

**THE STUDY OF VERBAL INTERACTION BETWEEN TEACHER  
AND STUDENTS IN CLASSROOM AND ITS IMPACT ON STUDENTS'  
SPEAKING ACHIEVEMENT**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirements For the Degree of Sarjana  
Pendidikan ( S.Pd ) English Education Program*

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UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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## SURAT PERNYATAAN

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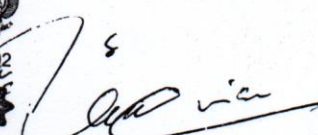
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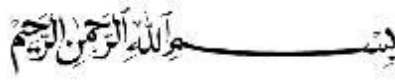
## **ABSTRACT**

**KHAIRUNNISA, 1402050198, The Study of Verbal Interaction between Teacher and Students in Classroom and Its Impact on Students' Speaking Achievement. Skripsi. English Education Program Faculty of Teachers Training And Education, University of Muhammadiyah Sumatera Utara. Medan 2016.**

This research was aimed to describe the verbal interaction used by the teacher and students conducted in the classroom and its impact on students' speaking achievement. This research used qualitative design to analyze the data. The data of this study are the interaction between the teacher and the students in the classroom. In order to analyze the data, some steps are conducted. The data was taken by recording the classroom interaction, class room observation and interview. The subject in this research was the grade VII-3 of MTS Negeri 3 Medan, there were 43 students and one English teacher. The researcher used observation and recording for collecting the data. Flanders' Interaction Analysis was used to identify and analyze teacher-student talk in the classroom interaction. The result of this study shows that the teacher was more active in the interaction. Meanwhile, the students were less active than the teacher. Based on the finding, the researcher concludes that the teacher was dominant in the classroom interaction. The percentage of the teacher talk was 53%, whereas the students' participation was 33%, and silence was 14 %. The language used by teacher and students in classroom interaction dominantly is Indonesian, so there is no impact of verbal interaction in classroom on students' speaking achievement.

**Keywords: student talk, teacher talk, classroom interaction, Flander Interaction Analysis Categories System**

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One of the requirements to fulfill before finishing study at English Department of FKIP UMSU is to write a research. In writing this research, the researcher has found some difficulty dealing with typing the script. The researcher has spent much time to type it. The researcher has asked some experts to get ideas to help her carry out the writing of the reseracher report. So, the researcher would like to extend her sincere gratitude to some people who have given her guidance, comments during the preparations of this study, they are mentioned below :

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Medan, March 2018

The researcher

**KHAIRUNNISA**

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of Study**

A common problem for an English foreign language teacher is dealing with a passive class in which the students are not responsive and avoid interaction to the teacher. That is because the lack of interaction between teacher and students while learning process. Teaching is guiding and facilitating learning, it requires teacher to formulate and manage learning to enable the students to achieve the target. Teaching and learning process in classroom should be conducted as interaction because without interaction the students will be confused to understand the lesson. Therefore, teaching and learning process is an essential interaction process between a teacher and students.

In fact, creating communicative interaction between the teacher and the students is one of the problems in teaching and learning process. During teaching and learning process, there will be time when the teacher does not get response from the students at all, though the fact the students know and have willingness to give response. Therefore, this is the time teacher's role in action, as a controller and an initiator, the teacher has to carry out interactive techniques and create an interactive classroom successfully. In this case, the teacher and the students should negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process.

Through verbal interaction, students can demonstrate their proficiency and practise their target language. Moreover, some experts recommends that

interaction will help students to attain better learning and give opportunities to rehearse their competences. They get their competences by listening to the teacher and the students, and communicating with the teacher and the student. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other. To have reciprocal interaction, the teacher is not only facilitating the students to learn but also stimulating to get involved in participation.

Additionally, the teacher and the students have time when they should speak and listen. In fact, ideal class is when the teacher talk is less than the students talk. It means that the students are more active than the teacher. As one of examples from another country, Chaudron (1988) reveals that a lot of research in language classroom shows teacher talk is about 60 % of the moves.

