CLASSROOM VERBAL COMMUNICATION AMONG TEACHER AND THE EIGHTH GRADERS OF SMP NEGERI 1 LAWANG KIDUL

THESIS

**BY
RULLY NURUL ANISYA
NIM 372018020**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2022**

CLASSROOM VERBAL COMMUNICATION AMONG TEACHER AND THE EIGHTH GRADERS OF SMP NEGERI 1 LAWANG KIDUL

THESIS

Presented To

Universitas Muhammadiyah Palembang
In Partial Fulfillment of The Requirements
For The Degree of Sarjana in English Language Education

By
Rully Nurul Anisya
NIM 372018020

FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
UNIVERSITAS MUHAMMADIYAH PALEMBANG
2022

This is written by Rully Nurul Anisya has been certified to be examined

Palembang, August 2022

Advisor I,

Masagus Sulaiman, S,Pd., M.Pd.

Palembang, August 2022

Advisor II,

Dwi Rara Saraswaty, S.Pd., M.Pd.

This is certify Sarjana's thesis of Rully Nurul Anisya has been approved by the Board of Examiners as one of the requirements for the Sarjana Degree in English Language Education

Masagus Sulaiman, S.Pd., M.Pd. Chairperson

Dwi Rara Saraswaty, S.Pd., M.Pd. Member

Sri Yuliani, S,Pd., M.Pd. Member

Acknowledged by
The Head of
English Education Study Program,

Masagus Sulaiman, S.Pd., M.Pd.
NIDN. 0203107901

Approved
The Dean of
FKIP UMP,

Dr. H. Rusdy AS. M.Pd.
NIDN. 0007095908

iii

SURAT KETERANGAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini:

Nama   : Rully Nurul Anisya

NIM   : 372018020

Program Studi : Pendidikan Bahasa Inggris

Telp/Hp   : 0821-7628-4113/0822-5170-5963

Menyatakan bahwa skripsi berjudul: "Classroom Verbal Communication among Teacher and The Eighth Graders of SMP Negeri 1 Lawang Kidul"

1. Skripsi yang telah saya buat adalah benar-benar pekerjaan saya sendiri (bukan barang jiplakan atau plagiat)
2. Apabila dikemudian hari terbukti/dapat dibuktikan skripsi ini hasil jiplakan, maka saya akan menanggung resiko sesuai dengan peraturan undang-undang yang berlaku.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipertanggung jawabkan.

Palembang, Agustus 2022
Yang Bersangkutan

Rully Nurul Anisya

Motto:
- "Hey you who believe, make patience and prayer as you helper, truly Allah is with those who are patience." (Q.S Al Baqarah : 153)

This is Dedicated to:

- My beloved father Redy Sutrisno, you are the best father ever. Thank you for your prayer and love. Thank you for supporting me in every situation. I love you.
- My beloved mother Eti Purwaningsih, now I know everything that you said to me is right. Thank you for giving me love, prayer, care, motivation, attention, and support. There is no words that I can say for you. I love you so much, I love you more than I can say.
- My beloved sister one and only, Resty Nurul Amalia. Thank you for being nice sister, thanks for always supporting me in all situation.
- My beautiful nephew, Safinatun Najah. You are so smart and cheerful dear, make my life happy. Aunty will always love you.
- And all my big family, thank you so much.
- My honorable advisor, Masagus Sulaiman, S.Pd., M.Pd. Thank you for your kindness to guide me.
- My lovely advisor Dwi Rara Saraswaty, S.Pd., M.Pd. Thank you for your patience and time to guide me.
- To all my lectures and staff in English Education Study Program that cannot mention one by one, thank you for your times and knowledge.
- To SMP Negeri 1 Lawang Kidul. Thank you for giving me permission to research.
- All my friends in English Department 2018 that cannot mention one by one. Thank you for help, friendship, and all kindness. I hope we are will be successful and always happy.
- My best friend PI'gengs (Winda Wilyanti, Dwiana Juanita, Tri Nurhidayanti, and Diah Kumalasari) thanks to be my friend who always support, attention, help, and all kindness.
- Everyone who helped and give me support in doing this thesis.

