An Analysis of Verbal Interaction Between Teacher and Students in the Classroom (A Descriptive Qualitative Research at SMP Negeri 2 Grogol Sukoharjo)

THESIS

Submitted as a Partial Requirement for the Undergraduate Degree in English Language Education

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of.

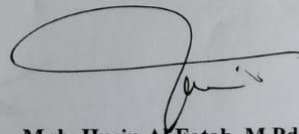Name   : Qori Ardiyanti

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Has already fulfilled the requirements to be presented before the Board of Examiners *(munaqosyah)* to gain Bachelor Degree in English Language Education Study Program. Thank you for the attention

Wassalamu'alaikum Wr. Wb

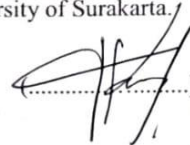Sukoharjo, 6 December 2023

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RATIFICATION

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DEDICATION

This thesis is dedicated to :

1. Allah SWT

2. My beloved parents, Mr. Maryanto and Mrs. Sri Suparti

3. My beloved grandfather, Mr. Priyo Sukamto

4. My beloved brother, Rais Dwi Kurniyanto

5. My beloved big family

6. My best friends, Oka, Ardelia, Anita, Via, Dzaky, Anggela, Hana, and Ila.

7. My beloved Almamater, Raden Mas Said State Islamic University of Surakarta.

MOTTO

"Dan bersabarlah kamu, sesungguhnya janji Allah adalah benar"

(Q.S. Ar Rum : 60)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "An Analysis of Verbal Interaction Between Teacher and Students in the Classroom (A Descriptive Qualitative Research at SMP Negeri 2 Grogol Sukoharjo)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referref in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta,   December 2023

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ABSTRACT

Qori Ardiyanti.2023. *An Analysis Of Verbal Interaction Between Teacher and Students in the Classroom (A Descriptive Qualitative Research at SMP Negeri 2 Grogol Sukoharjo).* Thesis. English Education Department, Cultures and Languages Faculty.

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This research discusses verbal interactions between teacher and students as well as students and students at SMP Negeri 2 Grogol Sukoharjo. The aims of this research are: (1) to describe verbal interaction in class between teacher and students, (2) to describe the verbal interaction in class between students and students, and (3) to find out what categories of verbal interactions occur in the classroom use Flanders' Interaction Analysis Category System (FIACS).

The researcher used descriptive qualitative research. The subject of this study, which focused on verbal interaction between teacher-students and students-students in class VIII SMP N 2 Grogol. The data were analyzed using Boulanger and Flanders' theory. The techniques of collecting the data is observation by recording the learning process in the classroom. Recording was carried out in two classes, namely classes VIII B and VIII C.

The findings verbal interaction between teacher and students, show that there are intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction. Most of the interpersonal interaction and public interaction. And also verbal interaction between student and student that occur in the classroom. However, in this class there is no group case study interaction and debate because their material is not used a group case study. The results show that all verbal interactions in the FIACS category occur in class such as teacher talk (accept feeling, praise and encourage, accept or used ideas of students, ask questions, lecturing, giving direction, critizing or justifying), student talk (students talk response and students talk initiation), and the last category is silence. From all the data, it means the verbal interaction must be had in classroom but how the verbal interaction running well its according by teacher and students.

Keywords : Verbal Interaction, Classroom Interaction, FIACS.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an international language and is the most popular language used by almost everyone in the world to communicate with other people in various fields, for example in education, correspondence, business and the internet. So, English is one of the essential languages that must be learned to broaden one's horizons and knowledge about anything. English has been taught in Indonesia and acts as a foreign language. Teaching is guiding and facilitating learning, enabling students to learn and setting condition for learning (Brown, 1980). Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people that produce a reciprocal effect on one another.

Teaching and learning process is an essential interaction process between a teacher and students. A good teacher will be able to control their conversation in class interactions. In teaching and learning activities, so many interactions occur in the classroom. Dagarin (2004) state classroom interaction is a process between teacher and students in the classroom where they can creat interaction with each other. It means the classroom interaction is all of the activities that occur in the learning and teaching process.

Verbal interactions between teachers and students can affect the classroom environment, the quality of instructional programs, and the management of students in the classroom. In the learning process, verbal interaction occur during a teacher's lesson. Teacher talk for about 70 percent of the class time on overage. In fact, the ideal class is when the teacher talk less than the students talk. It means that students should be more active than the teacher. Interaction is becoming increasingly important in learning English. Through interaction, students will be involved with the language and master it. In learning a skill we do some exercises. This also happens in interaction learning in English. Students interact to communicate in English. In the classroom, teachers and students are language learners. Teachers' experiences in language learning influence what and how they teach in the classroom.

Allwright (1991) and Ellis et al., (2005) argue that teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. In addition, the most important thing in the teaching and learning process is interaction. In fact, creating communicative interactions between teachers and students is one of the problems in the teaching and learning process. During the teaching and learning process, there will be times when the teacher does not get any response from students, even though students know and have the willingness to respond. Therefore, it is time for

the teacher's role to act, as controller and initiator; the teacher has to do interactive techniques and make the interactive class successful. Like inviting students to verbal interaction. Through verbal interaction, students can demonstrate their proficiency and practice their target language. According to Shomoossi (2004), interaction will help students achieve better learning and provide opportunities to practice their competence. This means that interaction is one of the tools to facilitate the teaching and learning process.

Based on previous study conducted by Nurul Fitri Firdaus in 2018, entitled *"The Analysis of Verbal Interaction Between Students and Teacher in the Classroom"*. The goal of this research is to find out the Verbal Interaction Between Students and Teacher in Classroom with scope of study analysis of verbal interaction between teacher and students. This research used a descriptive qualitative method and to collecting the data, the writer used observation by record of the teaching process in classroom. The participants of the research are an English teacher and first grade student in SMAN 9 Pangkep. So, the results of the research are the verbal interaction between students and teacher in classroom at SMAN 9 Pangkep was running well. There were four types of verbal interaction, there are intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction. But interpersonal interactions and public interactions are the

interactions that are most often used by teachers during the learning process.

The second relevant research was done by Febri Indriyani in 2018. The research entitled *"An Analysis of Verbal Interaction Between Teacher and Students in the Classroom at The Elevent Grade of MAN 1 Central Lampung in the Academic Year of 2018/2019"*. This study is qualitative research using observation design and recording. The aims of this research are to describe the verbal interaction between teacher and students in the classroom at the eleventh grade at MAN 1 Central Lampung in academic year 2018/2019 and to know what dominant verbal interaction accured in the classroom. The researcher choose the XI MIA 5 Class which consist 41 students as subject in this research. The result of the research explained that the teacher was dominant in verbal interaction in the classroom. The percentage of the teacher talk was 56,58% then the students talk was 37,72%, and the silence is 5,66%.

Based on pre-observations at SMP Negeri 2 Grogol, especially class VIII, researchers found a lack of verbal interaction between teachers and students in the classroom. Some students feel embarrassed to speak or just express their opinions and some students are also passive when the teacher asks questions. The researcher concluded that there were obstacles to verbal

interactions between teachers and students, so that the objectives of the learning process in the classroom were not achieved optimally.

From several previous studies, problems emerged indicating that in the teaching and learning process, especially English, in terms of class interaction it was passive and dominated by the teacher. Sometimes a common phenomenon that occurs in classroom practice is teaching techniques that are still monotonous. When the teacher asks questions to students, they are usually passive in class. Interaction between teacher-students and student-student are needed in the classroom activities taking communicative approach. It will help the teaching and learning process run smoothly. When the teacher-students, and students-students' interactions happen, the instruction will reach the target. The gap between teacher and students in the classroom will disappear. So, the teaching and learning process will be balanced between the teacher and the students. Not only the teacher who will be active in communication but the students will also participate in the teaching and learning process.

Based on the phenomena that the researcher describes above, the researcher felt interested in investigating the problems above entitled *"An Analysis Of Verbal Interaction Between Teacher and Students in the Classroom (A Descriptive Qualitative Research at SMP Negeri 2 Grogol)".*

B. Identification of the Problem

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

1. The students still have not confident when they do Verbal Interaction with teacher in the classroom.

2. The teacher told the students less of responses when the teacher asks to students because they are not confident to speak up.

3. The student feel the environment around there not support weather in the school.

4. The student feel shy to speak with their teacher during the teaching and learning process and passive when the teacher asked some of the question

C. Limitation of the Problem

This school has 3 English teachers. Then a sample of one teacher was taken as the research subject. There are 3 classes at SMPN 2 Grogol, namely grades 10, 11 and 12. Each class has 10 classes, namely classes A-J. Then a sample of two class was taken from a total of 30 existing classes. Furthermore, the research was limited to the VIII B and VIII C grade students of SMP N 2 Grogol Sukoharjo.

D. Formulation of the Problem

Based on the research background described above, the researcher formulated the problem as follows :

a) How are the verbal interaction in classroom between teacher and students?

b) How are the verbal interaction in classroom between students and students?

c) What categories of verbal interaction occurred in the classroom use Flanders' Interaction Analysis Category System (FIACS) ?

E. Objective of the Research

Based on the research problem, the objectives of this research are :

a) To describe verbal interaction in class between teacher and students.

b) To describe the verbal interaction in class between students and students.

c) To find out what categories of verbal interactions occur in the classroom use Flanders' Interaction Analysis Category System (FIACS).

F. Benefits of the Study

The result of this study are expected to be useful, there are :

1. Theoritical, the result of the research can contribute useful information for the future research eith the similar problem.

2. Practically, the result of this research can be used as information to teachers understand the good interaction in class.

G. Definition of Key Terms

In order to have the same idea and concept in this study, the researcher clasifies the term used in this study, as follow :

1. Verbal Interaction

According to (Šejtanić, 2016) verbal teacher-pupil interaction is a multifaceted construct that involves a number of different components that are interconnected. The verbal interaction occurs when the teacher and student talk in the process of learning a second language.