Concerning that issues above, this study analysis the interaction between teacher and students and its impact on students' speaking achievement, which occurs in the classroom interaction for getting the real evidence and implication to students' speaking. As Amidon (1986:159) states, "Interaction analysis is a system for describing and analyzing teacher-pupil verbal interaction". Thus, the study entitled *A Study of Verbal Interaction between Teacher and Students in Classroom and Its Impact on Students' Speaking Achievement* aims to investigate verbal interaction of the teacher and the students in a junior high school in Medan.

**B. The Identification of the Problem**

The problem in this study would be formulated as the following :

1. Verbal interaction is rare to be done in the classroom while learning English
2. The students avoid interaction with teacher

**C. The scope and Limitation**

The scope of this study was speaking. The limitation was focused on verbal interaction between teacher and students in the classroom on students' speaking achievement.

**D. The Formulation of The Problem**

The problem of study was formulated as the following :

1. How is the verbal interaction between the teacher and the students in classroom ?
2. What is the impact of verbal interaction in classroom on students' speaking achievement ?

**E. The Objective of The Study** The

objectives of this study were :

1. To investigate the verbal interaction between teacher and students in classroom.
2. To investigate the impact of verbal interaction in classroom on students' speaking achievement



## **F. The Significance of The Study**

The finding of this study was expected to give both theoretical and practical benefits as follow :

### 1. Theoretically

The result of this study can be used to enrich the literature and existing research on verbal interaction between teacher and students and gives beneficial reference for future research on the way influences students speak in classroom.

### 2. Practically

#### a. The teacher

The research finding can give some benefits for thye teacher in order to encourage and improve students' involvement in interaction. By so doing, the teacher would become more responsible to improve their teaching skills in term of being more creative, innovative, and skillfull in conducting the classroom.

#### b. The students

It is expected to foster their involvement in a classroom of English as a foreign language interaction and they can also practise their english easier so they will have more motivation to improve the way of speaking

#### c. The researcher

would improve the concept of teaching speaking and expected to the other researchers will be conducted a much more in depth

comprehend in speaking, and try to find out some other method applicable to teach speaking.

## CHAPTER II

### REVIEW OF LITERATURE

#### **A. The Theoretical Framework**

In conducting a research, theories were needed to explain some concept or terms apply in the research concern, some terms were used in this study and they need to be theoretically explain. In the following part, theoretical elaboration on the term used.

##### **1. Classroom Verbal Interaction**

Interaction is the way to get information. Verbal interaction especially, is the most important thing for the second language learners to get and learn language in order to communicate in the target language. Classroom is the place for the second language learners to enrich and absorb their knowledge about the target language, so the classroom verbal interaction becomes one of the important things in learning a new language as well as the first language.

Interaction is an occasion when two or more people communicate with or react to each other. Interaction happens when there is understanding between two or more people then giving responds. In learning the second language, this is the most important aspect that must be achieved by the learners. Successful verbal interactions will occur when both the teacher and students could completely understand what each other means. It happens verbally among the teacher and students during the teaching learning activity.

## 1.1 Roles of Classroom Interaction

Interaction in the classroom plays a significant role in acquiring and learning the target language. These are several roles for interacting using the target language in the classroom.

### a. Increasing students' language store

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students, in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed - in real life exchanges. The authentic material is not only the language output provided by the audio or video recording, but also the language spoken by teacher and among students when they speak using the target language.

### b. Developing communication skill

The interaction during teaching and learning process not solely can increase students knowledge and language store. According to Thapa and Lin (2013), "Interaction in the classroom becomes the central factors which is able to enhance the students linguistic resources as well as equipping them with appropriate skills for communication." The communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students."

### c. Building confidence

Thapa and Lin (2013) explain that “In language classroom, interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users”.

Therefore, by accostuming students to interact with teacher and among their fellows will build their knowledge as well as their confidence.

#### d. Strengthening the social relationship

Interaction, for students, will strengthen the relationship, either among them or with their teachers since it gives them the chance to learn from each other and to get feed back on their performance (Naimat, 2011: 672).

## **1.2 Aspect of Classroom Interaction**

### a) Teacher Talk

In language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication . Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech,

According to Moskowitz s FLINT (Foreign Language Interaction) analysis system in Brown (2001 : 177), teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided intotwo kinds of influence; indirect and direct influences.

