

**AN ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER
AND STUDENTS IN THE CLASSROOM AT THE ELEVENTH GRADE
OF MAN 1 CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF
2018/2019**



(A Thesis)

Submitted in a Partial Fulfillment of Requirements for S-1 Degree

By

**FEBRI INDRIYANI
NPM: 1411040059**

**Advisor
Co- Advisor**

**: Prof. Dr. H. Sulthan Syahril, M. A.
: Fithrah Auliya Ansar, M. Hum.**

Study Program

: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC OF UNIVERSITY
RADEN INTAN LAMPUING**

2018

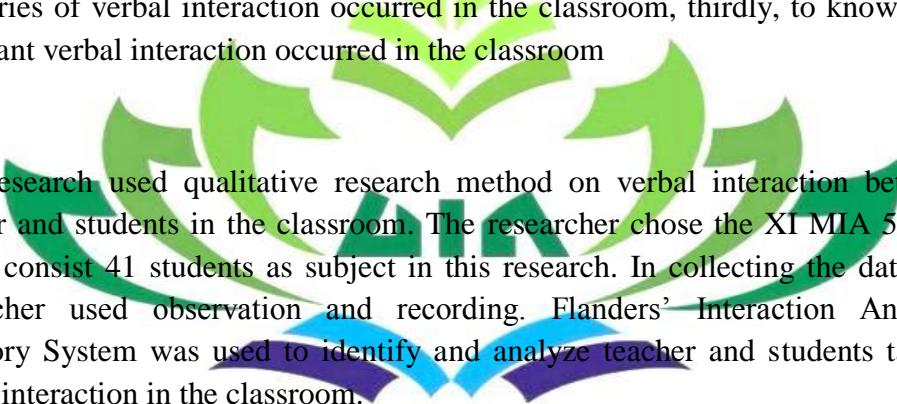
ABSTRACT

AN ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE CLASSROOM AT THE ELEVENTH GRADE OF MAN 1 CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

By:

FEBRI INDRIYANI

The aims of this research are firstly, to describe the verbal interaction between teacher and students in the classroom at the eleventh grade at MAN 1 Central Lampung in the academic year 2018/2019, secondly, to know what the categories of verbal interaction occurred in the classroom, thirdly, to know what dominant verbal interaction occurred in the classroom



This research used qualitative research method on verbal interaction between teacher and students in the classroom. The researcher chose the XI MIA 5 class which consist 41 students as subject in this research. In collecting the data, the researcher used observation and recording. Flanders' Interaction Analysis Category System was used to identify and analyze teacher and students talk in verbal interaction in the classroom.

From the result of data, the researcher found, the categories that occur in the classroom, in indirect teacher there are accepts feeling, praise or encourage, asks questions, lecturers. In direct teacher talk there are gives direction, criticizes or justifies authority. In student talk there are, student talk- response, student-initiation, silence or confusion. Then, the teacher was dominant in verbal interaction in the classroom. The percentage of the teacher talk was 56.58%, then, the students talk was 37.72%, and the silence is 5.66%.

Keyword: *verbal interaction, classroom interaction, teacher talk, students talk.*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTASTARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

Title	: AN ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE CLASSROOM AT THE ELEVENTH GRADE OF MAN 1 CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019.
Student's Name	: FEBRI INDRIYANI
Student's Number	: 1411040059
Study Program	: English Education
Faculty	: Tarbiyah and Teacher Training Faculty

APPROVED

To be tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University,
Raden Intan Lampung.

Advisor,

Prof. Dr. H. Sulthan Syahril, M.A
NIP: 19560611 198803 1 001

Co-Advisor,

Fithrah Auliya Ansar, M.Hum
NIP: 19891031 201503 2 002

The Chairperson
of English Education Study Program

Meisuri M.Pd
NIP: 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTASTARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **AN ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE CLASSROOM AT THE ELEVENTH GRADE OF MAN 1 CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019**, By: **FEBRI INDRIYANI**, NPM: **1411040059**, Study Program: English Education, was tested and defended in the examination session held on: Wednesday, December, 19th, 2018.

Board of Examiners:

The Chairperson

: Dr. Melinda Roza, M.Pd

(.....)


The Secretary

: Dian Reftya Wati, M.Pd

(.....)

The Primary-Examiner : M. SayidWijaya,M.Pd

(.....)


Advisor

: Fithrah Auliya Ansar, M.Hum

(.....)


**The Dean of
Tarbiyah and Teacher Training Faculty**

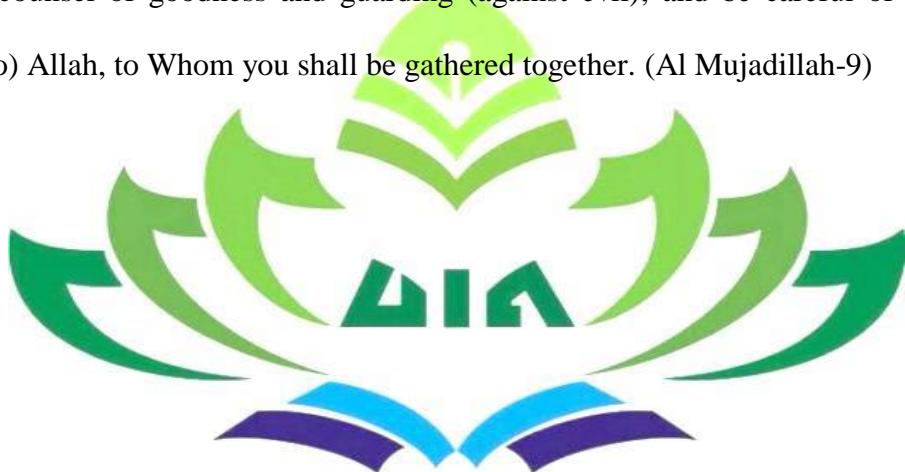
Prof. Dr. H. Chairul Anwar, M.Pd
NIP. 195608101987031001



MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا إِذَا تَنَاجَيْتُمْ فَلَا تَنَاجِيْهُمْ بِالْإِثْمِ وَالْعُدُوْنِ وَمَعْصِيَتِ
الرَّسُولِ وَتَنَاجِيْهُمْ بِالْبَرِّ وَالْتَّقْوَىٰ وَأَتَقْوُا اللَّهَ الَّذِي إِلَيْهِ تُحْشَرُونَ ٩

O you who believe! when you confer together in private, do not give to each other counsel of sin and revolt and disobedience to the Messenger, and give to each other counsel of goodness and guarding (against evil); and be careful of (your duty to) Allah, to Whom you shall be gathered together. (Al Mujadillah-9)



DEDICATION

Praise and gratitude to Allah for is abundant blessing to me and then from my deep heart and great love, this thesis is dedicated to:

1. My beloved parents, Mr.Suparjo Rustam and Mrs.Sri Riyadi who always pray for my success and give me motivation and support me to study hard until now. I love them so much.
2. My Beloved Family, my grand mother Sadiah and Mangun Pawiro, my beloved Uncles, my beloved aunts, all of my cousins.
3. My Beloved partner, M. Indra Aditia, who always give me spirit to finished this thesis.
4. My Beloved Brothers and Sisters, Achmad Dwiyanto, Lutfia Ananda Khoirul, Nadila, Nia, Ryan, Sriyanto, Desi Nur Damayanti, Yenni, Pipit, Reni Eva, Eliya, Suhaidi, Anggi, Walid, R. Diki Elnanda Purnama, who always give me spirit for my succes.
5. My beloved Peer, Nur Isnaini, Jannati Maharani, Diah Rohmayanti, Anggis, Diah Kusuma, Fifit, Grasella, Ghifa, Maul, Linda, Aisyah, who always heard my difficulties in this thesis. I am the lucky one to have them.
6. My Beloved Friends in PBI B 2014, who always give me support and thanks for experiences in four years.
7. My Beloved Friends (KKN), Bintang, Eva, Indah, Yurli, Elisa, Yani, Vidia, Fera, Fauzan, Basri, Samsul. Who always support and suggest me to be better.
8. My beloved friends who always support me to finish this thesis.
9. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Febri Indriyani. Her nick name is Febri. She was born in Bandarjaya on March 17th, 1996. She is the first of Mr.Suparjo Rustam and Mrs.Sri Riyadi daughter.

She began her study at Aisyiyah Bustanul Athfal Kindergarten in 2001 and graduated in 2002. Then, she continued at elementary school of SDN 1 Poncowati in 2002 and graduated in 2008. After she graduated from elementary school in 2008, she continued her study at Junior High School of SMPN 2 Terbanggi Besar in 2008 and graduated in 2011. Then, she studied at MAN 1 Central Lampung in 2011 and graduated in 2014. After that she continued her study at State Islamic University Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Raden Intan Lampung, she joined organization in her faculty called ESA (English Student Association) as a member of finance management.

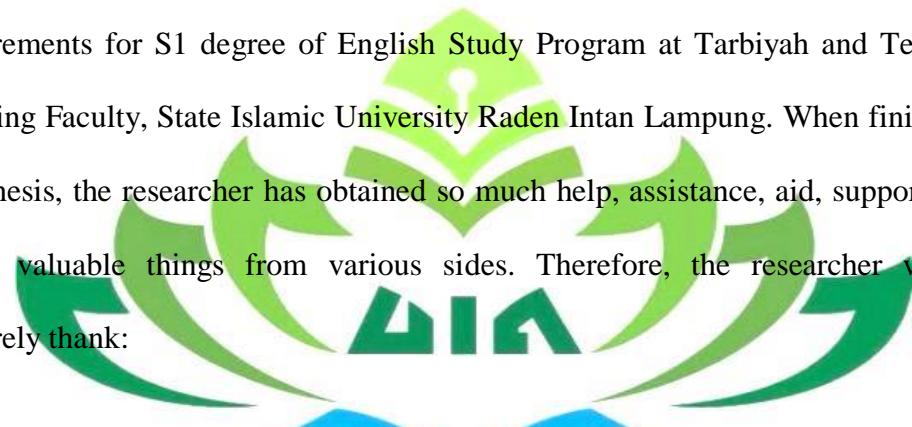
DECLARATION

Hereby I clarify that this is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledge in my paper. I do not copy or quote with the way that is against the scientific ethnics. From the statement above, I am ready to accept any judgement if it is found there is something contrary to the scientific ethnic in this thesis or there is a claim from other parties toward the originality of work.



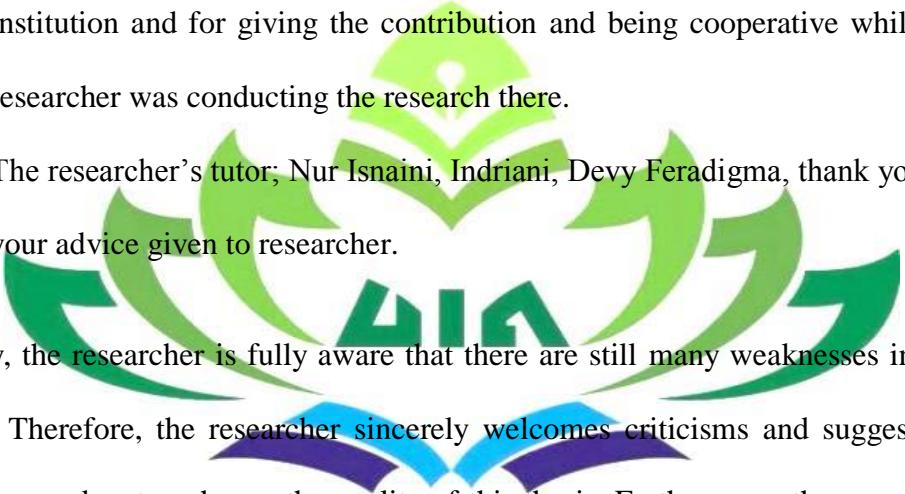
ACKNOWLEDGEMENT

All praise is to Allah, the almighty, the most beneficent and the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, as well as his family and followers. This thesis entitled “An Analysis Of Verbal Interaction Between Teacher And Students In The Classroom At The Eleventh Grade Of Man 1 Central Lampung In The Academic Year Of 2018/2019” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:



1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Prof. Dr. H. Sulthan Syahril, M. A, the first advisor who has patiently guided and directed the researcher until the completion of this thesis well.
4. Fithrah Auliya Ansar, M.Hum, the second advisor who has patiently guided and helped in correcting and giving countless time for the researcher to finish this thesis well.

5. All lecturers of English Department of UIN Raden Intan Lampung who have taught the researcher since the beginning of her study.
6. H. Wiratno, S.Pd, M. Pd.I, as the Headmaster of MAN 1 Central Lampung for allowing the researcher to conduct the research.
7. English teacher of MAN 1 Central Lampung, Yurlina, S.Pd for being helpful during the research process and giving suggestion during the research and the students at the second semester of the eleventh grade of MAN 1 Central Lampung for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.
8. The researcher's tutor; Nur Isnaini, Indriani, Devy Feradigma, thank you for your advice given to researcher.



Finally, the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers.

Bandar Lampung, August 2018
The Researcher,

Febri Indriyani
NPM.1411040059

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL.....	iii
ADMISSION.....	iv
DECLARATION.....	v
MOTTO	vi
DEDICATION.....	vii
CURRICULUM VITAE.....	viii
ACKNOWLEDGEMENT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	7
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Research	8
F. Use of the Research.....	8
G. Scope of the Research	9
CHAPTER II REVIEW OF LITERATURE	
A. Concept of Speaking	10
1. Definition of Speaking.....	10
2. The Function of Speaking.....	11
B. Concept of Verbal Interaction	14
1. Definition of Verbal Interaction	13
2. Characteristic of Verbal Interaction.....	14

C. Definition of Classroom Interaction.....	15
D. Teacher Talk.....	17
E. Students Talk.....	19
F. Concept of FIACS	20
1. Definition of FIACS.....	20
2. Strength of FIACS.....	24
3. Weakness of FIACS	25
G. Frame of Thinking.....	27

CHAPTER III RESEARCH METHODOLOGY

A. Research Design	29
B. Research Subject	29
C. Research Procedures.....	32
D. Data Collecting Technique.....	32
1. Observation	32
2. Videotaping	33
E. Validity of the Data	34
1. Time Triangulation.....	34
2. Place Triangulation.....	34
3. Theory Triangulation.....	35
4. Method Triangulation.....	35
5. Researcher Triangulation	35
F. Data analysis	35
1. Data Reduction.....	36
2. Data Display.....	36
3. Conclusion Drawing/Verification	37

CHAPTER IV RESULT AND DISCUSSION

A. Result of Data Analysis	38
1. Data Reduction.....	38
a. Observation.....	38
1. First Meeting	39

2. Second Meeting	42
3. Third Meeting	44
2. Data Display.....	46
a. Observation	48
B. Conclusion/Verification.....	54
C. Discussion of Finding	59
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	62
B. Suggestion.....	62

REFERENCES

APPENDICES



LIST OF TABLE

	Page
Table 1 Students' English Score of Eleventh Grade of MAN 1 Central Lampung Academic year 2018/2019	5
Table 2 Flanders Interaction Analysis Coding Instrument	20
Table 3 Number of Students of the Eleventh Grade of MAN 1 Central Lampung in Academic Year of 2018/2019.....	29
Table 4 Students' English Score of Eleventh Grade of MAN 1 Central Lampung Academic year 2018/2019	30
Table 5 Observation Result of the First Meeting	46
Table 6 Observation Result of the Second Meeting.....	47
Table 7 Observation Result of the Third Meeting	48
Table 8 The result of the each indicator.....	55
Table 9 The result of percentage	56
Table 10 The result of teacher and student talk	56

LIST OF APPENDICES

	Page
Appendix 1 The Research Permission letter from UIN Raden Intan	66
Appendix 2 The Research Permission Letter from MAN 1 Lam-Teng.....	67
Appendix 3 The Result of Interview of Preliminary Research for the Teacher	68
Appendix 4 The Result of Interview of Preliminary Research for Students.....	70
Appendix 5 Interview Transcript of Observation	73
Appendix 6 The Result of Observation Checklist in second meeting	79
Appendix 7 The Result of Observation Checklist in second meeting	80
Appendix 8 result of Observation Checklist in third meeting.....	81
Appendix 9 Documentations in the classroom at MAN 1 Lampung Tengah	83



CHAPTER I

INTRODUCTION

A. Background of Problem

English is an International Language that used in the world. So anyone cannot interact with others without language, thus it is very important to learn language especially English language.

