VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE CLASSROOM

Skripsi

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By:

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ABSTRACT

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This study deals with verbal interaction between teacher and students in the classroom interaction. This study attempted to answer the two formulation of the problems, namely (1) What are the styles of verbal interaction used by the teacher in the classroom interaction, and (2) What is the dominant style of verbal interaction used by the teacher in the classroom interaction. This study applied a desctiptive qualitative method. The source of data was obtained from Verbal Interaction done by English Teacher in SMP YWKA. The technique of data analysis used theory of sugiyono (2016), namely data reduction, data display, and conclusion drawing. The reasearch finding shows that there were two styles of verbal interaction used by the English teacher; (1) Expressive Style and (2) Aggressive Style. And then, the dominant style used by the teacher was Expressive Style. The Expressive style was the dominant one because expressive style used by everyone to get closed with the others. Including teachers: Of course, the teacher must get closed with their students in order to have good interaction in the classroom.

Keywords: Verbal interaction, Classroom interaction.

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CHAPTER I

INTRODUCTION

A. The Background of Study

Teaching is all a deliberate effort in order to make it possible for students to the teaching and learning process in accordance with the objectives that have been formulated. It requires teacher to formulate and manage learning to enable the students to achieve the target. Through verbal interaction, students can demonstrate their proficiency and practice their target language. Verbal communication is communication that uses words, either spoken or written (Hardjana, 2003). This communication is most widely used in human relationships. Ellis (1990) argue that teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. The writter conclude from the above understanding that teaching as the media for teachers and students to interact to get the language model and facilities that affect the level of acquisition

It's expected the students are interested in following the lesson and listen to the teacher carefully in the learning process. Additionally, the teacher and the students have time when they should speak and listen. Ideal class is when the teacher talk is less than the students talk. It means that the students are more active than the teacher. 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. But in reality students are

not interested in following the lesson and listen to the teacher carefully in the learning process.

In this proposal discussed verbal communication that occured in school between teacher and students. As a one of examples from Indonesia, survey on sixty-two SLTP and SMU teachers in West Java, Banten, and DKI revealed that most of the teachers rate their students participation as "very low" and "low" (Suherdi, 2009). Suherdi explains that it is because students tend to be low confidence and lack independence in organizing their learning.

Those facts are supported by Husnaini's and Kesuma's findings in their research that revealed the percentage of teacher talk is more than 55%. In other words, the practice of teaching English in Indonesia tends to be teacher centered. It means that it can make students have less opportunity to speak and it is not good for improving students' ability to talk in the target language. Furthermore, Suherdi (2009) argues that this lack of participation is resulted from the ill development teaching models.

Concerning the issues above, this study was analyzed the interactions between the teacher and the students, whose analysis focus on the teacher has do the right verbal interaction to the students, and what the students' responses in the learning process. The study was conducted entitles:Verbal Interaction between Teacher and Students in the Classroom.

B. Identification of Problem

The problems of this study were identified as follows:

1. The verbal interaction between the teacher and the students in the classroom.

2. The impacts of the styles of verbal interaction used by the teacher in the classroom to manage the class.

C. The Scope and Limitation

The study focused on analyzing the verbal interaction between teacher and students in classroom interaction and it was limited on the styles of verbal interaction used by the teacher in teaching and learning process.

D. The Formulation of the Problem

In this research, the problems were formulated as follows:

1. What are the styles of verbal interaction used by the teacher in the classroom interaction ?

2. What the dominant style of verbal interaction are used by the teacher in the classroom interaction ?

E. The Objectives of the Study

The objective of the study were :

1. To investigate the styles of verbal interaction used by the teacher in classroom interaction.

2. To describe what the dominant style of verbal interaction used by English teacher affected the class management in the classroom interaction.

F. Significance of Study

This study was intended to have the significances theoretically and practically. The research finding can be used theoretically to enrich the literature and existing research on verbal interaction between teacher and students and gives beneficial reference for future research on the way teacher influences student talk in classroom.

Practically, this study was usefull to the teacher in order to encourage and improve students' involvement in interaction. By doing so, the teachers are going to becomes more responsible to improve their teaching skills in term of being more creative, innovative, and skillful in conducting the classroom. Additionally, the students are expected to foster their involvement in a classroom of English as a foreign language interaction.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Verbal Interaction

Verbal interaction is communication that uses words, either spoken or written (Hardjana 2003). This communication is most widely used in human relationships. One important aspect to consider in verbal communication is a style of delivering a message. According Santrock (2008), there are two styles of delivery of messages in verbal communication, which is the style of the message "you" and style of the message "I". Your message style is a style that is not liked by students because the speaker seemed to judge others and putting students in a defensive position.

