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An analysis of verbal interaction between teacher and students in an Indonesian EFL classroom

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ABSTRACT

This study investigated the verbal interaction between teacher and student in the classroom. The objectives of this study were to determine what categories and dominant of verbal interaction occurred in the classroom. The researchers used a qualitative approach with observation and videotaping as data collecting methods. Purposive sampling has used in a class in eighth grade which has 30 students and an English teacher. The findings show 8 categories of verbal interaction occurred in the classroom comprising indirect teacher talk and direct teacher talk. The indirect teacher talk includes accepting feelings, praising or encouraging and asking questions, while the direct teacher talk comprises giving direction, criticizing, or justifying authority. In addition, there are students' talk which includes student-talk responses, student-initiation, silence, or confusion. The teacher talk is 70.58%, the students' talk is 29.42%, and the silence is 11.77%. It indicates that the teacher is more dominant in the classroom than the students. In terms of teaching and learning, the teacher is more active than the students.

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1. Introduction

Teaching is the process of leading and encouraging learning, assisting students in learning, and creating a learning environment (Brown, 2000). It requires the teacher's management of learning to enable students to reach the target. One form of management is interaction in the classroom. Teachers and students also need to build communicative interactions in the teaching and learning process. Furthermore, Hanum (2017) argued that interaction between teacher and students, students and students are needed in classroom activities with a communicative approach. Therefore, the interaction will help the teaching and learning process run successfully.

In the teaching and learning process, there are many interactions that occur in the classroom, one of which is verbal interaction. Verbal interaction means to interact or communicate through spoken and written by using language and gestural by using the movement of lips, the wink of an eye, or the wave of hands.

Researchers found cases where students did not respond to the teacher's talk in learning English in class. The researcher saw that the teacher was more active than the students. Therefore, this study explores how categories and dominant verbal interactions occur while learning English in the classroom.



When the interaction happens in the class, the teacher and students will reach the target. It will also help the teacher and the students communicate more effectively. The students will participate in the classroom if there is interaction. As stated by Mardiyana (2018), the interaction between teacher and students builds the success of the teaching-learning process. As a result, the interaction between the teacher and the students is critical for the teaching and learning process to take place in the classroom.

During the teaching and learning process, the teacher does not always get a response from the students. Hence, the teacher must use interactive approaches and create an engaging classroom. The students can improve their abilities and practice their target language through verbal interaction. Moreover, Malamah-Thomas (1987, cited in (Shomoossi, 2004) recommends that interaction in language classrooms will lead the students to learn better and will activate their competence. They buildability through listening to the teacher and communicating with the students. According to this concept Brown (1994) suggests that interaction is an exchange of thoughts, feelings, or ideas between two or more individuals that has reciprocal effects on each other. So, the teacher makes it easier for the students to learn and encourages them to participate.

According to Mardiana et al., (2019) the percentage of Teacher Talk was 59.76%, and the percentage of Student Talk was 36.72% during English teaching and learning in the classroom. It showed the teacher more active and dominant talking than the students during classroom interaction. Therefore, the teacher must make the class more interactive so that the students have the opportunity to talk and interact in the classroom.

Related to the issues above, the importance of interaction between teachers and students is also considered important by high schools in Indonesia, one of which is at SMPN 3 Jakarta. Based on the researcher's experience when doing an internship there and communicating with the teacher. The teacher there stated that students had a lack of response and tended to be silent when the teaching-learning process. Even the teacher was more active than the students. So, the researcher wants to explore the interaction between the teacher and the students, especially in verbal interaction in the English classroom. The researchers also want to know what are the categories and the dominant verbal interaction that occurred in the classroom. Hopefully, this study can be one of the resources or preferences for teachers, teacher-trainees, and students.

LITERATURE REVIEW

Verbal Interaction

Verbal interaction is communicating with each other using their voices. Their voices are utilized to articulate words that are placed together in sequences that fit the rules of the language being spoken (Langford David 1994, cited in Indriyani (2018). Communication by people to get people to respond to what has been said. So, that is where the verbal interaction happens.

According to (Mardiana et al, 2019) verbal interaction happens verbally between the teacher and students during the teaching-learning activity. So, we will see the verbal interaction between teacher and students when the teacher conveys a subject or ongoing subject that is happening in the classroom.

From the definition above, it can be concluded that someone who performs verbal interaction is when there is an equivalent response between two or more people. In addition, to support interaction in the classroom, the teacher and the students must participate in interaction within the classroom. When the teacher and the students understand what each other means, verbal interaction develops successfully.

There are several characteristics of verbal interaction. These characteristics have a significant impact on the occurrence of verbal interaction. Based on David 1994, cited in (Indriyani, 2018) there are 4 characteristics below:

- a) It is not, for the most part, subject to thoughtful, detailed planning,
- b) It is established to generate a more or less particular response from the customer,
- c) In response to such language, responses will be created in comparable ways and with similar response expectations,

- d) It will be shaped on a moment-to-moment basis by the roles that persons have or take on the goals that they have, and the environment in which the conversation takes place.