The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described below. (Brown, 2001 :170)

- a. Deals with feelings: in a non-threatening way, accepting, discussing, referring to communicating understanding of past, present or future feelings of students. b)
- b. Praises or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
- c. Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).
- d. Uses ideas of students: clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
- e. Repeats student's response : Repeating the exact words of students after they participate.
- f. Asks questions: Asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows.

- a. Gives information: giving information, facts, own opinion, or ideas:  
lecturing or asking rhetorical questions.
- b. Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- c. Gives directions: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small-group activity.
- d. Criticizes student behavior: rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
- e. Criticizes student response: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

#### b) Students Talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. According to Moskowitz's FLINT in Brown (2001:170) there are six categories of students talk described as follows.

- a. Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.

- b. Student response, open-ended or student-initiated: responding to the teacher with students own ideas, opinions, reactions, feelings.
- c. Silence: pauses in the interaction. Periods of quiet during which there is noverbal interaction.
- d. Silence-AV: silence in the interaction during which a piece of audio visual equipment, e.g., a tape recorder, fimstrip projector, record player, etc., is being used to communicate.
- e. Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participateor respond, concerned with the task at hand.
- f. Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand

### **1.3 Types of Classroom Interaction**

Malamah-Thomas points out seven types of classroom interaction in the classroom aiming at teaching the target language asfollow.

- a. Teacher speaking to the whole class

This is a common type of interaction in the language classroom and is established when a teacher talks to the whole class at the same time. Furthermore, This type of classroom interaction are characterized by teacher initiation, students response and teacher follow up pattern namely IRF exchange structure". The role of teacher in this type interaction is as a controller. This role is commonly applied when taking the roll, telling



students about information or materials, organising drill, reading aloud and other activities related to the teacher-fronted classroom

- b. Teacher speaking to an individual student with the rest of students of the class as hearers

The second type of interaction is the other common interaction which is applied in the language classroom. Likewise the first type of interaction, this interaction is conducted when the teacher speaks to the whole class as well. However, in this interaction, the teacher expects only one student to answer. This arrangement can also be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity

- c. Teacher speaking to a group of members

According to Mingzhi (2005: 59), this type of classroom interaction “refers to the teacher participating students group work”. In group work, students are assigned a task which involves collaboration and self-initiated language (Brown, 2001: 177). In this type of classroom interaction, the teacher acts as an organiser for giving students information about what they are going to do or when putting them into pairs or groups, and closing them when the time is over

- d. Student speaking to teacher

This type of interaction refers to the students initiation. When this occurs, it is regarded as learner initiative, learner initiative is common in the learner-centred classrooms, but rare in the teacher-fronted classroom. The students initiate to speak to the teacher is commonly

happened when they do not understand clearly about the information given by the teacher, or in other words, is to ask for the clarification.

e. Student speaking to student

It is related to the pair-work activities. Unlike group-work, the pair-work involves collaboration and self-initiated with only two students. Activities related to this classroom interaction, for example in performing the dialogue, or in the simulation between a speaker and a moderator. This pair-work activity has several benefits for the students. Firstly, it offers many opportunities to speak, to initiate the interaction, to practice in negotiation meaning, and to increase their motivation to speak.

f. Students speak to group members

This type of interaction is related to the group work. Mingzhi (2005: 60) states that this interaction “can provide more opportunities for language production”. However, this group-work has the weakness, especially when a teacher does it for the purpose of giving the students more opportunity to speak in the target language. The weakness is that the students will use their native language.

g. Student speaking to the whole class

The last type of classroom interaction is commonly applied when the speaking activities are students-fronted, for instance in presentation and workshop.

## 2. Speaking

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary

According to Ladouse (1991) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. Furthermore, Tarigan (1990: 8) said that “Berbicara adalah cara untuk berkomunikasi yang berpengaruh hidup kita sehari-hari”. It means that speaking as the way of communication influences our individual life strongly. From the explanation above, the researcher concludes that speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides.

