VERBAL INTERACTION IN THE CLASSROOM BETWEEN TEACHER AND STUDENTS OF SMA MUHAMMADIYAH 1 PALEMBANG

A THESIS

by

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SRIWIJAYA UNIVERSITY

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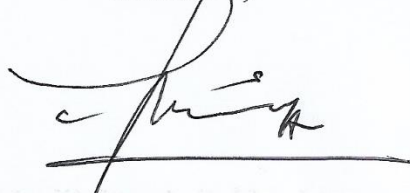English Education Study Program

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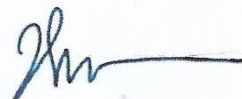SRIWIJAYA UNIVERSITY

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DECLARATION

I, the undersigned,

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Certify that thesis entitled "Verbal Interaction in the Classroom between Teacher and Students of SMA Muhammadiyah 1 Palembang" is my own work and I did not do any plagiarism or in appropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to face the court if I am found to have plagiarized this work.

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DEDICATION

This thesis is dedicated to:

- ➢ The Almighty God of Allah SWT and Prophet Muhammad SAW
- ➢ My beloved parents and my brother for always give me support, help, and motivation. Thank you for your endless love.
- ➢ My beloved best friends, Ferend Dias Zetira, Oktalyana Syafitri, Louay Ma'mun Assabiq, Putri Kusuma Rinjani, Aggi Suzatri, and Siti Annisa. Thank you for all your help and supports I hope our friendship will always maintained.
- ➢ My beloved partner, Attarsyah Alghifari. Thank you for accompanying me and always support me.
- ➢ All my friends of English education study program 2016.

Motto:

"Work hard in silence, let your success be your noise" (Frank Ocean)

"You'll never change your life until you change something you do daily. The secret of your success is found in your daily routine" (John C. Maxwell)

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Palembang,

The Writer,

Adelin Dwi Ramadhini

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VERBAL INTERACTION IN THE CLASSROOM BETWEEN TEACHER AND STUDENTS OF SMA MUHAMMADIYAH 1 PALEMBANG

ABSTRACT

Verbal interaction is spoken interaction that uses words and language features to create meaningful sentences that can be accomplished directly or indirectly. This study aimed to find out the categories of verbal interaction that teacher and students mostly use in English lesson based on Flanders Interaction Analysis Categories (FIAC). The respondents of this study were 26 students in X MIPA Olympiad class of SMA Muhammadiyah 1 Palembang and one of English teacher of SMA Muhammadiyah 1 Palembang. The instruments of the research were two questionnaires. The result of teacher-talk shows that the dominant verbal interaction categories are Accepting Feeling category, Accepting and Using Ideas category as indirect influence (response), and Criticizing and Justifying category as direct influence (initiation). The result of pupil-talk displayed into percentage shows that the dominant verbal interaction category is Student's Response category, in which 61,5% of the students answered the category. It can be concluded that the teacher does verbal interaction more and the students less initiation to have verbal interaction with the teacher in English lesson.
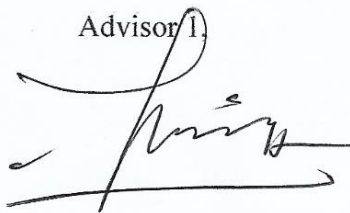
Keywords: Verbal Interaction, Teacher Talk, Students Talk, Flanders Categories

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CHAPTER I

INTRODUCTION

1.1 Background of Study

As an international language, English is being used and essential in many areas (Lauder, 2008). There are, in economics and business, international relations to cooperation between diplomats, media to gather international information, education, communication, and travel. It means learning and mastering English is necessary and beneficial for human life. Although English is not widely used in society, learning English as a foreign language in Indonesia is very important in this globalization era to improve the quality of human resources and the country because of the use of English in many fields. Nishanthi (2018) states that to expand knowledge and come up with the modern international world's life, people need to learn English.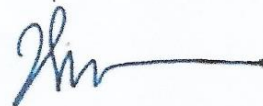 Therefore, English lessons become one of the compulsory subjects in Indonesia's formal schools based on the 2013 curriculum that aims to make students competitive internationally in education and society (Mappisasse & Sihes, 2014).

