PATTERNS OF VERBAL CLASSROOM INTERACTIONS IN

AN EFL HIGH SCHOOL: AN OBSERVATIONAL STUDY

A Thesis

Presented to the Department of English Language Education as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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STATEMENT OF WORK'S ORIGINALLY

I honestly write this Thesis Proposal by myself. This thesis does not contain others

people's work, except those citations taken from several journals, books, an

scientific papers as references that must be included.

Yogykarta,07 September 2020

The Writer,

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MOTTO

Make everything simple, start it from yourself, and be the best you can be

DEDICATION

Alhamdulillah, first of all, I want to thank Allah SWT who always gives me the strength to finish this research. I dedicated this thesis to my loving parents, who always love and support me throughout the process. I also dedicated this thesis to my beloved sisters, brothers, and nieces with all their trying to help me.

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ABSTRACT

Verbal interaction is one type of classroom interaction. This study aims to find out the pattern of verbal classroom interaction that occurs in the teaching and learning process. This research is an observational study. The data were collected from a videotaped classroom in a senior high school in Yogyakarta. The participants were an English pre-service teacher and 24 students in English class. The study was conducted in senior high school in Yogyakarta. The findings of the research showed that the verbal interaction in the classroom is focused in two, they are: 1) interaction between teacher-students interaction, 2) students-students interaction. The result showed that the dominant pattern of verbal classroom interaction was teacher-student interaction.

Keywords: *EFL, verbal classroom interaction, teacher-students interaction, student-students interaction*
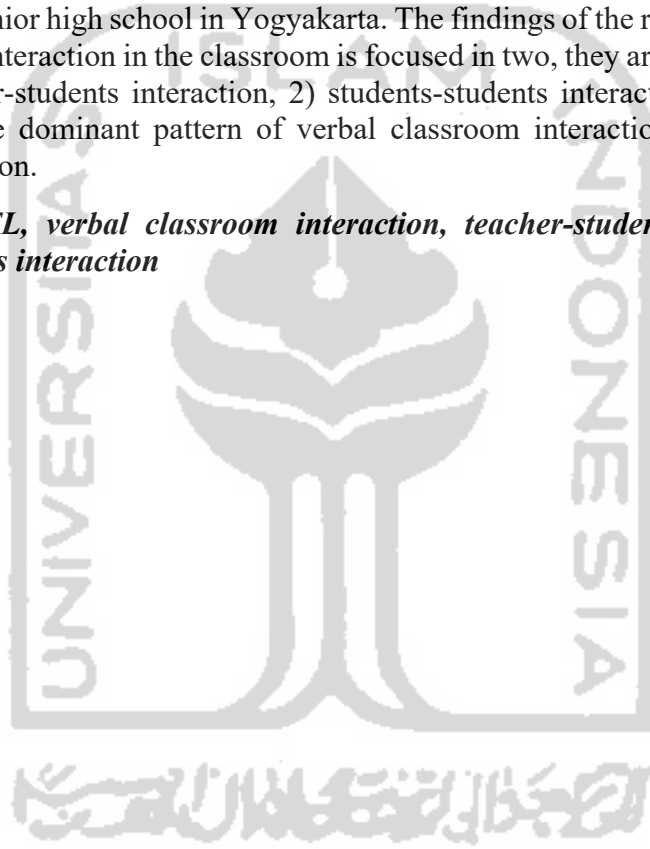
CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, problem formulation, and objectives of the study and also the significance of the study as a closing of this chapter.

1.1 Background Study

Interaction is becoming increasingly important in learning English. Interaction has an important role to play in developing student abilities in that language. Through interaction, students will engage with language and master it. Mastering new skills require our active participation and our reflection about what we are achieving. In learning a skill we do some exercises. This also occurs in learning interactions in English. Students interact to communicate in English. In class, teachers and students are language learners. The experience of the teachers in language learning influences what and how they teach in the classroom. The experience of students in language learning also influences what and how they interact in the language in the classroom. Chavez (1986 cited in Cameron, 2010) shown that the classroom is the best place for a foreign language to practice the target language. This investigates what students think about the meaning of interaction in learning English, how they experience interaction, how they interpret it, and how they actualize themselves through interaction.

A good language learner must be able to use the language in meaningful interactions with others. Students should be able to understand the conversation of others, express their ideas, also able to respond to others. Language learning is not the result of transmitting facts about language or from a series of memorizing exercises. This is the result of opportunities for meaningful interaction with others in the target language (Walqui & Aida, 2000). Learning to interact in English means learning to communicate in English. Interaction is an important aspect of language learning because that is what people do in everyday life. They may talk, challenge, or interfere with each other. In class, both teachers and students must have participated in interactions.

Besides, to have reciprocal interactions the teacher not only transfers knowledge but also stimulates student participation. When interactions occur, students have more opportunities to show the language they are learning. Students can use the language they have in real situations because they have lot of language practices during language learning. The students who have good interaction during the process of teaching and learning that will improve their English (Buckley, 2000).