When someone speaks to other person, there will be a relationship. The relationship itself is communication.

## 2.1 The Speaking Skill

Learning English without practice it is pointless, and speaking is the way to practice it. Through speaking, one can express their minds, ideas and thoughts freely and spontaneously.

Speaking is a basic skill that should be mastered by language students. Speaking is not a simple skill, its mastery requires some experiences and practice. Khadidja (2010: 26) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”.

Therefore, by practising the English speaking as often as possible will be considered to reduce the difficulty in mastering that English speaking skill.

## 2.2 Characteristics of Speaking Performance

In the communicative approach, fluency and accuracy are seen by the main characteristics of communication language teaching. In teaching speaking, fluency and accuracy in grammar, vocabulary and pronunciation should be taken into account.

### a. Fluency

Fluency is the ability to speak fluently and accurately. In addition, Fluency means the ability to express oneself in an intelligible, reasonable and accurate without too much hesitation (Khadidja, 2010: 31). Based on those statements, it can be concluded that fluency is related to the ability of a speaker to express his or her ideas accurately and without recitation. Speaking fluently requires the ability to speak with appropriate speed,

acceptable flow, and proper tone of voice. When students are learning to speak, they often tend to focus on their language accuracy and this focus frequently slows down their speech causing them to be less fluent. To develop speaking fluency, we can focus on the following features:

- a. Speaking rate - Students need to speak with acceptable speed. Speech that is too slow or too fast results in miscommunication. When students pause too long or too many times, such as after every word, they speak too slowly. On the other hand, students who do not pause properly while speaking also produce incomprehensible speech. So teacher needs to help the students speak at an appropriate rate by teaching them how and when to pause.
- b. Stress - When a syllable sounds louder and longer, it is called a stressed syllable. For example, the word English has two syllables: En-glish. The first syllable of this word sounds louder and longer than the second syllable: ENGLISH. When students learn to place stress correctly in words, their language accuracy and fluency improve.
- c. Intonation - When people speak, they use high or low tones to convey different meanings. For instance, a rising or high tone at the end of the following statement makes it a question: He's your friend? A falling or low tone makes it a simple statement: He's your friend. Teaching students how to use intonation correctly will help them with both accuracy and fluency.
- d. Reduced words - In spoken English not all words are clearly said. In fact, many words are used in shortened forms and some words even get

combined. For example, the expression *How is it going?* is often said as *Howzit goin?* teacher can and should teach this process of reducing words to students. For instance, teacher can explain that within a sentence, nouns, verbs, adjectives, and adverbs usually get stressed and said clearly. In contrast, connecting words, helping verbs, pronouns, and prepositions often get reduced.

b. Accuracy

Accuracy is another main characteristics in speaking skill. Accuracy has the important role since if the structure speech is not accurate, the speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time (Khadidja, 2010: 32). There are three focuses in this speaking accuracy; accuracy in grammar, accuracy in vocabulary, and accuracy in pronunciation.

Accuracy in grammar refers to the appropriate use of the students grammatical structure which involves the length and complexity of the utterances. It is needed for students, for example in arranging sentences in conversation (Mora, 2010: 5). Accuracy in vocabulary means the appropriate selection of words during speaking. Students should be aware of the different sounds, be aware of where the words should be stressed since those aspects give them the extra information about how to speak English effectively and help them to achieve the goal of better understanding of spoken English.

## **B. Relevant Study**

In this part, the writer states the relevant studies which are possible in adding the readers view about a study of verbal interaction between teacher and students in classroom and its impact on students' speaking achievement. The study about classroom interaction have been conducted by several researchers before. Mujahidah (2012) conducted the research entitled "The Descriptive Study on the Classroom Interaction during the English Teaching-Learning Process at the Eighth Grade of SMPN I Banjarmasin Academic Year 2011/2012" The result showed that during interaction, teacher dominated the interaction. The category mostly applied was "asking question" and English was language mostly used. Furthermore, Sakina (2013) in her research entitled "An Analysis of Anomalous Exchange in Young Learners' Classroom Interaction" revealed that the interaction was dominated by the teacher and delivered information through question and answer activities

## **C. Conceptual Framework**

speaking is a complicated skill and needs a long time to develop. In developing speaking skill, people need to practice it as often as possible and get a sufficient experience everywhere, including in language classroom. In order to get experience in English communication, they need to interact regularly using the target language since interaction is the heart of communication (Brown, 2001: 165).