Anisya, Rully Nurul. 2022. *Classroom Verbal Communication among Teacher and the Eighth Graders of SMP Negeri 1 Lawang Kidul*. Thesis, English Education Study Program, Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (I) Masagus Sulaiman, S.Pd., M.Pd., (II) Dwi Rara Saraswaty, S.Pd., M.Pd.

ABSTRACT

The objectives of this research are to find out styles of classroom interaction of the students and teacher in the classroom and the most dominant. This research used Qualitative Research. The data is taken by recording the classroom interaction. The subject of this research is 32 students and one English teacher. The researcher uses observation for techniques of collecting data. Flanders Interaction Analysis was used to identify and analyze teacher and students interaction in classroom. Based on the result of this study, it could be concluded there are 10 categories of interaction, 7 categories of teacher talk, such as accepts feelings, praises or encourage, accepts or uses ideas of students, asking question, lecturing, giving directions, criticizing or justifying authority; 2 categories of students talk namely students talk response and students talk initiation and 1 category of silence. The researcher concludes that the teacher was dominant in the classroom. It is proved by the percentage of the teacher talk was 59,98% than students talk was 35%, and silence was 5%.

Key Words: Student, Teacher, Classroom Interaction, English Learning.

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah SWT, the gracious and most merciful

Alhamdulillah, by the grace of Allah SWT, the researcher could finish this thesis as the final assignment of her study. This thesis was written on the basis of the research conducted in January 2022.

The writer would like to express her great gratitude to a number people who helped her in the process of writing this thesis. First, the writer would like to express her greatest gratitude to her advisors, Masagus Sulaiman, S.Pd., M.Pd. and Dwi Rara Saraswaty, S.Pd., M.Pd. for guiding her patiently and encouragingly in this process of writing this thesis. Second, the writer would like to thank the headmaster and teachers of SMP Negeri 1 Lawang Kidul for their cooperation. Third, the writer would like to convey her gratitude to the Dean of Teacher Training and Education and his staff, The Head of English Education Study Program, and all her lecturers for everything they have given. Finally the writer would like to express her deepest appreciation to her parents, sister, nephew, and friends for their prayer, support and love.

The researcher realized this thesis is so far from being perfect. So that's

why all comments and suggestions are welcome for this thesis. Lastly, the researcher hopes that this thesis will be useful for the people who read it and for other writers in the future.

Palembang,   August 2022

The writer,

RNA

CONTENTS

LIST OF TABLES

LIST OF APPENDICES

1. Surat Izin Penelitian dari Kesbangpol
2. Surat Izin Penelitian dari Disdik
3. Surat Izin Penelitian dari Sekolah
4. Surat Izin Melakukan Penelitian dari Fakultas
5. Daftar Nilai Bahasa Inggris Siswa kelas 8
6. Surat Keterangan Keaslian Karya
7. Surat Permohonan Ujian Skripsi
8. Surat Persetujuan Ujian Skripsi
9. Laporan Kemajuan Bimbingan Skripsi
10. Undangan Ujian Skripsi
11. Surat Tugas Penguji Skripsi
12. Daftar Hadir Dosen Penguji Ujian Skripsi
13. Daftar Hadir Mahasiswa Ujian Skripsi
14. Dokumentasi
15. Curriculum Vitae

CHAPTER I
INTRODUCTION

This chapter discusses background of the study, formulation of the problem, objective of the study, and significance of the study.

A. Background of the Study

As an international language, English is being used and essential in many areas (Lauder, 2008). There are, in economics and business, international relations to cooperation between diplomats, media to gather international information, education, communication, and travel. It means learning and mastering English is necessary and beneficial for human life. Although English is not widely used in society, learning English as a foreign language in Indonesia is very important in this globalization era to improve the quality of human resources and the country because of the use of English in many fields. It is use 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. Nishanthi (2018) states that to expand knowledge and come up with the modern international worlds life, people need to learn English. Therefore, English lessons become one of the compulsory subjects in Indonesia's formal schools based on the 2013 curriculum that aims to make students competitive internationally in education and society (Sihes, 2014).