The researcher concluded that verbal interaction has a variety of different characteristics. Such as, by responding to other people's conversations and giving each other the same response. Knowing some of these characteristics might make it easier to have verbal interactions with two or more individuals.

Classroom Interaction

(Dagarin, 2004) argue that classroom interaction is the interaction that takes place in the classroom between the teacher and the students as they learn to engage with each other. It means that all of the interaction that happens in the teaching and learning process is called classroom interaction. Moreover, it will help the students to share the information that they get from materials with each other.

Furthermore, pedagogic interaction is considered as interaction in the classroom. Interaction in the classroom occurs when the teacher and the students communicate to exchange ideas and knowledge.

The interaction between the teacher and the students can be seen in the teacher and student talk in the classroom. There are teacher talk and student talk in the classroom interaction. The teacher talk are about accepting feelings, praising or encouraging, accepting or using students' ideas, asking questions, lecturing, giving directions, and criticizing or justifying authority. Whereas the student talk are student talking-responding, student-initiated, and silence or confusion.

According to (Xiaolin Jia, 2013) classroom interaction is classified into two categories: teacher-learner interaction, learner-learner interaction. But, this research only focuses on teacher-learner interaction.

As Coulthard (1977, cited in (Purba et al., 2018) argues that type of interaction has received a great deal from teachers in a wide range of disciplines. It happens between the teacher and the students. The teacher negotiates with the students about the course content, asks questions, uses students' ideas, lectures, gives directions, criticizes, or justifies student talk responses. Instead, the students can draw on their teacher's experience of how well to interact most effectively. (Scrivener, 2005) made a diagram to show the interaction between the teacher and the students in the classroom.

During the interaction, the students demonstrate their speaking and listening skills in front of their teachers. That is why the teacher must develop a way of interacting, which is very important in the learning and teaching process. According to (Harmer, 2009) teachers need to understand three things. Firstly, they should consider the kind of language that is easy for the students to understand. Secondly, they need to convey what they want to say to the students and how best to do it. And thirdly, they need to consider how they will speak (in terms of intonation, tone of voice, etc).

Flanders's Interaction Analysis Category System (FIACS) Technique

Flanders's Interaction Analysis Category System (FIACS) is a system of classroom interaction analysis and became a widely used coding system to analyze and improve teaching skills (Tampubolon et al., 2018). Based to Flander (1970, cited in (Purba et al., 2018) classify teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion). This is one of the most important techniques for objectively observing classroom interaction. During the teaching-learning process, this technology also collects what the teacher and the students said. This technique can also identify the kind of verbal interaction used by the teacher and the responses given by the students.

2. Method

In this study, the researchers used qualitative research. Qualitative research tries to understand the meaning of an event by interacting with people in that situation/phenomenon (Yusuf, 2014). This type of study is descriptive, which describes an object, phenomenon, or social setting outlined in narrative writing (Anggito & J. S, 2018). This study took place in SMPN 3 Jakarta. Purposive sampling has used in a class in eighth grade which has 30 students and an English teacher.

In collecting the data, observation and videotaping were employed in the study. The researchers directly observed the classroom. In the meantime, a video recording of the whole proceeding was also made to acquire more complete data about the classroom process. The steps in this research procedure were: (1) recording and observing all classroom activities, (2) making a transcript of every minute of lecturing, (3) determining the early data from field notes & transcript, (4) categorizing the data, (5) determining the focus of data categorization, (6) strengthening the focus of data categorization, (7) formulating Flanders theory using tables, (8) making a count of the numbers of language used by using the table.

In analyzing method the data, first the researcher used data reduction by selecting, focusing, simplifying, abstracting, and modifying the data. Second, the researcher used displayed the data included of matrices, graphs, charts, and networks. Third, the researcher used conclusion drawing/verification for the final step in the data analysis process.

One of the tools to analyze the interaction activities is Flanders' Interaction Analysis Categories System (FIACS). FIACS is a system of classroom interaction analysis and became a widely used coding system to analyze and improve teaching skills (Tampubolon, Zuhuddin, & Meisuri, 2018). Based on the Flander (1970, cited in (Purba, Nasution, & Sinaga, 2018) divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion).

The data for this study came in the form of utterances extracted from data sources (field notes and transcription), which were then evaluated with the FIAC system and converted into numbers and percentages.

3. Findings and Discussion

Because of the school's limitations, the classroom interaction was only monitored for 60 minutes at one meeting. The descriptive codes were created from the observed behavior. The printed version was included as an appendix. The information was gathered. The analysis yielded a table of calculating data on classroom interaction, which was derived from every instructor and learner speech that occurred in the classroom. After the classroom interaction was transcribed, the result of the observation checklist of the meeting was shown in Table 1.