Unfortunately, the interaction in the language classroom seems difficult to use the target language all the time, especially in the EFL (English as a Foreign Language) classroom. It is happened since the EFL students have

common native languages. If the teacher of EFL ignores it, the goal of teaching process then could not be achieved. The problem related to the interaction using native language in English speaking classroom can be solved if a teacher and students realize the importance of interaction in language classroom.

Interaction plays significant roles in the language classroom since it can increase students' language store, strengthen the social relationship, develop communication skill and build up confidence. For the interaction in the language classroom has advantages to the students speaking performance, therefore the study about classroom interaction is considerably important and worth to be analyzed. The analysis and observation of classroom interaction has been popular form of research in 1970s and many coding category instrument and discourse analytical system which is designed for use on transcripts of classroom interaction were developed to describe and analyze the teaching and learning interaction.



## CHAPTER III

### METHOD OF RESEARCH

#### **A. Research Design**

The research would be conducted by using qualitative approach. The researcher used FIACS strategies analysis as qualitative design. The goals of this study are to get description of how the verbal interaction between teacher and students conducted and the way teacher influences students to speak in English in classroom interaction. This method is used since this study does not search for something or make prediction. It only describes the situation or phenomenon in line with this, Stainback and Stainback (1988) make clear that this method is the best approach to describe and examine the characteristic, events, procedures, and a philosophy occurring in natural setting is often needed to make accurate situational decision.

#### **B. Source of Data**

The source of data is MTSN 3 Medan, the location of the school is in the Medan Helvetia. There are five classes of the seventh grade, only one class is chosen as sample. The participants of this study are 44 students from a class of the classes of seventh grade who take an English class. It will be selected purposively based on the teacher's suggestion.

#### **C. Technique of Data Collection**

Data collection techniques, employed in this study, were videotaping, classroom observation and interview. Each technique of data collection were described below.

### 1. Videotaping

To describe what the teacher and students talk constitute in classroom interaction, this study required videotaping as one of the research tools. This study used videotaping to capture natural interaction in detail. In addition, the researcher recorded the whole part teaching and learning process in order to get the teacher and students talk during the process. In recording, the researcher put code on the particular the teacher and students talk based on the Flander's Interaction Analysis Categories (FIAC)

### 2. Classroom Observation

Observation is a systematic data collection approach. Researchers use all of senses to examine people in natural settings or naturally occurring situations. The researcher acted as non-participant, she just observed the situation, observed the problem occurs, and all activities of process teaching learning between teacher and student in classroom interaction. What the researcher hoped, then, by administering this procedure, information about the learners' activities during the lesson could be gathered specifically to know the process and the procedure of classroom interaction.

### 3. Interview

The interview will conduct after the whole observation has done. It uses to know students' perception about the interaction in speaking English in classroom. In addition through interview, it can get additional information, which can not be gained through observation.

#### D. Technique of Analysis the Data

The data was gathered and analyzed by performing qualitative approach.

The researcher took the guideline by Creswell to help researcher analyzed and display data in the result

1. Organizing the data , the recording and interview are transcribed, filed notes are type and arranged into different categories.
2. Reading the data, making general sense of the data and reflexing on its overall context
3. Coding the data, The next step is coding, which is categorizing the finding of Flander Interaction Analysis Categories System (FIACS)

Technique as follows:

**Table 3.1**

#### **Flander Interaction Analysis Categories System (FIACS)**

No	Aspect of classroom interaction	Code
1	Teacher talk	
	Deals with the feeling	DF
	Praises or encourage	PE
	Jokes	J
	Uses ideas of students	UI
	Repeats students response	RSR
	Asks questions	
	Give information	GI
	Corrects without rejection	CWR
	Gives direction	GD
	Criticizes student behavior	CSB
	Criticizes student response	CSR
2	Students talk	
	Students response specific	SRS
	Students response open ended, student initiated	SRO
	Silence	S
	Silence audio visual	SAV
	Confusion work oriented	CWO