In teaching and learning activity, there are some factors that influence the teaching and learning process and one of them is classroom interaction. Classroom interaction is social interaction that occur among all members of the class. According to Sukarni (2015), some factors are affecting the result of English teaching such as the teacher, the students, time allocation, methodology, material, teaching material, interaction between the teacher and students in the classroom, and the use of visual aid. Classroom

interaction involves both verbal interaction and non-verbal one. Although there might be many factors that determine the effectiveness of teaching in the classroom, one of the most important things was the quality of classroom 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 teachers 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, 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.

In addition, Langford (1994), 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. Verbal interaction is very important in teaching and learning process in the classroom. Moreover, Shomoossi, recommends that interaction will help students to attain better learning and give opportunities to rehearse their competences. 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, or ideas between two or more people resulting in reciprocal effect on each other.

Based on the researcher doing observation at SMP Negeri 1 Lawang Kidul and have the interview with the English teacher, in this case the researcher found that teacher English who taught English in the classroom were more active in the students. Most of the students were silent while paying attention to the teacher during the lessons. The researcher found out some types of verbal interaction among teacher and the students in the classroom. In this context, some students were passive and the others were active, when the process teaching and learning activities have begun, and the teacher gave question to the student. 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. And this research the researcher want to know the effect of verbal interaction among teacher and students so that an effective teaching and learning process can be implemented. And to get information whether verbal communication can attract students ability to speak English in the classroom.

Sometimes, the students did not attention in the learning process. Then, the students said that, they felt not confident and afraid to speak up. Because, their languages were not suitable with the Grammar, Vocabulary, and Pronunciation, also the environment is not support weather in the school or home. It is supported by their English score. The researcher chooses the Eighth Grade students. In the eighth grade students there are 8 class, there are class 81 until class 88. The highest English score in class VIII.1 is 88 while the lowest

score is 60. The highest English score in class VIII.2 is 90 while the lowest score is 60. The highest English score in class VIII.3 is 95 while the lowest score is 65. The highest English score in class VIII.4 is 90 while the lowest score is 64. The highest English score in class VIII.5 is 90 while the lowest score is 59. The highest English score in class VIII.6 is 89 while the lowest score is 60. The highest English score in class VIII.7 is 88 while the lowest score is 62. The highest English score in class VIII.8 is 90 while the lowest score is 56.

From the explanation above, Criteria of Minimum Mastery (KKM) English learning at the Eighth Graders in SMP Negeri 1 Lawang Kidul is 73, it could be said that the total number of students who got difficulty in English learning. It can be seen that students at the Eighth grade have various achievements. The class that got low achievement is 81 and the class that got high achievement is 83. This is supported by a list English score of all the students class 81 until class 88. In this research, the chose class 81 as a sample of this research because class 81 got the lowest achievement, so that it is possible for students to find difficulties of verbal interaction in the classroom.

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.

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.

From the explanation stated, the researcher was interested in conducting research under the title *"Classroom Verbal Communication among Teacher and The Eighth Graders of SMP Negeri 1 Lawang Kidul"*. 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.

B. Formulation of the Problem

In this research, the researcher were limited the problem of the study in Classroom Verbal Communication among Teacher and the Eighth Graders of SMP Negeri 1 Lawang Kidul. In this research, the problems are formulated as follows:

1. What are styles of verbal communication occurred in the classroom interaction?

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

C. Objectives of the Study

The objective of the study are:

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

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

D. Significance of the Study

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

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

REFERENCES

Allwright, D and K. M. Bailey. (1991). *Focus on the Language Classroom An Introduction to Classroom Research for Language Teachers.* Cambridge: Cambridge University Press.

Allwright, D and K. M. (Bailey). (2006). *Focus on the Language Classroom An Introduction to Classroom Research for Language Teachers.* Cambridge: Cambridge University Press.

Annisa Ulan, D. (2017). *An Analysis of Classroom Interaction in The Teaching Learning Process of Speaking.* Journal Edulingua.

