying initiation, (*see table 4.1*). Those two categories are occurred during teaching and learning process. The detail information of each categories of initiation by the teacher is described in the following section.

1) Lecturing

Lecturing happened when teacher gave explanation about the material to the students. Teacher directly did lecturing without asked understanding of the students. From the observation, researcher found lecturing by the teacher occurred during teaching and learning process. As described on the transcript, the teacher had initiation deliver the material through explain it to the whole of the class. She delivered it without asked by the students. She did it directly. It can be seen from this interaction.

First observation

Teacher: "Now for the fact again. In negative sentence (-) we should add what?"

Students: "Not"

Teacher: "Very good. In negative sentence (-) is Subject+tobe+Complement. For interrogative sentence (?) we use Tobe (was/were) +Subject+Object+? Is that clear?"

Second observation

Teacher : "But now , we will learn new material about notice. What do you know about notice?"

Students : "caution"

Teacher : "Yes. It can be caution or notice. (teacher give some example , picture of caution). Have you ever seen this caution?"

In addition, the results of teacher's interviewed also support with the verbal interaction that teacher's used during teaching and learning process. In this research, lecturing happened when teacher deliver the material without asked by the students. She directly explained the material to the whole of the class. According interviewed, the researcher found, teacher did lecturing during teaching and learning process. As described on the

statement here, When researcher asked the teacher, “are you always explain the material or not?” and “how the way you explain the material?” Then, teacher answered, she always explained the material to make the students understand. Moreover, she usually asked some question during explanation. So, students can active to participate by answered that questions. It can be seen from the teacher’s statement.

“ I usually explain the material to make students understand the material. Then, the way teacher explain material by invite students to participate when I explain. Such as, give them question.”

2) Giving Direction

Giving direction happened when teacher gave direction to the students for do exercise or do some activities during teaching and learning process. From the observation, researcher found giving direction by the teacher occurred during teaching and learning process. As described on the transcript, teacher directly gave instruction to whole of the class when she wanted the students did something. Teacher gave instruction without request by the students. She always gave instruction clearly. So, the students understand her instruction. It can be seen from this interaction.

First observation

Teacher: “Let’s we practice it. Give one example of past tense. You can raise your hand and say the sentence. You can try.”

Second observation

Teacher : “Thats good. Ok now, I will give you exercise. The exercise is about matching. So, please matching the word with picture. After finish we will discuss it together.”

In addition, the results of teacher's interviewed also support with the verbal interaction that teacher's used during teaching and learning process. In this research, teacher had initiate to give instruction. According the interviewed, researcher found teacher used giving direction during teaching and learning process. As described on the statement here, when researcher asked to the teacher, "are you always giving direction?" and "how if your direction is not clear?" Then teacher answered, she always gave direction when students should did exercise or should asked some question. She always gave direction clearly and repeated the direction when students still did not understand. It can be seen from the teacher's statement.

"I usually giving direction when students should do the exercise or when I explain material and give chance students to active with raise their hand first to ask question or answer question. I always give direction clearly, if students still do not understand I will repeat my direction until they understand."

Table 4.2 Student's Verbal Interaction

Response	Initiation	Silence
1. Students response	1.Students initiation	1.Silence

c. Student's Response

Student's response refers to verbal interaction that used by the students during teaching and learning process. The finding of this research shown that there was one category that used by the students in applying response, (*see table 4.2*). Those category is occurred during teaching and

learning process. The detail information of category of response by the students is described in the following section.

1) Students Response

Students response happened when students response teacher question by answering question. From the observation, researcher found student's response by the students occurred during teaching and learning process. As described on the transcript here, students response the teacher question. Students able to answer the teacher's question. Although, the answered was correct or not. But students still response the teacher questions. It can be seen from this interaction.

First observation

Teacher: "Ok. In simple past I will divide into 2 part. Those are fact and activity. Let me give the example. This about activity. I go to school yesterday. When, we change to past form become what?"

Students: "I went to school yesterday"

Second observation

Teacher : "What is that ?"

Students : "The floor is wet"

Teacher: "Thats good. This caution is remain us if the floor is wet. So, we have to be carefull if we walk on the floor. Next, where you usually seen this caution?"