4. Calculating the presentage of aspect of classroom interaction based on Flander Interaction Analysis Categories System. The pattern of the 100 % fomulawasthefollowing: $X = \frac{F}{N} \times 100\%$

X : the percentage of the obtained items

F : frequency

N : total number of items

5. Narrating the description, chronologically convey finding of the analysis by mentioning the events.
6. Interpreting the data, the researcher's personal interpretation of the classroom interaction and students' achievement in speaking from a finding with concepts or theories from related literature

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

As stated in the previous chapter The data of the study were collected in the form of recorded classroom interaction, the observation field notes and interview. The three types of database were examined in order to identify how is the interaction between teacher-student while learning English. It found that the interaction contained the teacher talk and the students talk as well as teacher activity and students' activity. In other words, the data of the study were in the form of speech and actions and then the researcher arranged the transcription of the data.

#### B. Data Analysis

This part was to find out :

##### 1. Verbal interaction between teacher and students in classroom

The data to be analyzed in this study were the data of the teacher-students interaction in the classroom. In this study, the researcher analyzed the observed data by using Flanders' Interaction Analysis Categories. The characteristics of the classroom interaction Teacher Talk and Student talk of each meeting in English Classes had been presented on the data results on appendix 3.

The interpretation of data results will be presented as follows;

### **Teacher**

1. First recording; Teacher Talk in teaching effectiveness elements was on the classroom interaction. Use of reinforcement, cues and feedback, co-operative learning and democratic classroom were not appeared in the classroom interaction because only the teacher gave opinion about the lesson. The students were not really enthusiastic with the lesson, but because the teacher keep asking the students, so the students give feedback to the teacher

2. Second recording; Teacher Talk in teaching effectiveness elements were on the classroom interaction. Use of reinforcement, cues and feedback, and co-operative learning were not appeared in the classroom interaction. In this meeting the classroom situation was not good, because half of students did not do their homework and while another student tried to answer the homework, other students did not listen it, so the teacher was angry and the classroom interaction was not conducted well. Almost there was no interaction between teacher and students for second meeting because the teacher advised the students to do homework at home not at school and the students just silent. The situation of the class at that time was almost passive.

3. Third recording; 5 of 7 teaching effectiveness elements were on the classroom interaction. Such as Accepts Feelings, Praise or Encouragement, Asking Questions, Lecturing, Giving Directions.

4. Fourth recording; The teacher asked students to memorized the form of present, past, and participle verb, so the teacher just listen and gave score to students. Teacher talk was less than student talk, because teacher just listen and ask students one by one to mention the form of verb that they had been memorized.

### **Students**

1. First recording; the first minute at first recording, the students still not focused. Silence was absolutely happen at the first minute, but by the time students can answer students question or give feedback to the teacher by reading the book.the characteristic of student talk is dominantly Student Talk Response, means that the students talk in response to teacher's talk, Teacher asks question, student gives answer to the question.
2. Second recording; the students were almost passive, because students did not do homework. They listened to teacher's advice without giving any feedback. So the student talk characteristics was dominantly silence at second recording
3. Third recording; all of the students talk were on the classroom interaction. Student Talk Response, Student Talk Initiation, Silence or Pause or Confusion. At the third recording, students were more active than first and second recording, students were spiritfull to learn. That was caused the teacher appreciate their spirit at the begining of meeting.
4. Fourth recording; the students were more speak up because they have to mention the form of verb that asked by teacher to memorized at home. So students talk were dominantly than teacher talk at fourth recording.

Based on the results, it could be concluded that most dominant characteristics in the classroom interaction was teacher talk , it means that teacher most actively in question in classroom interaction. Teacher Talk control had a big proportion in the classroom interaction. It shows that the teacher used a much time to control the students, such as giving direction and criticizing or justifying activity. It means that the teacher gave directions, commands, or orders to which a student was expected to comply in big proportion. The result also reflected that the teacher spent a much time to accept feeling, praise or encourage the students, and accept or use ideas of students. The teacher rarely clarified, built, or developed ideas suggested by a student. It would be better if the teacher praised the students more to increase the student's participation in classroom interaction. The students were not really active in the classroom interaction. The result shows that the students' participation (students' talk response and students' talk-initiation) was lower from the total teaching-learning time.

