THE ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS OF EIGHT GRADE AT SMPN 3 TOLITOLI

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ABSTRACT

Verbal instruction is exceptionally vital among students. Interaction between teachers and students is still one way, and there is no dynamic interaction between teachers and students or students between students. This inquire about points to find the verbal interaction between teachers and students in lesson VIII SMP Negeri 3 Tolitoli. This inquiry utilized a clear subjective strategy; analysts utilized purposive inspecting and utilized one instructor and 27 students in lesson 8B of SMP Negeri 3 Tolitoli. Information was collected from perceptions employing a video recorder and interviews amid three gatherings with teachers and students to decide the verbal interaction between the two. This investigation shows that educator and student intelligence impact each other, and there is also an impact between educator and student verbal intuition within the learning preparation. There are four sorts of verbal intelligent utilized within the classroom to induce understudy reactions or bad habit versa: Intrapersonal, Little gather interaction, and Open interaction.
Key words: Verbal interaction, Intrapersonal interaction, Interpersonal interaction, Small group interaction.

INTRODUCTION

In the world of education, interaction is a part of learning activities from teachers to students as a medium of communication in the form of exchange of learning materials. According to Azizah et al., (2018), the definition of learning may be a combination of two learning and educating exercises. Methodological learning exercises tend to be more prevailing in understudies, whereas guidelines instructing is carried out by the teacher. So, the term learning could be a outline of the words learning and instructing. As a teacher, teachers must be able to plan planned learning so that the material they want to deliver can be understood and digested by learners or students.

Planning learning is very close to the role of the teacher as an obligatory person in the process of transferring learning materials to learners. Teachers are asked to be able to plan effective and efficient learning starting from the selection of materials, methods, media and evaluation tools. According to Kaufman & Russell, (2007) the definition of learning arranging could be a prepare of deciding and utilizing assets in an coordinates way that's anticipated to bolster exercises and endeavors that will be carried out proficiently and successfully in accomplishing objectives and become a projection (gauge) of what is required in arrange to realize substantial and important objectives.

Verbal interaction between educator and student can influence the classroom environment, the quality of guidelines programs, and student administration within the classroom. The think about centers on analyzing the verbal to portray the sorts of verbal interaction and their handle between educator and students . Through verbal interaction, students can illustrate their capability and hone

their target dialect. Verbal communication is communication that employments words, both verbal and composed (Hardjana, 2019).

In reality, the quality or shortcoming of a teacher's lesson is epitomized within the way teacher-student interaction is dealt with. As a result, Abdollahpour et al., (2006) considers the capacity to set up a positive and viable relationship with the students one of the most abilities required by teacher. The sort of relationship educator have with their students may result in the next degree of student's interest in learning make a positive picture of learning in them, and turn lesson air into a inviting and alluring one.

When the researcher came to SMPN 3, the researcher found that some students were not interested in English, especially in class 8B. The researcher realized a lack of communication between the educator and the students amid the learning handle. Many students remained silent when the teacher spoke in front of the class. There is a lack of student participation in asking questions to the teacher and less reciprocity between students and teachers.

Concerning the said issues, this reseaarch analyzed the intelligent between the educator and student, centering on whether the educator utilized the correct verbal interactions with the students and the method of verbal interaction within the classroom. The Investigation of Verbal Interaction Between educator and student at SMP NEGERI 3 Tolitoli. This research points to find the verbal interaction between educator and student in lesson at VIII SMP Negeri 3 Tolitoli.

RESEARCH METHOD
Research Design

The method of this research is the qualitative descriptive method. The qualitative research method is used to examine questions that can best verbally describe how study participants perceive and interpret various aspects of their environment.

Qualitative research refers to process-oriented methods to understand, interpret, describe, and develop a theory on a phenomenon or setting. It is a systematic, subjective approach used to describe life experiences and give them meaning. Descriptive qualitative research is mostly associated with words, language, and experiences; qualitative research is concerned with how opinions are formed. The data was collected through careful observation, including detailed contextual descriptions accompanied by interviews and results of observation analysis.

Research Subject

This research used qualitative research technique in light of the fact that the research will focus on describing phenomena that occured normally without any control from the researcher. Therefore, the members chose Purposive sampling; the researcher wants to take the subject of the Eighth-grade students of SMPN 3 Tolitoli.

Participants and Sample

a. **Participants**
   The particiapants in this research used one teacher and the students Class VIIIB at SMPN 3 Tolitoli.
b. **Sample**
   A sample used taked from the target participants being researched. The research was used Purposive Sampling technique and determines 7 class 8 B and 15 students of SMP 3 Tolitoli.

