Verbal Interaction in the Classroom at SMP Negeri 6 Majene : An Analysis Flanders Interaction Categories

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ABSTRACT

The purpose of this study was to analyze the verbal interactions of students in class VIII of SMP Negeri 6 Majene, by analyzing the verbal interactions between teachers and students in class VIII of SMP Negeri 6 Majene in the 2020/2021 school year. This research is a descriptive qualitative research. Data collection techniques used checklist observation and video tapping. Researchers took 10 grade VIII students of SMP Negeri 6 Majene as research subjects. The results showed that in the teacher category more often appeared to accept feeling, ask question, criticizes / justifies authority. Furthermore, in the student category the most dominant was student talk response. In this case, researchers assess, that teachers and students are still lacking in verbal interaction and there are still many categories that have not been fulfilled. Furthermore, students also sometimes experience confusion and difficulty in proper verbal interaction. Then they don't really understand what is being discussed so they are afraid of being wrong even though students know what to say to the teacher.
Keywords: verbal interactions; category

INTRODUCTION

Language is something that is very important in human life. Language is used by humans to communicate with others in everyday life. Language is one way to communicate between people in words. There are many different languages in the world. Today, English is the most important language. As we can see that English has been used as a common language used to communicate throughout the world.

Teaching is to facilitate the learning process and as a guide the process of teaching and learning English as a Foreign Language (EFL) takes place in the classroom. Shomossi, (2004) recommends that interaction help students to achieve better learning and provide opportunities to practice their competencies. They gain competence by listening to teachers and students, and communicating with teachers and students. The teaching and learning process is a fundamental interaction process between teachers and students. However, creating communicative interactions between teachers and students is one of the obstacles in the teaching and learning process. In the teaching and learning process, there are teachers who do not get a response at all from students, even though the students know and want to give the response.

Therefore, this is the time for the teacher's role to act as a controller; the teacher must carry out interactive techniques and make interactive classes successfully. In this case, teachers and students must negotiate the meaning of achieving certain goals during the teaching and learning

process. Through verbal interaction, students can demonstrate and practice their target language. Brown (2007) suggests that interaction is a collaborative exchange of thoughts, feelings, or ideas between two or more people producing a reciprocal effect on each other. To carry out reciprocal interactions, the teacher not only facilitates students to learn but also encourages students to be involved in participation. Brown (2001) defines interaction as the core of communicative competence. When a student interacts with other students he receives input and produces output. Interaction actions can be verbal and non-verbal. Verbal interaction occurs because the teacher and students have to talk to each other. Meanwhile, non-verbal interactions include gestures, eye contact or facial expressions by teachers and students when they communicate without using words. Moore (2000) stated that interaction has three types, namely teacher-student interaction, student-student interaction, and student-content interaction. The most important type of interaction is the teacher-student interaction, because it can create situations when teachers and students talk and perform verbal interactions in the teaching and learning process. This is assumed because the verbal emphasis of most words, sentences and utterances is simple, clear, understandable, reliable and active as a stimulus that contains the meaning and value that is learned. In addition, Tuan and Nhu (2010) explain that teachers speak more dominantly in class interactions. From the illustrations expressed, the authors are interested in knowing the class interactions between teachers and students. This means that between teachers and students there are always changing roles when interactions take place in the teaching and language learning process.

Based on the description above, verbal interaction is fundamental in the language teaching and learning process, especially in schools that emphasize English subject matter. The aim of this research is to analyze how the verbal interactions between teachers and students happen in the classroomthis. This study analyzes the interaction between teachers and students and aims to develop students' abilities, especially in communicating everyday English and can also respond to English in verbal interactions between teachers and second grade students at SMPN 6 Majene.

METHODS

This research uses descriptive qualitative research. According to Sugiyono (2010) qualitative research methods are research methods based on the philosophy of postpositivism, used to examine natural conditions of objects, (as opposed to experiments) where the researcher is a key instrument, data source sampling is done in a purposive and snowball manner, collecting techniques with triangulation (combined), data analysis is inductive / qualitative, and qualitative research results emphasize more on meaning than generalization. In this study, researchers analysed of verbal interaction between teacher and students on the second grade in SMPN 6 Majene. Researchers choose students based on 10 students who are active in learning to verbal interaction.

RESULTS AND DISCUSSION

From the results of the observation checklist given, the researcher concluded that the teacher was still lacking in 10 items that had to be fulfilled in verbal interactions. The teacher still were some verbal aspects of interaction that have not fulfilled during the learning process. And students were less active in the learning process where some students are still less active in answering questions from the teacher.