2. Classroom Interaction

Wasi'ah (2016) states that interaction in classroom is considered as an activity that provides opportunities for the teacher and students talking each other in the process of teaching and learning.

3. **Flanders Interaction Analysis Categories**

According to Flanders (1970) FIAC is an is an observational tool used to classify the verbal behavior of teachers and students as they interact in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoritical Review

1. Classroom Interaction

a) Definition of Classroom Interaction

Interaction is a way to get information. Brown (2007) defines interaction as a collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on one another. According to Heap (1985), a feature of many recent qualitative studies of classroom interaction is a focus of the work and activities of participants in classroom setting in producing those settings, particularly but not exclusively through the organization of classroom talk. It means that interactions arise in the classroom come from communication that is built between students and teachers which occurs naturally without being planned depending on how students and teachers interact well.

The interaction between the teacher and the students is an essential part of teaching and learning process. This form of classroom interaction teaches

the students to respect their superiors. Another form of classroom interaction is between students and students. This one allows students to learn and understand how to work with partners. It develops and enhances teamwork and peer relations skills. By encouraging students in the class to work together, they learn the importance of working cohesively with others.

In other words, interaction in the classroom is an important thing to do, interaction becomes an intermediary between the teacher and students by conveying what the teacher already knows for students to understand. Classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention (Walsh, 2002). It means that a process of interaction in classroom should involve teacher and students to make students understand and improve their knowledge.

On the other side, Hattie (2008) explains types of interaction in classroom as follows :

- Students – Teacher Interaction

    Interaction between teacher and student is called Teacher-Student interaction. 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. The concept of interaction has significant importance in class as well, this is an important part of the learning and teaching process.

Scrivener (2005) made the patterns that showed how the interaction happened between the students and the teacher :
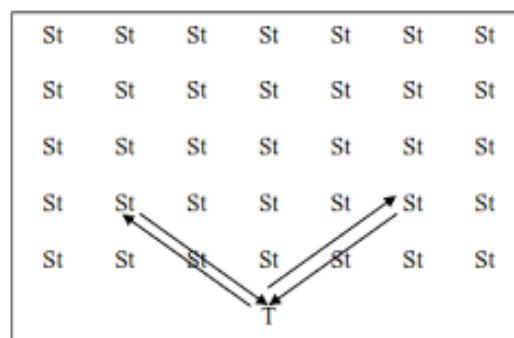
Figure 1. Interaction between Teacher-Students

In teacher-student interactions, students are trying to demonstrate their speaking skills and listening to their teacher, so the teacher must consider the way they interact, perhaps by always being able to make the class laugh

with well-timed jokes, or perhaps communicating difficult concepts in a simple and effective manner. Also use technology that allows demonstrating these strengths when interacting with students.

- 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. It can develop students' capacities through collaboration work. So, students will build social relationships through this interaction. 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) :
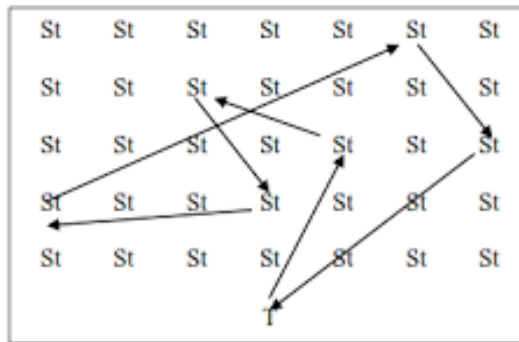
Figure 2. Interaction between Student-Student

While your interaction with students remains vital, encouraging peerto-peer communication is just as essential. To prevent a boring, repetitive, and isolating learning environment, build activities and assignments that ignite classroom discussion. These discussions help alleviate students from feeling sequestered from one another and instead create a dynamic sense of community, like Discussion threads, Group projects, Peer reviews, Study groups (developed based on observed, organic interaction among students), Video chat sessions (e.g., for discussing readings or discussion prompts).

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b) Aspect of Classroom Interaction

There are two aspect of classroom interaction : teacher talk and student talk (Fitriati & Lisa, 2022).

- **Teacher Talk**

    According to (Allwight, 1991) teacher talk means a major way used by the teacher to convey information, have discussion and negotiate, and motivate the student. So, teacher can give the student's knowledge and control their behavior. In teaching language that is claimed by the teacher's speech is the language that is usually used by the teacher in his communication. Teacher speaking is very important, not only for classroom organization and management but also the acquisition process. In the process of teaching, teachers often simplify their speech, giving out many characteristics of foreigner's speech such as speaking slower and louder than normal speech, using simpler vocabulary and grammar and topics are sometimes repeated.

    According to FIAC teacher talk was categorized into two main types, they are indirect influence and direct influence. In

indirect influence is then broken down into : accepting feelings praising or encouraging students, accepting or using students' ideas, and asking questions. While the teacher directly influences the student by lecturing, giving directions, and critizing or justifying authorities.

Based on that statement, teacher need to know the categories they tend to use in the classroom. By acknowledging the categories, teacher can design a better in teaching and learning process. It is important because teacher talk affects the result of the teaching and learning process.

- Student Talk

Language that is produced by the students also has an important role in building the classroom interaction which is called student talk (Fitriati & Lisa, 2022). Through student talk, they can express their own ideas, new topic or new opinion. They have the opportunities to share their opinion or knowledge through interaction. The student

talk is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and answering teacher's or peer's question. Meanwhile, regarding to the second exchange, creating student talk has a good adventage. The advantage is by creating talk between students, they can acquire the knowledge and exchange the information through interaction (Moore, 2008).

2. **The Concept of Verbal Interaction**

There are a lot of definitions of verbal interaction. Chaudhry (2012) defines that verbal communication itself does not create that impact upon students' mind and hearts as does non-verbal communication that complements the verbal message. Same verbal message may create opposite meaning and interpretation by students, the way the message is communicated through the medium of verbal communication. (Holmbreg, 1986) defines that verbal interaction is the process sharing of information between individuals by using speech. Verbal interaction can affect the minds and hearts of students because in verbal interaction there is direct communication between students

and the teacher so that students feel in a state that can really understand what is conveyed by the teacher.

Verbal interaction is the most important thing for learners to acquire and learn the language to communicate in the target language. Successful verbal interaction occurs when the teacher and students can fully understand what each other means. It occurs verbally between teachers and students during teaching and learning activities.

In the classroom interaction earlier it was explained that there are two types of interaction, the first is the interaction of teacher and students, the second is the interaction of students and students. And then verbal interaction in the class, according to (Boulanger, 2015) there are types of verbal interaction between students and teacher in classroom they are Intrapersonal Interaction, Interpersonal Interaction, Small Group Interaction, Public Interaction.

a) Intrapersonal Interaction

This form of interaction is very personal and limited to ourselves. It is a silent conversation we have with ourselves, in which we assign roles to the sender and receiver who process our thoughts and actions. This interaction process when analyzed can be conveyed verbally to someone or remain confined

as thoughts. Intrapersonal communication occurs within one person, often for the purpose of clarifying ideas or analyzing situations. Another time, intrapersonal interaction is done to contemplate or appreciate something.

Intrapersonal interaction is how teacher and students have own interaction with their self like a silence interaction in classroom if teacher and students speak something without communicating with other people.

b) Interpersonal Interaction

This form of interaction occurs between two individuals or in other words a one-on-one conversation. Here, the two individuals involved will switch roles of sender and receiver to communicate in a clearer way.

c) Small Group Interaction

This type of interaction can only occur when there are more than two people involved. Here the number of people will be small enough to allow each participant to interact and converse with the others. Press conferences, board meetings and team meetings are all examples of group communication.

d) Public Interaction

This type of interaction occurs when one individual discusses a big gathering of people. Examples of this interaction are election campaigns and public speeches. In such cases, there is usually one sender of the information and several intended recipients.

And also there types of Verbal Interaction between student and student they are Group Project Interaction, Group Case study Interaction, Peer instruction, Discussion or Debate (Unismuh, 2020).

a) Group Project Interaction

This type of interaction involves students working together on a project or assignment. Group project can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision- making skills. But without careful planning and facilitation, group project can frustrate students and instructors and feel like a waste of time.

b) Group Case Study Interaction

This type of interaction involves students working together to analyze and solve a case study. ase studies are have long been used in business schools, law

schools, medical schools and the social sciences, but they can be used in any discipline when instructors want students to explore how what they have learned applies to real world situations. Cases come in many formats, from a simple "What would you do in this situation?" question to a detailed description of a situation with accompanying data to analyze.

c) Peer Intruction

This type of interaction involves students teaching each other and working together to solve problems. According to (Rowley & Green, 2015) Peer instruction is a form of collaborative learning where students engage with core course concepts and then explain those concepts to another. Peer instruction is quite important to discuss and answer posed concept test questions. The learning of students instructed with peer instruction during in-class discussion depends on both the quality of concept test questions and the robust background knowledge of the students.

d) Discussion or Debate

Discussion or debate is the interaction that occurs most often in the classroom during the learning process, because discussions usually occur without

being realized by the students themselves. The difference in discussion and debate is more on the goals and objectives if the discussion is usually done in class together to solve problems by exchanging ideas and debates are usually done to show opinions in front of the public and more towards criticizing the opinions of others and maintaining what considered right, both of these interactions are good because they have many benefits for students in the class.

From the explanation of the types of verbal interaction above, it can be concluded that of all types that have the same focus, how does communication occur for oneself or others, when other people understand what we say and respond, it means that interaction occurs.

3. **Concept of FIACS**

    a. **Definition of FIACS (Flanders Interaction Analysis Categories System)**

    According to (Flanders, 1970), FIACS is an observational tool used to classify the verbal behavior of teacher and pupils as they interact in the classroom. It is one of the important techniques to observe classroom interaction systematically. The Flanders' Interaction Analysis Categories System (FIACS) records the teacher and the student's activities during learning process. It means, FIACS is designed for analyzing and knowing the verbal interaction between teacher and students in the classroom. Moreover, FIACS technique allows the teachers see axactly what kind of verbal interaction that they use and what kind of response is given by the students. In other words, FIACS is a concept which states that effective teaching depends on how teachers influence student behavior.