Data Colleting Technique

The research should need data analysis in research. The researcher will use Observation and Documentation. Data data-collecting instrument was used to collect the data through the following procedures :

Observation

Mutia et al., (2022) said that Observation is the process of collecting first-hand, open-ended data by observing and placing it at a research site. Collecting observational data in a specific school setting is often considered when education thinks about research, with the researcher being able to assume various roles in the process. The researcher only observes in the classroom.

In doing research, the researcher asked permission from the teachers who are participants in this research to make recorded conversations. Conversations were carried out without interruption by the researcher. The researcher used a phone camera. It is needed for recording the conversation, both visual and audio.

The conversation that recorded was three meeting of Class VIII B. It was used to record the participant voice and performance during the conversation between teacher and students. It was also used when analyzed the data. The analysis of the conversation could be replayed so that the researcher can analyze the data more accurately.

Interview

According to Yusuf et al., (2014), an interview is an event or process interaction between the interviewer and the source of information of the person being interviewed through direct communication or asking directly about an object under research. In this research, the interview was a supporting instrument that the researcher used.

Data Analysis Technique

Data Reduction

Data reduction is the way toward choosing, centering, streamlining, abstracting, and changing the information in reviewed fields, not transcriptions. In data reduction, the mass of information must be coordinated and genuinely diminished or reconfigured. Information obtained from observation and videotaping of the teaching and learning process.

Data display

Display data are presented in the form of brief descriptions,charts,graphs,make it easy undestand good overall.

Conclusion Drawing / Verification

The last advance of analyzing the data is conclusion drawing/ verification. The conclusion includes venturing back to consider the investigated information and evaluate their suggestion for the current inquiries. Confirmation is identified in conclusion drawing and requirements to change the information; however, on many occasions, it is important to cross-check or confirm these emergent conclusions.

RESULT AND DISCUSSION

Research Findings

This chapter deals with the research results, which are divided into two selections: research findings and discussion, where the findings outline the result of the data analysis taken by Observation and Interviews during the learning process in the classroom. The result of the research findings.

Process of Verbal Interaction between teacher and students of class VIII B at SMPN 3 Tolitoli

In this research, According to Rachmat, (2022). There are types of verbal interaction between Teachers and students in the classroom. There were Intrapersonal, Interpersonal, Small group interaction, and Public interaction.

a. Interpersonal interaction

Interpersonal communication in the classroom between teacher and students refers to the social and emotional relationships that are formed between teacher and students. This includes the teacher ablity to communicate effectively, listen, show empathy, and build trust and mutual respect. Good interpersonal skills can promote a positive learning atmoshpere in the classroom and lead to student academic success. Conversely, poor interpersonal relationships can be barriers to the teaching and learning process.

Data 1 (meeting 1):
T: " Good mornng students, how are you?"
S: " Morning mam, I'm fine"
Data 2 (meeting 2):
T: How are you today?
S: Very good, and you mam?
T: Alhamdulillah I'am okay.
Data 3 (meeting 3):
T: How are you students?
S: Very well mam.

Data 1, 2 and 3 above This shows that asking someone for news is included in interpersonal interactions. Interpersonal is communication that occurs directly between two or more people. In the classroom context, when a student or teacher asks how other people are doing, they are interacting interpersonally. These interactions build social and emotional connections among the individuals involved.

Data 4 (meeting 1):
T: Please continue the task of observation! Now I ask which one here, is a verb?
S1: Task mam
T: Don't be afraid, whether you want to be right or wrong, answer it!
S2: observation mam.
S3: continue mam.
Data 5 (meeting 1):
T: Udin do you think edo angry with me!what do you think its include attenttion, understanding, appriciate,or think ?
S: Think mam.
Data 6 (meeting 2):
T: : do you still remember what the subject is?
S: No mam

In data 4,5 and 6 above shows the interaction interpersonal between the teacher and students in classroom,where the teacher asks questions and students provide feedback to the teacher. Lesson feedback usually invovles communication between teacher and students or between students and other. Through feedback, teacher or fellow students can provide suggestions,critisim,praise,or other information related to the subject matter or student performance. This interaction facilitates a deeper understanding, learning motivation, and the development of social skilss among leaners.

Data 7 (meeting 3):
T: okey, give appalause please! but, you just have to be confident!