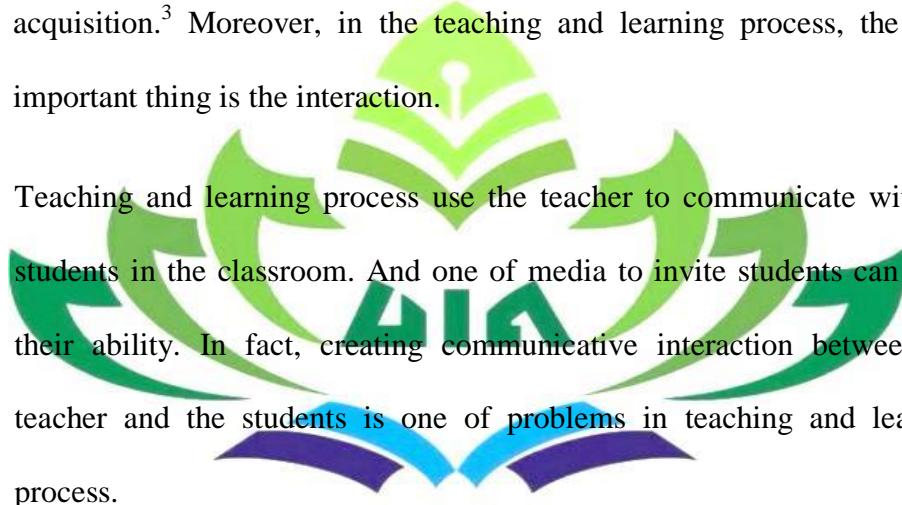
“According Patel, English is the International Language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an International standard for the language. It is spoken all over the world.”¹

It is used to establish international relation for communication purpose and for the exchange of views with different countries of the world. In By learning English, the students can know that English is very important in our life. So, every one required to learn English. Because of this new era English is one of the mandatory requirements to apply for a job.

In addition, people get learn English from the school. Moreover there are some people already studied English from early age. But also, it is not easy to teach English to us that always use mother tongue. Teacher always makes students very interesting to learn English. Students want to learn. And then, as a teacher should be able to makes the students want to study, as many students who lack of respect when teaching and learning process.

¹ Patel M ,et.al, *English Language Teaching* , (India: Sunrise Publishers 2008), p.6

According to Brown Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.² It requires teacher to formulate and manage learning to enable the students to achieve the target. So, teaching is one of tool to make it easier to learning students. Teaching and learning process is an essential interaction process between a teacher and students. Furthermore, Allwright and Ellis 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.³ Moreover, in the teaching and learning process, the most important thing is the interaction.



Teaching and learning process use the teacher to communicate with the students in the classroom. And one of media to invite students can show their ability. In fact, creating communicative interaction between the teacher and the students is one of problems in teaching and learning process.

During teaching and learning process, there will be time when the teacher does not get response from the students at all, though the fact the students know and have willingness to give response. Therefore, this is the time for teacher's role in action, as a controller and an initiator; the teacher has to carry out interactive techniques and create an interactive classroom successfully. Such as invite the students to verbal interaction. In this case,

² Brown, H. Douglas. *Principles of Language Teaching and Learning*.(Englewood Cliffs: Prentice Hall, 1980), p. 7

³ Ellis, R. *Instructed Second Language Acquisition*.(Oxford: Basil Blackwell, 1998)., p.46

the teacher and the students should negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process. Through verbal interaction, students can demonstrate their proficiency and practice their target language.

“According David Langford, in spoken verbal interaction people use their voices to communicate with one another. They use their voices to articulate words that are put together into sequences according to the rules of the language being spoken.”⁴

Verbal interaction is very important in teaching and learning process in the classroom. Moreover, Shomossi, recommends that interaction will help students to attain better learning and give opportunities to rehearse their competences.⁵ It means interaction one of tool to make it easier at the teaching and learning process. The teacher and the students need to have opportunity to try out a variety of teaching. They get their competences by listening to the teacher and the students, and communicating with the teacher and the students.

In this line, to have feedback interaction, the teacher is not only facilitating the students to learn but also stimulating students to get involved in participation. Additionally, the teacher and the students have time when they should speak and listen. In fact, ideal class is when the teacher talk is less than the students talk. It means that the students are more active than the teacher. Interaction is the collaborative exchange of thoughts, feelings,

⁴ Langford, David, *Analysis Talk (Investigating Verbal Interaction in English)* (London: The Macmillan Press LTD, 1994), P. 17

⁵Shomoossi, Nematullah, *the Effect of Teacher's questioning Behavior on EFL Classroom Interaction, a Classroom Research Study*. In the Reading Matrix, vol.4.No.2

or ideas between two or more people resulting in reciprocal effect on each other.⁶

In fact, when the researcher visited at the MAN 1 Central Lampung, the researcher found that students revealed that most of the teachers rate their students are less active than the teacher. Yurlina as English teacher said that, there are many students have not be confident to speak up, and there are no daring to try speak English, they are afraid when they speak English there are many weakness of the articulates and the students less to try interact in the classroom in English, with the teacher or their friends.

Sometimes, the students did not attention in the learning process.⁷ Then, the students said that, they felt not confident and afraid to speak up. Because, their languages were not suitable with the Grammar and Pronunciation, also the environment is not support weather in the school or home.⁸ It is supported by their English score. The researcher chooses eleventh the grade students. In the eleventh grade students there are 2 majors, the majors are IIS (Ilmu-Ilmu Sosial) And MIA (Matematika dan Ilmu Alam). But the researcher focusses to researched MIA class, and this is their English score:

⁶Brown H. Douglas, *Teaching by Principles-An Interactive Approach to Language Pedagogy (Second edition)* (London: Longman, Pearson Education ,1994), p. 159

⁷Yurlina, *English Teacher at eleventh grade in MAN 1 Central Lampung*, date: Feb 10th 2017, time: 09.00-10.30 A.M.

⁸Students of the eleventh grade in MAN 1 Central Lampung, date: Feb 10th 2018, time: 09.00-10.30 A.M

Table 1
**Student's English score in Eleventh Grade Student of
MAN 1 Central Lampung Academic Year 2018/2019.**

No	Score	The Number of Students					Percentage
		11 MIA1	11 MIA2	11 MIA 3	11 MIA 4	11 MIA 5	
1	≥ 70	35	28	37	33	22	78,5 %
2	<70	0	6	8	10	19	21,5 %
	Total	35	34	45	43	41	100%

Source: the document of the MAN 1 Central Lampung 2017/2018.

From the table above, Criteria of Minimum Mastery (KKM) English learning at the Eleventh Grade in MAN 1 Central Lampung is 70, it could be said that the total number of students who got difficulty in English learning. It can be seen that students at the eleventh grade have various achievements. The class that got low achievement is 11 MIA 5 and the class that got high achievement is 11 MIA 1. In this research, the chose class 11 MIA 5 as a sample of this research because class 11 MIA 5 got the lowest achievement, so that it is possible for students to find difficulties of verbal interaction in the classroom.

The reason of researcher does the research is she tries to describes the problems and to know the students' problems of verbal interaction in the classrom of the school. It is also supported by the research that was conducted by Nike Rosmeisarah Huraerah about the Analysis of Verbal Interaction between Teacher and Students in the classroom at a Senior

High School in Bandung.⁹ Researchers want to know if the teacher and students more often use verbal interaction or non verbal. The researcher has been found, 1. Teacher more often used non verbal interaction in the classroom, 2. Teacher more active than the students in the classroom (the percentage of teacher talk 54% and students talk is 44%, and silence is 2%)

Furthermore, concerning the issues above, this study analyzes the interactions between the teacher and students, which occurs in the classroom interaction for getting the real evidence and implication to student talk. It is supported by Suherdi who argues that this lack of participation is resulted from all development teaching models.¹⁰ So that the teacher have to be creative to create the models that will be used in the class.

Verbal interaction have a role in the classroom when the teaching and learning process. Verbal interaction is one of relation between two peoples or others, to delivered by written or oral. The students and the teacher will use verbal interaction so that achieve of the target of study, especially in English.

⁹ Nike Rosmeisarah Huraerah, “*the Analysis of Verbal Interaction between Teacher and Students in the Classroom at a Senior High School in Bandung*”, (A Thesis of English Education UPI Bandung, Bandung, 2013), p. 4

¹⁰ Suherdi, D, *Classroom Discourse Analysis: A Systematic Approach* (Bandung: Celtics, 2009), p.216

Based on the reasons stated above, the researcher decides to design a problem to be entitled: "An Analysis of Verbal Interaction between Teacher and Students in the classroom at the eleventh grade of MAN 1 Central Lampung in the 2018/2019 Academic Year." On of the guidelines to analyze the interaction activity is by using Flanders' Interaction Analysis Categories (FIACS). FIACS is a concept, which states that teaching will be effective depending to a large degree on how directly and indirectly teachers influence the students' behaviors. Based on the FIACS, there are three categories in the classroom interaction; they are teacher talk, students talk, and no/all talk/silence.¹¹

B. Identification of Problem

According to the background of the problem above, the researcher can identify the problems as follows:

1. The Students at the Eleventh grade still have not confident when they do Verbal Interaction with teacher in the classroom.
2. The Students at the Eleventh grade feel the environment around there are not support weather in the school or home.
3. The Teacher told the students less of the responses when the teacher asks to students because they are not confident to speak up.

¹¹ Allwright and Bailey, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teacher* (New York: Cambridge University Press, 1991), p.202

C. Limitation of Problem

This research focuses on Verbal Interaction between teacher and students in the classroom of the Eleventh Grade at MAN 1 Central Lampung in The Academic Year of 2018/2019.

D. Formulation of the Research

Related to that statement, this paper is conducted to elicit answers in the following questions:

1. What categories of verbal interaction occurred in the classroom?
2. What is the dominant verbal interaction occurred in the classroom?

E. Objective of the Research

1. To know what categories of verbal interaction occurred in the classroom.
2. To know what is the dominant verbal interaction occurred in the classroom.

F. The Uses of the Research

The significances of this research are to:

1. This research as a prerequisite to get S1 degree and as a standars for the researcher to be a good teacher.
2. As a source of information for further reaserch on Verbal Interaction to the reader.
3. For the school, as an information and increase knowledge about verbal interaction between teacher and students in the classroom.

4. As a references and information to the English teachers and the students related to the problems in Verbal Interaction between Teacher and Students in the classroom.

G. Scope of the Research

The scopes of the research were as follow :

a. Subject of the Research

Subject of the research were teacher and students at the second semester of the Eleventh grade at MAN 1 Central Lampung .

b. Object of the Research

The object of the research was the teacher's problem and the students' problem in verbal interaction in the classroom at the Eleventh grade student at MAN 1 Central Lampung .

c. Time of the Research

The research has been conducted at the first semester in academic year of 2018/2019.

d. Place of the Research

The research has been conducted at MAN 1 Central Lampung.

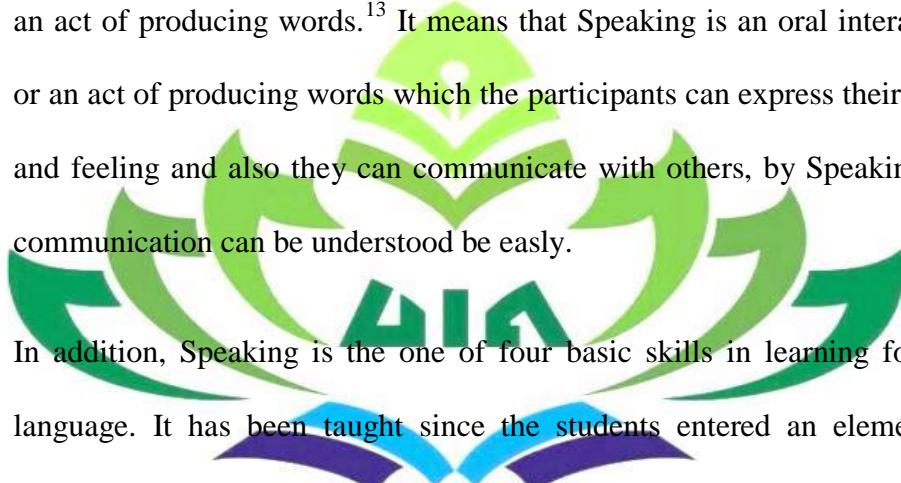
CHAPTER II

LITERATURE OF THEORIES

A. Concept of Speaking

1. Definition of Speaking

Speaking is one oral interaction in which the participants need to negotiate the meaning contained in ideas feeling and manage in terms of who is to say what, to whom and about what.¹² According to Thornbury, Speaking is an act of producing words.¹³ It means that Speaking is an oral interaction or an act of producing words which the participants can express their ideas and feeling and also they can communicate with others, by Speaking the communication can be understood easily.



In addition, Speaking is the one of four basic skills in learning foreign language. It has been taught since the students entered an elementary school; they are difficult to communicate using English, because they must think hard before say it. Of course, students need interaction with others (teachers, friends) to communicate. Martin Bygate acquaints that interaction skill involves the ability to use language in order to satisfy particular demands. First, it is related to the internal conditions of speech. Second, it involves the dimension of interpersonal interaction in

¹² David Nunan, *Language Teaching Methodology A Textbook for Teacher* (New Jersey: Prentice Hall International, 1991), p. 40

¹³ Scott Thornbury, *How to Teach Speaking* (London: Longman, 2005), p. 1

conversation.¹⁴ Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

Speaking is one of four abilities, which has important role in daily life, even as a main ability in communication among human beings. The students can express their idea or to give information about something to other students in the classroom.

2. The Functions of Speaking

Function of speaking is to deliver message or ideas from the speaker to listener. Richard said, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information. There are three functions of speaking. They are talks as interaction, talk transaction, and talk performance.¹⁵

a. Talk as interaction

Talk means conversation generally and interaction that provides a social function primarily. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with

¹⁴ Bygate, Martin, *Teaching and Researching Speaking*, (London: Longman, 2000), p. 6

¹⁵ Jack C Richards, *Teaching Listening and Speaking*, (New York: Cambridge University) Press, 2008, p.21.

others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk refers to situations where the speaker or actor focuses on what is said or done. The message is the central focus here and make the listener understand accurately and clearly, rather than the participants and how they interact socially with each other. In transactions, jones in Richard states talk is associated with other activities. For examples, students may be engaged in hand on activities. (e.g.in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

c. Talks to performance

The third type of talk which can usefully be distinguished has been called talk as a performance. This refers to public talk. That is, talk which transmits information before an audience such as morning talks, public announcements, and speeches.¹⁶

Based on the definition, it can be said that the function of speaking has many sense, they are talk as performance refers to public talk. Entire of the functions of speaking are related to guide the people in speaking activity.