    It means that Flanders' interaction analysis helps the researcher to recognize classroom interaction during teaching and learning process in

classifying the interaction into the teacher talk, student talk, and silence.

b. The Categories of FIACS (Flanders Interaction Analysis Categories System)

Flanders' Interaction Analysis Categories System (FIACS) was developed by Flander in 1970. This observation model contains three categories, namely teacher talk, student talk, and silence. Below is the table of classroom interaction pattern by Flanders in (Amatari, 2015) :

Table 1. Flanders' Interaction Analysis Categories System

	Category Number	Interaction Behavior
Teacher Talk	1	**Accept Feeling** • In this category, teacher accept the feeling of the students • He feels himself that the students should not be punished for exhibiting his feelings. • Feelings may be positive or negative
	2	**Praises or Encourages** • Teacher praises or encourages student action or behavior. • When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying word like *"good"*, *"very*

		25	*good"*, *"better"*, *"correct"*, *"excellent"*, *"carry on"*.
		3	**Accepts or uses ideas of Students** • If a student passes on some suggestion, then the teacher may repeat in nutshell in his own style or words. • The teacher can say "I understand what you mean" or the teacher clarifies build or develops idea or suggestion given by a student
		4	**Asking question** • Asking question about content or procedures, based on the teacher ideas and expecting an answer from the student with the intent that a student answers. • Sometimes, teacher asks the question but he carries on his lecture without receiving any question.
		5	**Lecturing** • Giving facts or opinion about content or procedure with his or her own ideas, asking rhetorical question.
		6	**Giving directions** • The teacher gives directions, commands, or orders to which a student is expected to comply with : *open your books*, *stand up on the benches*, *solve 4 sun of exercise*.
		7	**Criticizing or justifying authority** • When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category.

	26	• The teacher asks *"what"* and *"why"* to the students also come under this category. • Starting why the teacher is doing what he is doing.
Student talk	8	**Student talk-response** • It include the students talk in response to teachers talk • The teacher asks question, student gives answer to the question.
	9	**Students talk initiation** • Talk by students talk in response to teacher's talk. • Expressing own ideas : initiating a new topic; freedom to develop opinion and line of though like asking thoughtful questions; going beyond the existing structure.
Silence	10	**Silence or confusion** • Pauses, short periods of silence, and period of confusion in which communication can not be understood by the observer.

B. Previous Related Studies

According to (Syafi'i, 2018) relevant research is required to observe some previous research conducted by other researchers in which they are relevant to the research you are conducting. So, the researcher needs to find some research that has a resemblance to the research by compiling and analyzing it to reveal something that can help the writer. Then the reseacher pointed out some previous research relevant to this research.

The first previous study was conducted by Nurhadiyah in 2019. The research was conducted in senior high school in Yogyakarta. The research entitled *"Patterns of Verbal Classroom Interactions in an EFL High School: an Observational Study"*. This study aims to find out the pattern of verbal classroom interaction that occurs in the teaching and learning process. The data were collected from a videotaped classroom in a 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 teacherstudent interaction.

The second previous study was conducted by Oktaviani Tampubolon in 2018. The research entitled *"Verbal Interaction between Teacher and Students in English Classroom in SMP Swasta Pahwlawan Medan"*. The objectives of this study were to find out the category of verbal interaction between the teacher and the students in the classroom, and the dominant category of verbal interaction in the classroom between teacher and students. Data of the research was taken from 28 students of eight grades which took an English class involved one English teacher who taught in the class. The data in this research collected by using interview and videotaping. The result of the study showed that both the teachers and the students were aware and understood that interaction was

important in English learning. They also understood that to be able to interact well, they needed to practice. But, the understanding was not supported by what they did in classroom. The teacher did not give much interactive activity in class. It seemed that the teachers did not believe in the students' competence. The students were not active in practicing their English by asking questions or expressing their idea or opinion, and the most dominant interaction between teacher and students were direct teacher interaction.

The third research was conducted by Indah Faradia in 2020. The research entitled *"The Analysis of Verbal Interaction Between Teacher and Students in the Classroom at SMAN 5 Barru"*. The goals of this study are to get description of how the verbal interaction between teacher and students conducted and the way teacher influences students talk in classroom interaction. The researcher was used interview and observation checklist to collect the data. This research was done at class XII IPA there were 30 students and used only 5 students and 1 teacher used as sample of this research. And the result of this research the verbal interactions between teacher and students have a relationship each other and also there is the influence between verbal interaction of teacher and students in learning process. There are 4 kinds of verbal interaction that have been used in the classroom to get students response which included intrapersonal interaction, interpersonal interaction, small group interaction and public interaction. And the other result,

there are 4 strategies to get the respons of the students one of which creating learning readiness, providing motivation, reducing excessive anger and creating harmony in classroom.

The fourth relevant research was conducted by Sri Mulyani in 2022. The research entitled *"An Analysis of Verbal Interaction Between Teacher and Students in the Classroom at Eight Grade of State Junior High School 3 Tambusai Utara"*. This research aimed to know the verbal interaction between teacher and students and the dominant of verbal interaction that occur in the learning process at Eight grade State Junior High School 3 Tambusai Utara. The techniques of data collection used were observation and interview. The participants of this research were an English teacher and 14 students. The result of this study found, from 7 categories of verbal interaction in teacher talk by FIACS the researcher found 6 categories that occur during learning process, such as accept feeling, praise or encourages, asking question, lecturing, giving direction and criticizing or justifying. Then, the researcher found that the teacher more active than the students in the verbal interaction during learning process. The students talked a lot when they gave responses to the teacher's question. It means, the teacher's talk more dominant than student's talk.

From the previous research above there are differences. Previous research discussed the characteristics, patterns, impacts and dominance of verbal interaction in the classroom, while this

study focused on identifying the process of verbal interaction between teacher-students and students-student as well as the categories of verbal interaction that occurs in the classroom. Then the difference between previous research and this research lies in the location of the research, because different places have different verbal interactions between teachers and students in the classroom.