According to Widjaja and Wahab (1989) verbal communication is communication that uses words and writings. According to Liliweri (2011) describes verbal communication in the form of verbal movements in the form; (C) vocabulary: good speech is always a lot of word availability, the words are not repeatedly spoken.

In verbal communication there are two requirements that must be met are: (1) observed by others, (2) raises meaning for others. The results of verbal communication activities are oral messages (Lusiana, 2002).

Based on the theories above, the researcher concluded that verbal interaction is the interaction that the people always used in the daily life through words and writing

2. The Advantages of Verbal Interaction

The use of verbal communication is to inform, whether it is to inform others of our needs or import knowledge. Clarification is a key component of verbal communication. Often, the people do not articulate themselves clearly, or our words or actions are misconstrued. Verbal communication helps to clarify misunderstandings and provides missing information.

The people can use verbal communication to correct a wrong. The power of the words, "I'm sorry," is often more effective than an action. Verbal communication can also be used as a tool of persuasion. It creates an opportunity for debate, stimulates thought and creativity, and deepens and creates new relationships. Krauss (2002) in his article, "The Psychology of Verbal Communication," published in the International Encyclopedia of the Social and Behavioral Sciences explains that a species' survival depends critically upon its ability to communicate effectively, and the quality of its social life is determined in large measure by how and what it can communicate. The researcher can explained that verbal interaction have four advantages: (a) Verbal interaction is fast, (b) Verbal interaction is easy to understand, (c) Verbal interaction can be expressed, (d) Verbal interaction generates quick response.

a. Verbal interaction is fast

One of the major **advantages of verbal communication** is that it travels much faster than other means of communication. A person intending to deliver a quick message will always prefer to communicate orally.

b. Verbal interaction is easy to understand

It may be difficult to understand a message through a letter or a mail as it may require further interpretation or knowledge on the subject matter. When a message is delivered orally, the recipient can obtain relevant knowledge on the spot which may result in fast understanding of the subject matter. Any kinds of problems or queries can be resolved at the time of communication only.

c. Verbal interaction can be expressed

While communicating verbally, it becomes easier for the communicator to make use of his/herbody language in conveying the message. Various types of postures and gestures can be used to make the audience comfortable making it easier for them to understand the message.

d. **Verbal Interaction generates quick response**

Verbal communication facilitates quick response from the recipient. Hence, it results in better flow of information between the communicator and the receiver. Verbal communication helps in reducing the delays that may take place on account of no response from the receiver.

3. Types of Verbal Communication

Wiryanto (2005) said that Communication activities take place in face-to-face situations between two or more people, both organized and in crowds. Because the way a person conveys a message to others is the basis of a form of communication, his own form of communication has a type, it is proposed by Kartono, he says that there are several types in a communication.

By verbal communication, we mean the type of communication which is rooted in language.Verbal communication among human beings is possible both at the spoken level and written level. Both in the spoken and written level, communication is possible through different formats.

a. Spoken Communication

Spoken communication is either private or public. We can have the following kinds of spoken communication.(a) Private Speaking-1: Speaking to Oneself (monologue, self-recording)

(b) Private Speaking-2: Speaking to One person (one-to-one communication: conversations, telephonic discussions)

(c) Private Speaking-3: Speaking in Groups (one to many)

(d) Public Speaking-1: Speaking to Oneself (Monologue on stage)

(e) Public Speaking-2: Speaking to One(Personal interviews)

(f) Public Speaking- 3: Speaking to Many (Films/ Documentaries/ Presentations/Speeches/ Teleconferences/ Audio-conferences/ Videoconferences)

(g) Public Speaking-4: Speaking in groups (one to many)

(h) Public Speaking-5: Speaking in groups (group-to-group)

Bergin (1995) finds oral communication more effective because it has several important features. It has to be candid, clear, complete, concise, concrete, correct and courteous. It is useful because it saves time, saves money and is more forceful than other modes of communication. With oral communication, it is possible to convey different shades of meaning, the listeners can get immediate clarification from the speakers and the speakers can get immediate feedback from the listeners. It can be effective in both face to face communication and public interactions or public speaking.