¹⁶ *Ibid, p.27*

B. Concept of verbal interaction

1. Definition of Verbal Interaction

Verbal interaction is people use their voices to communicate with one another. They use their voices to articulate words that are put together into sequences according to the rules of the language being spoken.¹⁷ When people engaging in spoken verbal interaction say things, they do so with the intention that the person they are trying to communicate with respond to what has been said in similar ways.

Javid argues, is convinced that few verbal interaction occur during a teacher's lesson.¹⁸ So, verbal interaction does occur when teachers deliver subjects or ongoing subject matter. Then we can see the verbal interaction between teachers and students when lessons are taking place in the classroom.

From the definition above, it can conclude that in the presence of the same response between two or more people it can be said that they are doing verbal interaction. In addition, when the teacher and students engage in verbal interaction in the classroom, they must respond to each other's conversations well during the lesson.

¹⁷Langford David. *Analysing Talk: Investigating Verbal Interaction in English* (England: Hounds Mills, 1994), p. 17

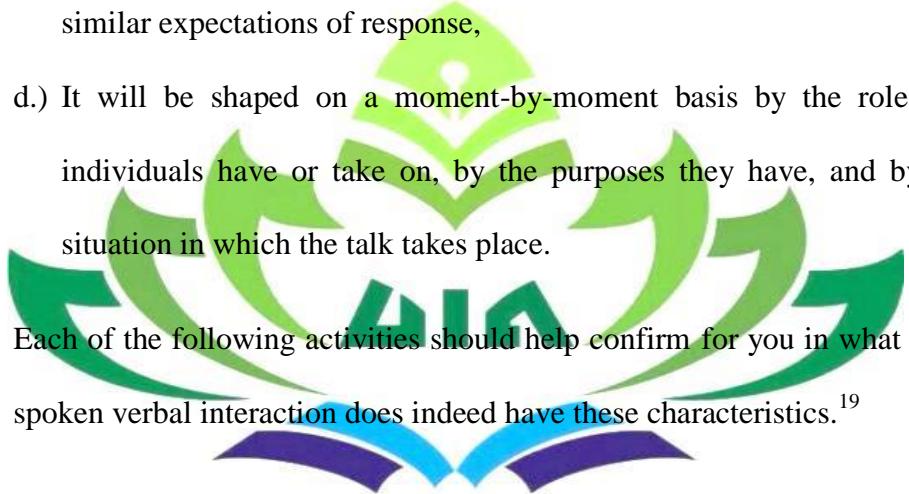
¹⁸Solmaz Abdurahimi Javid, et.al. *A Study On The State of Teacher-Student Verbal Interactions During Teacher Process and Its Relationship With Academic Achievement of Middle School Students in Ardabil*. Vol.4, No.7, 2013, p. 2

2. Characteristic of Verbal Interaction

In verbal interaction there are several characteristics, can understand that these characteristics greatly influence the occurrence of verbal interactions.

Moreover, can be seen some of these characteristics as follows:

- a.) It is for the most part not subject to prior conscious detailed planning,
- b.) It is produced with the intention that the consumer of it actually respond in some more or less specific way,
- c.) Responses to such language will be produced in similar ways and with similar expectations of response,
- d.) It will be shaped on a moment-by-moment basis by the roles the individuals have or take on, by the purposes they have, and by the situation in which the talk takes place.



Each of the following activities should help confirm for you in what ways spoken verbal interaction does indeed have these characteristics.¹⁹

From statement above, it can be concluded that the verbal interaction has some characteristics that we must know. Such as, by simultaneously responding to the conversation of others, giving each other the same response, thus we can know about the verbal interaction. By following some of these characteristics, it can facilitate the occurrence of verbal interactions between two people or more people.

¹⁹ Langford David. Op. Cit., p.19

C. Definition of Classroom Interaction

In teaching and learning process, between teacher and students in the classroom, teaching and learning process can run easily because of interaction. Classroom interaction is the action performed by the teacher and the students during instruction interrelated. They interact with one another for a number of different reason and on a continued basis throughout the school day. Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction.²⁰ it can be concluded that interaction is a reciprocal relation between two or more persons and each of the people involved plays the role of actively .In the process of the interaction of not only occur the relationship between the parties involved , but come to be influence one another.

In addition, Brown argues, interaction “as the heart communication; it is what communication is all about.”²¹ Interaction occurs as long as people are communicating each other and giving action receiving the reaction in one another anywhere and anytime, including in the classroom acting. Moreover, interaction in the classroom has an important to role as a supporter of the teaching and learning process in the classroom. Dagarin argues that classroom interaction is “two way process between the

²⁰ Ellis, Rod. *The Study of Second Language Acquisition*. (Oxford: Brasil Blackwell, 1994), p. 565.

²¹ Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York: Addison Wesley Longman, Inc, 2001), p.165

participants. In the language process, the teacher influences the learners and vice versa.”²²

Furthermore, interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process. Interaction in the classroom is one of tools to communicate between teachers and students, and can be used to exchange thoughts and knowledge among students and teachers. Classroom interaction is a reciprocal and meaningful interaction between the teacher and students that happens in the classroom. By interaction, learners develop their language ability. It is in the interaction what communication all about is found. In interactive classes, students can join a discussion, problem solving tasks, or dialogue journals. The form of the activities can be pair works.

In the classroom interaction, teacher and students have a reciprocal effect upon each other through which they say and do. Meaningful interaction with others in the target language in the classroom is much more important in language learning, the description of the interaction between the teacher and students is seen from the teacher and student talk. The teacher talks are accepting feeling, praising or encouraging, accepting or using ideas of students, asking questions, lecturing, giving directions, and criticizing or

²² Dagarin, M. *Classroom Interaction and Communication Strategies in Learning English as a Foreign.(Ljubljana: ELOPE, 2004)., p.128*

justifying authority. The student talks are student talking-response, student-initiation, and silence or confusion.

D. Teacher Talk

In language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication.²³ Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition.²⁴ In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are sometimes repeated.



According to Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown, teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into two kinds of influences: indirect and direct influences.²⁵ The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction.

Categories of teacher talk which are included in this indirect influence are mentioned and described below:

²³ Ellis, R. Op. Cit., p.96

²⁴ Richard, Jack C. *Tactic for Listening*. (Oxford University Press: Incorporated, 2002)., p. 22

²⁵ Brown, H. Douglas. Op. Cit., p.177

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

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

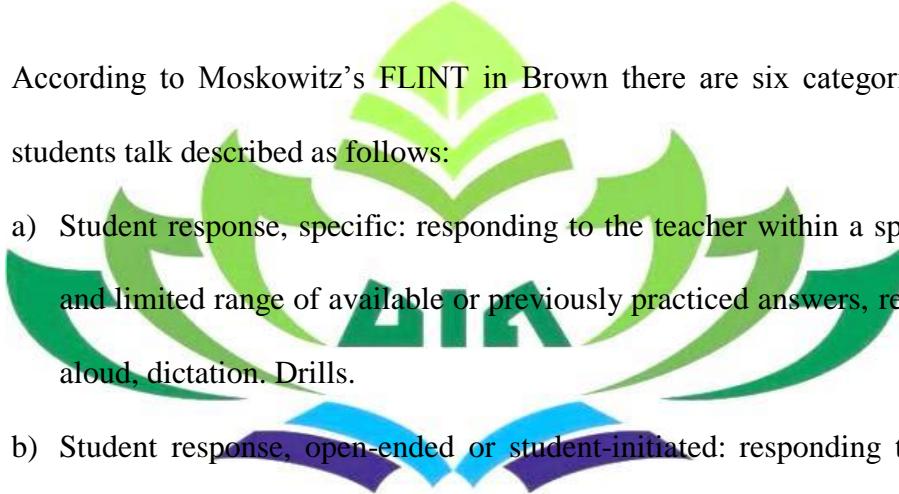
Based on that statement, it can be known that a teacher has to be able to make the teacher talk balance with student talk, situation and context because it can affect students' language acquisition. It is known focus of teacher talk is curriculum, instruction, gives direction, and

evaluation-the content of conduct of teaching and learning process, so that the teacher's ability to combine and apply that aspects in teacher talk is really needed.

E. Students Talk

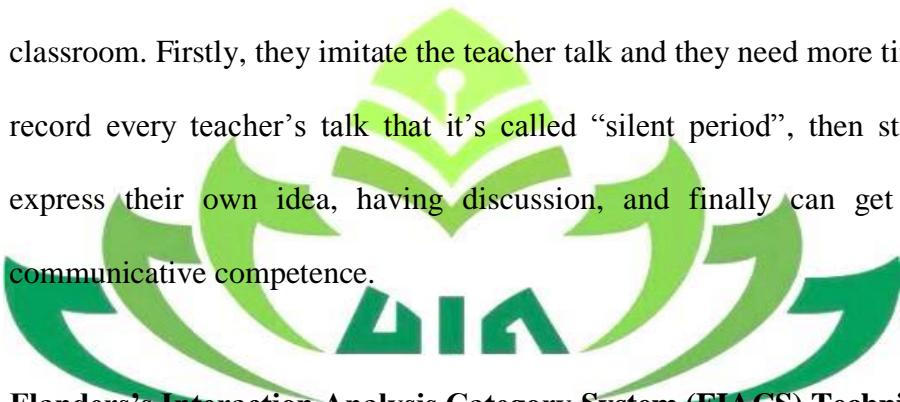
Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity.

According to Moskowitz's FLINT in Brown there are six categories of students talk described as follows:

- 
- a) Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation. Drills.
 - b) Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
 - c) Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
 - d) Silence -AV: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.

- e) Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
- f) Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.²⁶

Based on that statement, have language development when they learn language. It is the same, when they learn foreign language in the classroom. Firstly, they imitate the teacher talk and they need more time to record every teacher's talk that it's called "silent period", then start to express their own idea, having discussion, and finally can get their communicative competence.



F. Flanders's Interaction Analysis Category System (FIACS) Technique

According Tichapondwa, Flanders' interaction analysis category system is for identifying, classifying, and observing classroom verbal interaction.²⁷ It means that Flanders' interaction analysis helps the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, student talk, and silence.

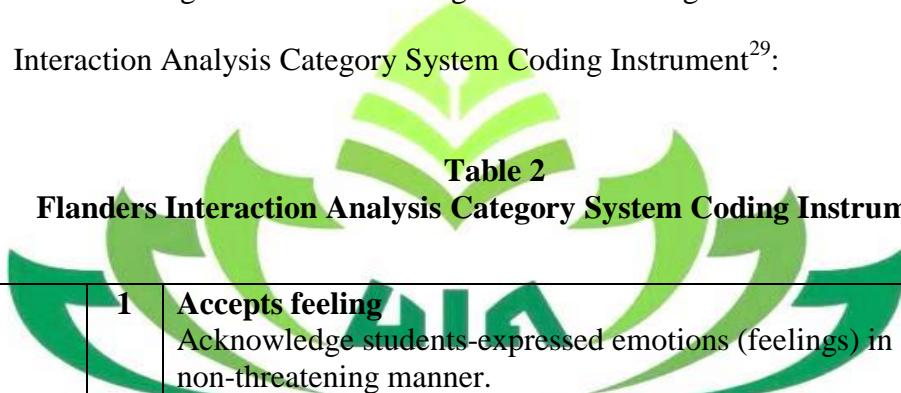
Flanders' interaction analysis is developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction

²⁶ Brown, H. Douglas, Op. Cit., p.170

²⁷ Tichapondwa,S.M, *Interactive Communication and the Teaching-Learning Process*, (Gweru: Mambo Press, 2006), p. 4

in the classroom.²⁸ This technique is one of important techniques to observe classroom interaction systematically. The Flander Interaction Anaysis Category System (FIACS) records what teachers and students say during teaching and learning Process. Besides, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by students.

To use the Flanders Interaction Analysis, the verbal interaction is coded in 1 of 10 categories. The following are the 10 categories in the Flanders Interaction Analysis Category System Coding Instrument²⁹:


Table 2
Flanders Interaction Analysis Category System Coding Instrument

Indirect Teacher Talk	1	Accepts feeling Acknowledge students-expressed emotions (feelings) in a non-threatening manner.
	2	Praises or encourages Provides positive reinforcement of student contributions.
	3	Accepts or uses ideas of students Clarifies, develops, or refers to student contribution, often non-evaluatively.
	4	Asks questions Solicits information or opinion (non rhetorically).
Direct Teacher Talk	5	Lecturers Presents information, opinion, or orientation; perhaps includes rhetorical questions.
	6	Gives direction Supplies direction or suggestion with which a student is expected to comply.

²⁸ Veronica Odiri Amatari. *The instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting*. International Journal Secondary Education. Vol.3, No. 5, 2015, p.43-44

²⁹ Peter Birmingham, David Wilkinson. *Using Research Instruments: A Guide Researchers*. (Oxford University: Routledge, 2003), p. 132

	7	Criticizes or justifies authority Offers negative evaluation of student contribution or places emphasis on teacher's authoritative position.
Student Talk	8	Student talk – response Gives a response to the teacher's question, usually a predictable answer.
	9	Student – initiation Initiates a response that is unpredictable or creative in content.
	10	Silence or confusion Leaves periods of silence or inaudible verbalization lasting more than 3 seconds.

Explanation of the Instruments of FIACS:

➤ **Talk Indirect Teacher**

1. Accepts Feelings:

- In this category, teacher accepts the feelings of the students.
- He feels himself that the students should not be punished for exhibiting his feelings.
- Feelings may be positive or negative.

2. Praise or Encouragement:

- Teacher praises or encourages student action or behavior.
- 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.

3. Accepts or Uses ideas of Students:

- It is just like 1th 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.
- The teacher can say, ‘I understand what you mean’ etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.

4. Asking questions:

- Asking questions about content or procedures, based on the teacher ideas and expecting an answer from the students.
- Sometimes, teacher asks the question but he carries on lecture without receiving any answer.such questions are not included in this category.

➤ **Talk Direct Teacher:**

5. 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

6. Giving directions:

- The teacher gives directions, commands or orders or initiation with which a student is expected to comply with:
 - Open your books
 - Stand up on the benches.
 - Solve 4th sum of exercise 5.3

7. Criticizing or Justifying Authority:

- When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category.

