

## VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE CLASSROOM

Susie Kusumayanthi<sup>1</sup>, Lia Riyani Nuroniah<sup>2</sup>

STKIP Pasundan, Indonesia

Email: [susiekusuma7@gmail.com](mailto:susiekusuma7@gmail.com)<sup>1</sup>, [liariyaninuroniah@gmail.com](mailto:liariyaninuroniah@gmail.com)<sup>2</sup>

First Received: August 2020

Final Proof Received: September 2020

### ABSTRACT

This research was conducted in the tenth grade students in a senior high school in Bandung Barat. The purposes of this study are to identify the types of verbal interaction in the classroom based on Flanders Interaction Analysis Categories (FIAC) and what is the impact to students' speaking skill. This research used descriptive qualitative method. More specifically this research was classified as a case study. The instruments of this research used observation and interview. The data from observations were accompanied by Video recording. Then, transcribed into the written form. Observation data were processed into FIAC sheet and calculated to find the dominant type. Interview data were processed using descriptive qualitative. The findings of the research show that all types of verbal interaction based on Flanders Interaction Analysis Categories (FIAC) were used by the teacher and students in the classroom. The type most often used is asking questions and student talk responses with a percentage of 26.34% at the first meeting and 22.12% at the second meeting. Then the students' talk response with a percentage of 28.14% at the first meeting and 34.62% at the second meeting. The results of the research with interviews stated that verbal interaction can help students develop a little in English speaking skills, especially on elements of pronunciation, grammar and vocabulary.

**Keywords:** *Verbal interaction, flanders interaction analysis categories (FIAC), speaking skills.*

### INTRODUCTION

Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom. Classroom interaction has verbal interaction and non-verbal interaction. Verbal interaction is the delivery and acceptance of using language oral or written. Nonverbal interaction means all communication that occurs without words it means body movements, space, time, touch, voice patterns, color, layout, design of surroundings. When students do their written and oral interaction in the classroom, it means that they have done their verbal interaction and for their non-verbal interaction showed from their responses such as head-nodding, hand raising and so on without using their words in their interaction in the classroom.

Additionally, teaching and learning process in the classroom, interaction between teacher and students are very important. Interaction between teacher and students establish the success of teaching-learning process. In the English Foreign Language (EFL) classroom, the role of teachers is very important to interact with the students in giving the direction and explanation, and checking the students' comprehension about the target language. In classroom interaction, teacher and students have to make a good

communication in order to make students understand the materials being taught. Interaction is in fact the heart of communication: it is what communication is all about.

The concept of classroom interaction plays a significant role in the process of foreign language learning. 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 (Chaudron, 1998). It means that the students are more active than the teacher. In Fact, in Indonesia survey on sixty SMU teachers in West Java, Banten, and DKI revealed that most of the teachers rate their students participation as “very low” and “low”.

The research will be focused on the types of verbal interaction used between teacher and students conducted in the classroom based on FIAC and the impact of verbal interaction between teacher and students to studentd speaking skills.

Flanders technique is appropriate for analyzing the students’ and teacher talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teacher and students are required to talk in the classroom. Besides that, Flanders divides teacher talk (accepts feelings, praises or encouragement, accepts or uses ideas of students, asking questions, lectures, giving direction, and criticizing or justifying authority), students talk (response and students talk initiation), and silence or pause or confusion.

Based on explanation above, this research would like to know the verbal interaction between teacher and students in the classroom and teacher opinions toward verbal interaction in the classroom based on FIAC in one senior high school in Bandung Barat.

Interaction is seen as central to an educational experience. The concept of interaction is defined as reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another. Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Classroom interaction is about the students having its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occurs every day in teaching and learning process. Everyone, not only by the teacher in the classroom, but also the students manage it. This interaction is usually used to express their ideas together (Asiyah, 2020).

In addition, according to Brown (2001), Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views among their peers. When a learner interacts with another learner, he/she receives input and produce output. This device helps the learner to be competent enough to think critically and share their views among their peers. Whatever purpose they bring into the classroom, the outcome is a co-production by both the teacher and the students who jointly manage interaction as well as learning.