The important role of English has implications for the increasingly high demands on the quality of English language teaching to produce competent human resources, capable of increasing the cooperation and competitiveness of nations in the global (Mayuni, 2007, p. 1). Therefore, English teachers in Indonesia must be qualified and able to provide effective English language learning relates to the 2013 curriculum.

As stated in the attachment IV of the Regulation of the Minister of Education and Culture of Republic Indonesia number 81A 2013, learning activities

in the 2013 curriculum need to apply the principles: (1) Learner-centered, (2) Develop student creativity, (3) Create fun and challenging conditions, (4) Value, ethics, aesthetics, logic, and kinesthetics, and (5) Provide diverse learning experiences through the application of various learning strategies and methods that are fun, contextual, effective, efficient, and meaningful. That means teachers are demanded to be creative, and students are demanded to be more active in teaching and learning process. However, the implementation of the 2013 curriculum system in English lesson could be difficult and challenging because teaching English as a foreign language is different from teaching English as the first language. According to Joukoulian (2016), teachers, educators, and linguists are sustained to find the new methods and approaches to result in more effective teaching because teaching a second or a foreign language is different from teaching the first or native language. Moreover, many Indonesian people are not familiar with English because English is rarely used to communicate daily, and it is not the mother tongue of Indonesian people. Munif (2015) emphasizes that learning activities are still dominant using the lecture method due to students' lack of participation in learning activities. This condition would make students less-active to participate in the classroom's learning activities and make the learning process ineffective.

The key to quality teaching is the quality of teachers (Mayuni, 2007, p. 1). According to Anisa et al. (2019) in Indonesia, four teacher competencies are pedagogical, professional, social, and personality to have effective education. One of the characteristics of qualified teachers is the teachers who can create a positive environment and good relationship with the students in the classroom. To initiate effective learning, the teacher is not only delivering the materials but also conducting interaction in the teaching and learning process because interactive learning is one of the factors that relate to the result of the students' learning outcomes (Muijs & Reynolds, 2008, p. 66). The Government Regulation of the Republic of Indonesia (2013) also states that learning is the process of interaction between students and between students and educators and learning resources in a learning environment. Therefore, the interaction between teachers and students in the classroom is significant to create effective teaching and learning activity.

Explaining the materials, asking questions, and doing the discussion are examples of verbal interaction between teacher and students in the classroom. Without interaction, the teaching and learning process cannot occur and successful. According to Mardiyana (2018), language teaching and learning can be an exciting and refreshing activity for teachers and students if the atmosphere of excitement and trust can be created from positive relations. The positive interaction between teachers and students can make their relationship closer and influence each other in learning. Teachers will understand the students' abilities that can make teachers use the right method in teaching. The students will feel comfortable and active to participate in learning activities without any pressure. Moreover, the interaction between teachers and students with the target language in English classrooms can expectedly increase the students' language ability.

There are two types of interaction that involve in teaching and learning activity in the classroom, verbal interaction, and non-verbal interaction. Steele (2010) emphasize that non-verbal and verbal communication of teachers with students can affect the students' academic achievement in school. Verbal interaction is oral and written interaction using language features. It can be direct or indirect between teachers and students. For example, when students ask some questions and the teacher answers it. At the same time, non-verbal interaction is the expression, gesture, body language, and eye contact that makes by teachers or students, which contains meaning without using any language features and words (Willson, 1999 (cited in Murtiningrum, 2009). For example, the students nodded when they understood the teachers' explanation or the teacher gives thumbs up to appreciate the students' work. For the purpose of teaching language, teachers focus more in constructing verbal interaction or communicative interaction in the classroom, especially in English lessons (Murtiningrum, 2009). In English language learning, teacher and students should do verbal interaction actively in the classroom to increase the students' English language skills. Language classrooms should become a place for all students to practice communicative skills in real interactive situations inside and outside because the classroom is a place for teachers and students to do communication (Fitri & Syafitri 2017). Törnqvist (2008) emphasizes that as a

foreign language teacher, it is important to speak actively using the target language in the English classroom with the students. It helps the students to practice freely with the target language during the lesson.