That the pattern of verbal communication between a teacher and students can affect the classroom environment, the quality of the teaching program, and the management of students in the class (Webster & Johnson, 1987). When interactions occur, teachers can easily examine their students' proficiency in learning the target language and students can improve their language mastery during class activities such as discussion, listening, reading, and conducting several dialogues. Through

interaction, students can improve their language while listening from their teachers and their students' friends and it helps foreign students to learn the target language easily and quickly.

Edwards (1994) stated that classroom interaction pattern has long been investigated and it is worth being studied due to the fact of their magnificent impact on both facilitating or inhabiting students' language target. Traditional classroom interaction is generally characterized by using a rigid pattern, it is determined the teacher take the most dominant position in the process of teaching and learning. The teacher assumed that can take control over classroom interaction for achieving language targets and avoided students' unpredictable responses (Edwards, 1994).

In Indonesia, some problems show that in the processes during teaching and learning English in terms of classroom interactions are passive and dominated by teachers. Sometimes a common phenomenon that happened in classroom practice is still a monotonous teaching technique. When the teacher asked the questions to the students are usually passive in class. Hasan (2006) showed that their abilities in English are relatively very poor because lack vocabularies mastery of grammar so that makes them speak Bahasa most of the time in the classroom.

The previous research done by Widodo (2009) this research-based videotaped self-observation. The data was collected in ESL intensive reading class. The participants were five international ESL students, included two males from Saudi Arabia, one Portuguese female, one Taiwan-Chinese female, and one Amharic-Italian female. The students participated in pre-, while-, and post-reading

activities in the reading lesson. The result showed that language skills, what roles a teacher, students, and teaching material that integrated with intensive reading class developed participants reading comprehension skills. An interaction is a practice that increases the development of two very important language skills are speak and listen among students. Interactions occur between students and teachers, or students and other students. Interaction is very important for sharing ideas or information that can improve language skills.

Recent studies conducted by Pujiastuti (2013) this research-based paper presents an investigation into the realization of verbal classroom interactions and the role of teachers in classroom interactions. It is used a qualitative research design and a case study approach, data for this study were collected in the context of classrooms where participants were English teachers for young learners and 15 students in a private elementary school in Bandung in the form of observation and interviews. The results show that all categories of teacher talks from FIAC disclosed including giving directions, lecturing, and asking questions. However, giving directions and lectures found to be the most frequently used category among all. The teacher mostly adopts the role of controller in the classroom because he often leads to the flow of interaction. In terms of student talks, student responses and initiations revealed in this study. It also found that student initiation played an important role in verbal interaction.

Interaction needs the participation of both the teacher and the student. Teachers can create an interactive teaching-learning process by group discussion. Students need to speak, think critically, also listen to the teacher. Therefore,

teachers should give their students more opportunities to initiate interaction (Mackey, McDonough, Fujii, & Tatsumi, 2001). Students need to practice and interact with other students which is their friends. In other words, interaction is not only waiting to be asked, but interaction involves creativity, agreement and disagreement, and emotions.

Suherdi (2010) argued that communication happened in the classroom described as classroom discourse which focused on the study classroom communication wherein classroom interaction might it showed up with patterns. Although there are studies on the interaction between students and teachers in Indonesia, the number remains limited. This research is aim to find out the patterns of verbal interaction between teacher and students in English class in a public senior high school.

1.2 Limitation of the Problem

To make this study easy to understand, the researcher tries to limit the problem. This research is limited to verbal classroom interaction patterns that appeared in the teaching and learning processes in an EFL classroom of a senior high school in Yogyakarta. It focused on observing the videotaped that occurred in the teaching and learning processes. In other words, the interaction that happened in the class how the students experience the interaction.

1.3 Formulation the Problem

Based on the description above, the researcher would like to formulate the problem as follows:

1. What is the pattern of verbal classroom interaction appearing in an EFL classroom of the senior high school?

1.4 Objectives the Study

Based on the questions formulated above, the aims of the study are:

- To find out and describe the patterns of verbal classroom interaction that appear in the teaching and learning processes in an EFL classroom of the senior high school.

1.5 Significance of the Study

The research significance in this research is explained in terms of theoretical consideration. On theoretical discussion, this study will add information on verbal classroom interaction patterns appear in the EFL classroom of senior high school in Yogyakarta that was analyzed and described.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher will present the theoretical review related to this study. It covers theoretical review, review of relevant studies, theoretical framework, and definition of key terms.