Babelan, A. Z. and Kia, M. M. (2010). "*Study of Teacher-Students Interaction in Teaching Process and its Relation with Students' Achievement in Primary Schools".* The social Sciences. Volume 5. Issue 1. Page 55- 59.

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

Bunglowala. (2015). *Verbal and non verbal communication.* Washington, DC: National Aeronautics and Space Administration.

Chaudhry. (2012). *Verbal Massage Complements. Cambridge*: Cambridge University Press.

Creswell, J. W. (2014). *Qualitative, quantitative, and mixed methods aproaches4th ed.* Thousand Oaks, CA: SAGE.

David. (2019). What is the difference between population and sample? *statistical solutions*, Retrieved from https://www.statisticssolutions.com/what-is-the- difference-between-population-and-sample/. Access on August, 29th 2022.

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

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

Firdaus, Nurul Fitri. (2018). *The Analysis of Verbal Interaction Between Students and Teacher in the Classroom (A Descriptive Qualitative Research at SMAN 9 Pangkep).* Retrieved from http://repository.umsu.ac.id/bitaream/123456789/4051/1/Verbal. Access on March 11th 2022.

Flanders, N. (1970). *Analysis Teacher Behavior.* Reading, MA: Addison-Wesley.

Holmbreg . (1986). *Type of interaction in classroom.* Columbus: Merril.

Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Sosial Humaniora*. *12*(1): 9-20.

Mappisasse, S. S., & Sihes, A. J. B. (2014). Evaluation of English as a foreign language and its curriculum in Indonesia: A review. *Canadian Center of Science and Education*. *7*(10): 113-122.

Mardiyana, F. (2018). *"Verbal interaction in English classroom using Flanders interaction analysis categories system (FIACS)".* A thesis English education program, English and Literature Department, Faculty of languages and Arts, Medan State University.

Miles & Huberman. (1992). *Analysis components in qualitative research.* Journal of English.

Moore, C.C, (2008). *Young Children's Social Organization of Peer Interaction.* Queensland: Queensland University of Technology.

Mukhamirudin, A. A. (2015*). Improving Teacher Talk to Enhance Teacher-Students Interaction (An Action Research at the SMPN 1 Slawi).* Final Project. English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Semarang.

Nishanthi, R. (2018). The importance of learning English in today world. *International Journal of Trend in Scientific Research and Development*. 871-874. doi:10.31142/ijtsrd19061.

Purba, D. M. (2017), *"An analysis classroom interaction in English subject at senior high school".* A thesis faculty of languages and arts, state University of Medan.

Seliger, Herbert W, and Schohamy, Elana. (1989). *Second Language Research Methods.* Hongkong: Oxford University Press.

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

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

Sugiyono. (2016). *Metodologi Penelitian Kuantitatif Kualitatif dan R&D.* Bandung: Alfabeta.

Suharismi, Arikunto. (2022). *Prosedur Penelitian*. PT. Rineka Cipta: Jakarta.

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

Sukarni, S., & Ulfah, S. (2015). An analysis of teacher and student talk in the classroom interaction of the eighth grade of SMP Negeri 18 Purworejo. *Journal Vision*, 4(2), 261-277.

Sukmadinata, N.S. (2005). *Metode Penelitian Pendidikan.* Bandung: Tarsito. Retrieved from: https://meenta.net/pengertian-metode-penelitian-kualitatif/#. Access on August 18th 2022.

Suzanna, E. (2018). *A Study of the Classroom Interaction Using Flander Interaction Analysis Categories System (FIACS) Technique at MAN 3 Banjar in Academic Year 2017/2018"*, Thesis. English Education Department, Tarbiyah Faculty and Teacher Training.

Tichapondwa, S.M. (2008). *The Effects of a Course in Classroom Text and Discourse on Oracy in High School Classsrooms.* Phd thesis, University of South Africa.

Wibowo, A. C. A. (2014). Student- Teacher Interaction: A Case of the Second Year of State Senior High Schools in Cepu. *Journal for Language and Foreign Language Learning.*