

**VERBAL INTERACTION AMONG THE TEACHER AND THE STUDENTS
IN THE CLASSROOM AT SMP NEGERI 7 PALEMBANG**

THESIS

**BY
EKA MEILINDA
NIM 372013002**



**UNIVERSITAS MUHAMMADIYAH PALEMBANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2017**

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THESIS

**Presented to
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In Partial Fulfillment of the Requirements
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**By
Eka Meilinda
NIM 372013002**

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
August 2017**

This thesis written by Eka Meilinda has been certified to be examined

Palembang, August 2017

Advisor I,

A handwritten signature in black ink, appearing to read 'Indawan Syahri', with a long horizontal stroke extending to the right.

Prof. Dr. Indawan Syahri, M.Pd.

Palembang, August 2017

Advisor II,

A handwritten signature in black ink, appearing to read 'Masagus Sulaiman', with a long horizontal stroke extending to the right.

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

This is Certify that Sarjana's Thesis of Eka Meilinda has been approved by the Board of Examiners as the Requirement for the Sarjana Degree in English Language Education



Rini Susanti, S.Pd., M.A., Chairperson



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



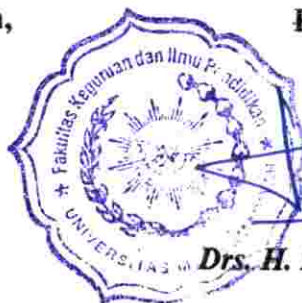
Dian Septarini, S.Pd., M.Pd., Member

**Acknowledged by
The Head of
English Education Study Program,**



Sri Yuliana, S.Pd., M.Pd.

**Approved by
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FKIP UMP,**



Drs. H. Erwin Bakti, M.Si.

MOTTO AND DEDICATION

Motto :

- *When you feel that you are the one unlucky person in this world, look the others and think again.*

Dedication :

- ♥ *My dearest parents (SIKUMBANG and GUCCI) Mr. Yusnadi and Mrs. Jusnimar (late-mother), thank you so much for everything, you have given to me.*
- ♥ *My beloved brother (Aldi Hidayat) who have given me big support, pray, finance, love and bring me proudly become being part of our family, you are my spirit, you are everything to me, I love you so much.*
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ABSTRACT

Meilinda, E. 2017. *Verbal Interaction among the Teacher and the Students in the Classroom at SMP Negeri 7 Palembang*. Thesis, English Education Study, Program Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors (1) Prof. Dr. Indawan Syahri, M.Pd., (2) Masagus Sulaiman, S.Pd., M.Pd.

Key words: *Classroom, Interaction, Verbal Interaction.*

The study entitled *Verbal Interaction among the Teacher and the Students in the Classroom at SMP Negeri 7 Palembang*. This study was aimed at investigating the realization of verbal interaction among the teacher and the students in the classroom and the way of the teacher got response from the students. The study employed a descriptive qualitative method. The samples of the study were two teachers of English at Grades 7.1 and 8.5. The data were collected by observation through videotaping and interview. The data were analyzed by coding technique and focusing on the types of verbal interaction among the teacher in the classroom. The findings showed that the teachers played more dominant than role in terms of accepting, questioning, giving direction, praising and encouraging, lecturing, accepting ideas, criticizing or justifying, student response and student initiate.

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The Writer,

EM

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CHAPTER I

INTRODUCTION

This chapter presents (1) Background, (2) Problems of the Study, (3) Limitation of the Problems, (4) Formulation of the Problems, (5) Objectives of the Study, and (6) Significance of the Study.

1.1 Background

In teaching English as a Foreign Language (EFL), verbal interaction among the teacher and the students are very essential to meet the learning objectives in terms of language competence and language performance. In other words verbal interaction among the teacher and the students can run well in case of the teacher's roles both as a controller and an initiator. The teacher has to carry out conducive and interactive classroom activities. In order, the students can demonstrate their proficiency in practicing target language.

Shoomossi (2004) recommends that interaction will help students attain better learning and give opportunities to rehearse their competences. They get their competences by listening to the teacher and the students, and communicating with the teacher and the students (p. 98).

According to Brown (2007), interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (p. 212). In order to establish interaction, at least two people need to be involved in a series of dynamic and constant events in which each person leaves an

effect on and is affected by the other one within a framework of a mutual determining system. Therefore, the term classroom interaction refers to the interaction among the teacher and the learners in the classrooms. Brown (2001) defines interaction as the heart of communicative competence. When a learner interacts with another learner he or she receives input and produces output (p. 165).

Additionally, the teacher and the students have the 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. In addition, Tuan and Nhu (2010), clarify that the teacher talks more dominantly in classroom interaction. From the illustration stated the writer is interested in figuring out the classroom interaction among the teacher and the students (p. 18). In this study, the writer would like to know more on the types of classroom interaction theories – stated by Dagarin (2004), there are four types of classroom interaction (i.e. teacher-whole class, teacher-a group of students, student-student, and students-teacher) (p. 129).

Based on the writer's experience when Teaching Field Practice (PPL) at SMP Negeri 7 Palembang on August 25 – September 10, 2016 the writer did the interview with the Teacher of English in this case the writer found that teacher English who taught English in the classroom were more active than the students. Most of the students were silent while paying attention to the teacher during the lessons. The writer found out some types of verbal interaction among the 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 students. So the roles of the teacher are much needed to make the verbal interaction among the teacher and the students run well. Based the illustration stated, the writer conducted a study entitled *“Verbal Interaction among the Teacher and the Students in the Classroom at SMP Negeri Palembang.”*

1.2 Problems of the Study

The problems of the study had something to do with the types of verbal interaction among the teacher and the students during the lesson in the classroom.

1.3 Limitation of the Problems

This study focused on the types of verbal interaction among the teacher and the students in the classroom.

1.4 Formulation of the Problems

In keeping with background mentioned, the writer formulated the problems as follows:

1. What types of verbal interaction among the teacher and the students found at SMP Negeri 7 Palembang?
2. What are the dominant types of verbal interaction among the teacher and the students found at SMP Negeri 7 Palembang?

1.5 Objectives of the Study

The more specific objectives for the study were as follows:

1. To find out the types of verbal interaction among the teacher and the students at SMP Negeri 7 Palembang.
2. To find out the dominant types of verbal interaction among the teacher and the students at SMP Negeri 7 Palembang.

1.6 Significance of the Study

Hopefully, the results of this study can be useful for some parties, as follows:

a. For the Writer Herself

By doing this study, the writer can enlarge her knowledge and experience to be a prospective teacher of English in line with verbal good interaction in the teaching of English as a Foreign Language (EFL) in the classroom.

b. For the Teacher

This study can give some benefits for the teachers in order to encourage and improve their verbal interaction with the students. In other words the teachers should be more responsible, creative, innovative, and skillful in line with the teaching learning process in the classroom.

c. For the Students

It is expected that this study can foster and stimulate the students' verbal interaction in an EFL (English Foreign Language) classroom with the teacher.

d. For Other Researchers

This study hopefully can be a source or reference for other researchers to conduct a deep ongoing research in accordance with verbal interaction among the teacher and the students in English Foreign Language (EFL) classroom.

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