2.1 Verbal Classroom Interaction

2.1.1 Teacher-Student Interaction

Interaction between teacher and student is called Teacher-Student interaction. This type of interaction as mentioned by Coulthard (1977) has received many things from teachers in various disciplines. Teaching and learning process has correlated activities that involve interaction between teacher and students as a way of realizing its objectives. Interaction occurs every day in the teaching and learning process, it is managed by everyone not only by the teacher in the classroom but also the students. This interaction is used to express their ideas together. Through interaction that produces outcomes such as input, practice opportunities, and receptivity (Allwright, 1991). The concept of interaction has significant importance in class as well, this is an important part of the learning and teaching process. The class is considered important for the teacher to arrange who should speak, to whom, on what topics, in what languages, and so on. However, all of this cannot change the fact that class interaction focuses on student cooperation.

Scrivener (2005) made the patterns that showed how the interaction happened between the students and the teacher.

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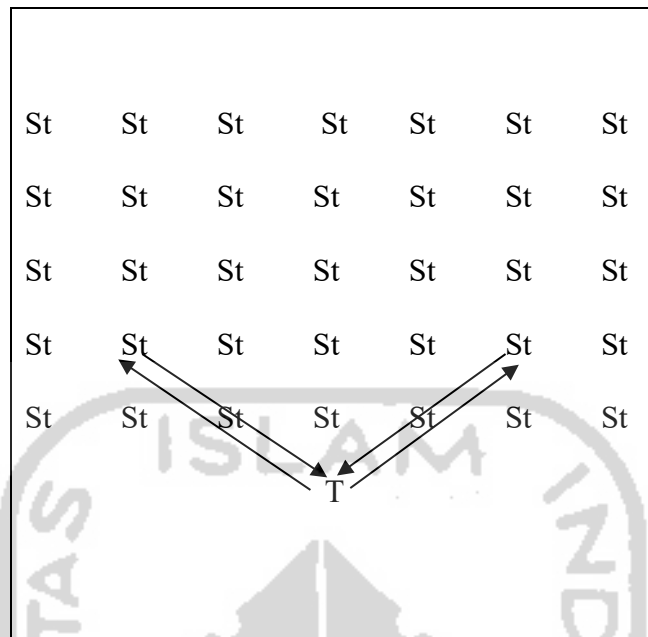
Figure 2.1.1   Interaction between teacher and students

In teacher-students interaction, students try to show their speaking skills and listen to their teacher, so the teacher must consider the way they interact which is very important in learning and teaching. According to Harmer (2007), teachers must focus on three things when they talk to their students. First, they must pay attention to the type of language students can understand, that is the teacher must provide results that can be understood for the level of all students. Second, the teachers must think about what they will say to their students, therefore the teacher's speech is a resource for students. In the last one, the teacher must also identify how they will speak such as voice, tone, and intonation.

2.1.2 Student-Student Interaction

How students interact and understand each other in the classroom is a student to student interaction. It can be how learner shares their opinion and comment related to the content of the class. According to Johnson (1995)

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interaction between learners can be very helpful as well as social relations. It can develop students' capacities through collaboration work. So, students will build social relationships through this interaction.

An important aspect of the student to student interactions is inclusive in the classroom, which for example, allows and supports students to participate more in the classroom. When asked to interact with peers, these students may have less pressure to participate, and they may decide to do when they feel comfortable. According to Naegle (2002: 128) "Talking students with their peers about the content of the course is a powerful way for them to reinforce what they have learned". The teacher must encourage the interaction between students because it is the best way to make students active.

Many learning theories state that knowledge is actively built and skills are enhanced through interaction between learners as shown in the patterns below (Scrivener, 2005).
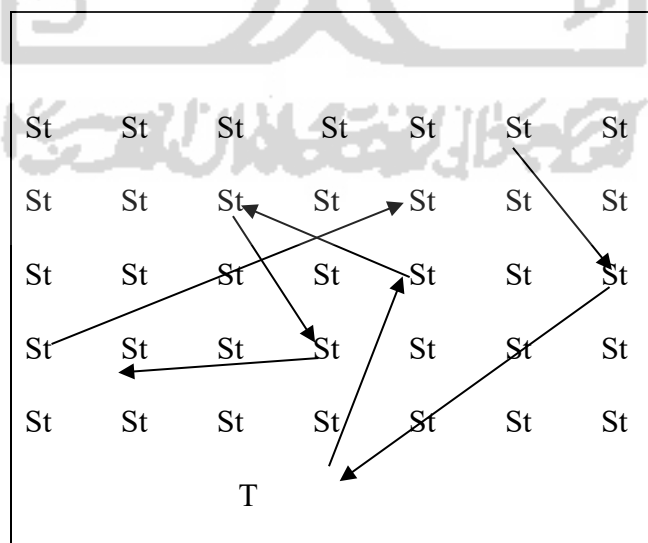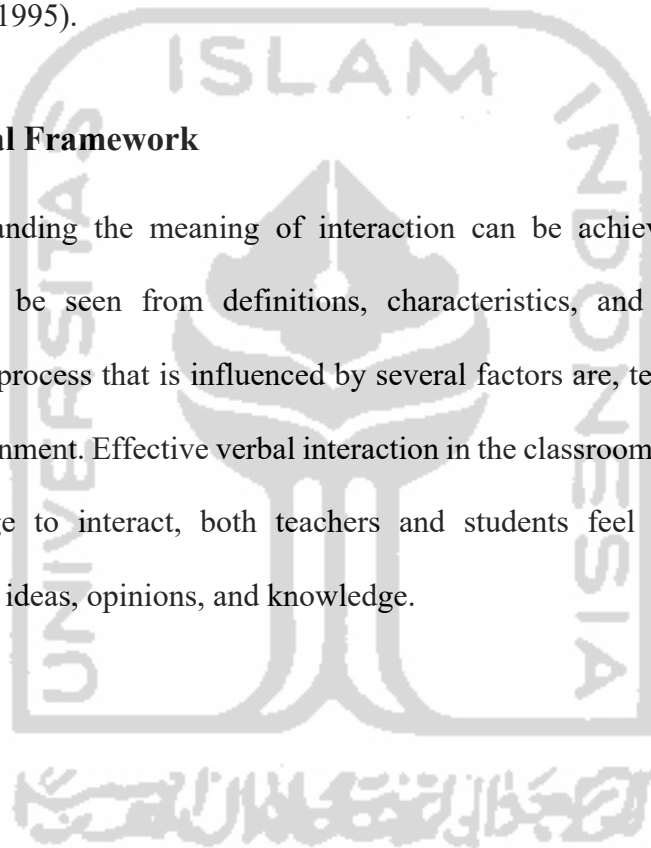
Figure 2.1.2   Interaction between student and students