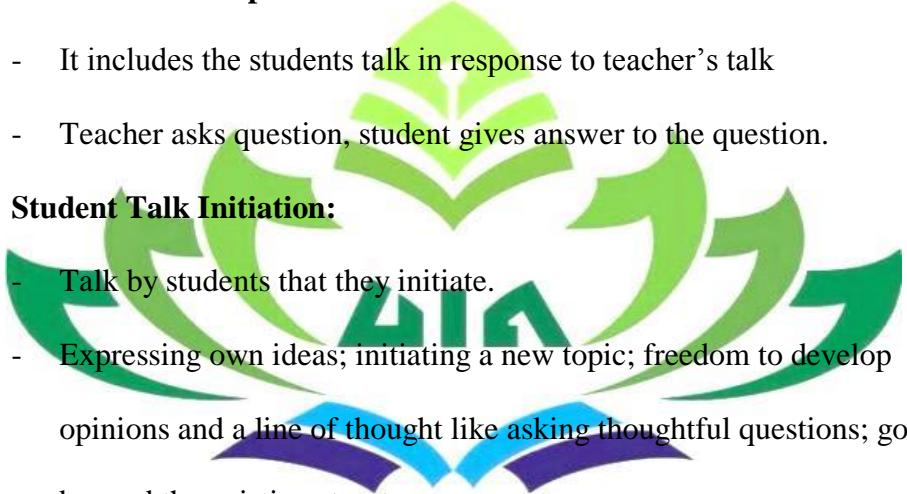
- Teachers ask ‘what’ and ‘why’ to the students also come under this category.
- Statements intended to change student behavior from unexpected to acceptable pattern
- Bawling someone out
- Stating why the teacher is doing what he is doing

➤ **StudentTalk**

8. Student Talk Response:

- It includes the students talk in response to teacher’s talk
- Teacher asks question, student gives answer to the question.

9. 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.

10. Silence or Pause or Confusion:

- Pauses, short period of silence and period of confusion in which communication cannot be understood by the observer.

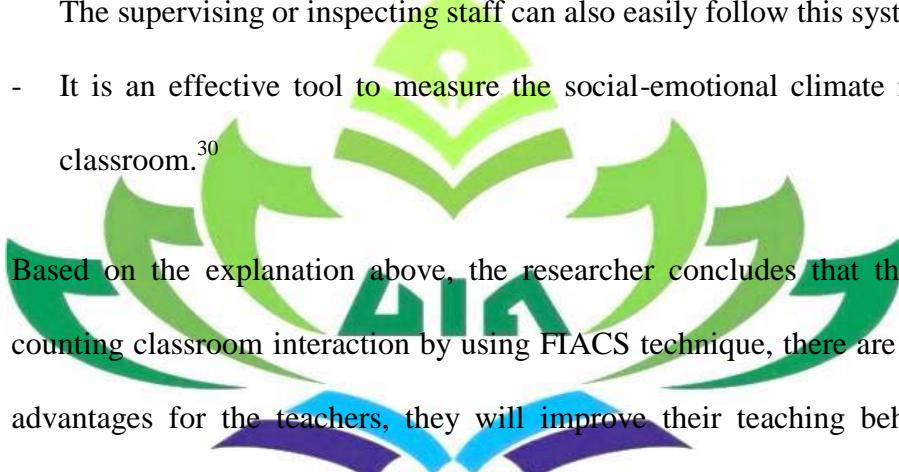
G. Strength of FIACS Technique

As a tool for analysis classroom interaction in the teaching and learning process, Flanders’ Interaction Analysis Category System has some strength:

- The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction.
- Different matrices can be made and used to compare the behavior of teachers at different age, levels, sex, subject-matter, etc.
- This analysis would serve as a vital feedback to the teacher or teacher trainee about his / her intentions and actual behavior in the classroom.

The supervising or inspecting staff can also easily follow this system.

- It is an effective tool to measure the social-emotional climate in the classroom.³⁰



Based on the explanation above, the researcher concludes that through counting classroom interaction by using FIACS technique, there are some advantages for the teachers, they will improve their teaching behavior include they will more use praises, clarify what the students say, ask the questions, give direction, at the classroom.

H. Weakness of FIACS Technique

As a tool for analysis classroom interaction in the teaching and learning process, Flanders' Interaction Analysis Category System has some weakness:

³⁰ Veronica Odiri Amatari. *Op. Cit.*, p.47

- The system does not describe the totality of the classroom activity.
Some behavior is always overlooked and who is to say that the unrecorded aspects of the teaching act are more important than those recorded.
- Efforts to describe teaching are often interpreted as evaluation of the teaching act and of the teacher. While descriptions may be used as a basis of evaluation, judgement can be made only after additional value assumptions are identified and applied to data.
- The system of interaction analysis is content-free. It is concerned primarily, with social skills of classroom management as expressed through verbal communication.
- It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data. It is not a finished research tool.
- Much of the inferential power of this system of interaction analysis comes from tabulating the data as sequence of pairs in a 10 x 10 matrix. This is a time consuming process.
- Once the high cost of tedious tabulation (electric computers) is under control but the problem of training reliable observers and maintaining their reliability will still remain.
- It is potential as a researcher tool for a wide application to problems is to be explored.³¹

³¹ *Ibid.*, p. 47-48

Based on that explained, there some weakness of Flanders Interaction Analysis Category System (FIACS) that is of verbal interaction occurred in the classroom, Efforts to describe teaching are often interpreted as evaluation of the teaching act and of the teacher, It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data, It is potential as a researcher tool for a wide application to problems is to be explored

I. Frame of Thinking

Speaking is a tool to communicate with others. By speaking everybody more to be easy to show what they want or think. But there are many people get difficulties to practice speaking. Such as, there are many problems in the classroom interaction. The students feel not confident, afraid to speak up with the teacher, because the students feel their grammar not good. So that, their not confident and shy.

Verbal interaction between teacher and students are very important in running interaction in the classroom. Verbal interaction is one of relations between two peoples or others that delivered by written and oral. To know how is the verbal interaction between teacher and students in the classroom, the researcher use Flanders' Interaction Analysis Category System (FIACS).

Flanders' Interaction Flanders' interaction analysis system is for identifying, classifying, and observing classroom verbal interaction. So,

Flanders' interaction analysis helps the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, student talk, and silence. Furthermore the researcher interests to analyze the verbal interaction between teacher and students in the classroom, to know what categories of verbal interaction occurred in the classroom, and to know what dominant of verbal interaction occurred in the classroom.



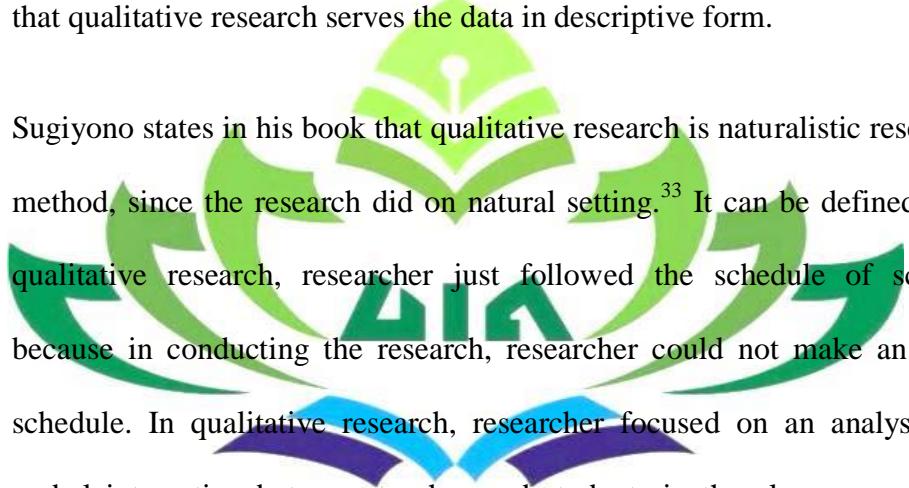
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The researcher used a qualitative research as the research design.

Qualitative research is a research that results descriptive data in the form of written words or oral from subject and its behavior that can be observed, as a result the purpose of the research is an individual understanding and its background completely.³² Statement above means that qualitative research serves the data in descriptive form.



Sugiyono states in his book that qualitative research is naturalistic research method, since the research did on natural setting.³³ It can be defined that qualitative research, researcher just followed the schedule of school because in conducting the research, researcher could not make an own schedule. In qualitative research, researcher focused on an analysis of verbal interaction between teacher and students in the classroom at the eleventh grade of MAN 1 Central Lampung in the Academic Year of 2018/2019.

B. Research Subject

In qualitative research, only a sample of a population is select for any given study. The study's research objectives and the characteristics of the

³²Bambang Setiyadi, *Method of the Research for Research Foreign Language*, (Yogyakarta : Graha Ilmu 2006), p.219.

³³Sugiono, *Method of the Research Quantitative, Qualitative and R&D*, (Bandung : Alfabeta, 2011),p.7

study populations (such as size and diversity) determine which and how many people to select.³⁴ In this research, the researcher took the subject of the eleventh grade students of MAN 1 Central Lampung. They were divided into three classes and the total number was 199 students, with the detail as follows:

Table 3
The Number of Students of the Eleventh Grade of MAN 1 Central Lampung in Academic Year of 2018/2019

NO	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	XI MIA 1	8	27	35
2	XI MIA 2	7	27	34
3	XI MIA 3	23	22	45
4	XI MIA 4	17	26	43
5	XI MIA 5	15	27	42
TOTAL		70	129	199

Source: the documents of MAN 1 Central Lampung 2018/2019.

In term of the preception of qualitative research, non-probability sampling tends of be a typical. According to Fraenkle, one of the non-probability sampling techniques is purposive sampling, sometimes it can be called judgmental sampling.³⁵ The researcher used purposive sampling technique to select the sample. Purposive sampling is different from convience sampling in that researcher do not simply study whoever is available, but rather use their judgment to select a sample that they believe, based on prior information, will provide the data they need.

³⁴ Denzin NK, Lincoln YS (eds.). *Hand book of Qualitative Research*. (London: Sage Publications, 2000). P. 6

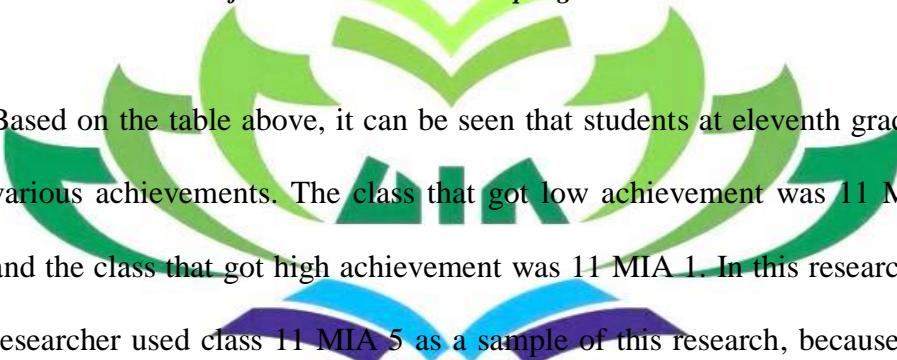
³⁵ Jack R Fraenkel, Nourman E Wallen, *How to Design and Evaluate Research in Education (7th Ed)*, (New York: McGraw Hill, 2009), p.99

In this research, the researcher used the judgment to choose the sample based on the students' English score in MAN 1 Central Lampung. The English score of each class can be seen in the following table:

Table 4
Students' English Score in Eleventh Grade of
MAN 1 Central Lampung Academic Year 2018/2019

No	Score	The Number of Students					
		11 MIA1	11 MIA2	11 MIA 3	11 MIA 4	11 MIA 5	Percentage
1	≥ 70	35	28	37	33	22	78,5 %
2	<70	0	6	8	10	19	21,5 %
Total		35	34	45	43	41	100%

Source: the document of the MAN 1 Central Lampung 2018/2019.



Based on the table above, it can be seen that students at eleventh grade got various achievements. The class that got low achievement was 11 MIA 5 and the class that got high achievement was 11 MIA 1. In this research, the researcher used class 11 MIA 5 as a sample of this research, because class 11 MIA 5 got the lowest of score in English lesson. So that it is possible for students to find difficulties of verbal interaction in the classroom. It was appropriate with purposive sampling technique. So, the sample represented the population, because the students in this class got low achievement combined to the other class. The researcher used class 11 MIA 5 class as the subject in this research, it consist of 42 students.

C. Research Procedure

In collecting the data, the researcher did the following steps:

1. The researcher found the population and the sample. The researcher choose the school.
2. The researcher came to the class with the teacher to conduct the observation when teaching learning process in the classroom.
3. The researcher recorder the situation in the classroom,
4. After recorder, the researcher make observation checklist . then calculated of the total of observation checklist.
5. The researcher analyzed the data from the result of observation checklist.
6. Subsequently, the researcher made the conclusion and the suggestions.

D. Data Collecting Technique

In this research, there were some steps that were applied with the purpose of getting the data from the begining until the end of the teaching and learning process. As a result, the researcher conducted the observation and videotaping to get the data for this research. The steps were as follows:

1. Observation

Observation is a way to collect the data in the research which the researcher observed in the field. Based on the Sugiono, observation is collecting the data that in this research, the researcher observed the

situation of teaching learning process in the classroom.³⁶ Observation in this research related to the teaching and learning process in the class. The researcher observed how the condition of the students and the teacher in the classroom. Furthermore, the researcher observed the process of verbal interaction between teacher and students in the classroom. The researcher was an observer also. So, the researcher observed to find the data.

2. Videotaping

To describe what the teacher and students talks constitue in the classroom interaction, this study required videotaping as one of the research tools.

According Allwright, the appropriate way to gather more complicated enquires 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.³⁷

Videotaping of the whole proceeding was made to acquire more complete data about the classroom process. It was on July 24th 2018 (the first record), the times of 15 minutes. It was on January 24th 2019 (the second record), the times of 45 minutes. It was on January 29th 2019, the times of 20 minutes.

Furthermore, with the presence of investigator, students behaved naturally and were not interrupted during the classroom learning. Teacher and

³⁶Sugiono, Op.Cit, p.217

³⁷Allwright and bailey. Focus on the language Classroom: An Introduction to Classroom Research for Language Teachers. (New York: Cambridge University Press, 1991), p. 35

students were not distributed by the presence of researcher during recording process.

E. Data Validity

Based on the Setiyadi, basic principle of reliability is consistency.

Qualitative research is also always used to keep the data collected remain consistence. As validity, researcher always tries to keep the data must be authentic, life overview of research subjects in an honest and balance.³⁸

The method is commonly used to improve the data validity and data reliability in qualitative research is triangulation. Triangulation is as a merger of two or more methods to collect the data. The use of triangulation is to add the data and or make more accurate the conclusion. Based on the Setiyadi, there were several kinds of triangulation as follows:

1. Triangulation of Time

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
- b. Longitudinal triangulation is the data collected from the same group at different times.³⁹

2. Triangulation of Place

For more accurate the data collection, the researcher used it in order to be able to use the different places for similar data.⁴⁰

³⁸Bambang Setiyadi, *Op.Cit*, p.30 – 31.

³⁹ *Ibid*, p.31-32.

3. Triangulation of Theory

Researcher collected data based on different theories.⁴¹

4. Triangulation of Method

Researcher used different methods data.⁴²

5. Triangulation of Researcher

The researcher collected same or similar data and it can be done by several researchers.⁴³

According to the theory above, the researcher used time of triangulation because in this research, researcher used the same group and different times of methods to getting the data. The uses of triangulation are to add the data and, make more accurate and clear conclusion. So in qualitative research, the triangulation is important because if the researcher wants to get more clear conclusion, the researcher should have the strong data.

F. Data Analysis

Data analysis is a process of organizing the data to get the regularity of the pattern of research form. Based on the Miles and Huberman, there are three main steps of data analysis: data reduction, data display, and

⁴⁰ *Ibid*, p.31-32.

⁴¹ *Ibid*, p.31-32.

⁴² *Ibid*, p.31-32.