The disadvantages of oral communication often reduce its effectiveness. It is not possible to connect to distant people without the aid of technical devices. It is not possible to transmit long messages through oral communication. If it is not being recorded on any technical device like tape recorder or video recorder, it is not easy to reproduce the oral communication between two persons as evidence. That's why it does not have legal validity as people can keep on changing their oral versions from time to time. In case of any misunderstanding due to wrong communication, it is not possible to fix responsibility. So we know that Verbal communication is a communication tool that can describe the way human life, thinking, knowledge, composing the concept of the world, and express orally and in writing.

b.   **Written Communication**

Written communication is possible through:

(a) Private Correspondence-1: Writing about oneself (Diary writing)

(b) Private Correspondence-2: One to One (Personal letters, personal notes, messages, letters of invitation/request/thanks/congratulations)

(c) Private Correspondence-3: One to many (Invitations, pamphlets, posters, poems, stories, novels, articles, books)

(d) Official correspondence-1: One to one (Memos, Orders, Reports, proposal)

(e) Official correspondence-2: One to many (Advertisements and hoardings, Notices, Agenda Notes, Circulars, pamphlets, posters)

(f) Official Correspondence-3: Many to many (Government Orders, Gazette Notifications, Minutes of Meetings)

Most of the languages in the world exist both in the spoken and the written form. But in every language the spoken language precedes the written language. Initially people combine sounds in meaningful ways to make words and then sentences to convey their messages. Subsequently with the necessity of using the language in its written form, their invent a script to codify the language. Some sounds are there in all the languages but some are unique to each language. Hence when we combine sounds, we must know whether it is possible to combine these sounds in a particular language or not. This knowledge of right combination of sounds is natural with the native speakers but for the non-natives it happens to be the most challenging part in speaking the language in question.

It is not enough if we just have knowledge of the phonological rules of a language, rules that we need to combine to make meaningful words and sentences. We should also know the semantic rules to be able to organize and manage meanings in the same language. The frames of reference for different words would be different in a given language. The words used for kinship terms in the Indian languages are altogether different from the their counterparts in English. The word 'uncle' for example is used to denote multiple kinship terms in English (mother's brother, father's brother, mother's sister's husband, father's sister's husband, etc) whereas in the Indian languages we have different words for each of these relationships. Sometimes, it so happens that we have different meanings for a single word. The word 'bank' for example can be used to mean 'the banks of a river', "the place where we keep money' and 'depend upon'. A word does not have any meaning in isolation, it becomes meaningful in a context, within a frame of reference.

The way the words combine to form sentences is controlled by a set of rules called the syntactic rules or rules of grammar. These rules are very significant particularly when we are engaged in written communication. While communicating in English, we often tend to transfer the rules of our native language to English. Resultantly, we end up with hackneyed sentences. In all the Indian languages the basic sentence pattern is 'SOV', the object in a sentence is preceded by the subject and is followed by the verb whereas in English the basic sentence pattern is 'SVO', the Verb is preceded by the subject and followed by the object. This also happens at the phonological level. When we speak a

particular language, we must know the sounds that are existent in that language. If we replace one sound of language A with another sound of language B, then there are chances of our not being understood or at least being misunderstood. The sound 'ə' in 'about' is often replaced by 'e' or 'o' by the Indian speakers as it is not there in the native languages. The use of the sound 'bh' in place of the English 'v' often sounds funny when the Oriya speakers speak English.

As we have already indicated, no single word is meaningful unless it occurs in s sentence, in a context. If we use a single word 'fan', it may mean both a 'a very keen supporter/follower of a sport, performing art or famous person' or 'an instrument for making a flow of air'. But when I put the word in a sentence, " I am a great fan of Katrina Kaif" we mean " I am a great supporter of Katrina Kaif". The totality of a word's meaning is visible only in a given context. Likewise, the other words in the sentence " I am a great fan of Katrina Kaif" like 'I', 'am', 'a', 'great', 'of', 'Katrina' and 'Kaif' do not convey any particular meaning. Each of them carry some meaning but in ◊a◊am◊combination with 'fan' in a certain order (I Kaif) they give us a complete meaning.◊Katrina◊of◊fan◊great They all together exemplify the fact that I am great supporter of Katrina Kaif. A slight change in the order of the words of the above sentence can also bring about a change in the form as well as meaning of the given sentence. If I say "Am I a great fan of Katrina Kaif?" I express my doubt regarding my support to Katrina Kaif. Similarly if I replace the word 'I' with 'You' my focus changes from me to the person I am speaking to. It is also possible to convey two different types of messages with the same forms or structures. If I utter two sentences, " Who can