TABLE 1. Teacher Observation Research Results

No	AP	ID	Yes	No	AM

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1	Indirect Teacher Talk	Accept feeling	2
2		Praise Encourages	1
3		Accepts/ Use	-
		Ideas of Students	
4		Asks Questions	2
5	Direct Teacher Talk	Lecturers	1
6		Gives Directions	-
7		Criticizes/Justifies Authority	2

TABLE 2. The Result of Observations of Researchers and Teachers for Students

No	AP	ID	AC						
			1	**2**	**3**	**4**	**5**	**6**	**7**
1	Students	Student-Talk	10	-	1	3	-		
	Talk	Response							
2		Students – Initiation						-	
3		Silence/ Confusion							9

Information
AP: Aspect
ID: Indicator
AC: Action

Based on the first table, it can be seen that the teacher has fulfilled 5 items, namely: accepts feeling (the teacher does not get angry when students do not do homework, teacher gave advice to students not to repeat it again and the teacher responds to students' questions well). Praise / encourages (teacher received students answer by saying, good students). Ask questions (the teacher asks students to open the book and the teacher asked to the students about the material narrative text). Lectures (the teacher explains material about narative text, clearly and smoothly). Criticizes / justifies authority (the teacher asks to the students, why do students not doing homework and the teacher asked, whether the students finished doing the task).

Based on the second table, the results of the observation checklist given to students, it has fulfilled 2 items, namely students talk response and silence / confusion. Students talk response (students respond to greetings from teachers as well, students answer the teacher's question, that day is not there are no present, there were 10 students who were fulfilled and students answered the teacher's question students, there was 1 student who was fulfilled). Silence / confusion (there are students who are silent when asked by the teacher about the material narrative text, there were 9 students fulfilled).

Researchers identify and classify the types of verbal interactions that occur between teachers and students in the class. This research was conducted in two meetings with the same material. Where the first and second meetings were discussing narrative text. In analyzing the verbal interactions that occur between teachers and students in the classroom, the writer uses the theory of FIAC by Flanders (1963) cited in Allwright and Bailey (1991).

a. Accept feeling

The teacher receives feelings when the teacher says that he understands the feelings of the students. In addition, the teacher also clarifies the attitude or tone of a student's feelings in a way that is not threatening, perhaps positive or negative feelings. Here is an interaction that is included in the category of receiving feelings.

Teacher: Okay, then can anyone explain again what narrative text is

b. Praise/encourages

In this category there are jokes that release information, but not those that threaten the student or are made at the student's expense. Sometimes praise is a word like: "good", "good", or "right". Often teachers just say, "okay, good job". Encouragement is slightly different and includes statements, such as "go ahead," "tell me more about your idea." The following are interactions that fall into the praise or encourage category:

Students correctly answer questions from the teacher Teacher: Very good

c. Accept/Use ideas of students

This category is quite similar to category 1. However, it only includes acceptance of students' ideas and not acceptance of the emotions expressed. When a student suggests a suggestion, the teacher can paraphrase the student's statement. In addition, the teacher can restate the idea more simply or summarize what the students say. The teacher may also say, "Well, that's a good answer. I get what you mean." It is a bit difficult to understand category 3, but the teacher has to divert students' ideas.

In this study, the authors did not find any interactions included in the category of accepting or taking advantage of students' ideas.

d. Asking Questions

This category only includes questions when the teacher expects answers from students regarding the content of the lesson. The questions that are meant to be answered are of several kinds. There is a right or wrong answer to that question.Questions can be very broad and give students a lot of freedom to answer. The following are interactions that fall into the Asking Questions category:

Teacher: Open the book

e. Lectures

Teaching is a form of verbal interaction that is used to provide information, facts, opinions, or ideas to children. Presentation materials can be used to introduce, review, or focus class attention on important topics. Whenever the teacher explains, discusses, gives opinions, or provides facts or information, this category is used. The following are interactions that fall into the Teaching category:

Teacher: narrative text is text that tells about fictional stories such as fairy tales that aim to entertain readers.

f. Giving Direction

The decision to classify the statement as a direction or command or not, must be based on the degree of freedom which serves as feedback for the teacher's direction. The following are interactions that fall into the category of Providing Direction or Guidance: In this study, the authors did not find any interactions included in the category of providing direction or guidance.

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    g. Criticizing of Justifying Authority

A statement criticizing is one that is designed to change student behavior from unacceptable to acceptable. If the teacher explains himself or his authority, defending himself against the student or justifying himself, the statement falls into this category. The following are interactions that fall into the category of Criticizing or Ensuring Authority:

Teacher: why do students not doing homework?

    h. Students Talk Response

This category is used when the teacher has initiated contact or requested a student statement. This is done when students answer questions asked by the teacher, or when they respond verbally to the direction given by the teacher. The following are the interactions included in the Speaking-Answering Student category:

Teacher: Assalamualaikum Students: Walaikumsalam

    i. Students Initiation

Generally the student raises his hand to make a statement or ask a question when he or she is not asked to do so by the teacher. The appropriate category is this category. In this study, the authors did not find any interactions included in the category Students Speaking - Own Initiative.

    j. Silence or Confusions

This category includes everything that doesn't fall into any other category. A period of confusion in communication when it is difficult to determine the person speaking is classified into this category. This includes pauses and brief periods of confusion, when communication cannot be understood by the observer.