C. The Conceptual Framework

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        ┌─────────────────────────┐
        │  Classroom Interaction  │
        └────────────┬────────────┘
                     │
        ┌────────────┴────────────┐
        │    Verbal Interaction   │
        └────────────┬────────────┘
             ┌────────┴────────┐
    ┌────────────────┐   ┌────────────────┐
    │ Teacher – Student │   │ Student – Student │
    └────────────────┘   └────────────────┘
```
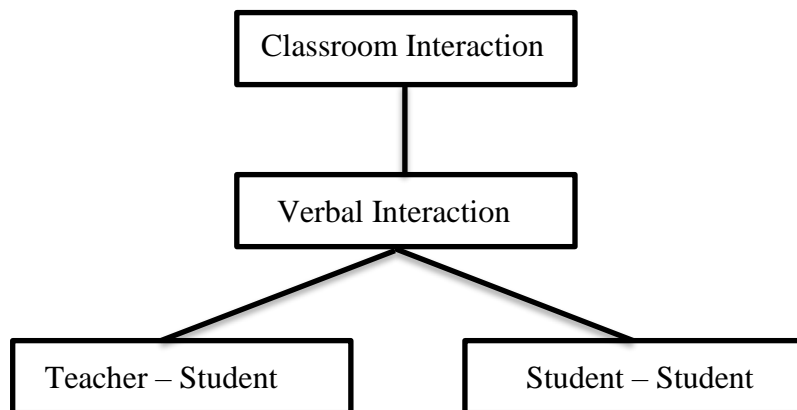
Figure 3. Conceptual Framework

The process of the research is illustrated as in the existing diagram above. The research will starts by a classroom interaction which is a verbal interaction between teacher and students. The researcher will record the learning process in classroom, the next step is conduct a data analysis by make a transcript based of a video record in classroom.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research method is a qualitative descriptive method. The objective of this study is to provide an explanation of how verbal interactions between teacher and students are and how teacher influence how students speak in classroom interactions. As Creswell (1994) states qualitative research because researchers are interested in the process, meaning, and understanding derived from word or images.

The instrument is a crucial component in obtaining the data. Sugiyono (2020) in qualitative research, the researcher is the key instrument. It means, the instrument in qualitative method is researcher itself. The qualitative researcher as the human instrument is: to determine the research focus, to choose informant as the data source, to collect the data, to analyze the data, to interpret the data and to conclude all the findings of the research. The data od this study served in the form of words. According to Denzin and Lincoln in Sonia Ospina (2004) qualitative research is involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of

the meanings people bring to them". This is suitable for this research which aimed to analyze the verbal interaction between teacher and students and know the dominant types of verbal interaction between teacher and students in the classroom.

B. Research Setting

This research was conducted at SMPN 2 Grogol. It is located on Jl. Sanggrahan, Sawah, Sanggrahan, Kecamatan Grogol, Kabupaten Sukoharjo, Jawa Tengah. The schedule planning of research as follows:

Table 2. Time of Research

No.	Activity	April 2023	May 2023	June 2023	July 2023	December 2023
1.	Preresearch/ observation		■			
2.	Writing Proposal	■				
3.	Seminar Proposal			■		
4.	Revising Proposal			■		
5.	Collecting Data				■	
6.	Analyzing Data				■	
7.	Munaqosah					■

C. Research Subject and Informant

The subjects of this research were English teacher at the Eight grade and the students of State Junior High School 2 Grogol. The object of this research were teacher's talk and student's talk in verbal interaction during teaching learning process and the most

dominant verbal interaction in the classroom at the Eight grade of State Junior High School 2 Grogol.

D. Data and Source of the Data

The main in this study is verbal interaction between teacher and students in the classroom. The data in this study were obtained from interaction in the learning process in the classroom. The data was obtained by recording a video of he teaching learning process in the class Eight at SMPN 2 Grogol.

The source of the data in this study was the Eight grade English teacher at SMPN 2 Grogol. The researcher choose one English teacher, because there is only one english teacher for Eight grade. For the purpose of this study, there are two types of data sources as follows :

1. Event

   The event is a series of English teaching and learning activities for Eight grade students of SMPN 2 Grogol. The researcher attended the class to see interaction in classssroom.

E. Technique of Collecting the Data

1. Observation

The instrument used was observation.

According to (Sinta et al., 2019) observation can be done through sight, smelling, hearing, touching, and taste. While Cresswell in citation Haidara Youssouf (2016) stated observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. The researcher is able to find the answers by focusing and taking participant in an event or activity.

In this research, the researcher observed directly in the research place. To describe what the teacher and students talk during learning process, the researcher used video recording as one of the instruments for collecting the data. According to (A. Burns, 1999) stated videotaping provides data of the classroom interaction both in verbal and in non-verbal behavior. The researcher record all of the process teaching and learning in the classroom. The researcher used video recording to capture natural interaction between teacher and students in the classroom.

The researcher conducted observations twice in different classes. The first observation was carried out in class VIII B on May 13, 2023 and the learning material about recount text. The second observation was carried out in class VIII C on May 16, 2023 and the learning material about giving and asking for information. Class observation aims to find out the verbal interaction between teacher-students and student-student.

F. Research Instrument

This research instrument uses human instruments. This means that researcher are main research instrument in collecting data. According to Sugiyono (2018) in qualitative research the main instrument is the researcher himself. After the research focus is clear, a simple instrument is developed that can complement and compare the data that has been found.

Futhermore, the researcher developed research instrument through classroom observation and interview guideline. Therefore, in this study the researcher as the main tool for collecting observation and using video recording, audio recording, and writing instrument. Data can be obtained by using handphone

camera to record video observations, handphone recorder to record audio, books and pens are used to write field notes and transcribe data.

G. Trustworthiness of the Data

In the research, the researcher must obtain the data are valid. This part of research points how the way data can get the trustworthiness. To ensure the trustworthiness of the findings following triangulation techniques were attempted in this research.

1. Theoretical triangulation

According to Sugiyono (2017) triangulation in credibility test is interpreted as checking data from various sources in various ways, and at various time. Triangulation was a method to enhance researcher"s understanding about what was being investigated. Based on Moleong (2000) divided triangulation into four kinds, they are:

a) Triangulation by using the resources means that the researcher will compare and check the credibility of information that found in the research.

b) Triangulation by using methods, there two strategies, (1) the researcher will check the credibility of the data research and the data resources by using several data collection techniques, and (2) the researcher will check

the credibility of the data by analyzing them with the same methods.

c) Triangulation by using investigator is that the researcher will recheck the credibility of his data by his research or other researchers.

d) Triangulation by using theory is a technique of examining data by finding a standard of comparison from an analysis explanation as supporting data to get valid evidence of the research result.

In this research, the researcher used triangulation by using resources. In triangulation by using resources, the researcher collected the data of the observation and compared it with the related data of the video recording.

H. Techniques of Analyzing the Data

After getting the data, the next step is the researcher should analyze data. The data was analyzed the researcher using content analysis. Sugiyono (2017) stated analyzing data is the process of systematically searching and arranging the interview transcripts, fieldnotes, and others material that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. Based on the (Huberman, 1994) consist of 4 steps data analysis was used in this research, as follows:

1. Data collection

    The data from observation was collection first. This recording consists of description by see, hears and experiences by samples.

2. Data reduction

    Data reduction is the process of choosing, focusing, simplifying, abstracting, and transferring the data that appear from field note or transcriptions. In this step, after observing, the data or the answers from teacher and student in recording, it classified according to FIACS by Flanders. The researcher only focus on verbal interactions related to the English learning process which are not related is not discussed

3. Data display

    According to Sugiyono (2020) after selecting the data, the next activity is displaying the data. In data display, the researcher used a table to explain the data obtained by checklist FIACS that are used by the teacher and the students in the learning process.

4. Drawing conclusion

    After displaying data, the last step is draw conclusion. According to Sugiyono (2017), the conclusions in the beginning are proven by valid and consistent evidences

when the researcher returns to the research site to collect data, ensuring that the previously proposed conclusion is credible conclusion. The researcher drew the conclusion and verify by looking reviews fieldnote and transcript of recording then compering the data.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the result of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation and record video while learning process in classroom, the result of the research findings.

A. Research Finding

Based on observations made in class VIII B consisting of 32 students and VIII C consisting of 29 students, researchers found types of verbal interaction between teacher and students (there are four types, namely intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction) and verbal interaction between student-student (there are two types, namely group project interaction and peer interaction) in the classroom as explained below :

1. Verbal Interaction Between Teacher and Students

Based on observations, the researcher found types of verbal interactions between teacher and students in the classroom. There are intrapersonal interactions, interpersonal interactions, small group interactions, public interactions. The extract below from the transcript is an in-class recording.

a. Intrapersonal Interaction

Extract 1 :

Student : Let's pray begins....finish.

The sentence above shows how students feel like they are leaders in the class and must respond to what the teacher says, because it is in accordance with the meaning of intrapersonal interaction. Where someone is confident to speak without coercion and awareness arises in anyone, namely silent conversations like when we think about something and look for answers ourselves without talking to other people.

Extract 2 :

Teacher : For last week's material, is there anything else you want to ask or is it still unclear?

In the sentence above we can see how the teacher reminds students of the material and make students think about responding, why the interaction can be intrapersonal because teachers try to keep students focused ask questions that make students think about how to answer them.

Extract 3 :

S : Attention please, lets pray begins.....finish

While extract 3 from teacher in another class presents how the student immediately responds to what teacher said, when student prepare the class without any demands from anyone who feels that he is a leader in class with direct reflexes giving direction his friends to pray before the class starts, that is a intrapersonal interaction that comes from the student.

Table 3. Data Results on Intrapersonal Interaction

Aspect	Class VIII B	Class VIII C
Intrapersonal Interaction	10	10
TOTAL	20	

In table 2, the researcher found ten intrapersonal interactions in class VIII B and ten intrapersonal interactions in class VIII C. So, in total there were 20 intrapersonal interactions.

b. Interpersonal Interaction

In the next is interpersonal interaction, the following extract represents how the teacher interaction with student face to face to make student more understand about the material in classroom.

Extract 4:

> *T : Ok, let me check your attendance first. Who's absent today?*
> *S : Syafa izin pak*

Extract 5 :

> *T : Terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? what is in your imagination or what do you think?*
> *S:membuatpagar*