In data 7 above the types of interpersonal interaction. Because correcting providing input about students self-confidence is an example of interpersonal interaction. Interpersonal refers to the

communication or exchange of information between two or more people. In this context, the person giving the input and the student receiving the input are invovled in communicating with each other, which a form of interpersonal interaction.

b. Small group interaction
     Small group interaction in the classroom context refers to learning activities in which the teacher divides students into small group to discuss,work together, or do certain tasks.
     Data 8 (meeting 1) :
     T: I will divide you into several groups to discuss your work together, how many people do you want to divide into each group
     In data 8 is a type of verbal small group interaction because the teacher asked students to disscuss together about the assignment given"English time". Forming groups in the class is a form of small group interaction. In the context of education, small group interaction in classroom can improve cooperation communication between members. and understanding of the material. This type of interaction is often applied in cooperative or collaborative learning methods. With small group interaction, students can discuss, share ideas, and solve problems together.
     Data 9 (meeting 2) :
S1: Where is the subject?"my father buys cheese cake in a store"
S2: buys.because buys is adverb
S3: no,according to me my father.as mam explained, the subject denotes a person or a noun!
     In data 9 above shows types of Small groups interaction. Because students 1,2 and 3. Discussed the assignments given by the teacher.In the context of education, small group interaction in classroom can improve cooperation communication between members. and understanding of the material. This type of interaction is often applied in cooperative or collaborative learning methods. With small group interaction, students can discuss, share ideas, and solve problems together.

The Result Of Interview
     Interviewer: What do you prepare first before teaching in the classroom?
     Teacher : Before starting learning, I usually prepare the material too much and prepare all the teaching needs that are by the RPP. However, I also looked at the printed textbooks for grade eight, and the material about "it is English time." Automatically, they have to master the purpose of chapter one, which I will teach.
     The result of the interview above is that the first preparation made by the teacher is to prepare material by the lesson plans and not forget to use textbooks for grade eight.
     Interviewer: How do students interact when learning, and when the teacher explains the lesson, is it fast to respond or not?
     Teacher: Teacher and student interaction is good enough in the class, but as a teacher, I have to be more dominant in class interaction because junior high school students lose focus quickly. Well, we sometimes lose focus when the teacher explains. As a teacher, I have to overcome this situation by giving them some stimulus before starting the lesson; sometimes, I tell them to wash their faces if someone is sleepy or sleeps in class so that the sleepiness goes away and they become even more refreshed like that.
Based on the result of the interview with the teacher, the interaction between the teacher and students is good enough in class. However, the teacher must be more dominant so that the student's focus is not lost by providing stimulus to students during the learning process.
     Interviewer: Do you always use English to students to explain lessons?
     Teacher: Depending on the position and what the material is like, If sometimes speak english but, not fully one hundred percent they still lack english vocabulary.
Result of the interview teacher sometimes use English in class what else in the learning process because many students still do not understand and lack vocabulary in English.

Interviewer : What do you think about verbal interaction in learning proccess?

Teacher: I think verbal interaction in learning process very important.because verbal interaction occurs between teacher and students and classmates, in my opinion this one of the interaction needed in the learning process because verbal interaction between teacher and students influences one another where the teacher gives the information and students receive the information.

Based on what the teacher said verbal interaction mutually influence the interaction between teacher and students,especially in the classroom where the teacher provides information and students receive the information a process of verbal interaction occurs orally

Interviewer : What are your challenges in dealing with the verbal interactions in the classroom?

Teacher : Of course there are challenges in this interaction, especially for students who have different learning needs, there are those who more dominant in audio, kinesthetic, and visual. So, my challenge is to able to see what the needs of this students and I as a teacher can't monitor 24 hours just in the learning process so that's also a challenge for me as a teacher much as possible to maximize time in class to interact with them.

Based on the results of the interview conducted by the researcher, teacher said interpersonal interaction in the classroom has its own challenges for a teacher in seeing the learning needs of their students and also in the limited time during the learning process.

Interviewer: What verbal interaction processes do you usually used in class?

Teacher: I usually use spoken words, gestures, and body language in verbal interaction. It will make them understand more quickly what I want to convey even though sometimes they are still confused by the signs I give. Especially if I speak English in class, students do not understand. That is why I combine my body gestures and my body language.

Based on the results of interview conducted by the researcher, teacher use more verbally orally in the learning process in the classroom because it will make students understand the material more quickly and what the teacher says even, though students sometimes don't understand especially if the teacher speaks English in class.

Research Discussions
Verbal interaction between Teacher and Students

The section presents the discussion of the research finding. It is about verbal interaction between teacher and students.
Interpersonal interaction

According R.Wayne pace, interpersonal interaction is a process of communication between two or more people face to face. This allows the communicator to deliver the message directly and the communication to respond at the same time.that is interpersonal interaction carried out by two or more people carried out by the teacher to students is an interpersonal form that must be owned by the teacher because it will help the learning process where the teacher explains and students respons what the teacher says.