⁴³ *Ibid*, p.31-32.

conclusion drawing or verification.⁴⁴ These are clear many explanations about data analysis process of this research:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigure.⁴⁵ In this research, the researcher choose the data that gotten from observation and videotaping on teaching and learning process.

2. Display of the Data

Display of the data is the second component in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, chart, graph, table or matrix that serves a new way of organizing thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.⁴⁶ Some activities in analyzing the data that was done by the researcher in data display were observation the teaching and learning process.

⁴⁴Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.12.

⁴⁵*Ibid*, p.10.

⁴⁶*Ibid*,p.11.

3. Conclusion Drawing/Verification

The final step of analyzing the data is conclusion drawing/verification.

Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand.

Verification is related to conclusion drawing, needs to revise the data as many times as necessary to cross-check or verifies these emergent conclusions.

Verification is the process which is able to explain the answer of research questions and research objectives.⁴⁷ In this step, the researcher draw the conclusion and verified the answer of research question that was done in displaying the data by comparing the observation data, interview data, and questionnaire data. Then, the researcher got the conclusion about verbal interaction between teacher and students in the classroom at the eleventh grade of MAN 1 Central Lampung in the academic year of 2018/2019.

⁴⁷ *Ibid*, p.11

CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

After collecting the data, the researcher analyzed the data gained from observation. According to Sugiyono, there are three major phases of the analysis of data, they are data reduction, data display, and conclusion drawing of verification.

1. Data Reduction

Data reduction is the first component or level in the model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.

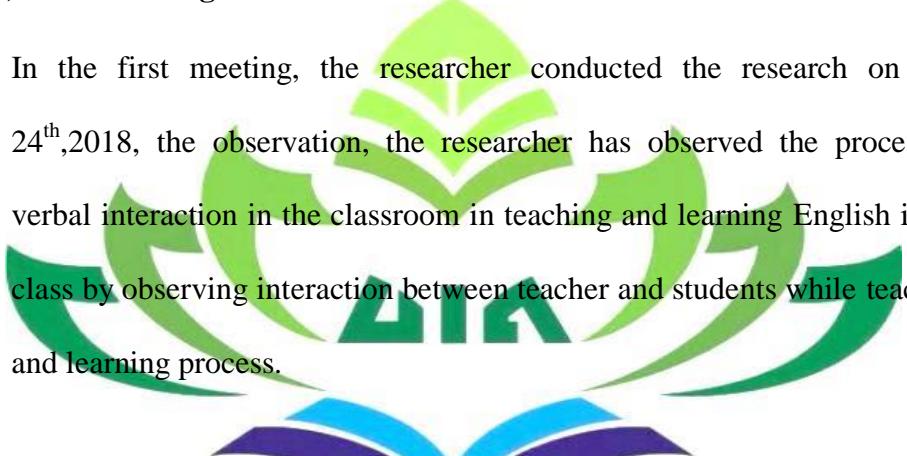
a. Observation

The observation was conducted to know the process of verbal interaction between teacher and students in the classroom that conducted in three meetings and to know what categories of verbal interaction occurred in the classroom and to know what is the dominant verbal interaction occurred in the classroom.

The researcher observed the process of verbal interaction between teacher and students in the classroom, to know what categories of verbal interaction occurred in the classroom and to know what is the dominant verbal interaction occurred in the classroom. In the observation process, the researcher prepared the observation checklist and recorder to record the teaching and learning process. The data of observation has been identified as described in following discussion:

1) First Meeting

In the first meeting, the researcher conducted the research on July 24th, 2018, the observation, the researcher has observed the process of verbal interaction in the classroom in teaching and learning English in the class by observing interaction between teacher and students while teaching and learning process.



In the process of observation, before the teacher entered the class, students were prepared to make a line of sight facing each other in front of the class according to the pair to memorize the vocabulary given by the teacher last week. When the teacher has arrived in front of the class, then the teacher goes around checker the memorization of students simultaneously. After completing all students memorization, the teacher prepares students to enter the class. Before entering the class, students one by one the shake hands with the teacher. Then, the teacher and students sit down, the

teacher open the lesson by greeting students. After that, the teacher will attend the students.

Next, the teacher repeats the memorization their memorized before entering the class. The teacher asking in front of the class using Indonesian and students answer using English together, and vice versa.

The conversation the teacher and the students, when the teacher asking the memorization:

- **Teacher:** *saya lelah*
- **Students:** *I am tired*
- **Teacher:** *saya pusing*
- **Students:** *I am dizzy*
- **Teacher:** *saya malas*
- **Students:** *I am lazzy*
- **Teacher:** *let's study*
- **Students:** *ayo belajar*
- **Teacher:** *saya ngantuk*
- **Students:** *I am sleepy*

After the teacher has finished repeating the students' memorization, the teacher gives praise to the students, the teacher says, *ok, good, students*. Furthermore, the teacher asks students to open the textbook and prepare the dictionary before the lesson begins. And then, the teacher asks about the homework given by the teacher, last week. However, the students have not completed the homework given the teacher. The teacher asks the

reason, why students are not doing homework. Then, the students answered that they forgot to do homework. But, the teacher is not angry, the teacher giving advice to students not to repeat it later.

Additionally, the teacher asks students to open the dictionary, on regular and irregular verb materials. Then, the teacher asks, *if anyone knows about regular and irregular verb?* However, compact the students answered “no miss”. Furthermore, the teacher explains about regular and irregular verbs and gives examples. After the teacher has finished explaining, the teacher gives assignments to students makes 10 sentences about regular verb and irregular verb. The teacher gives students 10 minutes to complete the assignment. After 10 minutes later, the teacher asks the students, *have you finished students?*, however, the students answered *not yet mom*. Then, the teacher asks the assignment to be homework and will be corrected next week. After that, the teacher remains students would not forget to do homework last week and gives today.

After finishing the class, the teacher concluded the lesson by repeating and give example about the material that had learn. The teacher asked to be more able to control them self. To know students understand or no about the material. Then, the last the teacher closed the lesson by saying Hamdalah and did not forgot greeting, the students answered the teachers' greeting.

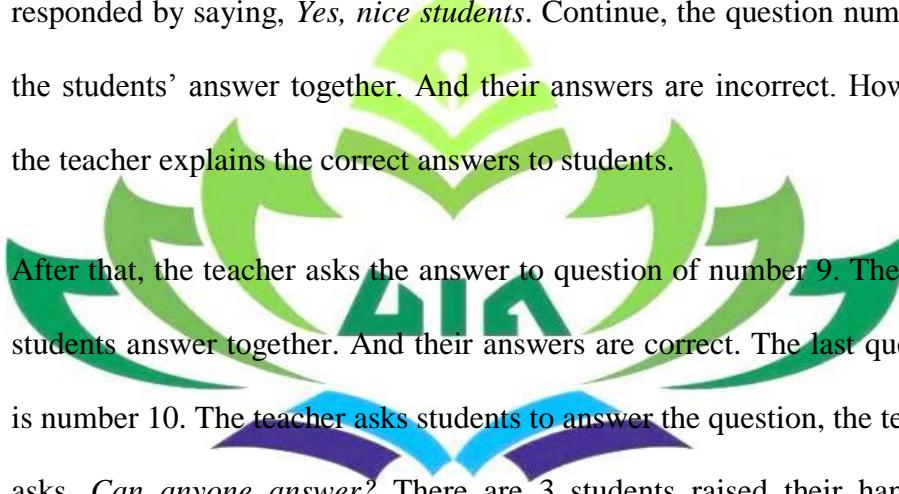
2) Second meeting

In the first meeting, the researcher conducted the research on January 24th, 2019, the observation, the researcher has observed the process of verbal interaction in the classroom in teaching and learning English in the class by observing interaction between teacher and students while teaching and learning process.

The teacher opened the class by greeting that was responded by all students. Then, the teacher asks the leader of the class to lead the prayer. After that, the teacher will attend all students. However, the teacher asks students to prepare the exam book to be studied for the preparation of the national exam simulation that will be held next week.

Furthermore, the teacher asks students to open the practice book on page 23, and the teacher asks to do the exercises number 1 to number 10. After students finish, the teacher discusses the questions one by one together. The teacher offers questions number 1 to students. There is a student answer the question, but the student's answer is incorrect, but the teacher responds by saying good student. However, the teacher explains of the question. After that, the teacher continues the questions number 2, 3, and 4. Then, the teacher offers the question number 2, the students answer together, the answer of students correct. The teacher continues the questions number 3 and 4. And the students answer together, the answer of students correct.

Next, the teacher continues the questions number 5 and 6. The teacher offers the question number 5. The students' answers together, their answers are correct. However, the teacher offers the question number 6. The students' answers together, their answers are incorrect. Then, the teacher explains the question of number 6. After that, the teacher continues the questions of number 7, 8, and 9. The teacher offers the question number 7. And there is student raise her hand, then, answers the question number 7. Evidently, the student's answer is correct. However, the teacher responded by saying, *Yes, nice students.* Continue, the question number 8, the students' answer together. And their answers are incorrect. However, the teacher explains the correct answers to students.

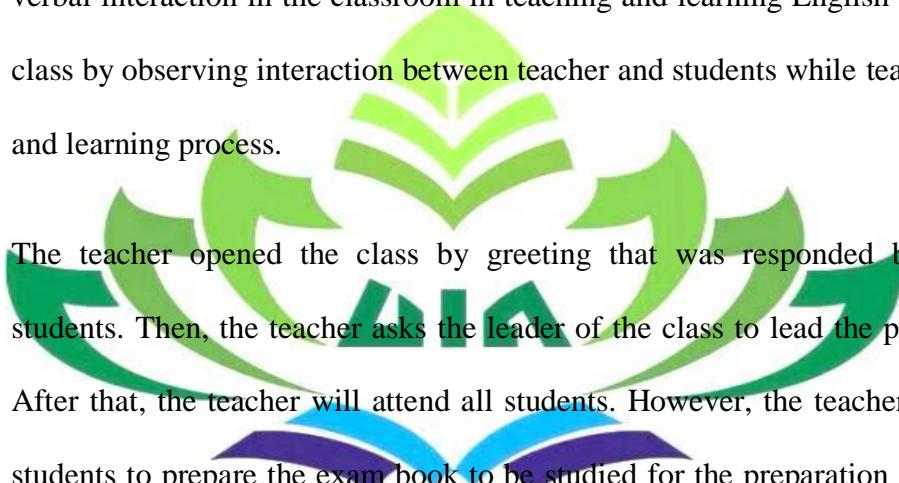


After that, the teacher asks the answer to question of number 9. Then, the students answer together. And their answers are correct. The last question is number 10. The teacher asks students to answer the question, the teacher asks, *Can anyone answer?* There are 3 students raised their hands to answer the teacher's question. Then, the teacher chooses one of them. However, a student sitting in fourth row is chosen by the teacher to answer of the teacher's question. Apparently, the student the student's answer is wrong. But, the teacher immediately tells the correct answer, so that, the students are not mistaken when there are questions whose answers fool the people.

After finishing the class, the teacher remains the students to always practice at home, and want to learn the exam practice questions. The last the teacher closed the lesson by saying Hamdalah and did not forget greeting, the students answered the teachers' greeting.

3) Third meeting

In the first meeting, the researcher conducted the research on July 29th, 2018, the observation, the researcher has observed the process of verbal interaction in the classroom in teaching and learning English in the class by observing interaction between teacher and students while teaching and learning process.



The teacher opened the class by greeting that was responded by all students. Then, the teacher asks the leader of the class to lead the prayer.

After that, the teacher will attend all students. However, the teacher asks students to prepare the exam book to be studied for the preparation of the national exam simulation that will be held next week. To continues the discussion on last Tuesday.

The teacher asks students to open a practice book on national exam questions. But, before the lesson continues, the teacher gave informs that today's lesson until not finished. Because, the teacher has the tasks of preparing the national exam simulation and filling out the grade 10th report card. The teacher hopes that students understand the teacher's busy. Then,

the students answer, *yes, it's okay mom.* The teacher's say, "thanks students". The students saying, *you are welcome mom.*

The teacher asks students to open pages 25, the teacher explains how to do reading practice questions. The teacher explained, how answer about reading, first, read the first question, then, read the question point, after that, see the corresponding multiple choice in the text, however, choose the right answer. Furthermore, the teacher say, *does anyone want to ask?* There is a student ask, *how can we easily do reading problems in the form of a long reading text, mom?* The teacher answer, you can practice a lot at home to get used to and trained when the problem is reading with a long text model. And diligently read textbooks or read story books.

Next, the teacher offer question to students, does anyone want to ask again? Students just shook their heads, there were others seemed silent because they were confused and some students answered, *no mom.* Then, the teacher said, ok students if no one asks, please do the reading practice questions on page 25, on questions number 1 until number 50. If someone is asked, when taking a break, meet with me at the teacher's office. The teacher says, *are you understand students?* The students says, yes understand mom"

Furthermore, the teacher said, do not make noise when the teacher is not in the class, do the assignments given and do not get out of the class until lesson is finished. The teacher says, thanks for your cooperation and

remember the message mom gave. Then, the last the teacher closed the lesson by saying Hamdalah and did not forgot greeting, the students answered the teachers' greeting.

Based on the observation result, can be seen there are some verbal interaction between teacher and students that occurs in the classroom during the three meetings. Interaction verbal that occure comes from the teacher and students during the lesson.

2. Data Display

Data display is second component or level in miles and Huberman model of qualitative data analysis. A display can be an extended piece of the text or a diagram, graph, chart, table, or matrix that provides a new of arranging thinking about the more textually embedded data, at the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data reduction.

In this case, the analysis was done based on data collected by each instrument.

a. Observation

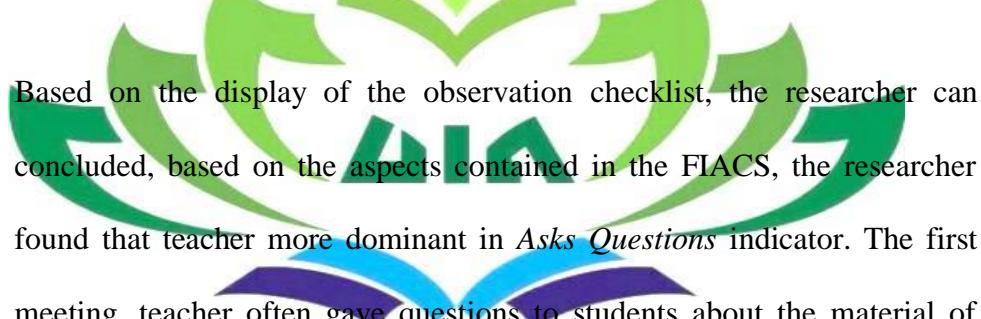
Based on the data showed in the data reduction, in this part the data going to be identified and displayed the result of observation for three meetings to know the process of verbal interaction in the classroom and also to know what categories of verbal interaction occurred in the classroom and to know what is the dominant verbal interaction occurred in the classroom.