From the explanation above, verbal interaction is very important to create an effective teaching and learning process that relates to the 2013 curriculum, which expects the students to communicate and participate actively in learning. However, creating communicative learning in English classrooms is very challenging. From the writer's experience when doing the "*Pengembangan dan Penerapan Perangkat Pembelajaran (P4)*" it is a subject that must be taken by FKIP students of Sriwijaya University. It is a training program that applies a variety of students' knowledge, attitudes, and skills that has the purpose of forming a teacher's professionalism. This program is designed to prepare the FKIP students as the prospective teacher to be able to master the teaching skills in school. The writer did it in 2019 at SMP Negeri 10 Palembang. The writer found that one of the English teachers was very active while teaching and explaining the students, whereas the students did not participate actively in the classroom. Sometimes the students did not respond to the teacher and did not understand the materials when it was asked. This problem is supported by the previous study by Indriyani (2018) about An Analysis of Verbal Interaction in the Classroom at the Eleventh Grade of MAN 1 Central Lampung. The result showed that the teacher talk (56.58%), the student talk (37.72%), and the silence (5.66%). It can be concluded that the teacher is more dominant and active in talking in the English classroom rather than the students.

The difficulty of having an interactive classroom in English lessons is also found at SMA Muhammadiyah 1 Palembang. Based on the writer's experience when conducted the small research in 2018 to fulfil the assignment from "Teaching and Learning Strategies" subject. The writer observed the teacher's strategies in teaching English and the classroom situation. The writer found that the teacher was very active when giving the explanation and tried to ask the students to participate in the learning process. But the students rarely gave responses, did not pay attention, and made some noises during the lesson in the classroom. Only the students sitting

in front of the class pay attention to the teacher. The circumstances that found from these two different schools can make teaching and learning process in the English classroom ineffective and unable to achieve the learning goals in accordance with the regulation in 2013 curriculum.

Based on the reasons above, the writer decided to conduct the research entitled "Verbal Interaction in the Classroom between Teacher and Students of SMA Muhammadiyah 1 Palembang" The writer was focus on analysing the mostly use category of verbal interaction based on Flanders' Interaction Analysis Categories (FIAC) that occur between teacher and students during English lesson in the classroom.

1.2 The Problems of Study

a. What category of teacher talk does the teacher of SMA Muhammadiyah 1 Palembang mostly use during English class according to Flanders' Interaction Analysis Categories (FIAC)?
b. What category of pupil talk do the students of SMA Muhammadiyah 1 Palembang mostly use during English class according to Flanders' Interaction Analysis Categories (FIAC)?

1.3 The Objectives of the Study

a. To find out the category of verbal interaction that teacher of SMA Muhammadiyah 1 Palembang mostly use during English class according to Flanders' Interaction Analysis Categories System (FIACS).
b. To find out the category of verbal interaction that students of SMA Muhammadiyah 1 Palembang mostly use during English lesson according to Flanders' Interaction Analysis Category System (FIACS).

1.4 Significance of The Study

The writer hopes that this study provided benefits for the English teachers to know the importance of verbal interaction in the language classroom to increase the students' language ability and to create effective learning. The uses for students are to know the importance of verbal interaction with the English teacher to facilitate the students while learning English in the classroom and enlarge their knowledge about classroom interaction. And this study is expected to enlarge the writer's knowledge about classroom interaction, especially the verbal interaction between teacher and students during English lessons to create an effective classroom.

1.5 Limitations of the Study

This study focused on finding the most used verbal interaction of teacher and students based on Flanders' Interaction Analysis Categories (FIAC) in teaching and learning English lessons. This study has some limitations or weaknesses due to the Covid-19 pandemic situation.

Firstly, this study does not consist of teacher and students' verbal interaction dialogue to show their actual conversation in the lesson to support the data. Because of the pandemic all of the SMA Muhammadiyah 1 Palembang students' study at home through google classroom and zoom meeting so the writer cannot record their conversation in English lesson.

Secondly, this study only used questionnaires whereas to find out the desired data about verbal interaction it is necessary to conduct classroom observation at school in order to see the direct situation between teacher and students that will make the data more accurate.

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