The Analysis of Teacher Talk Types includes identifying the different types of teacher talk, categorizing the various types of teacher talk into seven patterns and generalizing the relationship among these patterns. The findings revealed that the teacher most frequently used six types such as Accept Feeling, Praise or Encouragement, Use ideas of Students, Asking question, Lecturing, Giving direction.

This section reports the results of class observation that tells what the teacher and the students did in classroom while teaching and learning process. The percentages were worked out based on records of what they did and the



frequencies of each talk, then average numbers teacher and the students were calculated.

**Table 4.1**  
**The percentage of aspect of classroom interaction between teacher and students**

No	Aspect of classroom interaction	Frequency	percentage	Percentage of teacher talk
	Teacher Talk (Indirect influence)			
1.	Accepts Feelings (AC)	1	1 %	53 %
2.	Praise or Encouragement (PE)	1	1 %	
3.	Accepts or Uses ideas of Students (UI)	3	3 %	
4.	Asking Questions (AS)	24	25 %	
<b>Teacher Talk (Direct influence)</b>				
5.	Lecturing / Lecture (LE)	9	9 %	
6.	Giving Directions (GI)	11	11 %	
7.	Criticizing or Justifying Authority (JA)	2	2 %	
<b>Student Talk</b>				<b>Percentage of Student Talk</b>
8.	Student Talk Response (STA)	22	23 %	33 %
9.	Student Talk Initiation (STI)	10	10 %	
		32	33 %	
10.	Silence or Pause or Confusion (SPC)	13	14 %	<b>Percentage of silence</b>
				14 %
<b>Total</b>		96	100 %	100 %

As Table 4.1 indicates, teacher talk was dominant in most of the class time and student talk was less dominant. Teacher devoted class time to talk. Similar result is also obtained from the second, third and fourth recording of classroom interaction between Teacher and her students. In conclusion, in the classes under investigation, teacher talk constituted a large proportion of class time.

During the observation of teaching and learning process, the researcher found that the verbal interaction between teacher and students dominantly done by teacher. The teacher always gave students questions to make students spoke up, but the teacher used Indonesian so students also used Indonesian.

## 2. The impact of verbal interaction between teacher and students in classroom on students' speaking achievement

based on classroom observation, recording and interview with the students showed that there was no impact of verbal interaction between teacher and students on students' speaking achievement, because the percentage of Indonesian is bigger than English, it can be seen from the dialogue between teacher and students while teaching and learning process that took from recording on appendix 1. Both teacher and students speak Indonesian to communicate each other. The result was taken from the conclusion of the dialogue between teacher and students that dominantly used Indonesian. It means that in learning English, the students did not speak English properly.

### **C. Discussion**

This part discussed about some elements that must be done while conducting verbal interaction in classroom

#### **a. Classroom Interaction Characteristics**

Classroom interaction characteristic is really important to be known by teacher, because the teacher must realize the condition of his or her class. So they can create the best way to communicate with students but based on the results, it could be concluded that most dominant characteristics in the classroom interaction was teacher participation, it means that the teacher is center of teaching learning process. A good classroom interaction characteristic is students centered so the students can be more active than the teacher. The teacher must know how is the way to encourage students to take part in learning. If the teacher know the way, classrom interaction will be done well. But based on the analysis of researcher in the classroom, the teacher did not try to encourage students to be enthusiastic with the lesson. The teacher just taught the students based on the book.