The observation was in form of the table that contained the categories and the dominant of verbal interaction between teacher and students in the classroom. Based on the observation above, it could be seen as follows:

Table 5. Result of Observation checklist of the first meeting

No	Aspect	Indicator	Yes	No	Action
1	Indirect Teacher Talk	Accepts Feeling	✓		The teacher does not get angry when students do not doing homework, teachers gave advice to students not to repeat it again.
2		Praise/ Encourages	✓		The teacher gave a response by saying, <i>ok, good students</i> , because the students have completed the memorization of the vocabulary.
3		Accepts/ Use Ideas of Students	✓	✓	—
4		Asks Questions	✓		The teacher asked to the students, <i>who are not present today?</i>
			✓		The teacher asked homework to the students given last week.
		Asks Questions	✓		The teacher asked to the students about the material of regular and irregular verb.
5	Direct Teacher Talk	Lecturers	✓		The teacher explains the material of regular and irregular verb, clearly and smoothly.
6		Gives Directions	✓		The teacher asks students to open the task book and prepared a dictionary.
			✓		The teacher asks students to make the sentences of regular and irregular verb.
7		Criticizes/ Justifies Authority	✓		The teacher asks to the students, <i>why do students not doing homework?</i>
			✓		The teacher asked, <i>whether the students</i>

					<i>finished doing the task</i>
8	Student Talk	Student-Talk Response	✓		Students respond to greetings from teachers as well.
			✓		Students answer the teacher's question, that day is not there are not presents.
			✓		Students respond the teacher's questions together (<i>no, miss</i>)
			✓		Students answer the teacher's question, the reason they forgot to do homework.
			✓		The majority of students answered, <i>not yet mom</i> .
9		Students-Initiation		✓	-
10		Silence/ Confusion	✓		There are students who are silent when asked by the teacher about the material regular and irregular verb



Based on the display of the observation checklist, the researcher can concluded, based on the aspects contained in the FIACS, the researcher found that teacher more dominant in *Asks Questions* indicator. The first meeting, teacher often gave questions to students about the material of lesson. After that, the teacher is dominant in *Gives Directions* indicator, two times the teacher gives orders to students, example, the teacher asks open the textbook and prepared the dictionary. Then, the teacher is dominant in *Criticizes or Justifies Authority* indicator.

Two times the teacher asks about *what and why*. However, the teacher dominant in *Accepts Feeling* indicator, which is a times the teacher give a feeling to students. When students do not do homework, the teacher is not angry and the teacher gives advice, so that students do not repeat it again.

Besides, the teacher is dominant in *Praise or Encourages* indicator. Once the teacher gives praise to students, when the students already finished their memorization the teacher said, *Ok, Good Students*. In addition, the teacher is dominant in *Lecturers* indicator, the teacher once explained the material about regular and irregular verb.

Furthermore, in the first meeting students were more dominant in the *Student-Talk Response* indicator. Several times students responded to teacher questions. Besides, there are some students who were silent when asks by the teacher, the students were included in the *Silence or Confusion*” indicator.

Table 6. Result of Observation Checklist of the Second Meeting

No	Aspect	Indicator	Yes	No	Action
1		Accept Feelings		✓	-
2		Praise/Encourages	✓		Teachers received students' answer by saying, <i>good students</i>
			✓		Teachers received students' answer by saying, <i>yes, nice students</i> .
3		Accepts or Use Ideas of Students		✓	-
4	Indirect Teacher Talk	Ask Questions	✓		The teacher asked to the students, <i>who are not presents on today?</i>
			✓		The teacher gave question number 1 to the students.
			✓		The teacher gave question number 2, 3, 4 (practice questions of reading) to the students
			✓		The teacher gave questions number 5 and 6 to the students

			✓		The teacher asked to the students, who can answers the questions of number 8 and 9.
			✓		The teacher asked about the number 10 to the students
5		Lecturers	✓		The teacher explained about the number 1 (the material about present continuous tense clearly)
6	Direct Teacher Talk	Gives Directions	✓		The teacher explained about the number 6 (the material about narrative text clearly)
			✓		The teacher asked the leader of the class to lead the prayer.
			✓		The teacher asks to the students to prepare the exercise book for the national exam.
			✓		The teacher asks to the students to open the exercise books for the national examination on pages 23.
			✓		The teacher asks students to work on the questions number 1 until number 10.
7		Criticizes/ Justifies Authority		✓	-
8	Student Talk	Students Talk- Responses	✓		Student respond to greetings teacher along with the good.
			✓		A student answered the question of number 1
			✓		students answer the question in number 2 together
			✓		students answer the question in number 3 together
			✓		Students answer the question in number 4 together
			✓		Students answer the question in number 5 together
			✓		Students answer the question in number 6 together

			✓		A student raised her hand to answer the question of number 7
			✓		Students answer the question in number 8 together
			✓		A student answered the question of number 9
			✓		A student answered the question of number 10.
9	Student- Initiation			✓	-
10	Silent or Confusion		✓		there are students who look silent when given questions about the number 9 by the teacher

Based on the display of the observation checklist, the researcher can concluded, based on the aspects contained in the FIACS, the researcher found that teacher more dominant in *Asks Questions* indicator. The second meeting, teacher often gave questions to students about the material of lesson. After that, the teacher is dominant in *Gives Directions* indicator, four times the teacher gives orders to students, example, the teacher gives the questions to students about the national exam practice.

Besides, the teacher is dominant in “Praise or Encourages” indicator. The teacher gave praise to students, when the students after answered of the teacher’s question, the teacher said, *Good Students*. In addition, the teacher is dominant in *Lecturers* indicator, the teacher explained the material about narrative text.

Furthermore, in the second meeting students were more dominant in the *Student-Talk Response* indicator. Several times students responded to

teacher questions. Besides, there were some students who were silent when asked by the teacher, the students were included in the *Silence or Confusion* indicator.

Table 7. Result of Observation Checklist of the Third Meeting

No	Aspect	Indicator	Yes	No	Action
1	Indirect Teacher Talk	Accepts feeling	✓		The teacher responds to students' questions well.
2		Praises/ encourage		✓	-
3		Accept to Use Ideas Students		✓	-
4		Ask Questions	✓		The teacher asks students to open the book on page 25 and to do questions of number 1 until number 50.
5	Direct Teacher Talk	Lecturers	✓		The teacher explains that the teacher can not teach until completed lesson, because of the importance in the preparation of simulation of national exam and filling of report cards in 10 class acceleration.
			✓		The teacher explained how to answer the question reading a form of the text is long.
6		Give Directions	✓		The teacher asked for students to open the practice of the national exam book.
			✓		The teacher asked the leader of the class to lead the prayer.
7	Student Talk	Criticizes/ Justifies Authority		✓	-
8		Students Talk-	✓		Students respond by

		Response			saying, yes, it's okay mom.
			✓		Students respond by saying, you're welcome.
			✓		Students respond by saying, yes, understand mom.
			✓		Students respond the greeting teacher is well.
9		Students-Initiation	✓		The students' asks, how to answer the questions on the matter of reading text in form of long texts.
10		Silent/ Confusion	✓		There are students just keep silent when asked, who want to ask?

Based on the display of the observation checklist, the researcher can concluded, based on the aspects contained in the FIACS, the researcher found that teacher more dominant in *Lecturers* indicator, the teacher explained the material about reading text. After that, the teacher is dominant in *Gives Directions* indicator, two times the teacher gives orders to students, example, the teacher gives the questions to students about the national exam practice.

In addition, the teacher is dominant in *Ask Questions* indicator, the teacher asks the material about reading text. However, the teacher is dominant in *Accepts Feelings* indicator, which is a times the teacher give a feeling to students. When students asks about reading and the teacher give good response to students.

Furthermore, in the third meeting students were more dominant in the *Student-Talk Response* indicator. Several times students responded to teacher questions. However, there is student who asks the teacher about how to answer reading questions whose text is long. Besides, there were some students who were silent when asked by the teacher, the students were included in the *Silence or Confusion* indicator.

B. Conclusion Drawing/Verification

Conclusion drawing/verification is the third level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this case, the discussion and findings were divided into two parts: the categories of verbal interaction between teacher and students occurred in the classroom and the dominant of verbal interaction between teacher and students occurred in the classroom. During the observation the researcher found the factors as follows:

Table 8. Result of Each Indicator

No	Indicator	Meeting 1	Meeting 2	Meeting 3	Total
1	Accepts Feelings	1	0	1	2
2	Praise or encourages	1	2	0	3
3	Accepts or Uses Ideas of Students	0	0	0	0
4	Asks Questions	3	6	1	10
5	Lecturers	1	2	2	5
6	Gives Direction	2	4	2	8
7	Criticizes or	2	0	0	2

	Justifies Authority				
8	Student Talk-Response	5	11	4	19
9	Student-Initiation	0	0	1	1
10	Silence or Confusion	1	1	1	3
TOTAL				53	

Notes from Table 8:

1. Accepts Feelings
2. Praise or encourages
3. Accepts or Uses Ideas of Students
4. Asks Questions
5. Lecturers
6. Gives Direction
7. Criticizes or Justifies Authority
8. Student Talk-Response
9. Student-Initiation
10. Silence or Confusion



The following the table shows the result of percentage based on the tabulation matrix:

Table 9. Result of Percentage

No	Indicator	frequency	percentage %
1	Accepts Feelings	2	3.77
2	Praise or encourages	3	5.66
3	Accepts or Uses Ideas of Students	0	0
4	Asks Questions	10	18.86
5	Lecturers	5	9.43

6	Gives Direction	8	15.09
7	Criticizes or Justifies Authority	2	3.77
8	Student Talk-Response	19	35.84
9	Student-Initiation	1	1.88
10	Silence or Confusion	3	5.66
TOTAL		53	100%

Table 10. Result of teacher and student talk

No	Aspect	Indicator	Percentage %
1	Indirect Teacher	Accepts Feelings	3.77
2		Praise or encourages	5.66
3		Accepts or Uses Ideas of Students	0
4		Asks Questions	18.86
5	Direct Teacher	Lecturers	9.43
6		Gives Directions	15.09
7		Criticizes or Justifies Authority	3.77
TOTAL			56.58%
8	Students Talk	Student Talk-Response	35.84
9		Student-Initiation	1.88
10		Silence or Confusion	5.66
TOTAL			43.38%

From Table 10, it can be seen that the percentage of teacher talk in the classroom interaction was 56.58%. Percentage of the students' talk was 37.72%, then, the Percentage of Silence or Confusion of the students is 5.66% of the whole interaction.

According to the Table 9, the first indicator that shows if the frequency only 2 it means Accepts Feelings' teacher is not be troubled in the classroom because teacher always gave advice to students even the student gets wrong from their self and the teacher ignore not give the punishment. Secondly is Praise or encourages' indicator that shows if the frequency is 3 It means teacher in every meetings always gave the reward in praise. The purposes

are to increase the student's spirit in English lesson, and to achieve the student's ability in English more over in Speaking.

Thirdly, Accepts or Uses Ideas of Students, here in every meetings the teacher don't uses the students' ideas because there are no students respond the teacher's statement. Fourth is Asks Questions, here the frequency was 10 it means that the teacher always asked everything questions that related with the material of lesson. The benefit here is the teacher knew the every student's ability in the classroom and as teacher's control.

Fifth is Lecturers, the result here is 5 it means the frequency was balanced.

The teacher taught was good because the material delivered to the students.

Sixth is Gives Direction, when the lesson directly, the teacher instructed to the students for follow the lesson, every part of lesson the teacher guided them.

Seventh Criticizes or Justifies Authority here the teacher gave some critic to the students for follow the lesson carefully, if the students don't do the task the teacher remind them, if the students come out from the class without permission the teacher reprimand the students.

Eighth, Student Talk-Response here frequency was 19, it means students gave the good respond while teacher asked. But some of them showed the low of respond.

Ninth, Student-initiation here frequency was 1, it means student rarely to gave initiation questions to teacher in the classroom. The students more respond of teacher's question than make initiation question.

Tenth, Silence or Confusion, here frequency was 3, it means some students more active than silence or confusion when teaching and learning process. But there are students were looks silent, when the teacher asks.

The concluded of the explanation the most significant of the indicators from the teacher 'Ask Questions', however, the significant of the indicators from the students 'Student talk Response'. Furthermore, from all indicators, which do not occur in the classroom only 'Accepts or Uses Ideas of Students.'

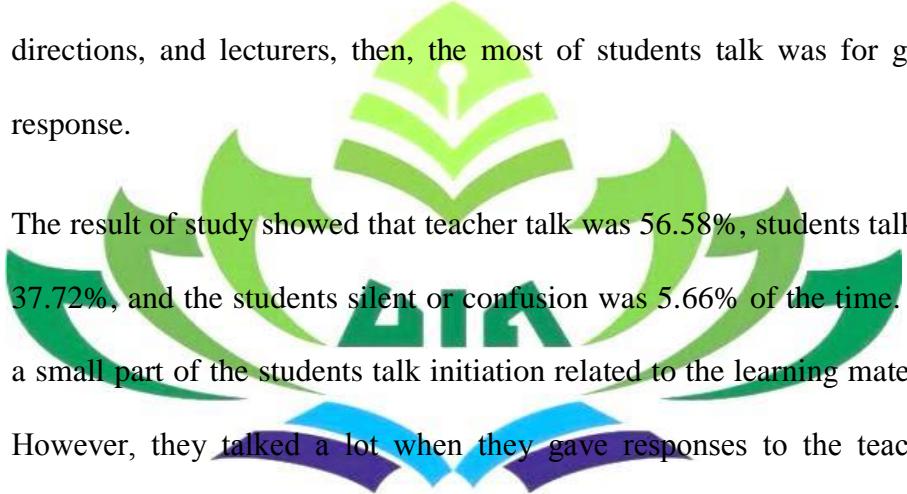
C. Discussion of Finding

In this part, the researcher would like to discuss about the finding of the process of learning speaking in the class as the formulation of the problem of this research. The researcher discussed the categories of verbal interaction occurred in the classroom and the dominant verbal interaction occurred in the classroom. This research was composed by the participants of the research: they were the students of class XI MIA 5 in academic year 2018/2019 that had been observed.

The researcher employed an observation to know what the categories of verbal interaction occurred in the classroom and to know the dominant

verbal interaction occurred in the classroom. The researcher conducted the research by observing in the classroom.

Furthermore, from overall the result of observation displayed in the research finding, can seen the most time-spend of teacher and students in verbal interaction in the classroom was the teacher talk which occupied 56.58%, then, the students talk which occupied 37.72%. The rest 5.66% of the time was that of silent or confusion talk. It can be seen that from the whole time of teacher talk, it was mostly spent for asking questions, gives directions, and lecturers, then, the most of students talk was for giving response.



The result of study showed that teacher talk was 56.58%, students talk was 37.72%, and the students silent or confusion was 5.66% of the time. Only a small part of the students talk initiation related to the learning materials. However, they talked a lot when they gave responses to the teacher's lecturers or questions.

Furthermore, from the percentage can be concludes the teacher more active than students when teaching and learning process in the classroom. Moreover, the teacher always gave the questions to get the students responses when teaching and learning process.

Meanwhile, based on the Flanders Interaction Analysis Category System (FIACS) there are three aspects and each aspect there are ten indicators. Based on the result of observation in for three meeting, the researcher

finds the result of the categories that occur in the classroom. can be seen from the table 8 (The result of each indicators), from the teacher Accept Feelings was 2 times, the teacher doing accepts feelings, after that, the teacher get Praise or encourage was 3 times, then, the teacher get asks questions was 10 times, then, the teacher get lecturers was 5 times, the teacher get gives directions was 8 times, and then, the teacher get criticizes or justifies authority was 2 times. From all the indicators only Accepts or Uses Ideas of Students there is no occurred in the classroom.