Students : "Yes. In the mall"

In addition, the results of teacher's interviewed also support with the verbal interaction that student's used during teaching and learning process. In this research, students response happened when teacher asked question then students response it by answered the question. According interviewed, researcher found students used student's response during teaching and learning process. As described on the statement here, when researcher asked the teacher, "are the students always response

teacher's question?" then, teacher answered she usually asked some question and students answered it. But, only some students that always response the teacher's question. Teacher felt if students still shy and afraid when wrong to answered the question. It can be seen from the teacher's statement.

"I usually ask some questions, then some students will response my question by answering that question. But only the same students that always active by response my question. I don't know why. Some of them looks shy and afraid when wrong to answered the question."

d. Student's Initiation

1) Student Initiation

Student's initiation happened when students expressing their own ideas, initiate to ask question or initiate to give opinion. From the observation, researcher found student's initiation by the students occurred during teaching and learning process. As described on the transcript, students had initiation to ask question when they feel did not understand something. There was not stimulation from the teacher to make the students asked question or deliver their opinion. They did it directly. It can be seen from this interaction.

First observation

Teacher : Please, anyone give example of past tense.

Student: "One word or one sentence mam?"

Teacher: "One sentence"

Student: "Ok mam, I will try. I played game last night"

Second observation

In the second observation researcher did not find student do initiate during learning process.

In addition, the results of teacher's interviewed also support with the verbal interaction that student's used during teaching and learning process. In this research, student's initiation happened when students initiate to ask the teacher or deliver their own opinion. According the interviewed, researcher found students used students initiation during teaching and learning process. As described on statement here, when researcher asked the teacher, "are you always stimulation or not to make student's initiation?" Then teacher answered, she did not give students stimulate to make them had initiation and active in the class by asking some question or gave some ideas. But, teacher felt that only happened in small part of the students. Sometimes, she should gave stimulation to make the students had initiation. It can be seen from the teacher's statement.

"I did not give stimulate the students to make them initiate and active in the class. But, it happens only in small part of the students. So, sometimes I give stimulate. I hope if I give stimulate they will have initiate to ask question or expressing their idea. But in real condition, just some students that active to ask question or expressing ideas and the students always same."

e. Silence

1) Silence

Silence happened when students did not answer or say anything when teacher ask question or asked to give opinion. From the observation, researcher found silence by the students occurred during teaching and learning process. As described on the transcript here, when teacher asked question to the students there are not students can answered it. They only silence without said anything. It can be seen from this interaction.

First observation

Teacher: "Do you still remember form of past tense?"

Students: (Silence)

Second observation

Teacher : "Ok. All of you look so happy. Any one know the other expression to answer how are you?"

Students : "Silence"

In addition, the results of teacher's interviewed also support with the verbal interaction that student's used during teaching and learning process. In this research, silence happened when students did not answered anything when teacher asked question. According interviewed, researcher found students used silence during teaching and learning process. As described on statement here, when researcher asked the teacher "are the students ever silence when teacher asked question? Why?" Then teacher answered, sometimes when she gave some questions but students just silence. No one response the teacher's question. She thought that happen because the students really did not know the answer and they did not have idea to answer the question. Moreover, sometimes students did not answered because they afraid if their answered was wrong. It can be seen from the teacher's statement.

"Sometimes students will silence, did not answer question by the teacher or expressing idea. I think that happen because the students afraid their answer is wrong or they really did not have ideas to answer the question by the teacher."

2.Types of Verbal Interaction

To answer the second research question about types of verbal interaction do during teaching and learning process, the researcher used observation field note (*see appendix 1*) and interview to the teacher (*see appendix 2*). The researcher conducted twice of observation. Based on the data analysis, these are the following explanation of the observation and interview results.

Table 4.3 Types of Verbal Interaction

Types of Verbal Interaction
1.Verbal Interaction between teacher and whole of the class
2.Verbal interaction between student and teacher

a. Verbal Interaction between Teacher and Whole of the Class

Verbal interaction between teacher and whole of the class refers to types of verbal interaction that used by the teacher and students during teaching and learning process. The finding of this research shows that there are two types that used by the teacher and students (*see table 4.3*). Those types are did during teaching and learning process. The detail information of type's verbal interaction by the teacher and students is described in the following section.