Seen in data 1,2,and 3 This shows that asking someone for news is included in interpersonal interactions. Interpersonal is communication that occurs directly between two or more people. In the classroom context, when a student or teacher asks how other people are doing, they are interacting interpersonally. These interactions build social and emotional connections among the individuals involved.

Interpersonal interaction occurs between students and teachers, and this interaction occurs between two people. Based on interpersonal interaction, two people interact through a speaker and listener's relationship directly. So if it is positioned in the teacher's class as a speaker and the student as a listener, in this case, the interaction that occurs between the teacher and student can be in the

form of questions and answers or how students respond when the teacher asks something to the student and the student answer properly or not.

Data 4, 5, and 6 the interaction interpersonal between the teacher and students in classroom,where the teacher asks questions and students provide feedback to the teacher. Lesson feedback usually invovles communication between teacher and students or between students and other. Through feedback, teacher or fellow students can provide suggestions,critisim,praise,or other information related to the subject matter or student performance. This interaction facilitates a deeper understanding, learning motivation, and the development of social skilss among leaners.

This interaction occurs most often in the learning process, as seen above based on the researcher's transcript. Even this interaction occurs a lot in the classroom. It is an interaction that makes the teacher and students communicate well during the learning process, as the teacher asks and students respond later. On the contrary, when students feel something is not understood, they ask.

Data 7 Interpersonal interaction between teacher and students shows that when the students are wrong, the teacher provides corrections according to what is needed by students by giving corrective words but not dropping students, as seen in the transcript above. The teacher gives corrections to students with good speech.

It is also supported by interviews conducted by researchers on teachers showing that. In verbal interaction, the teacher often uses oral and body language to make students better understand what the teacher wants to convey. So this shows that the process of interpersonal, verbal interaction is an interaction between teacher and students, and student and student mutually influence each other as it is said that the teacher is a facilitator in the learning process.

According to (Kusumayanthi & Nuroniah, 2021), the teacher's role in creating classroom interaction is as a participant in the classroom interaction and a facilitator to encourage the students to be involved. It means that the teacher has to participate in the interaction for the students to realize that they have to be active in the learning process. In addition, the teacher's role is related to the important factors in the classroom. Interaction is the collaborative exchange of thoughts and ideas between two or more people, resulting in a reciprocal effect on each other.

b. Small group interaction

Small group interaction refers to learning approach which students are grouped into small group to discuss, collaborate, or solve problems together. According to Sari, (2020), small group discussions are interactive activities between students and other students or students and teacher to analyze, solve a problem, explore od debate a particular topic.

Seen in data 8 and 9 in data 8 the teacher divides into groups of students to work on the assignments given according to the explanation the teacher gives about the material. So this means, that they are included in the small group because of the interaction of the teacher and students to form small groups and solve problem and discuss with friends.

Next in data 9 Students A,B,and C.are discussing their answers where student A answers and student B responds to his friends question by providing clarification.then student C as a leader of their group decides which answer is most appropriate according to what the teacher explained to them.this shows that small group interaction among students is a type of verbal interaction in class because students A,B,and C.give each other answers according to what they understand from what the teacher explains but the grou leader makes decisions together and clarifies directly to the teacher about their answer.

So the conclusion of the result of observations and interview. Verbal interaction process teacher have several types and researchers found only 2 types when conducting research. Namely interpersonal and small group interaction between the 2 types of verbal interaction. It can be concluded that teacher prefer to use verbal as a teaching process in class, But verbal interaction will not occur if there is no student participation in it.

So, verbal interaction in class affects one other between the teacher and the students, from several questions given by the researcher to the teacher. The researcher concluded that the teacher

participates in the classroom interaction and is a facilitator to encourage the students to be involved. It means that the teacher has to party participant interaction for students to participate in the classroom interaction and to make them realize that they must be active in learning.

In order to create a comfortabe and conductive classroom atmosphere, teacher and students must work together to achieve effective verbal interaction in class. According to (Tremblay-Wragg et al., 2021), efective learning is learning that makes it easy for students to learn something useful, such as facts, skills, values, concepts, and how to live in harmony with others or a desired learning outcome. So, it can be concluded that creating an effective learning process must be carried out together and mutually influence each other between teachers and students in the teaching and learning process. It will support the interaction between teacher and students in verbal interaction in class. In order to create a comfortabe and conductive classroom atmosphere, teacher and students must work together to achieve effective verbal interaction in class.

CONCLUSION

Based on the research findings, the research concluded that the result of the observation transcript from a record in the classroom and interview process during the research. The finding is verbal interaction between students and teacher; the Researcher only found three types of interaction during the learning process in class VIIIB. Namely interaction, interpersonal interaction, and small group interaction.

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