In the extract 4 and 5 above shows that between teacher and student have interaction, when teacher ask and student answer. And then the two individuals involved will swap their roles of sender and receiver in order to communicate in a clearer manner.

Table 4. Data Results on Interpersonal Interaction

Aspect	Class VIII B	Class VIII C
Interpersonal Interaction	13	5
TOTAL	18	

In table 3, the researcher found 13 interpersonal interactions in class VIII B and 5 intrapersonal interactions in class VIII C. So, in total there were 18 interpersonal interactions.

c. **Small Group Interaction**

Extract 6 :

> *T :..........Ini tolong dikerjakan secara kelompok, untuk kelompoknya tak kasih kebebasan. 1 kelompok boleh 3-4 orang.*
> *Ss : ya pak*
> *T : jadi ini belum urut, urutannya belum baik. Jadi nanti kalian*

In extract 6 it shows how the teacher gives the opportunity for students to be able to form groups of 3-4 people then each student can work on each question and exchange opinions later. Interaction between students can make the students' curiosity come out because it seems based on the results of the video recording students look enthusiastic when working on assignments in groups.

Meanwhile the interaction of students and teachers was even closer when the small group interaction was implemented because the teacher would more often receive questions from students about how to work and also better student responses when the teacher came to the desk of student groups, the role of the teacher as more information function in this case the information or knowledge delivery is stronger than the teacher only talking in front of the class without stopping while the student is not paying attention at all. There is interaction in the class involving the small group, because students feel more interested if they can be done with friends and also this can shorten the time in students doing something, this interaction is usually deliberately done by the teacher to make students work correctly and quickly .

Table 5. Data Results on Small Group Interaction

Aspect	Class VIII B	Class VIII C
Small Group Interaction	3	1
TOTAL	4	

In table 4, the researcher found 3 small group interactions in class VIII B and 1 intrapersonal interaction in class VIII C. So, in total there were 4 small group interactions.

d. Public Interaction

Extract 7 :

> *(students noisily choose groups)*
> *T : hello hello*
> *Ss : haii haii*

From the extract above there is a public interaction that shows how the teacher makes students focus in class and tries to make the atmosphere in the class quiet. Additionally in public interaction that occurs in the classroom, the teacher acts as a supervisor so that the learning process activities run smoothly as desired, because sometimes students when they feel the teacher does not pay attention instead acts carelessly and no longer connects learning, as seen in class when teacher's attention is not centered on students eating students sometimes very noisy and unfocused.

Table 6. Data Results on Public Interaction

Aspect	Class VIII B	Class VIII C
Public Interaction	11	15
TOTAL	26	

In table 5, the researcher found 11 public interactions that occurred in class VIII B and 15 intrapersonal interactions in class VIII C. So, in total there were 26 public interactions that occurred.

Based on the findings above, the researcher concluded that there were 20 data on intrapersonal interactions, 18 data on interpersonal interactions, 4 data on small group interactions, and 26 data on public interactions.

Table 7. Data Results on Verbal Interaction between Teacher and Students

Aspect	Class VIII B	Class VIII C
Intrapersonal interaction	10	10
Interpersonal Interaction	13	5
Small Group Interaction	3	1
Public Interaction	11	15
TOTAL	37	31

In table 6, the researcher found 37 verbal interactions between teacher-students that occurred in class VIII B and 31 verbal interactions between teacher-students in class VIII C. So, the total is 68 verbal interactions between teacher-students occurred in class.

2. Verbal Interaction Between Student and Student

Based on the observation, the researcher has been found that the kinds of verbal interaction between student and student in

classroom. There were Group project and Peer instruction. The extract below from a transcript was record in classroom.

a. **Group Project Interaction**

Group Project Interaction is interaction that occurs between fellow students when there is interaction in a group when they are working on a project or assignment that must be completed together.

Extract 8 :

T :..........Ini tolong dikerjakan secara kelompok, untuk kelompoknya tak kasih kebebasan. 1 kelompok boleh 3-4 orang.
Ss : ya pak

Based on extract 8 shows how students interact with other students when the teacher asks to do the task with classmates in the form of groups, students can complete the task with the help of friends. Based on classroom observations, students feel more happy when working on assignments in groups to be able to exchange ideas. The project group also functions as a way for teachers to handle the classroom atmosphere with group formation that makes students easier to manage and in the direction to be more focused in the learning process. Then students can learn more from the group project.

b. Peer Interaction

Peer interaction is the interaction that occurs between students in the class, where it usually happens when students do not know something when the teacher finishes explaining and there are students who do not understand what was explained earlier, such as extract below.

Extract 9 :

S : halaman berapa tadi pak ?
S(1) : 167

From the extract above shows the interaction between students, when one student asks another student and gets a response then there is interaction between student and student, while the learning process. Based on the basic concept of peer instruction where the instructions can come from wherever the classmates mean, making this interaction play a role in increasing the care of fellow students in the class, fostering caring for others. Then this interaction can also make students more willing to know and curious about the subject matter if they ask classmates.

c. Group Case Study

In a group case study, it is almost the same as a group project except that the group case study is usually used when there is a question in the form of a story that must be completed. In the classroom observations the researchers did this interaction did not occur in the first class or the second class because the learning material did not require this interaction between students and students.

d. Discussion or Debate

Discussion or debate is the interaction that occurs most often in the classroom during the learning process, because discussions usually occur without being realized by the students themselves, based on observations several times seen students gather to discuss the questions explained by the teacher not infrequently they also argue because they feel what they answer it is correct but it is not listed in transcript because most students gather to cheat.

Table 8. Data Results on Verbal Interaction between Student and Student

Aspect	Class VIII B	Class VIII C
Group Project Interaction	-	1
Peer Interaction	2	-
Group Case Study	-	-
Discussion or Debate	-	-
TOTAL	2	1

In table 7, the researcher found 2 verbal interaction between students that occurred in class VIII B namely peer instruction and 1 verbal interaction between students that occurred in class VIII C, namely group project interaction. So, in total there are 3 verbal interactions between students that occur in class.

3. **Categories of Verbal Interaction by Flanders' Interaction Analysis Categories System (FIACS)**

Based on observations shows that all categories of Flanders interaction analysis such as teacher talk, student talk, and silence are existed in classroom interaction. The following is the description of each category of FIACS happened in classroom interaction :

a. **Teacher Talk**

1) Accept Feeling

The teacher produces this type of teacher talk to help the students understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. This expression mostly uttered in the beginning or initial of meeting. For example when the teacher begin the class by greeting students and asking students how they are *"assalamualaikum wr.Wb. Good moorning students"* then students respond *"good morning*

sir". Followed by asking news like *"how are you today?"* then students respond *"Fine sir, and you"* and the teacher answered *"I'm fine too thank you"*. And this can provoke students' enthusiasm when they start teaching and learning activities.

2) Praise/encourages

Praising or encouraging is teacher's statements carrying the value judgment of approval. The teacher's purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process. In the class that is studied, the researcher also found this category as an example when the teacher asked *"apa bahasa inggrisnya kayu?"* then the student answered *"wood"* and after the students answered the teacher gave praise to the students with the words *"oke good"*.

3) Accept/uses idea of students

This type deals with teacher responses toward the student's idea. The teacher purposes in using idea of student are to develop student's idea clear. In the class studied, the researcher found this interaction as *"Oke good, ini ada pendapat mau membuat pagar. Mungkin ada yang lain?"* Then students are given the opportunity to develop their ideas by answering *"membuat bangku"*. Here the teacher

plays a role in building and developing students' ideas. This will provoke students' thinking to expand their knowledge.

4) Asking question

Asking question about the content or procedures of teaching material so that students can answer. Asking questions is a type of teacher talk that also occurs in all meetings. The researcher found this interaction, such as *".......oke ada pertanyaan lainnya? kalau tidak ada saya lanjutkan, please tell me"* then students answer *"no"*. From the questions asked by the teacher above, it is intended that students answer and respond to what the teacher asks. It stimulates students to pay attention on teacher's explanation.

5) Lecturing

Lecturing is the most important part of teaching and learning activity. Based on the observation, this type of teacher talk during the teaching and learning activity occurred in all meetings. In classroom interaction, the teacher often gives information to the students. For example *"Nah sekarang kalian tau sudah ada alat dan sudah ada bahan. Berarti sudah ada background gambar itu mungkin lebih tepatnya nanti anak-anak itu nanti akan membuat bangku dari kayu. Terus mungkin lebih jelasnya kalian perhatikan halaman berikutnya, jadi disini nanti kamu akan belajar : We will explain an event or activity in sequence*

kita akan menjelaskan suatu peristiwa atau kegiatan secara urut. Yang pertama share our experiences atau membagikan pengalaman kita". This is example of the lecturing in the class being studied. The other examples are *"coba bukunya paket dikeluarkan. Open your book page 183. Sudah? Kalian perhatikan itu, kita akan bermain peran dalam memberi dan meminta informasi"*.

6) Giving Direction

   Giving direction that is giving directions or orders to students that are expected to be obeyed by students. Giving direction is one types of teacher talk that frequently occurred during two meetings. The interactions found by the researcher about giving direction are: *"Dari ini kalian langsung buka halaman berikutnya. Fokus ke latihan halaman 185, jadi yang halaman 183 ini nanti dasar untuk mengerjakan atau melengkapi kalimat pada halaman 185 ini, nomor 1 itu sudah ada contohnya. Ini saya beri waktu sekitar 20menit lalu nanti saya akan acak mentuk menyampaikan pendapatnya. Paham?"*. In this interaction the teacher gives direction to students to did the exercise.

7) Criticizing or justifying authority

   Criticizing or justifying authority is teacher's actions that aim to change student behavior from bad to good. Criticizing student behavior is one type of teacher talk that

also occurred in this research. The interactions of Criticizing or justifying Authority that the researcher found in his research are *"coba sebutkan alat untuk membuat bangku"*. Then the student answered *"palu"* and the teacher responds *"palu dalam bahasa inggris apa?"*. Thus, the students repeat the pronunciation in English.

b. **Student Talk**

1) Studets talk-response

Furthermore, Students talk responses are what students say responding on the teacher talk. Talk by students in response to teacher's talk. Teacher initiation contact, or students" statement, or structure the situation. Teacher asks question and students answer it. The interaction of students talk responses that the researcher found in their research, namely the words of students who responded to the teacher's questions about the tools used to make benches, namely *"kayu, wood, sandpaper"*. What students say are called student talk responses.