beat Sachin in cricket?" and " Who will inaugurate the match tomorrow?", I use the same form or structure(the interrogative one), but my intentions in both the sentences are entirely different. In the first sentence I want to assert that nobody can beat Sachin, though it looks like a question. In the second question, however, my intention is completely different. I simply want to have information about the person who is going to inaugurate the match tomorrow. The rules which help understand the purpose or intention behind an act of communication are called the pragmatic rules. Sometimes it may so happen that we use a single word in place of a full sentence to say what we want to say. For instance, if someone asks me "How are you?" and I answer "Fine", I really mean to say "I am fine". Of course, this meaning will not be obvious unless this word is preceded by the question "How are you?". I other words, unless the context is provided, a word does not acquire any significance or meaning.

If one knows how to use words only, s/he may not be a good communicator. In everyday speech, we not only use sentences, but also use sequences of connected sentences or discourses to express complex thoughts. This sequencing is not possible if we do not know how to logically connect sentences with the help of connectors. In this act of communication, where a sequence of sentences is to be used, the participant may be singular or plural. A single person can speak sentences one after another or two persons may engage themselves in a conversation where one responds to the other. A successful communicator should be able to know the discourse rules in order to put the sentences in right sequence so that they are organized in a coherent manner. The sentences put in a sequence

should be logically and meaningfully connected to one another in order to be coherent and need to be linked through connectors like conjunctions, pronouns, possessives to remain coherent. Hence it is not enough if two sentences are just put one after another and there is some logical link between the two. There should also be some grammatical link between the two to show that one is the logical output of the other. Once again, we must remember that these rules for discourse are more significant for written communication than for spoken communication. We can conclude that verbal communication is a communication tool that can describe the way human life, thinking, knowledge, composing the concept of the world, and express orally and in writing.

4. Styles of Verbal Interaction

According to Santrock (2008), there are two styles of message delivery in verbal communication, the "you" message style and the "me" message style. Your message style is a style that students do not like because the speaker seems to judge others and put students in a defensive position. For example, "that's really a stupid word" which means "what you say is really stupid". Or "stay away from me" which means "you interrupt my life". Whereas communication "I" message reflects the speaker's feelings and better. The "I" message can shift conversations in a constructive direction by expressing feelings without judging other people or students. For example, "I am angry because things are so bad", "I'm sad if my feelings are not noticed". In the learning process, teachers must be able to monitor

their own conversations, as well as monitor student conversations in order to guide them to use more of messages "my".

Communication in literal terms means, transfer of information from one person to another. Verbal communication means, transfer of information through talking. It uses numbers, words, symbols and sounds to construct a dialog for its listener. Communication intends to express, impress, warn and emote a certain message. Various styles are adopted to achieve this purpose, depending on the audience, circumstance, event and the occasion. The manner in which a certain message is communicated decides the communication styles. A combination of personality, traits, vocabulary and gesticulations finally make up a verbal communication style. Let's try and understand the personality styles which impact ways of communication.

a. Expressive Style of Communication

An expressive style is often an outcome of an expressive personality. These are often seen as sociable and amicable people in the crowd. Their imaginative and creative streak helps them in finding new ways to communicate their ideas to the audience. This helps them develop an expressive style of communication free of any reservations and hesitations. The speech of an expressive personality is animated, spontaneous, jovial, and conversational while communicating both, negative and positive thoughts.

b. Aggressive Style of Communication

The aggressive style of communication is usually perceived as inconsiderate of others emotions. This style of communication stems from an aggressive personality. A person with an aggressive personality is often seen to interrupt others, has poor listening skills, monopolizes conversations and takes a controlling tone. Aggressive communicators think of themselves to be above others and thus try to impose themselves through stating their opinions rather violently. Their derogatory tone of talking, makes the audience feel humiliated. The speaker is usually expressing authority or passing a judgment while using this style of speaking. For instance, 'I want an explanation for this mess', is an aggressive style of speaking.