Table 1. The Result of the Observation Checklist Meeting

No	Aspect	Indicator	Yes	No	Action
1	Indirect Teacher Talk	Accepts Feeling	✓		The teacher was not angry when students do not do assignments, the teacher advised students not to repeat it.
2		Praise/Encourages	✓		The teacher gave praise by saying, "excellent" because the students answered the question.
3		Accept/Use Ideas of Students		✓	-
4		Asks Questions	✓		"How are you today?" the teacher asked the students. "who is not present today?" the teacher asked of the students. The teacher asked about a previous week's assignment. "What is the use of the present continuous tense?" the teacher asked of the students.
5	Direct Teacher Talk	Lecturers	✓		The teacher explained the uses and sentence formulas of the present continuous tense.
			✓		The teacher explained the difference in time use between the present tense and the present continuous tense.
			✓		The teacher explained how to make sentences in the present continuous tense in positive, negative, and interrogative forms.
			✓		The teacher asked students to take out their notebooks and write down the material.
6		Gives Directions	✓		The teacher asked students to make positive, negative, and interrogative sentences in the present continuous tense.
7		Criticizes/Justifies	✓		The teacher asked the students, why they students have not

	Authority		completed their assignments?.
		✓	The students quickly responded to the teacher's greetings.
8	Student Talk-Response	✓	"There were no presents" The students responded to the teacher's question.
		✓	The students responded to the teacher's questions, yes, understand miss.
9	Student Talk	Students-Initiation	✓ -
		✓	When the teacher asked about the present continuous tense, some students were silent.
10	Silence/Confusion	✓	When asked, "who wants to ask?", some students keep silent.

From the result of transcription of the recording during the classroom observation. The researchers analyzed calculated using FIACS. The result of percentage based on the data result of classroom observation was shown in table 2.

Table 2. The Result of Percentage

No	Indicator	Frequency	Percentage %
1	Accepts Feelings	1	5.88%
2	Praise or encourages	1	5.88%
3	Accepts or Uses Ideas of Students	0	0
4	Asks Questions	4	23.52%
5	Lecturers	3	17.65%
6	Gives Direction	2	11.77%
7	Criticizes or Justifies Authority	1	5.88%
8	Student Talk-Response	3	17.65%
9	Student-Initiation	0	0
10	Silence or Confusion	2	11.77%
	TOTAL	17	100%

Table 3. The Result of Teacher and Student Talk

No	Aspects	Indicator	Percentage %
1		Accepts Feelings	5.88%
2		Praise or encourages	5.88%
3	Indirect Teacher Talk	Accepts or Uses Ideas of Students	0
4		Asks Questions	23.52%
5		Lecturers	17.65%
6	Direct Teacher Talk	Gives Direction	11.77%
7		Criticizes or Justifies Authority	5.88%
	TOTAL		70.58%
8		Student Talk-Response	17.65%
9	Students Talk	Student-Initiation	0
10		Silence or Confusion	11.77%
	TOTAL		29.42%

The overall result of observation displayed in the research found that the most time-spent on teacher and student talk in the classroom interaction was the teacher talk which occupied 70.58% of the time, whereas the student's talk occupied 29.42%. The rest 11.77% of the time was that of silence or confusion. It can also be seen that the whole time the teacher talk, was mostly spent for ask question, lecturers, and gives direction, while most of the students talk was for giving responses.

According to the findings, the teacher talk 70.58% of the time, student talk 29.42% of the time, and 11.77% of the time were silent. Only a small portion of the student conversation demonstrates initiative connected to the learning content. Instead, when they responded to the teacher's lecture or questions, they spoke a lot. The teacher was more straightforward in her instruction. The ratio of direct to indirect effect is less than one, as can be shown. It meant that during the teaching and

learning process, the teacher would deliver lessons (lectures) and direction. When the teacher is lecturing, the teacher gives her students the opportunity to ask questions.

7 As the formulation of this research question, the researcher would like to discuss the findings of the verbal interaction process in the classroom. The researcher looked at the many types of verbal interactions that took place in the classroom as well as the most dominant. This study included students from class VIII-C who were observed throughout the academic year 2021/2022.

The research depended on observation to determine the categories of verbal interaction that occurred in the classroom and the dominant of verbal interaction. The researcher observed the students in the classroom while conducting the study.

The finding of this study was in line with Pujiastuti (2013) with her research Classroom Interaction: *An Analysis Of Teacher Talk And Student Talk In English For Young Learners (EYL)*, the findings of her research show that teachers talk 56,99%, students talk 32,56%, and silence 21,57%. The teacher's talk was more dominant than the students' talk when teaching and learning English in the classroom.

Moreover, from the percentage of the result. When teaching and learning process in the classroom, the teacher is more active than the students. The teacher was always asking questions to elicit responses from the students.

4. Conclusion

The researchers concluded the categories of verbal interaction based on the results are indirect teacher talk and direct teacher talk. There are accepts feelings, praise or encourage, asks questions, lecturers, give direction, criticize or justify authority. Despite this, there are student-talk responses, student-initiation, silence, or confusion in student talk. All the indicators occurred in the classroom. Just 'accepts or uses ideas of students' and 'student-initiation' that do not occur in the classroom.

The teacher talk is 70.58%, the students' talk is 29.42%, and the silence is 11.77%. It indicates that the teacher is more dominant in the classroom than the students. In terms of teaching and learning, the teacher is more active than the students. The students who are taking time are mostly used to responding to the teacher's questions.

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