2) Students talk initiation

The talk that initiates students to have interaction includes expressing own ideas, initiating new topic, freedom to develop and a line of thought, like asking thoughtful questions, going beyond the existing structure.

In this research, the researcher found this category, when students ask question the teacher *"waktu majunya nanti boleh bawa teks pak?"*. Then the teacher answered *"tidak, di hafalkan"*. It explains that student starts the conversation by asking the teacher a question. The other examples are *"yahhh, kalo tidak hafal gimana pak?"*. Then the teacher answered *"tidak apa-apa, untuk melatih percaya diri kalian dalam berbicara bahasa inggris"*. This is what shows student talk initiation.

c. **Silence**

Silence means pauses in interaction during which there is no verbal interaction. As is the case in the classroom that the researcher examines, namely when the teacher explains but the students do not respond anything. For example *"Page one hundret sixty seven, 167 oke. Langkah pertama kamu perhatikan dulu gambar itu ya, diamati dulu, tak ber waktu sekitar 2 menit untuk mengamati gambar itu, ada benda apa saja?"*, and students are just silent. This causes silence in the class.

B. Discussion

The section presents the discussion of the research finding. It is about verbal interaction between teacher and students also student and student in classroom.

1. Verbal Interaction Between Teacher and Students

a. Intrapersonal Interaction

Intrapersonal interaction between students and teachers in the process of learning English is a personal interaction that occurs with oneself, either students or teachers, which makes students learn to get things done with themselves also train students to think better in class. and also when students or teachers multiply this interaction makes the learning process run smoothly because the awareness of students arises to do something without any influence from the teacher or other students. This interaction also helps teachers in learning processes such as when students are confused with the material so students can think better before asking, because as we know sometimes students feel there is no need to look for answers themselves but rather ask questions, even though there are more students in apply but laziness of students is still very high to find themselves.

According to Boulanger in citation (Rachmat, 2022), the concept of intrapersonal interaction, that is interaction with

oneself, then proceeding with actions for oneself or others, examples that can be seen occur in the classroom when the teacher decides then students are busy themselves with other discussions, noisy, and not pay attention, there will be an understanding and interpretation ofsomething in the mind of a teacher that students do not pay attention and must do something so that students focus again, for example reprimand or give direction so students do not do these things.

This is similar to the oral classroom interaction analyzed by Nurul Fitri Firdaus (2018), used by a intrapersonal interaction in first grade in SMAN 9 Pangkep. The sample consisted of 35 boys and girls. Intrapersonal interaction which can be seen in extract 1,2, and 3. In extract 1, it can be seen how a intrapersonal interaction comes from the student itself, because when the teacher says something students who feel themselves as the class leader with reflex stand up and lead their friends to pray before learning, this is referred to as intrapersonal caused by the communication within the student that makes him feel to respond to what is said by the teacher. Then in extract 2 it can be seen if intrapersonal interaction occurs in the teacher where when the teacher explains but it turns out that the students do not understand then the teacher reflex explains what was explained or repeated, because it is seen from how the students make the teacher feel that what say not understood by students

that is the reason why teachers explain again and when that happens in the mind of the teacher of course there is interaction that only the teacher does in his mind. Then extract 3 is the same as extract 1 where students feel they have their own responsibilities so they must be able to respond to what is said by the teacher.

In addition, intrapersonal interaction makes the classroom atmosphere more conducive of course if students and teachers can apply this interaction well the learning process will run smoothly, but with what is observed it is very rare for students and teachers to use this interaction in class especially in class.

b. **Interpersonal Interaction**

Boulanger in citation (Rachmat, 2022) defines the concept of interpersonal interaction, interactions that occur between two people in the form of a speaker and listener's relationship directly. So if it is positioned in the teacher class as a speaker and student as a listener, in this case the interaction that occurs between the teacher and the student can be in the form of questions and answers or how students respond when the teacher asks something to the student and then the student answers properly or not. This interaction occurs most often in the learning process as seen above based on the transcript that the researchers put forward even this interaction occurs a lot in

the classroom and is an interaction that makes the teacher and students can communicate well during the learning process, seen the teacher asks and students respond later on the contrary when students feel there is something that is not understood students ask and the teacher responds, in this case the role of the teacher is more needed because of the different character of students there are students who dare to ask questions and think there are others who choose to be quiet without asking while other students are busy searching for answers or asking questions is always someone who chooses to be quiet and does nothing, the teacher as a guide and teacher must see this situation as something that needs to be improved by giving extra attention to students who are more quiet or inactive by approaching then asking, is there anything that does not understand this will make students feel that the teacher's attention makes him feel he must be active in the learning process.

The second is interpersonal interaction, seen in extracts 4 and 5 that interpersonal interactions occur in students and teachers where this interaction occurs between two people. This is similar to the classroom interaction analyzed by (Nur & Siregar, 2020), in the classroom interaction using FIACS at Tenth Grade of SMAN O2 Bengkulu Tengah.

Additional interpersonal interaction, makes the classroom atmosphere more active and makes the learning process run well because the role of the teacher and students is well implemented. From the two classes which are observed by researchers, the teacher interact well but the various student responses make the teacher sometimes must work extra so students can understand and be fully active in learning.

c. **Small Group Interaction**

Small group interaction, seen in extract 6 in the first class where the teacher gives students the opportunity to work in groups where the group will have interactions that exceed two people and usually students prefer to be in groups because asking questions and exchanging opinions other than that can streamline time. This is similar to the classroom interaction analyzed by (Nur & Siregar, 2020), in the classroom interaction using FIACS at Tenth Grade of SMAN O2 Bengkulu Tengah. But in the second class there was no small group interaction because the material learned had no need for group formation and the jury depends on how the teacher tried to study the class during learning.

According to Boulanger in citation (Rachmat, 2022), small group interaction is an interaction that often occurs the same as interpersonal interaction because this interaction occurs in the

learning process when the teacher gives assignments and is formed in a group consisting of 2-4 people then discuss to complete the task, the interaction of teachers and students occurs a lot because the teacher has a lot of time to control and pay attention to each group better whether students do the task well or not.

Based on the results of observations of researchers when the learning process in the classroom this interaction did not occur much because this interaction occurs when the material in the class is suitable for the form of groups because not all material can be in groups for students to do assignments, such as the class the second class to form groups to do assignments and the first class does not exist. But from the results of video recordings in the second class, students were enthusiastic in the learning process in the form of groups because it made students able to be creative to complete tasks and express opinions or share ideas with other group friends.

And also for the teacher with the existence of this group interaction makes the teacher able to control the work of students with better, because when formed a group of students can do the task more quickly so that the material discussion can be more in depth and the teacher can train students to be more independent looking for material and answers the right one without continuing to ask the teacher without trying on his

own, the class becomes more organized with this interaction because students can focus more on the group so that no students are just silent and not responding.

d. Public Interaction

Public interaction is an interaction that occurs between a speaker or one person with another person but in a broad context such as in public if done in an interaction class this becomes an interaction that mostly occurs in class, the teacher as the speaker then students as listeners where the teacher becomes the focus of attention in the class by providing knowledge and information in the classroom and students as listeners and recipients not only that this interaction is usually related to small group interaction because when teachers form groups and give assignments after which students are asked to present the front of the class, students become speakers and the center of attention then others listen (Rachmat, 2022).

In extract 7, there is a public interaction between teacher and student. The teacher tried to calm the class which was very noisy in the second class or VIII C because the conditions of the class were too noisy so what the teacher said was not well received by students. This is similar to the oral classroom interaction analyzed by Adaba (2017), classroom interaction in

EFL to Develop the Learners' Speaking Skills in Tullu Sangota Primary School Grade Eight Students.

Based on observations in the interaction class, it becomes an effective way to make students practice public speaking skills and of course students' self-confidence to speak or express opinions in front of others, students become more daring to speak without worrying to make mistakes better to try and learn to speak in front of the class. The different character of students makes not all students dare to speak and then here is the task of a teacher to make students learn to want to try. In addition, during the learning process in the classroom the teacher gives time and opportunity to students to work on the questions and explains how students answer and the reason students answer like that, in this case public interactions occur and provide a focus effect for other students.

2. **Verbal Interaction Between Student and Student**

   a. **Group Project Interaction**

   According to Unismuh (2020), project groups are groups that are formed and give a task, in this class usually this interaction often occurs where students are formed in several groups and given assignments to be completed by helping each other group members, then interactions between fellow students occur in groups. This is because when exchanging

ideas or working together to solve students who are in groups interaction or communicate.

Based on observations of researchers in the classroom when the teacher forms a group in the class students look excited and like to work together in groups because they can't only interaction but students can learn how to complete tasks or questions from other friends and can make students' knowledge increase, when the learning process with this group makes students more active and can blend more with their classmates. In findings, the group project gives a positive effect for students, if students feel difficult then other students in the group will teach how to solve but it is not uncommon in groups that problems arise but most occur if one group member plays more and does not focus then disturb other students in the group.