c. Passive Style of Communication

The passive style of communication is exactly the opposite of aggressive style of communication. In a passive way of communication a person finds it difficult to express feelings and emotions with honesty. The genesis of this style of communication is a passive personality. A passive personality chooses not to react to situations and thus refuses any kind of confrontations or explanations. Self-doubt, use of apologetic words and a timid body language are ways of recognizing a passive personality. Such people often speak in a manner of implying that others' needs are more important that theirs. In a way they assume that others will know what is best for them. Thus they find it difficult to communicate and end up communicating incomplete messages.

d. Passive-Aggressive Style of Communication

The passive-aggressive style of communication stems from passive style of communication. The two are deeply interlinked, often resulting in defeating the purpose of communication. As passive person fails to communicate with honesty, his expectations are not met with, which thus results in passive-aggression. An aggressive style of communication is where the speaker states the objective clearly, although callously. In this way of communication, the speaker routes the message through indirect ways making things even more complicated. This makes the other person feel guilty for not understanding the situation properly. The speaker may also say things behind the person's back and would refuse to respond in case of a confrontation. The end result of this form of communication is often a misunderstanding.

5. Interaction Between Teacher and Students

Richards and schmidt (2010) define classrom interaction as the patterns of verbal and non – verbal communication and the types of social relationships which occur within classroms. The study of classrom interaction may be a part of studies of classrom discourse, teacher talk, and second language acquisition. Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongs themselves, all of which affect the language learning.

The teacher initiates interactions with the whole grup of students and with individuals, right from the beginning of a language course. Initially the students

can only respond non-verbally or a few target language words they have practiced. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

What happens in a productive class hour is described as the following the heads: 1. The teacher interacts with the whole class.

2. The teacher interacts with a group, a pair or an individual pupil.

3. Pupils interact with each other; in grups, in pairs, as individuals or as a class.

4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

6.   Related Study

A research entitled Verbal Communication in the Classroom: What Christian Educators Can Do to Help Their Students by Joan A. Abura in 1998 that explained that In communication, it is possible to find a situation where two people say exactly the same thing to a given audience, using exactly the same language, even the same words, but the two will end up passing two different messages. In verbal communication these elements include the sender of the message, the receiver or listener, the message itself, the channels through which the message is sent, and feedback.

What goes on in the classroom is not different because educators are essentially engaged in communication as they teach. For many of them, the many years of experience that they have, may lead them to believe that they are

effective communicators. For those who are relatively new in the profession, their lack of experience in the art of communication might manifest itself from time to time even before those that they teach.

Many teaching methods irrespective of discipline have moved over the years from teacher-centered approaches where the teacher is seen as the source of all knowledge to approaches that are more learner-centered. In the Languages for example, what this shift has brought with it is ample opportunities for students to experiment with language as they actively participate in the learning process. Such methods foster fluency in second language learning. The teacher's role has changed from that of controller to facilitator or guide. These are known as communicative approaches to language teaching, where communication is seen as the focus for language learning. It is for this reason that the author deemed it necessary to explore ways in which the individual student can be assisted so that he/she can gain from the instructions offered in the various fields of education in schools, colleges, polytechnics and universities. The paper looks at ways in which optimum communication can be achieved through teacher-student interaction in the classroom. It is in three parts:

Part one of the paper looks at student expectations as participants in the communication process; part two is focused on self-concept in verbal communication while part three underscores the important role played by Christian faith in Christian education.

a) Student Expectations

Like in any communicative event, students are expected to have goals which in turn influence their expectations in every course that they undertake to study. In many a classroom, different students will have different expectations. Some students just hope to score good grades at the end of the course, others barely hope to endure the agony of going through three or so months of instruction, yet there is another group who really don't have any expectations, for them, formal learning is seen as part of life, something that one goes through because they happen to be, how they feel about it is not important.

b) Self-Concept in Communication

It is a normal human feeling to seek the approval of those that we care for. Small babies are well settled in the arms of their mothers when they can sense approval and content usually communicated via body language, a hug or a smile. When young children involve themselves in attention gaining activities, they are looking for approval or acceptance. In all human endeavors, learning included, one feels good when they know that their efforts are recognized and valued by others. In any classroom context, the student with a positive self-concept is better geared towards the learning process than that with a negative self-concept.

c) The Role of A Christian Educator

As Christian educators, there is need for us to make a difference in the lives of the young souls that we come into contact with in our calling. We need to treat

them with respect, we need to show them love, we need to build in them a sense of trust, we need to be honest in our dealings with them. Every human being needs to be treated with dignity. In our classrooms we must be aware of the different abilities of our students, there are those that are brilliant and there are those that are not so brilliant but we know that "all were created in God's image" there is no place in the Bible where we are told that God created only brilliant students.