The interaction of learners is structured and managed well, then it can be an important factor in cognitive development, student education achievement, and appear social competencies that. It can also develop the capacity of students through collaborative work. So, students will build social relations through this kind of interaction, where a sense of learning community push and isolation decreased in class (Johnson, 1995).

2.2 Theoretical Framework

Understanding the meaning of interaction can be achieved for several aspects. It can be seen from definitions, characteristics, and categorization. Interaction is a process that is influenced by several factors are, teacher, students, and class environment. Effective verbal interaction in the classroom is related to the use of language to interact, both teachers and students feel comfortable in expressing their ideas, opinions, and knowledge.
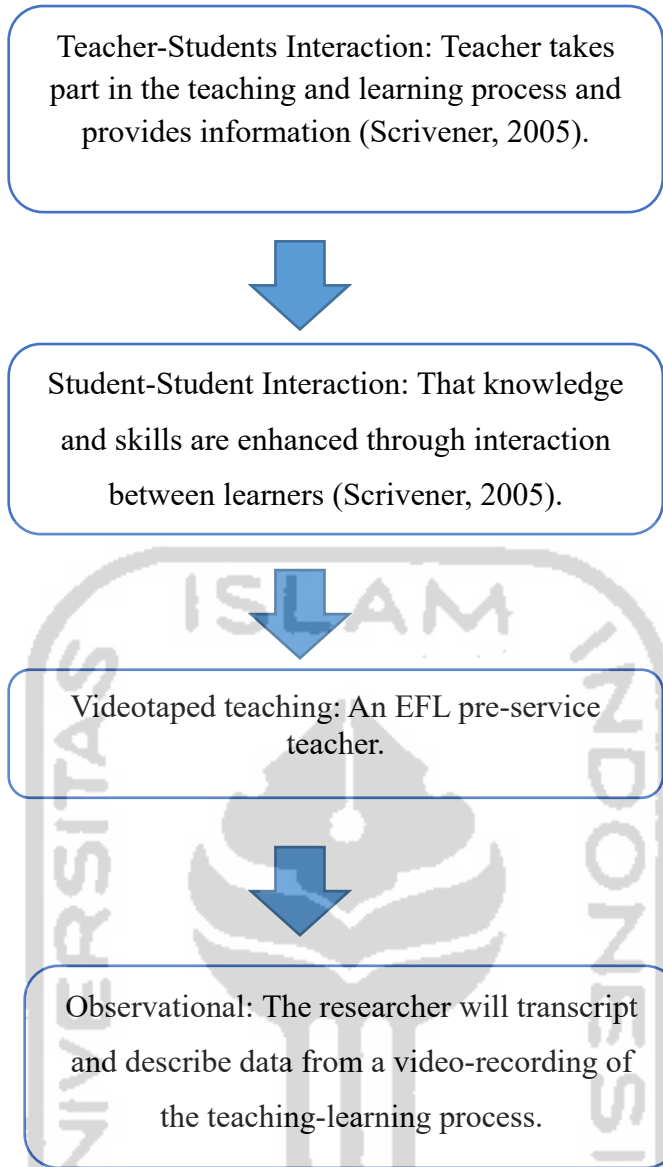
Teacher-Students Interaction: Teacher takes part in the teaching and learning process and provides information (Scrivener, 2005).

Student-Student Interaction: That knowledge and skills are enhanced through interaction between learners (Scrivener, 2005).