b. Peer Instruction

Rowley & Green (2015) defines peer instruction is the interaction between two or more fellow students in the class, this interaction is more intense in the person of two people because this interaction usually occurs when students in the class do not understand the material and then ask other friends in the class and the student responds to this interaction , not only that this interaction can also occur with communication

outside the lesson such as when a student tells another student that a student in the class is called by the teacher then this is a peer instruction .

Based on observations in class, this interaction becomes the interaction that occurs most often between fellow students, because it is done unconsciously when students provide information that is informative and other students respond to this interaction, besides when students talk to other students then ask for something then this is the peer instruction.

c. **Group Case Study**

This group is usually used mostly in science and math because there is a problem that is given to each group and must be completed with group members, but even in language learning it is sometimes used to make students focus during the learning process, but come back again depending on what material is taught when in class (Unismuh, 2020).

Although most group studies are used in scientific and mathematical disciplines but the use of these interactions actually has a good effect on the development of students' thinking basically because it encourages students to think more deeply about a given problem, then can exchange thoughts with other students in groups that make more knowledge that students can get.

d. Discussion or Debate

This interaction may have been very often seen in class because discussions and debates often occur between students in a class, discussions usually occur when students are divided into groups and discuss to find answers then argue in groups often to determine answers but in debating usually students will go too far to discuss something because usually debating often makes students finally feel themselves right but here interaction occurs.

The difference in discussion and debate is more on the goals and objectives if the discussion is usually done in class together to solve problems by exchanging ideas and debates are usually done to show opinions in front of the public and more towards criticizing the opinions of others and maintaining what considered right, both of these interactions are good because they have many benefits for students in the class.

3. Categories of Verbal Interaction by Flanders' Interaction Analysis Categories System (FIACS)

The results of observation show that all verbal interactions in the FIACS category occur in English class such as accept feelings, praise and encourage, accept or use ideas of students, ask questions, lecturing, giving direction, critizing or justifying,

students talk response, students talk initiation, and the last category is silent. From the results above, the writer concludes that the most common categories of teacher conversations are lecturing and asking questions, while the most common talk on students is the student response.

There are 7 categories of teacher talk the first is accept feeling, which is accepting the attitude or tone of students' feelings in a non-threatening way. Feelings may be positive or negative. Opening before starting the lesson is very important to melt the atmosphere and also approach the students. When students are close to the teacher, they will not be shy to ask questions.

The next category is praising or encouraging the actions or behavior of students. A joke that makes the class less tense without compromising others. The activity is when the teacher gives praise by saying "good", "very good" etc. or the teacher gives encouragement to students such as giving short motivations, storytelling etc. Giving verbal reward might encourage students to have positive attitude. It is a tool to educate children so that students can feel happy because their actions or work get praise (Purwanto, 2009)

The next category, accept or use ideas of students, is to clarify, build or develop ideas or suggestions by students. Here the teacher accepts and responds to the ideas conveyed by

students so that they can develop theory understands and theory knowledge is wider. This is in accordance with the opinion of Essay (2018) in Mosel (2010) that both oral and verbal communication develop information, ideas, attitudes, from one person to another.

Furthermore is asking question, which is asking questions about the content or procedure with the intention that students can answer. According to David (2007), questions will attract students' attention, because it will create classroom interactions between teachers and students, a teacher must have skills in asking questions. This interaction was also found by the researcher in learning process. Another FIACS category is lecturing. That is to give facts or opinions about the content or procedures. In lecturing, teachers must be demanded to be innovative teachers so that students do not get bored listening to the material delivered by the teacher.

The following category of interaction is giving direction. That is giving directions, commands that are expected to be obeyed by students. In the classroom, the teacher often gives directions to students such as instructions for preparing books, forming groups to conduct discussions and so on. The next category of interaction is criticizing or justifying authority. It is intended to change student behavior from an unacceptable pattern to an acceptable one. The same thing happens the being

studied, the English teacher gives instructions to mention the tools used to make benches in English but the students said it in Indonesian instead. After that the teacher justifies in a friendly manner to the students so as not to cause fear to the students.

The interaction category is students talk, consist of students talk responses and students talk initiation. Student talk responses is the conversation by students in response to the teacher. The teacher initiates contact or asks for student statements. In the classroom, students respond to what the teacher says, such as when the teacher gives a code to mention about the tools used to make benches, the students also answer *"kayu, wood, sandpaper"*.

The next category of student talk is student talk initiation. That is speaking by students in response to the teacher's conversation. Expressing own ideas, starting new topics, freedom to develop opinions, asking thoughtful questions. When in class students also sometimes start interaction first than the teacher, for example, when students do not understand what the teacher has instructed, students will ask questions *"waktu maju nanti boleh bawa teks pak?"*. This is important because if students are reluctant to ask questions, errors will occur when carrying out instructions from the teacher. The last category is silence, this also occurs in the learning process,

namely when students look at each other's books and focus on doing the assignments given.

From the results of this study, it can be concluded that the researcher found all interactions based on the FIACS category. According to the results of observations made by the researcher in class, it shows that teacher takes the most part in class such as lecturing, giving direction, criticizing or justifying authority, and praise and encouragement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research, the researcher would make conclusion by showing the result of the observation transcript from a record in classroom. The finding verbal interaction between students and teacher, show that there are intrapersonal interaction, interpersonal interaction, small group interaction, and public interaction, but mostly just interpersonal interaction and public interaction and also verbal interaction between student and student that happened in class. But in this class not have a group case study interaction and debate because their material is not use a group case study. From all the data it means the verbal interaction must be have in classroom but how the verbal interaction running well its according by students and teacher.

Verbal interaction between teacher-students and student-student has a relationship with each other and influence each other because the interaction between students and teachers occurs, of course interactions between students and students will occur as well and students will focus more if both of these interactions can occur in the classroom because of the teacher's role and students carried out. Then why do these two interactions fall into the verbal

interaction category because they are directly related to students and directly occur in the classroom in the learning process, the verbal interaction function is so that students feel more close to the teacher and can well accept what is taught.

This study comes up with some categories of teacher talk and student talk. Beginning from accepting feeling, praise or encouragement, accepting idea, asking question, lecturing, giving direction, criticizing, teacher talk response and teacher talk initiation and the last is silence. Those categories confirm Flander's Interaction Analysis Categories (FIAC) system of analysis developed by Flanders (1970).

B. Sugesstion

From the analysis about verbal interaction in classroom, the researcher has some suggestion as follow :

1. For Teacher

    The researcher suggest the teacher must be able to control the class when the learning process takes place, give students more opportunity to ask questions and if students feel afraid to ask the teacher must give special attention so that students feel that not only smart people are noticed by the teacher.

2. For Students

The researchers felt that they needed to be told a few suggestions to students namely to keep the behavior in the classroom and listen to the teacher when explaining, when the teacher pointed to other students should not even make noise and talk about outside the material.

3. For Other Researcher

This research can be used as a reference if there is similar research. Researchers hope that findings of this research can be useful for other researchers. However, it needs to be developed and consider the situation according to the curriculum in the future.

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APPENDICES

Appendix 1

Observation Transcript

Teacher : Mr. Wahyudi, S.Pd.

Subject : English

Class : VIII B

Date : May 13, 2023 (09.45-11.00 WIB)

Teacher : Assalamu'alaikum Wr.Wb.

Students : Wa'alaikumsalam Wr.Wb.

Teacher : Good morning student

Students : Good morning sir

Teacher : Before we start today's lesson, please on of them to lead a prayer first.

Student : Let's pray begins....finish.

Teacher : How are you today?

Students : I'm fine.

Teacher : Ok, let me check your attendance first. Who's absent today?

Student : Syafa izin pak

Teacher : For last week's material, is there anything else you want to ask or is it still unclear?

Student : Jelas pak

Teacher : Oke, untuk hari ini kita akan melanjutkan materi yang kemarin. Tolong dibuka buku kalian page 167 chapter 11.

Student : Halaman berapa tadi?

Student : 167

Teacher : Page one hundret sixty seven, 167 oke. Langkah pertama kamu perhatikan dulu gambar itu ya, diamati dulu, tak beri

waktu sekitar 2 menit untuk mengamati gambar itu, ada benda apa saja?

(Silence, para siswa mengamati buku masing-masing)

Teacher : Cukup. Oke sekarang, the object of the picture apa saja tadi? Benda-benda yang ada disitu apa saja tadi?

Students : Kayu

Teacher : Dalam bahasa inggris?

Students : Wood

Teacher : Oke good, next?

Student : Sandpaper

Teacher : What is it sandpaper?

Student : Amplas

Teacher : Oke. Pak guru tanya dulu, benda-benda yang ada di gambar itu tadikan udah disebutkan ada kayu, itu ada orang tidak itu?

Students : Ada

Teacher : Itu anaknya perempuan atau laki-laki?

Students : Boy and girl

Teacher : Terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? What is in your imagination or what do you think?

Student : Membuat pagar

Teacher : Oke good, ini ada pendapat mau membuat pagar. Mungkin ada yang lain?

Student : Membuat bangku

Teacher : Oke membuat bangku, terus yang lain?

Student : Membuat pintu

Teacher : Ya pintu bisa oke, sekarang alatnya tool. What are they?

Alat untuk membuat bangku?

Students : Palu