Furthermore, can be seen the result of observation in students' verbal interaction, there are occurred in the classroom from the FIACS indicators. The students get student talk-response was 19 times the students doing student talk-response. However, the students get student-initiation was one time the students doing student initiation occurred in the classroom. After that, the students rest 3 times in silent or confusion occurred in the classroom.

From the result of observation, can be concluded there are the categories of verbal interaction occurred in the classroom that are accepts feeling, praise or encourage, asks questions, gives direction, lecturers, criticizes or justifies authority, student talk- response, student- initiation, silence or confusion. From all the indicators that occur only "Accepts or Uses Ideas of Students" that do not occurred in the classroom.

CHAPTER V **CONCLUSION AND SUGGESTION**

After collecting and analyzing the data, the researcher made some conclusions and suggestions.

A. Conclusion

According to the data analysis, it can be concluded that:

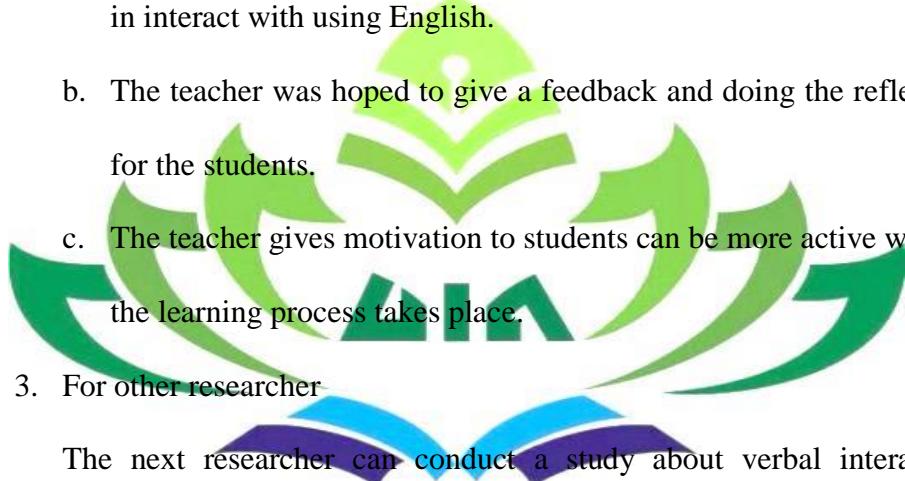
1. Based on the result of the data, that the categories that occur in the classroom are, in indirect teacher there are accepts feeling, praise or encourage, asks questions, then, in direct teacher there are lecturers, gives direction, criticizes or justifies authority. However, in student talk there are, student talk- response, student- initiation, silence or confusion. From all the indicators that occur only Accepts or Uses Ideas of Students that do not occurred in the classroom.
2. The teacher talk 56.58%, the students talk 37.72%, and the silence is 5.66%. It means the teacher more dominant in the classroom than the students. The teacher more active than the students in teaching and learning process. The students talking time is used largely for responding to the teacher's questions.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For the Students

- a. The students should not feel unconfident to make interaction use English.
 - b. The students should practice to speak English frequently.
 - c. Students should practice to make sentence in English well.
 - d. The students should not be afraid to practice in English for more study about grammar.
2. For the teacher
- a. The teacher should always give supporting students to be confident in interact with using English.
 - b. The teacher was hoped to give a feedback and doing the reflection for the students.
 - c. The teacher gives motivation to students can be more active when the learning process takes place.
3. For other researcher



The next researcher can conduct a study about verbal interaction between students and teacher problems and causes, and also add the solution of problems in verbal interaction that can make the students gain the success in English, especially verbal interaction.

REFERENCES

- Allwright, Bailey. 1991. *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teacher*. New York: Cambridge University Press.
- Amatari, O Veronica.“The instructional Process: A Review of Flanders’ Interaction Analysis in a Classroom Setting. International Journal Secondary Education.”Vol.3, No. 5
- Birmingham P, and Wilkinson D. 2003. *Using Research Instruments: A Guide Researchers*. Oxford University: Routledge.
- Brown H. Douglas. 1994. *Teaching by Principles-An Interactive Approach to Language Pedagogy (Second edition)*. London: Longman, Pearson Education.
- Brown, H. Douglas. 1980. *Principles of Language Teaching and Learning*. Englewood Cliffs: Prentice Hall.
- Brown, H.Douglas. 2001. *Teaching by Principles: an Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.
- Burhan Bungi. 2007. *Penelitian Qualitative (2nd Ed)*. Jakarta: Kencana Prenada Media Group.
- Bygate, Martin. 2000. *Teaching and Researching Speaking*. London: Longman.
- Dagarin, M. 2004. *Classroom Interaction and Communication Strategies in Learning English as a Foreign*. Ljubljana: Elope.
- David Nunan. 1991. *Language Teaching Methodology a Textbook for Teacher*. New Jersey: Prentice Hall International.
- Denzin NK, LincolnYS. 2000. *Hand book of Qualitative Research*. London: Sage Publications.
- Ellis, R. 1998. *Instructed Second Language Acquisition*. Oxford: Brasil Blackwell.
- Ellis, Rod. 1994. *The Study of Second Language Acquisition*. Oxford: Brazil Blackwell.
- Flanders, N.1970. *Analysis Teaching Behavior*. Addison-Wesley: Reading, MA.
- Jack C Richards. 2008. *Teaching Listening and Speaking*. New York: Cambridge University Press.

Jack R Fraenkel., Nourman E Wallen. 2009. *How to Design and Evaluate Research in Education* (7th Ed). New York: McGraw Hill.

Javid, A Solmaz, et.al. "A Study On The State of Teacher-Student Verbal Interactions During Teacher Process and Its Relationship With Academic Achievement of Middle School Students in Ardabil." Vol.4, No.7

Jhon Hendri. "Merancang Kuesioner Penelitian Pemasaran. [Http://www.Stm.Kuesioner](http://www.Stm.Kuesioner) Riset Pemasaran Universitas Guna Darma.edu.pdf.accessed on October 22 2017.

Langford, David. 1994. Analysis Talk (Investigating Verbal Interaction in English). London: The Mcmillan Press LTD.

Matthew B, Miles, and A. Michael Huberman. 1994. Qualitative Data Analysis. Thousand Oaks: Sage Publications.

Patel M,et.al. 2008. *English Language Teaching*. India: Sunrise Publishers.

Richard, Jack C. 2002. *Tactic for Listening*. Oxford University Press: incorporated.

Scoot Thornbury. 2005. *How to Teach Speaking*. London: Longman.

Setiyadi,Bambang.2006.*Metode Penelitian untuk Penelitian Bahasa Asing*.Yogyakarta : Graha Ilmu.

Shomoossi, Nematullah, "the effect of Teacher's questioning Behavior on EFL Classroom Interaction, a Classroom Research Study. *In the Reading Matrix*, vol.4 No.2

Sugiono.2011.*Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Suherdi, D. 2009. *Classroom Discourse Analysis: a Systematic Approach*. Bandung: Celtics.

Tichapondwa, S.M. 2006. Interactive Communication and the Teaching-Learning Process. Gweru: Mambo Press.

Appendix 1 Interview Guideline of Preliminary Research for the Teacher

**INTERVIEW GUIDELINE OF PRELIMINARY RESEARCH
FOR THE TEACHER**

Pewawancara : Febri Indriyani
Narasumber : Yurlina, S.Pd
Hari/Tanggal : Sabtu/10 Februari 2018
Waktu : 09-00 WIB
Tempat : MAN 1 Lampung Tengah

- 
1. Berapakah jumlah kelas sebelas di MAN 1 Lampung Tengah?
 - Ada 10 kelas, terdiri dari 2 jurusan yaitu 5 kelas 11 MIA (Matematika dan Ilmu Alam) dan 5 kelas 11 IIS (Ilmu-Ilmu Sosial)
 2. Apakah ada masalah yang anda hadapi ketika mengajar Bahasa Inggris didalam kelas? Jika ada, apa saja masalah yang anda hadapi didalam kelas?
 - Ada, ada beberapa masalah yang saya hadapi, seperti beberapa siswa ada yang menurut saya kurang memperhatikan pelajaran bahasa inggris, ada yang kurang aktif didalam kelas, kurang merespon apa yang saya ajarkan, itu yang menjadi masalah ketika saya mengajar Bahasa Inggris.
 3. Apakah anda sering mengajak siswa untuk berinteraksi menggunakan Bahasa Inggris?
 - Saya selalu berusaha mengajar dengan menggunakan Bahasa Inggris, tetapi kadang saya mix sedikit menggunakan Bahasa Indonesia, karena ada beberapa siswa yang kurang paham ketika saya menggunakan full English.

4. Bagaimana respon siswa dikelas ketika anda mengajar atau berinteraksi menggunakan Bahasa Inggris? Merespon menggunakan Bahasa Inggris juga, atau menjawab menggunakan Bahasa Indonesia, atau hanya diam saja?
 - Ada beberapa murid yang merespon secara aktif menggunakan bahasa inggris juga, ada juga yang merespon menggunakan Bahasa Indonesia, tetapi ada juga yang terlihat bingung dan diam saja.
5. Bagaimanakah dengan nilai yang didapatkan siswa dalam pembelajaran Bahasa Inggris?
 - Ada beberapa siswa yang nilainya melampaui KKM, ada yang mendapat nilai standar KKM, tetapi ada juga yang mendapat nilai dibawah KKM.



Appendix 5. Transcript of Observations

1. First Meeting

- Teacher : Assalamualaikum students.
- Student : Wa'alaikumsalam mom.
- Teacher : How are you today?
- Student : I am fine, and how about you mom?
- Teacher : Alhamdulillah, I am okay. Who is absent today?
- Student : There is no mom.
- Teacher : Ok, before we start to our lesson, we are pray together, please, lead the prayer!
- Student : Ok, mom, ok, guys, let's pray together start, finish!
- Teacher : let me check your memorizing, together students, are you ready students?
- Student : ready mom.
- Teacher : saya lelah!
- Student : I am tired
- Teacher : saya pusing!
- Student : I am dizzy
- Teacher : saya malas!
- Student : I am lazy
- Teacher : let's study
- Student : ayo belajar
- Teacher : saya ngantuk!

- Student : I am sleepy
- Teacher : ok good students. And now please prepare your textbook and your dictionary.
- Student : ok, mom.
- Teacher : how about your homework students? Are you finish?
- Student : not yet mom.
- Teacher : why you don't finish your homework?
- Student : sorry mom, we are forget mom.
- Teacher : oh my god, ok, no problem, but next time you all don't forget to finish your homework students! Are you understand!
- Student : yes, mom, we are not repeats again.
- Teacher : ok, students, please open your dictionary on regular and irregular verb, and who knows about the material regular and irregular verb?
- Student : no miss.
- Teacher : ok, the definition of regular verb is never changes the main verb itself, it just adds a *d* or an *ed* when describing past, the example: *dance*- *danced* and *talk*- *talked*, and definition of irregular verb are unpredictable, when describing past actions, they might 1. Stay the same, 2. Change just a part of the word, or 3. Change the whole word: the example of irregular verb; *cut-cut*, *grow-grew*, *think-thought*. Are you understand students?
- Student : yes, mom.
- Teacher : ok students, please make 10 sentences about regular and irregular verb.
- Student : ok mom.

Teacher : are you finish students?

Student : not yet mom

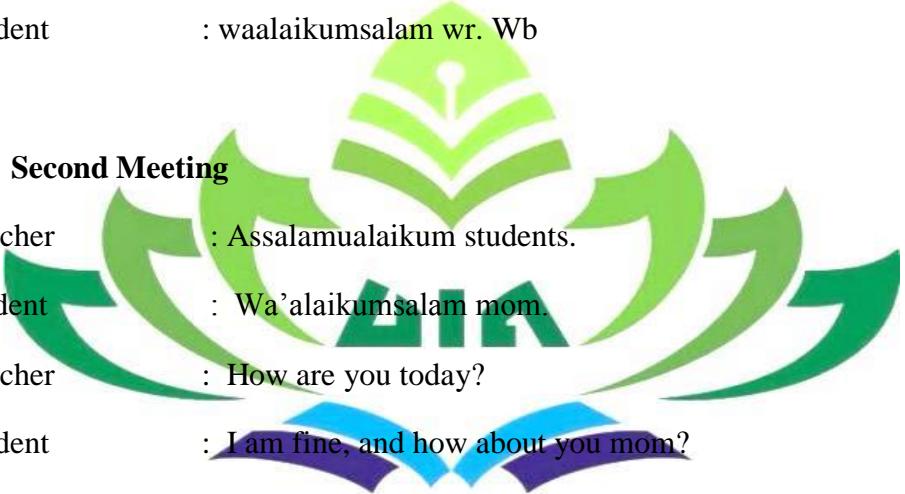
Teacher : ok now, time is over, and to be homework your assignment today and don't forget to finish your homework, any questions students?

Student : no mom

Teacher : ok, thanks for your attention, before closing the our lesson let say Hamdalah, and the last I say wassalamualaikum wr. wb

Student : waalaikumsalam wr. Wb

2. Second Meeting



Teacher : Assalamualaikum students.

Student : Wa'alaikumsalam mom.

Teacher : How are you today?

Student : I am fine, and how about you mom?

Teacher : Alhamdulillah, I am okay. Who is absen today?

Student : There is no mom.

Teacher : Ok, before we start to our lesson, we are pray together, please, lead the prayer!

Student : Ok, mom, ok, guys, let's pray together start, finish!

Teacher : ok, now please exam book to prepare the national exam simulation in next week, and open the book on page 23, we want to answer together of the questions.

Student : ok mom.

- Teacher : now, we answer number 1 together, what the answer of number 1?
- Student : A mom.
- Teacher : the teacher say, no students, the correct answer is D. ok, the next question number 2, who can answer the question of number 2?
- Student : C mom.
- Teacher : yes, right student. Next the number 3 and number 4?
- Student : number 3 B and number 4 C.
- Teacher : yes, right students, next the question of number 5 and number 6? Who can answer the number 5?
- Student : number 5 is D.
- Teacher : who can answer the number 6?
- Student : number 6 is B
- Teacher : incorrect students, the right answer is C. next, number 7, who can answer number 7?
- Student : number 7 is A
- Teacher : yes, nice students, then, number 8, who can answer number 8?
- Student : number 8 is B
- Teacher : no students, the right answer is C. and then, the next question is number 9, who can answer number 9?
- Student : number 9 is D
- Teacher : Right students, the last question is number 10, who can answer the number 10?
- Student : (There are 3 students who raised their hand)
- Teacher : (The teacher choose one of them, a student sitting in fourth row)

- Student : number 10 is A
- Teacher : Wrong students, the right answer is D. ok students, time is over today. Thanks for your attention, and we will continue next Thursday. Always spirit to learning to prepare of national exam simulation next week. Ok the last I say, wassalamualaikum wr. wb.
- Student : ok mom, waalaikumsalam wr. wb

3. Third Meeting

- Teacher : Assalamualaikum students.
- Student : Wa'alaikumsalam mom.
- Teacher : How are you today?
- Student : I am fine, and how about you mom?
- Teacher : Alhamdulillah, I am okay. Who is absen today?
- Student : There is no mom.
- Teacher : Ok, before we start to our lesson, we are pray together, please, lead the prayer!
- Student : Ok, mom, ok, guys, let's pray together start, finish!
- Teacher : now before we want to continue to our lesson, I want to say something to you all, the first, I can't teach until the time is over, because, I have a need to prepare for the national exam simulation next week, and I filling out the grade 10th report card. I hope you all understand the teacher's busy.
- Student : yes, it's okay mom.
- Teacher : thanks students
- Student : you're welcome mom.
- Teacher : ok, now we are continue to our lesson, please, prepare your exam book. And open page 25. But beforehand, I want

to tell you how to do reading problems with a long reading text. Any question students about reading practice?