Verbal interaction between teacher and whole of the class happened when teacher do greeting, explain the material,

giving direction or ask some question. From the observation, researcher found verbal interaction between teacher and whole of the class did by the teacher and students during teaching and learning process. As described on the transcript here, there are verbal interaction between teacher and all of students or whole of the class through greeting. When teacher greet whole of the class, all of them answered it together. It can be seen from this interaction

First observation:

Teacher: "How are you today?"

Students: "I'm fine, thank you"

Teacher : "Wahh, all of you look so happy and have big spirit today"

Second observation:

Teacher : Good morning. How are you today?

Students : I'm fine thankyou. And you?

Teacher : Ok. All of you look so happy today. Any one know the other expression to answer how are you?

In addition, the results of teacher's interviewed also support with the types verbal interaction that teacher and students do during teaching and learning process. According interviewed the teacher, researcher found teacher and all of the students in the class did verbal interaction during teaching and learning process. As described on the statement here, when researcher asked teacher, "are you always did verbal interaction to all of the students?" and "how the way you did it?" Then teacher answered, she always did verbal interaction to the whole of the class through explanation, greeting or asked some question. It means teacher did interaction with whole of the class when explain the material, greeting or asked some question. It can be seen from the teacher's statement.

"I usually do interaction with whole of the class to deliver the material by explanation. Then, I also do greeting to whole of the class or giving direction when ask all of students to do exercises. Besides that, I also do the other

interaction based on the material that we will learn. Such as discuss, presentation and call students one by one to active in the class.”

b. Verbal Interaction between Student and Teacher

Verbal interaction between student and teacher refers to types of verbal interaction that used by the teacher and students during teaching and learning process. The finding of this research shows that there are two types that used by the teacher and students (*see table 4.3*). Those types are did during teaching and learning process. The detail information of types verbal interaction by the teacher and students is described in the following section.

Verbal interaction between student and teacher happened when student initiate to ask question, give opinion or expressing ideas to the teacher. From the observation, researcher found verbal interaction between student and teacher did by the teacher and students during teaching and learning process. As described on the transcript, there was verbal interaction between student and teacher. This verbal interaction just happen between two people that was student and teacher. Usually, it happen when student asked question to the teacher. It can be seen from this interaction

First observation

Teacher : Please, anyone give example of past tense.

Student: “One word or one sentence mam?”

Teacher: “One sentence”

Student: “Ok mam, I will try. I played game last night”

Second observation

In the second observation researcher did not find it..

In addition, the results of teacher’s interviewed also support with the types verbal interaction that student and teacher do during teaching and learning process. In this research, verbal interaction between student and teacher happen when there was interaction only two people between student and teacher.

According to the interviewed, researcher found student and teacher did verbal interaction during teaching and learning process. As described on statement here, when researcher asked teacher, “are verbal interaction between student and teacher happen? When that was happen?” Then teacher answered, there was verbal interaction between student and teacher that only happen between two people. It happened when teacher got question by the student. Student asked question to the teacher and teacher answered it. That happened because student still did not understand with the explanation or the direction from the teacher. Students initiate to asked question to the teacher. It means verbal interaction happened between student and teacher. It can be seen from the teacher’s statement.

“Sometimes student ask question to the teacher. That is happen when student still did not understand with the direction or want to give opinion about material.”

B. Discussion

To have the same interpretation between the reader and the researcher toward the finding, this session discuss those finding by reflecting on some theories related to these following research question. The theories are already stated in chapter 2 of this study. The research question are (1) how does verbal interaction occur between teacher and student in teaching and learning process? And (2) what types of verbal interaction do teacher and students use in teaching and learning process?

1. Verbal interaction in teaching and learning process

Based on the result of the finding there are five aspects of verbal interaction that occurred during learning process. That are teacher’s response, teacher’s initiation, student’s response, student’s initiation and silence. Each of the aspects have different categories. For the first, teacher’s response. In this aspects, there are four categories that occurred in this study. That are accept feeling of the students, praises or encourages, accept and uses ideas of the students, ask question. As discuss in finding

section, that four categories that occurred in teacher's response confirmed the theory.