The integration of faith and learning is not easy, often; the problem is how to balance the two- faith and learning. In this essay, the writter have tried to show that integration of faith and learning can be demonstrated through the ways in which we relate to our students and the model we provide of integrity, compassion, kindness, gentleness, patience, and encouragement-- the fruit of the Holy Spirit shown through our teaching.

The writter have also tried to show that it is not enough just to show our care for students, rather, as in the words of Walsh and Middleton (1984) we need to do scholarship in a Christian way, allowing our faith to direct our endeavors. The two components put together should give us a balanced approach to the application of faith and learning in our classrooms.

B. Conceptual Framework

Verbal interaction is communication that uses words, either spoken or written. This communication is most widely used in human relationships. One important aspect to consider in verbal communication is a style of delivering a

message. There are some styles of verbal communication that can be used. The teacher must be able to understand the styles of verbal communication in teaching and learning proccess. In order to success the learning process.

This research was intended to find out what are the styles of verbal interaction used by the English teacher. The researcher took a video of the teacher when teaching. And the data collected were analyzed.

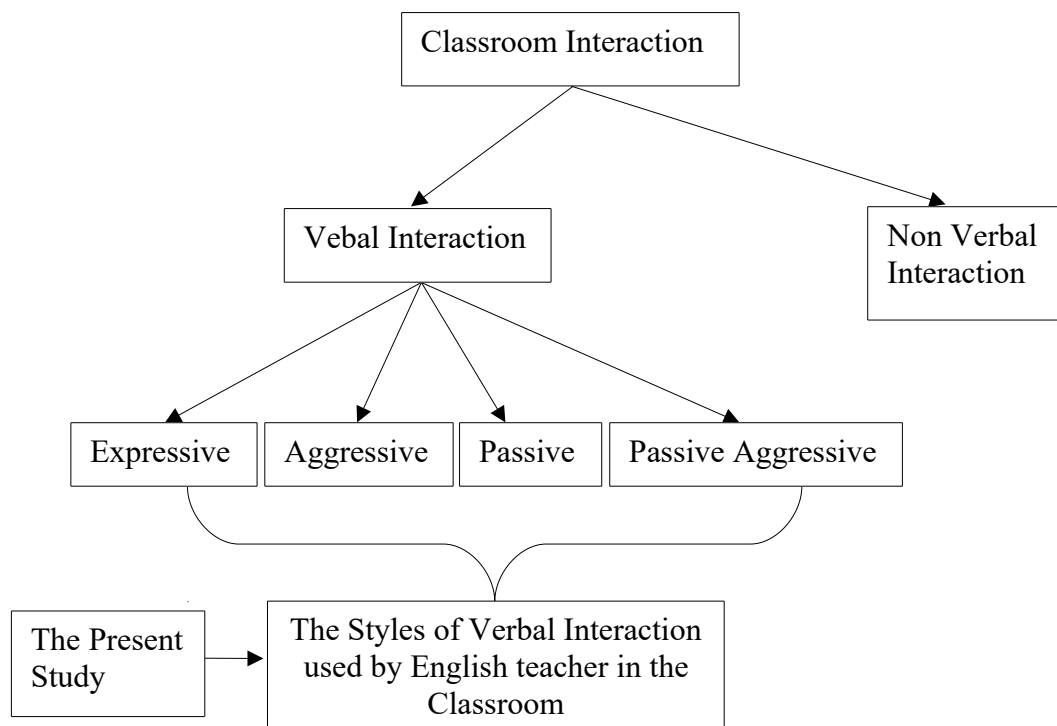The conceptual Frame work of this research was design as the following diagram:

Diagram 2.1 The Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

In this research descriptive qualitative method was designed by applying naturalistic design. This method was used in other to discover, identify, analyse, and describe the verbal interaction procces in the classrom. The reason for choosing it that because based on the writter is experience with the teacher it was found that the students were passive in teaching listening activities, students has limited vocabulary, and seemed uninterested in following the teaching learning activity. They also felt difficult to concentrate and focus while listening the teacher where teaching in front of the class.

B. Source of Data

The data was obtained by recording the interaction done by the teacher in the teaching and learning procces when the teacher is teaching in SMP YWKA.