Videotaped teaching: An EFL pre-service teacher.

Observational: The researcher will transcript and describe data from a video-recording of the teaching-learning process.

Figure 2.2   Theoretical Framework of Research Design

CHAPTER III

RESEARCH METHDOLOGY

This chapter consists of research design, nature of data, data source, data technique, data analysis method, and trustworthiness of data.

3.1 Research Design

This study is observational classroom research employing video-recording. The observational study gathers detailed information (Sato, 2017) that occur in video-recording and what was happening in the classroom. This approach is used because it is a suitable approach in analyzing the verbal interaction in the classroom. The researcher takes one specific that is verbal classroom interaction. It tries to investigate what happens inside the classroom and describing verbal classroom interaction that occurs in the English class.

3.2 Data Collection

To answer the research problem, the researcher used a video-recording of the teaching-learning process, the researcher will transcript and describe the data. The researcher observes the video of the pre-service teacher. A camera is placed at the back of the corner in the classroom for the video-recording. The teacher will record herself and the students while learning the process and the whole condition in the class. The video was recorded once for one meeting to gain naturalness at that time. The participants were one English class of third grade of senior high school in Yogyakarta. The pre-service teacher allowed the researcher to observe

and gather useful data for the study contained in her videotaped teaching-learning process.

3.3 Data Analysis

The data of this research is a video-recording. Videotaped recordings can help the researcher obtain more detailed and accurate information in some situations. Video methods can be effective for research that can be conducted in a whole classroom (Widodo, 2009), such as in the teaching-learning process in a classroom, since the camera can be set up in a fixed position, specifically focusing on the verbal interaction in the classroom. Besides, a camera can also be used in various ways because cameras can be carried, placed in multiple rooms, or cameras' angles can be changed. Also, videotaped data enable one to recall what the researcher observed, because videotape data can be played many times. The data obtained were analyzed by using descriptive microanalysis. Descriptive microanalysis is used to describe a phenomenon and characteristics shown in the data (Nassaji, 2015). The researcher obtained the data through video-recording that focusing on describing verbal classroom interaction.

3.5 Trustworthiness of Data

In qualitative research, there is a common technique usually used to check the trustworthiness of the data. To get the trustworthiness in this research, more than one instrument was used to collect the data. So, the researcher used triangulation techniques. According to (Moleong, 2003) that triangulation is a technique for investigating data validity that provides benefits to others that need

verification or become a standard for data. In this study, triangulation was done through interviews with the respondent. To prevent the misunderstanding the researcher confirmed to respondents about videotaping for achieving the validity of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result that was obtained from the observation of videotaped. It consists of research findings and discussion.

4.1 Research Findings

The observation data were obtained by analyzing video recordings of the learning process in English class at a public school in Yogyakarta. This video belongs to one of the pre-service teacher (Nadine). The video-recording recorded in August 2019 and delivered material about Conjunction in a third-grade senior high school class. The duration is 80 minutes for a 2-hour lesson. The researcher categorized the data into two categories are interaction between the teacher and the students, and interaction between students and other students.

4.1.1 Teacher-Students Interaction

This interaction between the teacher and the students took place in the whole class. The class atmosphere during teaching and learning in the pre-service teacher the class is very interactive, all of the students were very enthusiastic to the teacher. Teacher-Students interaction that is included asking questions, giving direction, and giving information.

- Interaction in Pre-Teaching

Interactions in pre-teaching are interaction that occurs when the teacher starts the lesson. Usually, it is achieved to get the students' attention in the lesson. There are some activities to do in pre-teaching, namely; greeting activity, asking students' condition, checking students' attendance activity, and telling the material that will learn in this meeting.

1) Greeting Activity

In an English teaching and learning process, the interaction between the teacher and the students in the whole class generally started when the teacher greeted them in the opening of learning activities.

	Teacher-students interaction	Time
Opening the class	Opening the class by greeting, Teacher: "Assalamualaikum wr.wb good morning, students" Students: "Waalaikumsalam wr.wb good morning sis" Teacher: "You can call me Nindia!" Students: "Hi Nindia!"	00:19-02:15

Transcript 1   Greeting activity

It had been the teacher's rule to use English each time she greeted the students. To the significance of the teacher greeting, most of the students agreed that English greeting was used to start the English learning process.

The teacher normally greeted the students based on the classroom's and students' current condition. By doing such a kind of greeting, the students have

been in a position to let the teacher know their conditions so that the teaching-learning activity should run appropriately with their condition.

The students' reactions in responding to the teacher's greeting would be much decided by using the language which the teacher used to greet them. For instance, when the teacher greeted the students in English, they answered it in English too.

2) Checking students' attendance

Before starting the lesson in the pre-teaching activity the teacher checked students' attendance and ask who was absent in this meeting.