Classroom interaction can be inferred as a form of institutional talk is locally managed but cooperatively constructed speech exchange system. Composed of interactions between teacher and students and among students, classroom interaction is one of the platforms where any reality about classroom phenomena is produced and can be observed at the same time (Firdaus, 2014).

So, classroom interaction has an important role in the teaching learning process. However, the interactions which include certain people in certain places and occasions have their own name, and one of them is the interaction which happens in the classroom and involves teacher and students which can be called classroom interaction. Therefore, the quality of teaching and learning process in the classroom is mainly determined by teacher and students in how they interact with each other actively.

Teachers' role in creating classroom interaction are as a participant at the classroom interaction and a facilitator to encourage the students to involve in the interaction (Hakiki, 2019). It means that the teacher has to be as a participation of the interaction in order for the students to participate at the classroom interaction and has to make the students realize that they have to be active in the learning process.

In addition, the teacher's role is related to the important factors in classroom interaction. There are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students' production, and feedback. In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teachers' efforts to make the students involved in classroom interaction where the teacher's role is making sure that all students are involved in the classroom interaction. Meanwhile, in turn-taking behaviors, the teachers' efforts to make the students involved in classroom interaction by asking them to ask questions, make requests or volunteer to answer.

Teacher and student interaction is an interaction that takes place in the classroom, whether verbal or non-verbal. The teacher is an important role in this interaction and usually, the interaction occurs in activities when teachers' giving explanation, praising, correcting mistakes, giving information, question, clarifying, directing drills, repeating words, encouraging, translation, surprising, and laughter.

Interaction in the classroom is based on the input provided by both teacher and students. The interaction can be between teacher and students and also between student and student. Both of these kinds of interaction need to be enhanced in the classroom environment. Classroom interaction has a significant role. Experiencing something by themselves will help them to learn it better and in the classroom environment, it has been gained by engaging in classroom activities. Interaction between teacher and students influences learning success.

Teacher-student interaction plays an important role in ensuring the comfort and sense of belonging in the classroom. Teachers have the primary responsibility for pulling students into classroom activities and for establishing the tone and feeling of the classroom atmosphere. The receptive and approachable teacher, versus the domineering or disconnected teacher, is able to make students feel included with positive affect in the class (Englehart, 2009).

The way that teachers and students interact is a critical factor in determining student outcomes. In a "meta-review" of 30 variables identified as being influential to student learning in the literature found student-teacher social interaction to be among the top three most important factors. Students identify relationships with teachers as being among the most important parts of their school experience. How a teacher interacts with students translate into products important to education.

Verbal interaction is a multifaceted construct that involves a number of different components that are interconnected. Verbal interaction is about language. In general,

verbal interaction refers to our use of words. Interaction happens when there is understanding between two or more people than giving responses.

An interaction is considered as an important factor for the learners in producing understandable output since it has enabled students to practice their language in the classroom. Also, interaction in the classroom gave the students opportunities to get feedback from the teacher or other students that led to improving their language system.

Interaction happens every day in the teaching and learning process. It is managed by everybody, not solely by the teacher within the classroom, but also the students. This interaction was usually used to express their ideas together. Classroom verbal interaction aims at meaningful communication among the students in their target language. However, that is to make the students improve their ability in learning English and use English in their life communication at least in the classroom during the English class (Gultom, 2019).

Verbal Interaction comes in two forms: oral and written. Examples of oral communication include speaking to someone in person or on the phone, giving presentations and participating in meetings. Written communication uses symbols that are hand-written or printed with an electronic device.

Flanders Interaction Analysis Categories System is an observational tool used to classify the verbal behavior of teachers and learners as they interact in the classroom. Flanders Interaction Analysis developed by Ned Flanders in 2015 is an observational tool used to classify the verbal behavior of teacher and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. Flanders' Interaction Analysis Categories has ten categories of communication that are inclusive of all communication possibilities. There are seven categories used when the teacher is taking apart (Teacher Talk) and two categories when the students are taking apart (Student Talk) and the last category is silence or confusion.