#### **b. Cooperative Learning**

Cooperative leaning means the students are asked to do something in group or work in group. Cooperative learning in this classroom only appeared in the fourth recording. It was reflected when the teacher asked the students to work in group. In the end of lesson, teacher asked the students to make group of three and gave them question to discuss. While the students discussed, the teacher looked around to check the students'

activity. Based on the result, it can be interpreted that the teacher sometimes asked the students to work in group, especially at the end of lesson. She asked the students to discuss the explained material with their partners.

c. Classroom Atmosphere

A positive atmosphere can make a classroom more pleasant place and, in turn, more effective, motivating place to learn. It can have positive results on the achievement of students. Based on the analysis of researcher, the atmosphere of the class was not really quiet, because there were several students still talk to each other while the teacher explained the lesson. The atmosphere of first and the third recording was not quiet because the English class started after resting time, so while the teacher enter the class, some of students still ate and drank. Even the teacher had asked the students to stop eating and drinking, the students sometimes still ate and drank. It makes the students were not focused while learning and the atmosphere of classroom was not good, and it has impact on teaching learning process that was not quiet.

d. Higher-Order Question

Higher-order questions means a query that requires the student to analyze and produce a reasoned response, not the teacher's words. In other words, there is not an already prescribed factual answer to the question. So, in this English classes, teacher frequently asked questions to the students. The teacher's questions were usually asking the students understanding, it required the students to analyze and produce a reasoned response, e.g.

teacher asked question to the students using “why” questions, then the students should analyze and produce a reasoned response. Based on the researcher analysis, there was not Higher-Order Question in the classroom. The teacher just asked questions to students that the answer was in the book, so the students did not need to think, just read the book.

e. Direct Influence

In a teaching-learning process in the classroom, if the direct influence is greater than indirect teaching, it means the model of teaching-learning process is still focused on the teacher or in other words teacher centered. Teaching learning process would be better if the students also participate actively. Direct instruction in the immersion classroom interaction reflects the proportion of lecturing, giving direction, and criticizing or justifying authority. In Flanders Interaction Analysis Categories. Indirect Teaching If the teachers in teaching learning process do more indirect teaching, it means she allows the students to be active in her classroom. It is kind of students-centered model learning, the teacher only gives little explanation about the material, then students have discussion with their friends or with the teacher. In this research showed that the most dominant teacher talk was indirect influence.

f. The Democratic Classroom

The democratic activity was not appeared in this classroom, because the classroom control was still in under teacher’s control. Teacher controlled the activities during the teaching learning process, such as; material, teaching learning time, discussion, doing exercise, etc. The democratic

activity in the classroom interaction was done, for example, when the teacher gave exercises or assignments to discuss in groups. The students chose the group's member, and also the group's leader. They tried to do democratic activities through this activity.

#### **D. Research Findings**

Based on the data and data analysis, verbal interaction between teacher and students in classroom were dominantly done by teacher. Teacher used indirect influence more in teaching her students than direct influence. It could be seen in almost the dialogues, teacher asked question to the students, it is one of the characteristic of indirect influence. The teacher asked question because the teacher want to encourage the students speak up, but the language that used by teacher dominantly was Indonesian not English.

There is no impact of verbal interaction between teacher and students in classroom on students' speaking achievement, it can be concluded from the result of interview that can be seen on appendix 3 , showed that students can not answer the researcher's questions by using English but they can answer by using Indonesian, and it also can be seen from the dialogues between teacher and students on appendix 1 , while learning, the students always speak Indonesian to cummunicate with their teacher and also the teacher dominantly used Indonesian to explain the material so students are not accustomed to speak English.

## CHAPTER V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

After analyzing the data, there were some important conclusions :

1. The teacher talk is 53%, the student talk is 33%, and the silence is 14%. It means that the teacher dominates the class. The teacher is more active while the students are less active. The student talking time is used largely for responding to the teacher's questions or lecture
2. There is no impact of verbal interaction between teacher and students in classroom on students' speaking achievement, because while doing verbal interaction, teacher dominantly used Indonesian, so students also spoke Indonesian to communicate with teacher.

#### B. Suggestions

With reference to the conclusions, suggestions are staged as the following :

1. It is advised for readers to understand verbal interaction while teaching and learning English
2. Students of English department are suggested to do verbal interaction by using English in teaching English to increase their speaking
3. English teachers are suggested to do verbal interaction by using English in order that to help students to improve their speaking skill
4. The readers or those are interested in doing research about verbal interaction to do further in order to provide more information about it.  
( verbal interaction )

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