	Teacher-students interaction	Time
Checking students' attendance	Teacher: Are all the students present today? Who was absent? Students: Yes!!! No!!!!	03:28- 05:30

Transcript 2   Checking students' attendance

3) Telling the material that will learn in this meeting

To starting the teaching and learning process the teacher tell the students about materials that should learn in this meeting.

	Teacher-students interaction	Time
Telling the material that will learn in this meeting	Teacher: Well, today we learn about contrast conjunction, what do you know about contras conjunction? Students: Connectors	09:50- 13:45

Transcript 3   Telling material that will learn in this meeting

- Interaction in While-Teaching

Interaction in while-teaching means that interaction takes place during the process of teaching and learning. That is giving explanations and helping students to understand the material, giving direction, and giving a reward to the students' activity.

1) Giving explanation and helping students to understand the material

The teacher explained and helped the students by giving some examples to understand the material during the teaching and learning process in the class.

	Teacher-students interaction	Time
Giving explanation and helping students to understand the material	Teacher: How much contras conjunction that I mentioned? Students: However, nevertheless Teacher: Okay….. more Students: Although, even if, even though Teacher: Well, we use "however" when the sentence connectors are used to emphasize the fact that the second point contradict with the first. Example: "I am going to buy a new bike however, I'll have to use all of my savings."	29:48-36:05

Transcript 4   Giving explanation

The teacher also helped the students to understand by giving more explanation in Bahasa.

	Teacher-students interaction	Time
Explaining in Bahasa	Teacher: Ada pertanyaan ngga sejauh ini? Contras conjuction itu menghubungkan dua kalimat yang berbeda, ya dengan cara kita pakai conjunction yang itu tadi ada however, nevertheless, Paham kan? (So far any question? Contra's conjunction that connects two different sentences used conjunction that	38:22-46:35

mentioned before are, however, nevertheless, do
you understand?)
Students: Yes!

Transcript 5   Explanation in Bahasa

From the interaction above that the teacher commonly helped the student in

understanding the material if they got a problem and did not understand.

Because when the students not understand what the teacher explained, the

interaction would not occur effectively in the teaching and learning process.

2) Giving direction

Giving interaction right here refers to giving request or orders to the students

are expected to follow.

	Teacher-students interaction	Time
Giving direction	Teacher: I will share the handouts for all of you, please read it and discuss it with your friend next to you! Students: Yes!	22:25-23:58

Transcript 6   Giving direction

3) Giving a reward to the students' activity

	Teacher-students interaction	Time
Giving a reward to the students' activity	Teacher: Okay, what the meaning of nevertheless? Students: Namun, biarpun Teacher: Good, next look at the second sentence!	30:24-34:05

Transcript 7   Rewarding to the students

In this interaction the teacher giving a reward by saying "good" without choosing a specific student to answer the question. By giving the reward to the students, it can enhance the self-confidence to answer the question and make student enthusiastic in teaching and learning process. When students got appreciation from the teacher, they would be encouraged in expressing their idea and also take part in classroom activities.

- Interaction in Post-Teaching

Interaction in post-teaching that interaction happens at the end of the lesson. Interaction in post-teaching is reviewing the material, motivating students to study more, and ending the lesson.

1) Reviewing the material

The teacher reviews the material in the last class session because sometimes some students missed the explanation the process of learning.

	Teacher-students interaction	Time
Reviewing the material	Teacher: What did we learn today? Students: Contras conjunction Teacher: Well today we have learned about contras conjunction that connects two different sentences. What is the conjunction that we have discussed? Students: Even if, nevertheless, however, even though, although	69:58-76:43

Transcript 8   Reviewing the material

2) Motivating students to study

	Teacher-students interaction	Time
Motivating students to learn	Teacher: Don't forget to study again because this material came out when UN! Students: Yes!	73:15-74:10

Transcript 9   Motivating students

3) Ending the lesson

In ending the lesson the students become very enthusiastic because it ends the class and time to say "goodbye".

	Teacher-students interaction	Time
Ending the lesson	Teacher: Okay because the time is offered, thanks for your attention, let close the class by saying Hamdallah together! Students: Alhamdulillah!	73:19-75:39

Transcript 10 Ending the lesson

4.1.2 Student-Student Interaction

This interaction happened between a student with other students when teaching and learning processes in the class.

• Interaction in Pre-Teaching

The interaction between a student and other students when in pre-teaching they were talking to each other. The class atmosphere is noisy because of the students busy with themselves and speaking loudly.

- Interaction in While-Teaching

In while-teaching, the interaction between a student with other students happened when the teacher explained and asked the students to discuss the material. The interaction between the students was not maximized. They interact with their friends during the class but not related to the topic it such as only chit chat and laughing at the same time.

- Interaction in Post-Teaching

In post-teaching, the students' condition was very crowded and not conducive anymore. They were so enthusiastic closing and storing their book also remain the pre-service teacher to end the class soon.

4.2 Discussion

In this discussion, it can be seen how the interactions happened in the process of learning occurred in videotaped that transcribed in findings before.