C. Technique of Data Collection

The research data were collected through observation and those were document by using videotaping. To describe what the teacher and stundents talked in classroom interactions, this study was required videotaping as one of the research tools. This study was used video taping to capture natural interaction in detail. As Allwright and Bailey (1991) state that the appropriate way to gather

more complicated enquiries or more details data is audio record or even video record, so that we can get what was said, by whom, in what tone of voice. In addition, Burns (1999) argues that videotaping provides data of the classroom interaction both in verbal and non-verbal behaviour.

D.   The Technique of Data Analysis

The data analysis was done through qualitative analysis. The actvivities of qualitative analysis was consisted of data reduction, data display and conclusion drawing (sugiyono, 2016). Based on the theory, the researcher applied the following steps:

1. Data Reduction

   In this step, the data concluded, grouped, and focused on the main problem of the research. The research identified the problem of research and then classify the focus of the main problem from data to non - data. Reducing the data made the researcher easier to find the data needed.

2. Data Display

   In this second step, after the data were reduced, the researcher categorized the style of verbal interaction that used by the english teacher.

3. Conclusion Drawing

   The last step was conclusion drawing. The data analysis deeply, which the data and the information could be the new hypothesis and knowledge. So the researcher found the verbal ineraction styles performed by the English teachers.

The technique of data analysis was presented in the diagram below :

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                    ┌─────────────────────┐
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  ┌──────────────────┐          ┌──────────────────┐
  │  Data Reduction  │          │   Data Display   │
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           └───────▶│  Conclusion Drawing  │
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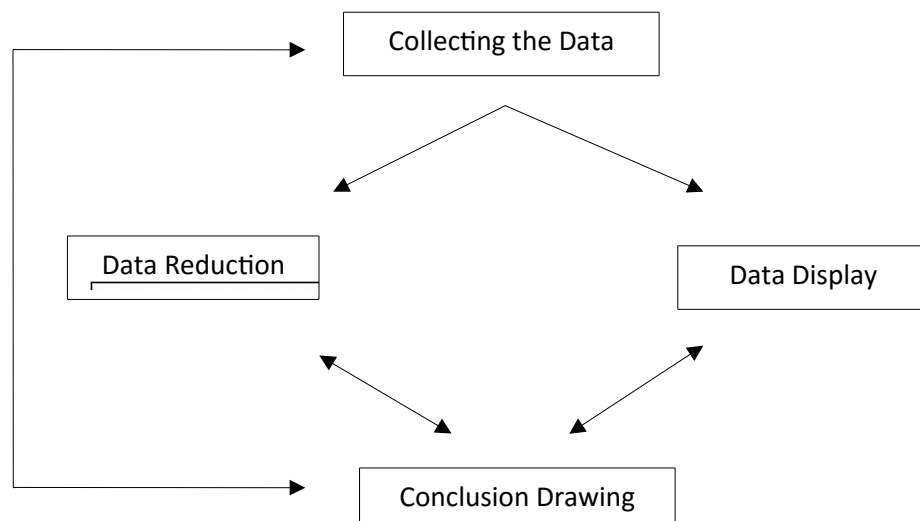
Diagram 3.1 Processes of Data Analysis

CHAPTER IV

DATA AND DATA ANALYSIS

G. Data

The data of this research were gained from the verbal interaction of English teacher in SMP YWKA Jl. Lampu, Pulo Brayan Bengkel Baru, Medan. The researcher recorded all the utterances of the teachers during the teaching and learning process in the classroom.

H. Data Analysis

The data were analyzed based on the formulation of the problems that were finding out the styles of verbal interaction used by the English teacher and the dominant style used. Based on emperical data, there were two styles of verbal interaction done by the English teacher during teaching and learning process. They were the expressive style of communication and aggressive style of communication.

1. Expressive Style of Communication

This expressive style of communication was used by everyone to get closed with the others because of this chacteristic style is sociable and amicable. In fact, this style of communication was spoken with animated, spontaneous, jovial, and conversational while communicating both, negative and positive thoughts. This theory matches with the research data that were elaborated below.

Data 1(Meeting 1):

T:"Assalamu'alaikum wr,wb,"

S:"Wa'alaikumsalam wr,wb."