Accept feeling of the students means teacher's prediction the feeling of the students through their responses.⁵⁸ From the student's response teacher knew their feeling, they were happy or not when begin the lesson. Praises or encourages happened when teacher praises students action or behaviour. ⁵⁹Students feel happy when teacher gave them praises or encourages. Accept or uses ideas of students happened when students suggested or developed ideas, then teacher response it by repeated the student's ideas but use teacher's own word.⁶⁰ This interaction make students more active during learning process through give opinion. Students feel teacher gave them spirit to active in class because teacher used their idea to explain material in learning process. Ask question happened when teacher ask some questions to the students about the material to make sure the students understand the material.⁶¹All of categories above really occur during learning process. That categories occur above was very important to do by the teacher to make students more comfortable and active during learning process.

For the second, teacher's initiation. In this aspects, there are two categories that occurred in this study. That are lecturing and giving direction. As discuss in finding section, that two categories that occurred in teacher's initiation confirmed the theory. Lecturing did by the teacher. Teacher directly did lecturing without asked understanding of the students. That did by teacher's initiate. Then, giving direction happened when teacher gave direction to the students for do exercise or do some activities during teaching and learning process.⁶² That did by teacher's initiate to make learning process well. All of categories above really occur during learning process.

⁵⁸ Flanders (1970). *Analysing Teaching Behaviour: Addition Wasley*. National Policy on Edu. (1986). Programme of Action New Delhi : Govt. of India Ministry of HRD, Dept. of Education,77

⁵⁹Ibid

⁶⁰Ibid

⁶¹Ibid

⁶²Ibid

For the third, student's response. In this aspects, there is one category that occurred in this study. That is student's response. As discuss in finding section, that category that occurred in student's response confirmed the theory. In this research, students response happened when students response teacher question by answering question.⁶³ This category really occur during learning process.

For the fourth, student's initiation. In this aspects, there is one category that occurred in this study. That is student's initiation. As discuss in finding section, that category that occurred in student's initiation confirmed the theory. Student's initiation happened when students expressing their own ideas, initiate to ask question or initiate to give opinion.⁶⁴ This category really occur during learning process.

The last, Silence. In this aspects, there is one category that occurred in this study. That is student's initiation. As discuss in finding section, that category that occurred in student's initiation confirmed the theory. Silence happened when students did not answer or say anything when teacher ask question or asked to give opinion.⁶⁵ This category really occur during learning process.

2. Types of Verbal Interaction

Based on the result of the finding there are two types of verbal interaction that did by teacher and students during learning process. Verbal interaction between teacher and whole of the class and Verbal interaction between student and teacher. As discuss in finding section, that two types that did by teacher and students confirmed the theory

Verbal interaction between teacher and whole of the class refers to types of verbal interaction that used by the teacher and students during teaching and learning process.⁶⁶ In this

⁶³Ibid

⁶⁴Ibid

⁶⁵Ibid

⁶⁶Dagarin, *Classroom Interaction and Communication Strategies in Learning English as a Foreign Language* (University of Ljubljana: Faculty of Education, Slovenia, 2004), 67

research, Verbal interaction between teacher and whole of the class happened when teacher do greeting, explain the material, giving direction or ask some questions. When the teacher do greeting, she asked all of the students and the students answered it. Next, when teacher explain the material and she asked question such as check the students understanding. Surely, all of students answered the teacher's question. It means verbal interaction between teacher and whole class happen. Then, Verbal interaction between student and teacher refers to types of verbal interaction that used by the teacher and students during teaching and learning process.⁶⁷In this research, Verbal interaction between student and teacher happened when student initiate to ask question, give opinion or expressing ideas to the teacher.

⁶⁷Ibid

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research regarding with the analysis of verbal interaction, types of verbal interaction and the suggestion of the researcher are presented as follows:

A. Conclusion

Based on the data in research finding which were presented in the previous chapter, there are several point can be concluded in the following description :

In the first research question about how verbal interaction of FIAC occur between teacher and student in teaching and learning process, from 10 categories verbal interaction of FIAC which distributed into 5 aspects only 9 categories verbal interaction that occur during teaching and learning process. That are 6 categories on teacher's response and initiation and 3 categories on student's response, initiation and silence. It means almost all categories verbal interaction of FIAC occur , only one of verbal interaction that did not occur during teaching and learning process. That is criticizing or justifying authority. Moreover, 9 other categories of verbal interaction are occur but have different frequency occur during teaching and learning process. For the first aspect is teacher response , the categories verbal interaction of FIAC that mostly occur are praises or encourages and ask question. Praises or encourages occurs 16 times in twice of observation, ask question also occurs 16 times in twice observation.