4.2.1 Teacher-Students Interaction

In this part, the result of the research that the writer was transcribed the data, related to the theories teacher takes part in the teaching and learning process and provides information (Scrivener, 2005). The teacher interacts with the whole students in the classroom. The dominant pattern of this interaction is that of the teacher's question, giving direction, and the teacher's explanation.

The questions are related to the topic that asked pre and while the teacher was explaining the material. The question that asked in pre-teaching aimed the students leading to the material. The question not related to the topic here was found when the teacher asked students' attendance. The teacher-students interaction can be seen in the following patterns.
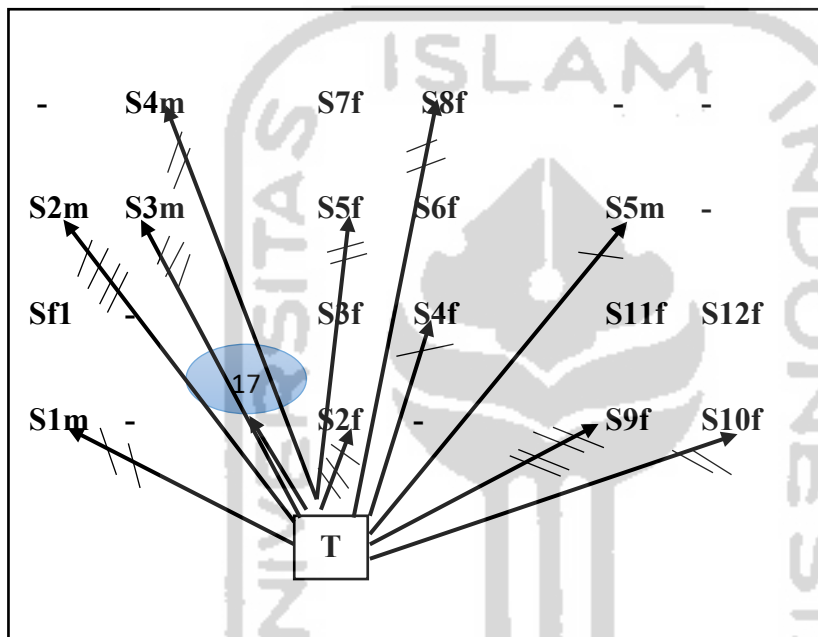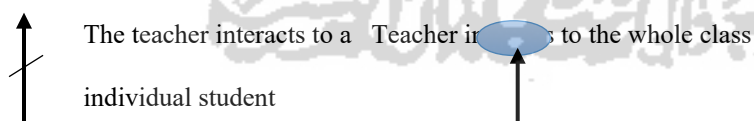

Figure 4.2.1   Teacher-students interaction

Keys:

The teacher interacts to a   Teacher interacts to the whole class
individual student

The patterns above show it was the teacher who was dominating the classroom. Hence, the first pattern of classroom interaction is the teacher-domination pattern. The teacher did the maximum interaction and talk that controlled the topic during the teaching and learning process. Therefore the students

have been passive in answering questions from the teacher. The teacher interacts with an individual student, this interaction was applied when the teacher checked students' attendance, and when the teacher corrected students' in answering questions. The teacher interacts with the whole class, this type of interaction occurred when the teacher greeted students at the beginning of the lesson and explaining the material. It also applied when the teacher reviewing the material in the last session of class.   Rashidi & Rafieerad (2010) applied Discourse Analysis methodology to the analysis of the interaction in the EFL classroom, it is shown that the teacher-student interaction was dominated by the teacher with the asking question and calling on the students to giving answers. In classroom activities boys more interactive with their teacher than girls. The boys are willing to interact with the teacher to express their opinions, while the girls to interact more with their fellow female friends.

4.2.2 Student-Student Interaction

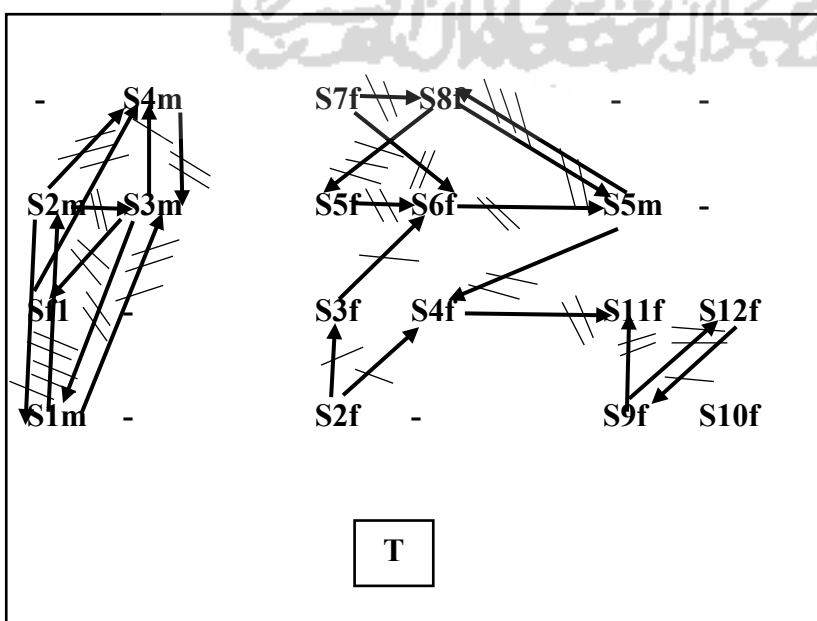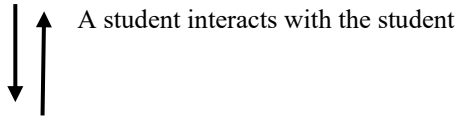The student-students interaction can be seen in the following patterns.