Teacher: what is narrative text? Students: (confused / silent)

From the above discussion, the researcher concluded that the verbal interaction between teachers and students was still lacking in the learning process. Researchers found that teachers were still lacking in several items and students were less active in the learning process. And as for some items that can be fulfilled in the learning process, namely, accepts feeling, praise / encourages (teacher received students answer by saying, good students), ask questions (the teacher asks students to open the book and the teacher asked to the students about the material narrative text.), lectures (the teacher explains material of regular and irregular verb, clearly and smoothly), criticizes / justifies authority (the teacher asks to the students, why do students not doing homework).

In this section the researcher wants to discuss how verbal interactions between teachers and students are. This research was compiled by students of grade 8 C SMPN 6 Majene of the academic year 2021/2022 who had been observed.

Researchers conducted research using the observation checklist and video taping to find out how verbal interaction between teachers and students in the learning process. Researchers used the observation checklist and video taping tests to see how verbal intrusion between teachers and students in the learning process, by looking at several items 10: accepts feeling, praise/encourages, accepts/use ideas of students, ask questions, lectures, gives directions, criticizes/justifies authority, students talk response, students initiation, and silence/confusion.

In addition, during the research the researcher found that the verbal interaction between the teacher and students, the researcher found that the teacher was still lacking in some items and the conversations in the classroom students spoke when there was an opportunity given by the teacher. There are several items that are fulfilled and not fulfilled by the teacher and students in the class, namely praise/encourages (the teacher gave a response by saying ok, good students, because the students have completed the memorization of the vocabulary) and (teacher received students answer

by saying , yes nice students), accept/use, ask questions (the teacher asked to the students, who are not present today), (the teacher asked homework to the students given last week), lecturers (the teacher explained about material present continuous), (the teacher explained how to answer the question reading a form of the text is long), give direction (the teacher asks students to open the task book and prepared a dictionary), (the teacher asked for students to open the practice of the national exam book), criticizes/justifies (the teacher asks students to make the sentences of regular and irregular verb). And also students are less active in the learning process. And as for some items that can be fulfilled in the learning process, namely, accepts feeling, praise/encourages (teacher received students answer by saying, good students), ask questions (the teacher asks students to open the book and the teacher asked to the students about the material narrative text.), lectures (the teacher explains material of regular and irregular verb, clearly and smoothly), criticizes/justifies authority (the teacher asks to the students, why do students not doing homework). Students talk response, student's initiation, and silence/confusion.

This is supported by Raharjo Dwi Untoro (2010), based on the analysis and discussion of the results of the study, it is concluded that the interaction between teachers and students in the classroom shows a regular pattern of exchange. The class conversation leads to a single goal to achieve learning goals. Conversation in class is the dominant role of the teacher; students speak whenever there is an opportunity given by the teacher. Researchers want to compare the results of their research with research related to their research. In Raharjo Dwi Untoro's thesis (2010) discusses the analysis of teacher-student interactions in the classroom showing regular exchange patterns. The class conversation leads to a single goal to achieve learning goals. While the thesis result of this study is to find that the teacher is still lacking in several items.

As for some of the new findings that the researchers found were in accordance with the results of the observation checklist and video taping of the teacher and students with the researcher, namely: verbal interaction in the most dominant flanders interaction analysis categories is the type of Flanders accept feeling, ask questions, criticizes/justifies and for students, namely students talk response, and teachers play an active role in fostering student motivation to speak, both in terms of learning methods, and how teachers recognize student abilities. So that the teacher can adjust to the things the students want in learning. So that students feel more motivated and active in the learning process.

CONCLUSION

Based on the results of the data, there are 10 categories that occur in class where 7 items are for teachers and 3 items for students, namely receiving feelings, praising/encouraging, accepting/using students' ideas, asking questions, lecturing, giving directions, criticizing/justifying authority, student response speaking, student initiation, and silence/confusion. The results showed that the teacher category more often appeared to accept feelings, ask questions, and criticize/justify authority. Furthermore, in the category of students who are the most dominant in students' speech responses. Of all the indicators that occur only accepting/using student ideas and providing direction that does not occur in the classroom.The teacher speaks and the student speaks and is silent. Teachers are more active than students in the teaching and learning process, but still in verbal interactions where there are still many unfulfilled categories.

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