Student : yes mom, I want to tell about, how to answer the question of reading practice?

Teacher : First, read the first question, then, read the question point, after that, see the corresponding multiple choice in the text, however, choose the right answer. Are you understand?

Student : yes, mom, thanks mom.

Teacher : ok, now please work on questions number 1 until number 50, and if there are questions about the material, come to office at rest time. Any questions students?

Student : no, mom.

Teacher : ok, please, don't be noisy and complete the assignment that I gift.

Student : ok mom.

Teacher : ok, thanks for your attention, before closing the our lesson let say Hamdalah, and the last I say wassalamualaikum wr. wb

Student : waalaikumsalam wr. Wb

Observation Checklist

Appendix 6. Result of First Meeting

No	Aspek	Indikator	Ada	Tidak Ada	Tindakan
1	Indirect Teacher	Accepts Feeling	✓		Guru tidak marah ketika siswa tidak mengerjakan pr, guru memberi nasehat agar siswa tidak mengulanginya lagi.
2		Praise/ Encourage	✓		Guru memberi respon dengan berkata, <i>ok, good students</i> , karena siswa telah menyelesaikan hafalan vocabulary.
3		Accepts/ Use Ideas of Students		✓	—
4		Asks Questions	✓		Guru bertanya kepada siswa, <i>siapakah yang tidak masuk pada hari ini?</i>
			✓		Guru menanyakan pr kepada siswa yang diberikan minggu lalu.
			✓		Guru bertanya kepada siswa tentang regular/irregular verb
5	Direct Teacher	Lecturers	✓		Guru menjelaskan materi reguler/irregular verb secara jelas dan secara lancar.
6		Gives Directions	✓		Guru meminta siswa agar membuka buku tugas dan mempersiapkan kamus
			✓		Guru meminta siswa agar membuat 10 kalimat regular/irregular verb
7		Criticizes/ Justifies Authority	✓		Guru menanyakan alasan kepada siswa, <i>mengapa siswa tidak mengerjakan pr?</i>
			✓		Guru bertanya, <i>apakah sudah selesai mengerjakan tugas nya?</i>
8	Student Talk-Response		✓		Siswa merespon salam dari guru dengan baik
			✓		Siswa menjawab bahwa hari ini tidak ada yang tidak hadir
			✓		Siswa merespon pertanyaan guru secara

					bersama-sama (no, miss)
			✓		Siswa menjawab pertanyaan guru alasan mereka lupa mengerjakan pr.
			✓		Sebagian siswa menjawab belum miss
9	Students-Initiation			✓	-
10	Silence/Confusion	✓			Ada siswa yang diam ketika ditanya guru

Appendix 7. Result of Second Meeting

No	Aspek	Indikator	Ada	Tidak Ada	Tindakan
1	Indirect Teacher	Accept Feelings		✓	-
2		Praise /Encourage	✓		Guru menerima jawaban siswa dengan berkata, good students
3		Acceps or Use Ideas of Students		✓	Guru menerima jawaban dengan berkata: yes nice students
4		Ask Questions	✓		Guru menanyakan kepada siswa: siapakah yang tidak masuk pada hari ini?
			✓		Guru melemparkan pertanyaan nomor 1 kepada siswa
			✓		Guru melemparkan pertanyaan nomor 2, 3, 4 (soal latihan reading) kepada siswa
			✓		Guru melemparkan pertanyaan nomor 5 dan 6 kepada siswa
			✓		Guru bertanya: adakah siswa yang dapat menjawab soal nomor 7, 8,9
			✓		Guru menanyakan soal no 10 kepada siswa
5	Direct Teacher	Lecturers	✓		Guru menjelaskan soal nomor 1(materi tentang materi

					present continuous tense dengan jelas)
6			✓		Guru menjelaskan soal nomor 6 (materi tentang narrative text dengan jelas)
			✓		Guru meminta kepada ketua kelas untuk memimpin do'a
			✓		Guru meminta kepada siswa kelas untuk mempersiapkan buku UNBK
			✓		Guru meminta kepada siswa untuk membuka buku UNBK pada halaman 23
			✓		Guru meminta siswa agar mengerjakan soal 1 – 10
7	Criticizm/ Justifies Authority			✓	-
8			✓		Siswa merespon salam guru secara bersama sama dengan baik
			✓		Seorang siswa menjawab soal guru pada soal nomor 1
			✓		Siswa kompak menjawab pertanyaan soal nomor 2
			✓		Siswa menjawab pertanyaan nomor 3 bersama sama
			✓		Siswa menjawab pertanyaan nomor 4 bersama sama
			✓		Siswa menjawab pertanyaan guru secara bersama sama soal nomor 5
			✓		Siswa menjawab pertanyaan guru secara bersama sama soal nomor 6
			✓		Seorang siswa menunjuk jari untuk

					menjawab soal nomor 7
			✓		Siswa menjawab soal no 8 secara bersama sama
			✓		Seorang siswa menjawab pertanyaan no 9
			✓		Seorang siswa menjawab pertanyaan no 10
9	Student initiation			✓	-
10	Silent or confusion	✓			Ada siswa yang terlihat diam saat menjawab pertanyaan nomor 9

Appendix 8. Result of Third Meeting

No	Aspek	Indikator	Ada	Tidak Ada	Tindakan
1	Indirect Teacher	Accepts Feeling	✓		Guru merespon pertanyaan siswa dengan baik
2		Praise/ Encourage		✓	-
3		Accept to Use Ideas Students		✓	-
4		Ask Questions	✓		Guru meminta siswa untuk membuka buku pada halaman 25 dan untuk mengerjakan soalnya 1 - 50
5	Direct Teacher	Lecturers	✓		Guru menjelaskan bahwa guru tidak bisa mengajar hingga waktu pelajaran habis, dikarnakan adanya kepentingan dalam persiapan UNBK dan pengisian raport Kelas 10 Excel
			✓		Guru menjelaskan bagaimana menjawab soal reading
6		Give Direction	✓		Guru meminta siswa untuk membuka buku UNBK
			✓		Guru meminta ketua kelas untuk memimpin do'a

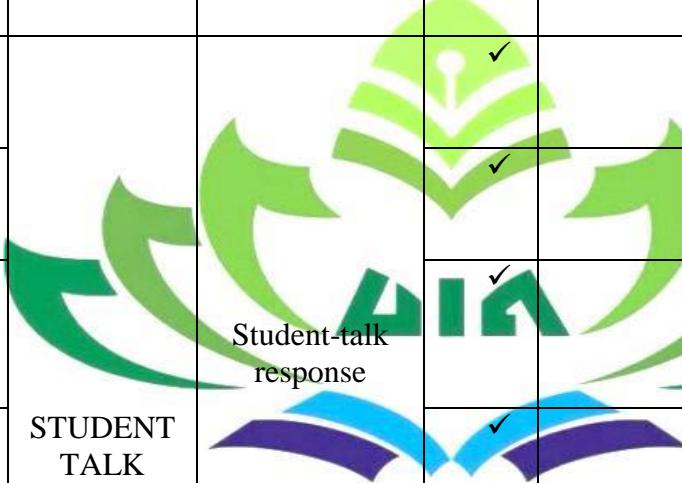
7		Criticizes or Justifies Authority		✓	-
8	Student Talk	Students Talk-Response	✓		Siswa merespon dengan menjawab: <i>yes, it's okay mam.</i>
			✓		Siswa merespon dengan: <i>you're welcome</i>
			✓		Siswa merespon dengan mengucapkan: <i>yes, understand mam.</i>
			✓		Siswa merespon salam guru secara baik
9		Students-Initiation	✓		Siswa bertanya, <i>bagaimana menjawab soal reading yang teksnya panjang?</i>
10		Silent or Confusion	✓		Ada siswa hanya diam ketika ditanya: <i>adakah yang ingin bertanya?</i>



OBSERVATION CHECKLIST

FIRST MEETING

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	INDIRECT TEACHER	Accepts feeling	✓		Guru tidak marah ketika siswa tidak mengerjakan pr, guru memberi nasehat agar siswa tidak mengulanginya lagi.
2		Praise/ ecorage	✓		Guru memberi respon dengan berkata “ok, good students”, karena siswa telah menyelesaikan hafalan vocabulary.
3		Accepts/ use ideas of students		✓	—
4		Asks questions	✓		Guru bertanya kepada siswa, “siapakah yang tidak masuk pada hari ini?”
			✓		Guru menanyakan pr kepada siswa yang diberikan minggu lalu.
			✓		Guru bertanya kepada siswa tentang regular/irregular verb
5	DIRECT TEACHER	Lecturers	✓		Guru menjelaskan materi reguler/irregular verb secara jelas dan secara lancar.
6		Gives directions	✓		Guru meminta siswa agar membuka buku

					tugas dan mempersiapkan kamus
			✓		Guru meminta siswa agar membuat 10 kalimat regular/irregular verb
7		Criticizes/ justifies authority	✓		Guru menanyakan alasan kepada siswa, mengapa siswa tidak mengerjakan pr?
			✓		Guru bertanya, apakah sudah selesai mengerjakan tugas nya?
8	STUDENT TALK 		✓		Siswa merespon salam dari guru dengan baik
			✓		Siswa menjawab bahwa hari ini tidak ada yang tidak hadir
			✓		Siswa merespon pertanyaan guru secara bersama-sama (no, miss)
			✓		Siswa menjawab pertanyaan guru alasan mereka lupa mengerjakan pr.
			✓		Sebagian siswa menjawab belum miss
9		Students-initiation		✓	-
10		Silence/ confusion	✓		Ada siswa yang diam ketika ditanya guru

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
----	-------	-----------	-----	--------------	------------



1	INDIRECT TEACHER 	Ask questions	Accept feelings	✓	-
2			Praise /encourage	✓	Guru menerima jawaban siswa dengan berkata : good students
				✓	Guru menerima jawaban dengan berkata: yes nice students
3			Acceps or use ideas of students	✓	-
4				✓	Guru menanyakan kepada siswa: siapakah yang tidak masuk pada hari ini
				✓	Guru melemparkan pertanyaan nomor 1 kepada siswa
				✓	Guru melemparkan pertanyaan nomor 2, 3, 4 (soal latihan reading) kepada siswa
				✓	Guru melemparkan pertanyaan nomor 5 dan 6 kepada siswa
				✓	Guru bertanya: adakah siswa yang dapat menjawab soal nomor 7, 8,9
				✓	Guru menanyakan soal no 10 kepada siswa
5	DIRECT TEACHER	Lecturer	✓		Guru menjelaskan soal nomor 1(materi tentang materi present continous tense dengan jelas)
		Gives directions	✓		Guru menjelaskan soal nomor 6 (materi tentang narrative text dengan jelas)
6			✓		Guru meminta kepada ketua kelas

					untuk memimpin do'a
			✓		Guru meminta kepada siswa kelas untuk mempersiapkan buku UNBK
			✓		Guru meminta kepada siswa untuk membuka buku UNBK pada halaman 23
			✓		Guru meminta siswa agar mengerjakan soal 1 – 10
7		Criticizm/ justifies authority		✓	–
8	STUDENT TALK	Students talk responses	✓		Siswa merespon salam guru secara bersama sama dengan baik
			✓		Seorang siswa menjawab soal guru pada soal nomor 1
			✓		Siswa kompak menjawab pertanyaan soal nomor 2
			✓		Siswa menjawab pertanyaan nomor 3 bersama sama
			✓		Siswa menjawab pertanyaan nomor 4 bersama sama
			✓		Siswa menjawab petanyaan guru secara bersama sama soal nomor 5
			✓		Siswa menjawab petanyaan guru secara bersama sama soal nomor 6
			✓		Seorang siswa menunjuk jari untuk

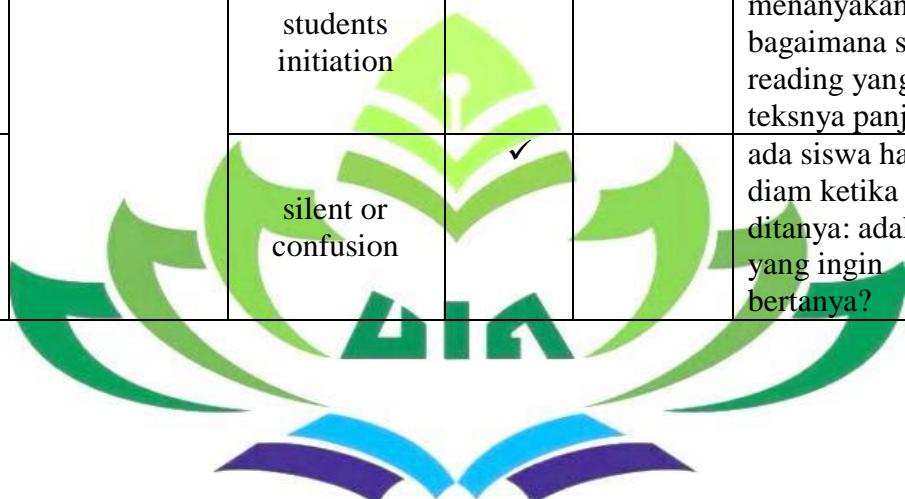
				menjawab soal nomor 7
		✓		Siswa menjawab soal no 8 secara bersama sama
		✓		Seorang siswa menjawab pertanyaan no 9
		✓		Seorang siswa menjawab pertanyaan no 10
9	Student initiation		✓	-
10	Silent or confusion	✓		Ada siswa yang terlihat diam saat menjawab pertanyaan nomor 9



THIRD MEETING

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	INDIRECT TEACHER	Accepts feeling	✓		Guru merespon pertanyaan siswa dengan baik
2		Prays and encourage		✓	-
3		Accept to use ideas students		✓	-
4		ask questions	✓		guru meminta siswa untuk membuka buku pada halaman 25 dan untuk mengerjakan soalnya 1 - 50
5	DIRECT TEACHER	lecturer	✓		guru menjelaskan bahwa guru tidak bisa menjar hingga aktu eplajaran habis dikarnakan adanya kepentingan dalam persiapan UNBK dan pengisian raport Kelas 10 Excel
			✓		guru menjelaskan bagaimana menjawab soal reading
6		give direction	✓		guru meminta siswa untuk membuka buku UNBK
			✓		guru meminta ketua kelas untuk memimpin do'a
7		criticizes or justifies authority		✓	-
8	STUDENT	students talk	✓		siswa merespon

	TALK	respon		dengan menjawab: yes, it's okay mam.
			✓	siswa merespon dengan: you're welcome
			✓	siswa merespon dengan mengucapkan: yes, understand mam.
			✓	siswa merespon salam guru secara baik
9	students initiation	✓		siswa menanyakan bagaimana soal reading yang teksnya panjang
10	silent or confusion	✓		ada siswa hanya diam ketika ditanya: adakah yang ingin bertanya?



DOCUMENTATIONS

The teacher is asking about previous material (indirect teacher)



the teacher is explaining about regular/irregular verb (direct teacher)



The students are responding of the teacher's questions (Student Talk)



Some students are confusing with the material (student talk)