Figure 4.2.2   Student-students interaction

Keys:

A student interacts with the student

The interaction between a student with other students was not active enough in this classroom interaction. This type of interaction occurred when class discussion in while teaching. Students interacted with others when they try to ask some vocabulary which they did not ask their teacher. However, the usage of native language to interact with their friends is frequently used, Javanese, and Bahasa. Most of the time the students interacted with their friends, the students playing, or talking with their friends while in the activities. This second pattern of classroom interaction in this study is problem-related student-student interaction When the teacher giving an explanation some students moving around in the class from one seat to another seat. Interaction among students in the classroom affects students learning, through the active interaction whether peer work or group discussion that can build a new understanding in the process of learning (Astuti, 2018).

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The study reported that verbal classroom interaction patterns in the process of teaching and learning in the EFL classroom of senior high school in Yogyakarta through videotaped during the teaching and learning process. The goal of this research was to find out and describe the pattern of verbal classroom interaction that happened in the process of teaching and learning.

The researcher found that through analysis there are two types of verbal classroom interaction during the teaching and learning process are Teacher-Students interaction and Student-Students interaction. It is also found that Teacher-Students interaction was dominated by the teacher in the teaching and learning process. It can be seen from the teacher's activities such as asking questions, giving directions, and explanations. English was rarely used for communication, the teacher explained the material mostly in Bahasa.
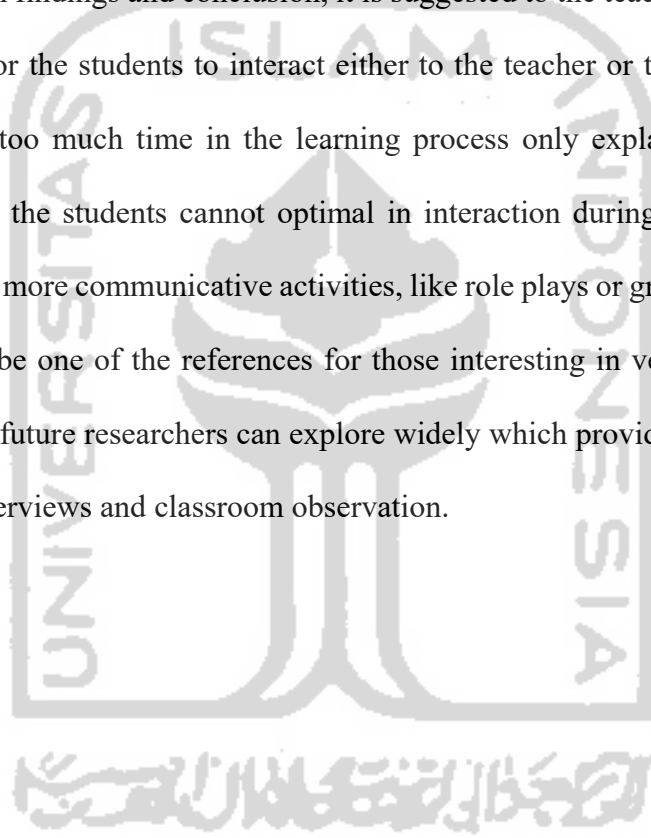
The Student-Students interaction is an interaction among the students that happened most of the time during the class, but mostly it was not about the material. The students interacted and participated with their friends by talking or discussing the material. The interaction among the students for communication was also in Bahasa. The interaction in English was very limited.

Finally, the study concluded that both the dominant Teacher-Students interaction influenced the students' participation in the classroom. The teacher

should reduce the more interactive discussion that encourages the students' questions and create the environment of class comfortable to speak English to boost their self-confidence among the students.

5.2 Suggestions

Based on findings and conclusion, it is suggested to the teacher should give more chances for the students to interact either to the teacher or to students. The teacher spends too much time in the learning process only explaining material. Because of that the students cannot optimal in interaction during the class. The students needed more communicative activities, like role plays or group discussion. This study can be one of the references for those interesting in verbal classroom interaction. For future researchers can explore widely which provided the research with teacher interviews and classroom observation.

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