Flanders interaction analysis developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flanders Interaction Analysis Categories System (FIACS) records what teachers and students say during the teaching and learning process. Besides that, the technique allows the teacher to see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

Flanders' interaction Analysis is developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flanders Interaction Analysis Category System (FIACS) records what teachers and students say during the teaching and learning process. Besides that, the technique allows the teachers to see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

### **Categories of Teacher Talk and Student Talk**

There are several categories of teacher talk and student talk as explained below:

#### ***Teacher Talk***

Teacher talk itself is divided into several categories as follows: (1) accepting feeling, (2) praising and encouraging, (3) accepting or using ideas of students, (4) asking questions, (5)

lecturing, (6) giving directions, (7) criticizing and justifying authorities. The explanation is as follows:

Accepting Feeling is when the teacher accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative also includes predicting or recalling feelings.

Praising and encouraging is when the teacher praises or encourages student action or behavior. Jokes that release tension but not at the expense of another individual, nodding head, or approval are included.

Accepting or using ideas of students is when the teacher clarifies, builds or develops ideas suggested by a student. As the teacher states more of his ideas, the category shifts to lecturing.

Asking question is when the teacher asks a question about content or procedure with the intent that a student answers.

Lecturing means when the teacher gives facts or opinions about content or procedures; expresses his ideas, asks rhetorical questions.

Giving directions is when the teacher gives directions, commands, or orders to which a student is expected to comply.

Criticizing or justifying authority means when the teacher gives statements which intended to change student behavior from non-acceptable to acceptable pattern, states teacher authority and so forth.

### ***Students Talk***

Student talks consist of response and initiation. Student response is when the student responds to the teacher. Teacher initiates the contact or solicits student statement. Student initiation is when the students initiate the talk, including the response to teacher's statements which indicates the student is willing to talk.

### ***Silent Moments***

Silent moment is the silence or confusion. It is pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

### **Definition of Speaking**

Speaking is an important part in human life that useful to communicate with others directly without intermediary. Speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more. So natural and integral is speaking that we forget how we once struggled to achieve this ability until we have to learn how do it all over again in a foreign language.

Speaking English is have to mastered especially for the students in Indonesia to achieve their succesful in many aspect. There are three functions of speaking; they are speaking as interaction, speaking as performance adn speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function.

Speaking as performance refers to public speaking, it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tentds to be in form of monolog rather than dialogue, often follow recognizable format it is closer to written language than conversational language.

Speaking as transaction refers situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

### **Elements of Speaking**

Elements of speaking skills is important elements that the students should learn if they want mastered speaking skills. Speaking is a complex skill which need a number of different rates. They are five elements that generally known, they are pronunciation, grammar, fluency, vocabulary and comprehension.

### **METHOD**

The method that used in this study is descriptive qualitative study method in order to find out the verbal interaction between teacher and students in the classroom. The qualitative study was chosen in order to observe the process of verbal interaction in the classroom. According to Merriam (2009) qualitative is an interpretive approach that generally uses words rather than numbers or concept that can be quantified, so that the richest of the phenomena can be produced. In qualitative studies the investigator usually acts as an observer in the setting that is being studied, either as the interviewer, the observer, or the person who studies artifacts and documents it is because in qualitative, researchers use direct data collection.

To collect the data of the research, researcher will do the observation by recording to gain the data, and then continue with the interviewing session where the researcher interviews an English teacher in this study, the instruments that used to collect the data are classroom observation, and teacher's interview.

In analyzing the result of the data for observation, the writer used matrix analysis by using the FIAC analysis technique. The researcher explained the matrix analysis through simulated data of the observation. The simulated data showed in the table which consists of ten categories, the categories allotted as former event and later event.

These categories analyzed depend on how many times those happen in the teaching-learning process. Then, the writer calculated how much teacher's talk and student's talk time in the classroom by using Flander's formulates. Furthermore, the writer used it to find out the ratio between teacher's talk and student's talk, based on the following formula:

$$C/N = 100\%$$

Where:

C = Categories

N = Total of categories

Data analysis is an effort which is done by researcher to embrace the data accurately. Data analysis was conducted when all the data has been collected. Data analysis in this research can be broken down into four stages: they are classroom observation, transcribing the data, coding to fiac data sheet, interview and selecting the data.