Data 1 above indicated the occurence of the expressive style of verbal interaction. It was characterized through any utterance delivered by the teacher *"Assalamu'alaikum wr,wb"*. This utterance was categorized as expressive style of verbal interaction because after coming to the class, the teacher spontaneously gave greeting to the students. It was spontaneous done by her because it had been being her habit.

Data 2,(Meeting 1):

T :"come on ,keep spirit dear"

In data 2 above it was characterized through the utterance delivered by the teacher *"come on, keep spirit dear"*. This utterance was catagorized as expressive style of verbal interaction because the teacher ask the students in the class to keep spririt because they want to start learning and teaching process. The style of verbal interaction that the teacher expressed was catagorized in animated characteristic.

Data 9, (meeting 1):

T: "It's oke dear, tell what yours, don't be shy. ok

listen to your friend !, said the teacher."

S:"I wake up at 6 o'clock"

At data 9 the teacher expressed "*It's oke dear, tell what yours, don't be shy.*". This utterance was catagorized verbal interaction style in jovial characteristic. The teacher kindly made the student not to shy to mention her daily activity. This is very effective to use in learning proccess.

2. Aggressive Style of Communication

This style of communication stems from an aggresive personality. The aggressive communicator think of themselves to be above others and thus try to impose themselves through stating their opinions rather violently. Their derogatory tone of talking, makes the audience feel humiliated and intimidated. This theory matchs with the research data that were elaborate below.

Data 4 (Meeting 1):

> *T :"Don't make noise."*
>
> *S: "The student start silent"*

The expression in data 4 showed the teacher was disturbed when verbal interaction the class. It was characteristic through any utterance delivered by the teacher, She said *"Don't make noise."*. This utterance was categorized as expressive style of verbal interaction because the teacher made all the students feel intimidated and start to keep silent.

Data 3 (Meeting 2):

> *T :"Hei, quit ! one by one."*
> *S: (the secretary said all the absents name.)*

Data 3 above indicated the occurence of aggressive style of verbal interaction . It was characterized throught the utterance that delivered by the teacher *"Hei, quit ! one by one."*. This utterance was categorized as aggressive style because the teacher ordered the student to quit and the students soon to keep quit when heard the teacher.

3. **Data Findings**

After analyzing the data, there were some finding's found as listed in the following table.

Table 4.1 Percentage of the style of Verbal Interaction by the English Teacher

No.	Styles of Verbal Interaction	Frequency/occurence	percentage
1.	Expressive	Very often	8.4 %
2.	Aggressive	Very rare	1.5 %
3.	Passive	Never	0 %
4.	Passive - Aggressive	Never	0 %

The table above shows that there are two styles of verbal interaction which were done by English teacher in SMP YWKA. They were expressive and

aggressive styles of communication and at 8.4% And 1.5% respectively. Based on the table, it was seen the dominant style was expressive style. While, two other styles, namely passive and passive-aggressive were not found in this research.

Their absence were estimated because of imposibility thing done by the teacher. It means, no teacher is required to be passive in the classroom in order to have effective classroom interaction.

CHAPTER V

CONCLUSSION AND SUGGESTION

E. Conclusion

Based on the resesarch findings, there were some points as the conclussion of this study. Those were presented as the following:

1. There were two styles of verbal interaction used by the English teacher in the classroom interaction. They are expressive and aggressive style of communication.

2. The researcher concluded that the expressive style was the dominant style. While the passive and the passive aggressive imposible used, because talk active is very needed for a teacher. So, a good teacher would not used the passive and passive aggressive style.

3. The style of verbal communication used by the English teacher in the classroom interaction make the students more enthusiastic in the learning process. The teacher always used a friendly word when teaching. The most interesting facts which researcher found while doing the research is that the students are very obedient so the teacher did not need to express their anger, the teacher keep used the friendly word to always make the students to be obidient.

F. Suggestion

Referring to the research findings, there were some suggestion recomemded namely:

1. The English Teacher should note that the verbal interaction style that performed in the classroom have a big impact on the hearers, in this case the students. The verbal interaction style play an important role in the classroom interaction for the teachers in giving instructions. It should be note that the style uttered by the teacher should be understood well by the students, so they will be no missunderstanding between the teacher and the students. The appropriate implementation of the style of verbal interaction will manage the students in the learning process, so the aim of teaching leaning prosecc can be reached.

2. This research's main focus is on the style of verbal interaction used by the English teacher in the classroom. The other aspect may be investigated by other researcher. Furthermore, they can investigate other major of style of verbal interaction.

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