The second aspect is teacher initiation, the most categories verbal interaction of FIAC that occurs is giving direction. Giving direction occurs 7 times in twice of observation. It means teacher always want giving direction clearly and make students can follow the lesson well. So, it makes students always participate during teaching and learning process. Although, in this aspect there is one categories that did not occur, that is criticizing or justifying authority. That categories did not occur because the students not do something bad behavior which make teacher rebuke them by criticizing or justifying authority.

The third aspect is student response. The fourth aspect is student initiation and the last aspect is silence. Researcher combine that 3 aspects of students into one to make comparison. The most categories verbal interaction of FIAC that occurs is student response. Students response occurs 15 times in twice observation. It means students can active when teacher asks some questions and students will answer it well.

So, from explained above concluded teacher is still more dominant during verbal interaction. Teacher always give stimulate to the students first by asking question and always give praise or encourages to make students active during teaching and learning process. Then, students response the teacher's stimulation. It means initiate of students to active and participate still minim. Students only active to response the teacher.

For the second research question about types of verbal interaction do between teacher and students in teaching and learning process, from 5 types of verbal interaction the teacher only do 2 types of verbal interaction during twice of observation. That are verbal interaction between teacher and whole of the class and verbal interaction between student and teacher. It means teacher always build interaction to the students, encourages and stimulate them to active during teaching and learning process. So, students can active by answering teacher's question or asking some question that did not clear about the lesson or direction to the teacher.

B. Suggestion

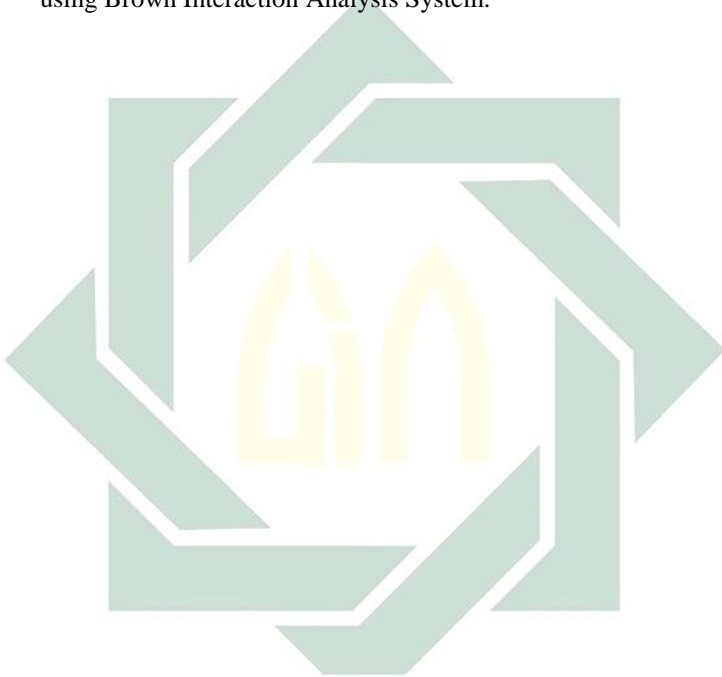
Based on the conclusion of the study, several suggestion are given to the teacher, students and the future researcher who desire to do the same research.

For the teacher, it will better if the teacher make students more initiate first during teaching and learning process. If that did not work, teacher can stimulate them to active in different way. It can be give them motivation to make students interest to participate during teaching and learning process.

For the students, it will better if the students active without stimulation from the teacher. So, it means the students have a big

interest with the lesson, because students will active by asks some question to answer their curiosity about the lesson.

For the further researcher, this research still have limitation. It will be very interesting if the further researcher can analysed verbal interaction using different point of view and explore it more detail. Moreover, the further researcher may try to analyse verbal interaction using Brown Interaction Analysis System.



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