### **FINDINGS AND DISCUSSION**

Verbal interaction based on FIAC percentages in 1st and 2nd observation had different proportions. The percentage of teachers in accepts feeling was 2,39% and 1,92%, the percentage of the teacher in giving praise to the students was 4,79% and 6,73%, the

percentage of teachers in accepting the idea of students amounted to 2,39% and 1,92%, the percentage of teachers in giving questions to the students was 26,34% and 22,12%, the percentage of teachers in lecturing was 5,99% and 2,88%, the percentage of teachers in giving direction amounted to 13,77% and 13,46%, the percentage of teachers criticizing or justifying authority was 0,59% and 2,88%, the percentages of students talk response was 28,4% and 34,61, the percentages of student talk initiation was 6,58% and 8,65%, the percentages of silence or pause confusion was 8,98% and 4,80%.

From these values it was known that students were more active in response to the command of the teacher rather than reveal his own initiative. Throughout the analysis of the data, there were no instances of declarations produced by the teacher. The more detailed description can be seen as follows:

Table 1. Results of the Analysis of Verbal Interaction based on FIAC on the First and the second Observation

NO	CATEGORIES	PERCENTAGES	
		Meeting 1	Meeting 2
1	Accept Feelings	2,39%	1,92%
2	Praise or Encouragement	4,79%	6,73%
3	Accepts or Uses ideas of Students	2,39%	1,92%
4	Asking questions	26,34%	22,12%
5	Lecturing/Lecture	5,99%	2,88%
6	Giving Direction	13,77%	13,46%
7	Criticizing or Justifying Authority	0,59%	2,88%
8	Students talk response	28,14%	34,61%
9	Student Talk Initiation	6,58%	8,65%
10	Silence or Pause Confusion	8,98%	4,81%

### Accepts Feelings

The teacher accepts feelings when the teacher says he understands the feelings of the student. In addition, the teacher also clarifies the attitude or tone of a student's feelings in a non-threatening way, perhaps positive or negative feelings. Based on the observation, accepts feelings only occurred 6 times in verbal interaction activities during 2 meetings. An example of accepts feelings is as follows:

*T : Yes, you don't understand because you haven't tried to understand yet, it's not like trying to understand her feelings.*

### Praise or Encouragement

When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc. Based on the observation, praise or encouragement only occurred 15 times in verbal interaction activities during 2 meetings. An example of praise or encouragement is as follows:

*S : Borrobudur temple Mr.*

*T : Yes, good. Borrobudur Temple*

### Accepts or Uses ideas of Students

In this category the students ideas are accepted only and not his feelings. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words.

Based on the observation, accepts or uses ideas only occurred 6 times in verbal interaction activities during 2 meetings. An example of accepts or uses ideas of Students is as follows:

*S: Mr. filling in the marker again, eh?*

*Q: Oh, I see. Fill in the marker?*

### **Asking Questions**

Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. According to Summampow 2019, 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 divided into several kinds. There is a right or wrong answer to that question. Question can be very broad and give students a lot of freedom to answer. Based on the observation, asking questions only occurred 63 times in verbal interaction activities during 2 meetings. An example of asking questions is as follows:

*T : Ok. You have finished. Can you tell me what is Turkey? And what is the Durritan wall and Turkey? See text. Anyone want to explain ? Okay. Can you raise your hand and explain.*

### **Lecturing /Lecture**

Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions. Based on the observation, lecturing/lecture only occurred 15 times in verbal interaction activities during 2 meetings. An example of lecturing/lecture is as follows:

*T: Okay. From what you guys mentioned before, we can catch a few. Duritan wall is \*The teacher cannot write all of her explanation\*. I see, more or less. This further explains the connection between these two places, yes, in which there is history. So, we've learned about historical places. Can you guys ...*

### **Giving Directions**

The teacher gives directions, commands or orders or initiation with which a student is expected to comply with. Based on the observation, giving directions only occurred 37 times in verbal interaction activities during 2 meetings. An example of giving directions is as follows:

*T: You can use google translate or book dictionary. Do you have a dictionary?*

### **Criticizing or Justifying Authority**

Criticizing or justifying authority is one designed to change student behavior from unacceptable to acceptable. Teachers ask 'what' and 'why' to the students also come under this category. Based on the observation, criticizing or justifying authority only occurred 4 times in verbal interaction activities during 2 meetings. An example of criticizing or justifying is as follows:

*T: Nobody really likes it? why?*

### **Student Talk Response**

This category is used when the teacher has initiated contact or requested student statement. This is done when students answer the questions asked by the teacher, or when he orally responds to the direction the teacher has given. Based on the observation, student talks

response only occurred 83 times in verbal interaction activities during 2 meetings. An example of student talks response is as follows:

*T: durritan wall and turkey? Okay. Can you raise your hand and explain.  
S: It is connection between two places. (see appendix 1, meeting 2)*

### **Student Talk Initiation**

Talk by students that they initiate. Expressing own ideas, initiating a new topic, freedom to develop opinions and a line of thought like asking thoughtful questions, going beyond the existing structure. Based on the observation, student talks initiation only occurred 20 times in verbal interaction activities during 2 meetings. An example of student talks initiation is as follows:

*S: Likes Temple Mr? It says temple, but the pronunciation or the way you read it is "Tempel", not "Temple".*

### **Silence or Pause or Confusion**

This category includes everything that does not fall into any other category. Period communication in communication when it is difficult to determine who is speaking category in this category. This includes brief pauses and periods of confusion, when communication cannot be enforced by the observer. Based on the observation, silent or pause of confusion only occurred 20 times in verbal interaction activities during 2 meetings. An example of silent or pause of confusion is as follows:

*F: Okay Ratu. Thank you. Who else, is there anything else?*

*SS: \* Silent \**

*T: Nothing else? Come on*

*SS: \* students are explaining blablabla \**

After carrying out teacher interview regarding the impact of verbal interaction between teacher and students to the students' English-speaking skills based on the dominant type of FIAC. From the results of the interview with the teacher, it can be concluded that verbal interaction affects the students' English speaking skills in their grammar, vocabulary and pronunciation abilities. The teacher stated that asking questions makes students more active in verbal interactions.

Based on the result of the analysis of the types verbal interaction based on FIAC on the first and the second observation, the researcher found that the percentage of teachers in giving questions and students talk response to the achieved the highest value compared with other activity. The activities carried out at the time of teaching-learning English in EFL classroom. This statement was obtained from the percentage of students in response to teachers was 31,375%, while the percentage of students in expressing the initiative was 7,6%. From these values it was known that students were more active in response to the command of the teacher rather than reveal his own initiative.

Futhermore, the result of the interview regarding to the second research question about the impact of verbal interaction between teacher and students to the students' English speaking skills. From the results of interviews with the teacher, the teacher said that verbal interaction in the class helped the development of students' English speaking skills, especially in pronciation, grammar and vocabulary. Even though the students' development did not increase significantly, frequent interactions, especially by asking questions, are one of the factors encouraging students to interact in class. This statement is in accordance with

the expert theory which states that pronunciation can be trained by frequently pronouncing English words. Pronunciation is the way for students to produce clearer language when they are speaking. It means that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking.

## **CONCLUSION**

This study aims to describe and to know what types of verbal interactions are in the classroom based on FIAC and what is the impact of verbal interactions on students' speaking skills in one senior high school in Bandung Barat.

The researcher found the types of verbal interaction between teacher and students in the classroom based on Flanders Interaction Analysis Categories (FIAC). All types of verbal interaction exist in the class, that are divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asking questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion). From the results of the FIAC matrix sheet, the most dominant types are asking questions and student talk responses because they have the highest percentage.

Then, the impact of verbal interaction between teacher and students in the classroom on the students' English skills is an effect on the development of student pronunciation, grammar and vocabulary. The teacher at stated that there is a positive impact of asking questions to students, namely increasing students' self-confidence to answer teacher questions so that students develop more English-speaking skills, especially in pronunciation, grammar and vocabulary.

## **REFERENCES**

- Asiyah, R. N. (2020). *Teacher - Students Interaction Pattenrs In EFL Classroom*. STKIP Pasundan.
- Chaudron, C. (1998). *Second Language Classrooms*. CambridgeUniversity Press.
- Firdaus, A. H. (2014). *Teachers' and Students' Verbal classroom Interaction at grade eleven at SMA 1 Kutowinangun*. Universitas Muhammadiyah.
- Gultom, J. J. (2019). *Verbal Interaction in English Classroom Using Flanders*.
- Hakiki, R. J. (2019). *An Analysis of Teacher's Speech Act in an EFL Classroom*. STKIP Pasundan.