Teacher : Palu dalam bahasa inggris apa?

Student : Hammer

Teacher : Ya hammer, terus apalagi?

Student : Paku

Teacher : Paku in English?

Student : Nail

Teacher : Ya nail betul, terus?

Students : Gergaji

Teacher : Gergaji, What?

Student : Saw

Teacher : Ya betul, terus apalagi?

Student : Cat

(pak guru menunjuk beberapa siswa untuk menyebutkan kembali alat-alat tersebut diatas dengan bahasa inggris, dan siswa yang ditunjukpun menyebutkan satu per satu benda)

Teacher : Nah sekarang kalian tau sudah ada alat dan sudah ada

bahan. Berarti sudah ada background gambar itu mungkin

lebih tepatnya nanti anak-anak itu nanti akan membuat

bangku dari kayu. Terus mungkin lebih jelasnya kalian

perhatikan halaman berikutnya, jadi disini nanti kamu

akan belajar "We will learn to give an account of events

and activities in order : to share our experience, to show

that we're pround of them, to learn from them, and to

report them. kita akan menjelaskan suatu peristiwa atau

kegiatan secara urut. Yang pertama share our experiences

atau membagikan pengalaman kita.

(Di dalam buku hal 169 tersebut ada sebuah percakapan yang dimainkan oleh 3 orang, guru memilih 3 orang siswa untuk mempraktekannya)

S(1) : "Let's work together to plan our texts to tell our experience?"

S(2) : "Okay. I'll tell how my brother and I made the garden benches."

S(1) : "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?"

S(3) : "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"

S(1) : "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"

S(2) : "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."

S(3) : "What did you do?"

S(2) : "We told Dad that we wanted to make garden benches from the wood. He agreed and he would help us."

S(1) : "What did your father do to help you?"

S(2) : "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height."

S(3) : "And after that?"

S(2) : "After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for a week."

S(1) : "When they were dry, what did you do?"

S(2) : "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days."

S(3) : "Okay. Now let's help Edo write his experience in a good order."

Teacher : Dari dialog ini nanti saya minta, kalian menceritakan

pengalamanmu mungkin di waktu dulu SD boleh TK

boleh. Terus nanti rencananya minggu depan dipraktekkan

ke depan. Ini tugas perorangan ya, bukan kelompok. Jadi

semua bikin. Ada pertanyaan tidak tentang tugas ini?

Student : Pakai bahasa inggris pak?

Teacher : Ya iya to

Student : Waktu majunya nanti boleh bawa teks pak?

Teacher : Tidak, dihafalkan

Student : Yahhh, kalo tidak hafal gimana pak?

Teacher : Tidak apa-apa, untuk melatih percaya diri kalian dalam berbicara bahasa inggris.

(siswa bergumam dengan temannya)

Teacher : Ada pertanyaan lain tentang tugas ini? Masih ada waktu persiapan untuk seminggu tolong disiapkan sebaik mungkin. 1-3 paragraf boleh. Oke? Ada pertanyaan lainnya? Kalau tidak ada saya lanjutkan, please tell me.

Students : No

Teacher : No? Oke, next. Coba di buka halaman 170, langsung dikerjakan disitu, saya kasih waktu 15 menit selesai. Yang sudah selesai nanti dikumpulkan dimeja depan.

(Silence karena para siswa fokus mengerjakan tugas masing-masing ataupun berdiskusi dengan teman sebangku)

Teacher : Oke sudah semua. Sebelum saya akhiri, apa masih ada yang ingin ditanyakan tentang materi hari ini?

Students : No

Teacher : Saya nanti minta tolong untuk pertemuan yang akan datang, nanti kamu siapkan tugas tadi dengan sebaik-baiknya.

Students : Yes sir

Teacher : Oke kalau sudah tidak ada yang ditanyakan, marilah kita tutup kelas dengan saying hamdallah togerther.

Students : Alhamdulillahi robbil 'alaamiin.

Teacher : Thankyou very much and see you leter.

Students : See you.

Appendix 2

Observation Transcript

Teacher : Mr. Wahyudi, S.Pd.

Subject : English

Class : VIII C

Date : May 16, 2023 (08.30-10.20 WIB)

Student : Attention please, lets pray begins.....finish.

Teacher : Assalamu'alaikum Wr.Wb.

Students : Wa'alaikumsalam Wr.Wb.

Teacher : Good morning students

Students : Good morning sir

Teacher : Fine today?

Students : Fine sir, and you?

Teacher : I'm fine too, thankyou

Teacher : You have any homework?

Students : No sir

Teacher : Coba bukunya paket dikeluarkan. Open your book page
183. Sudah? Kalian perhatikan itu, kita akan bermain
peran dalam memberi dan meminta informasi.

Students : Yes sir

(Di dalam buku tersebut tersaji sebuah percakapan oleh 2 orang, guru memilih secara random 2 siswa untuk mempraktekkan)

Teacher : Dari ini kalian langsung buka halaman berikutnya. Fokus
ke latihan halaman 185, jadi yang halaman 183 ini nanti
dasar untuk mengerjakan atau melengkapi kalimat pada
halaman 185 ini, nomor 1 itu sudah ada contohnya. Ini

saya beri waktu sekitar 20menit lalu nanti saya akan acak

mentuk menyampaikan pendapatnya. Paham?

Students : Paham pak.

(Silence, para siswa fokus mengerjakan tugas yang diberikan. Ada yang mengerjakan dengan berdiskusi dengan teman sebangku, teman dibelakangnya, maupun mengerjakan sendiri)

Teacher : Sudah?

Students : Belum

Teacher : Oke time's up, saya akan acak kalian untuk

menyampaikan pendapat atau jawaban kalian. Nomer

absen 13.

(siswa yang merasa nomer absen 13 mengangkat tangan)

Teacher : Oke, pake pembukaan dulu ya, morning friend gitu , terus

soalnya di baca lalu kemudian baru jawabannya.

Student : Assalamu'alaikum Wr. Wb.

Teacher & Students : Waalaikumsalam Wr.Wb.

Student : Udin's family came to Mrs. Wayan's home. We went there

quickly, and we found her on the floor. She just fell. She

could not move her hands and her legs.

Teacher : Oke good Ibnu, bener.

(Para siswa bersorak karena jawaban mereka benar)

Teacher : Oke next absen berikutnya 9.

(siswa yang merasa nomer absen 9 mengangkat tangan)

Student : Assalamu'alaikum Wr. Wb. Good morning all

Teacher & Students : Waalaikumsalam Wr.Wb. Morning

Student : Udin's family took her to hospital. At 10.30, my parents

and I took Mrs. Wayan to hospital. My father and I sat in

the front seats. In the back seats, my mum was holding

Mrs. Wayan.

Teacher : oke good answer Evrylia. Next, absen 14.

(siswa yang merasa nomer absen 14 mengangkat tangan)

Student : Assalamu'alaikum Wr. Wb.

Teacher & Students : Waalaikumsalam Wr.Wb.

Student : Mrs. Wayan had to stay in the hospital. In the emergency

room, a doctor examined her. Then he said Mrs. Wayan

had to stay in the hospital. Wassalamu'alaikum wr.wb.

Teacher : Good oke, give applause to your friend

(para siswa bertepuk tangan karena jawaban mereka benar)

Teacher : Next, absen number 20

(siswa yang merasa nomer absen 14 mengangkat tangan)

Student : Assalamu'alaikum Wr. Wb.

Teacher & Students : Waalaikumsalam Wr.Wb.

Student : Udin's family went home. When she was already in the

ward, we went home. It was 2 a.m.

Teacher : Good answer, thankyou Raffa

Teacher : Terus sekarang perhatikan, setelah beberapa teman kalian

berpendapat tadi masih ada beberapa pengucapan yang

kurang tepat tapi masih sering sekali terdengar.

(Guru mengevaluasi beberapa kata serta pengucapannya, seperti kata hospital)

Teacher : Paham ya? Untuk pekerjaan rumah, tolong dibuka

halaman 187 itu dibaca dulu dan kerjakan halaman 189.

Paham ini untuk pr?

Students : Paham pak.

Teacher : Kemudian sekarang kita masuk ke materi halaman 190.

Oke, kamu perhatikan halaman 191 itu ada beberapa, coba

pak guru tanya dulu "part" itu apa? Kamu kalau nonton

game ada tulisan part, part 1, part 2, part 3 itu apa?

Students : Bagian.

Teacher : Bagian yak betul. Ini tolong dikerjakan secara kelompok,

untuk kelompoknya tak kasih kebebasan. 1 kelompok

boleh 3-4 orang.

Students : Ya pak

(siswa bising memilih kelompok)

Teacher : Hallo hallo

Students : Hai hai

Teacher : Dengarkan dulu, jadi ini belum urut, urutannya belum

baik. Jadi nanti kalian urutkan agar menjadi cerita yang

baik. Bareng- bareng nanti bisa didiskusikan dengan

teman kelompokmu. Everyone any question? Please tell

me, you understand?

Students : No question pak.

Teacher : Oke jika tidak ada pertanyaan, kalian kerjakan 10menit.

Silakan berdiskusi.

(suasana kelas bising karena para siswa saling berdiskusi dengan teman kelompoknya masing-masing)

Teacher : Kalau sudah dikumpulkan, jangan lupa tulis nama anggota

kelompoknya.

Teacher : Oke sekarang kalian kembali ke tempat duduk masing-

masing....sit down please, oke saya kira itu saja, jangan

lupa pr yang saya kasih tadi tolong dikerjakan dirumah ya.

Students : Yaa pak

Teacher : Oke that's all, thankyou very much and thanks for your

attention, see you leter.

Students : See you.

Result of Observation Verbal Interaction Between Teacher and Students

(Meeting 1 : VIII B)

Aspect	Action
Intrapersonal Interaction	Teacher : Assalamu'alaikum Wr.Wb.
	Teacher : Good morning student
	Teacher : How are you today?
	Student : Let's pray begins....finish.
	Teacher : For last week's material, is there anything else you want to ask or is it still unclear?
	Student : Attention please, lets pray begins.....finish
	Teacher : Oke, untuk hari ini kita akan melanjutkan materi yang kemarin. Tolong dibuka buku kalian page 167 chapter 11.
	Teacher : Page one hundret sixty seven, 167 oke. Langkah pertama kamu perhatikan dulu gambar itu ya, diamati dulu, tak beri waktu sekitar 2 menit untuk mengamati gambar itu, ada benda apa saja? (Silence, para siswa mengamati buku masing-masing)
	Teacher : No? Oke, next. Coba di buka halaman 170, langsung dikerjakan disitu, saya kasih waktu 15 menit selesai. Yang sudah selesai nanti dikumpulkan dimeja depan. (Silence karena para siswa fokus mengerjakan tugas masing-masing ataupun berdiskusi dengan teman sebangku)
	Teacher : Oke sudah semua. Sebelum saya akhiri, apa masih ada yang ingin ditanyakan tentang materi hari ini?
Interpersonal Interaction	Teacher : Ok, let me check your attendance first. Who's absent today? Student : Syafa izin pak
	Teacher : Terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? what is in your imagination or what do you think? Student : membuat pagar
	Teacher : Oke good, next? Student : Sandpaper
	Teacher : What is it sandpaper? Student : Amplas
	Teacher : Terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? What is in your imagination or what do you think? Student : Membuat pagar

	Teacher : Oke good, ini ada pendapat mau membuat pagar. Mungkin ada yang lain?
	Student : Membuat bangku
	Teacher : Palu dalam bahasa inggris apa?
	Student : Hammer
	Teacher : Ya hammer, terus apalagi?
	Student : Paku
	Teacher : Paku in English?
	Student : Nail
	Teacher : Gergaji, What?
	Student : Saw
	Student : Pakai bahasa inggris pak?
	Teacher : Ya iya to
	Student : Waktu majunya nanti boleh bawa teks pak?
	Teacher : Tidak, dihafalkan
	Student : Yahhh, kalo tidak hafal gimana pak?
	Teacher : Tidak apa-apa, untuk melatih percaya diri kalian dalam berbicara bahasa inggris.
Small Group Interaction	Teacher : Terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? What is in your imagination or what do you think?
	Student : Membuat pagar
	Teacher : Oke good, ini ada pendapat mau membuat pagar. Mungkin ada yang lain?
	Student : Membuat bangku
	Teacher : Oke membuat bangku, terus yang lain?
	Student : Membuat pintu
	Teacher : Palu dalam bahasa inggris apa?
	Student : Hammer
	Teacher : Ya hammer, terus apalagi?
	Student : Paku
	Teacher : Paku in English?
	Student : Nail
	Teacher : Gergaji, What?
	Student : Saw
	Teacher : Ya betul, terus apalagi?
	Student : Cat
Public Interaction	Teacher : Assalamu'alaikum Wr.Wb.
	Students : Wa'alaikumsalam Wr.Wb.
	Teacher : Good morning student
	Students : Good morning sir
	Teacher : How are you today?
	Students : I'm fine.
	Teacher : Oke, untuk hari ini kita akan melanjutkan materi yang kemarin. Tolong dibuka buku kalian page 167 chapter 11.

	Teacher : Page one hundret sixty seven, 167 oke. Langkah pertama kamu perhatikan dulu gambar itu ya, diamati dulu, tak beri waktu sekitar 2 menit untuk mengamati gambar itu, ada benda apa saja?
	Teacher : Cukup. Oke sekarang, the object of the picture apa saja tadi? Benda-benda yang ada disitu apa saja tadi? Students : Kayu Teacher : Dalam bahasa inggris? Students : Wood
	Teacher : Oke. Pak guru tanya dulu, benda-benda yang ada digambar itu tadikan udah disebutkan ada kayu, itu ada orang tidak itu? Students : Ada Teacher : Itu anaknya perempuan atau laki-laki? Students : Boy and girl
	Teacher : Nah sekarang kalian tau sudah ada alat dan sudah ada bahan. Berarti sudah ada background gambar itu mungkin lebih tepatnya nanti anak-anak itu nanti akan membuat bangku dari kayu. Terus mungkin lebih jelasnya kalian perhatikan halaman berikutnya, jadi disini nanti kamu akan belajar "We will learn to give an account of events and activities in order : to share our experience, to show that we're pround of them, to learn from them, and to report them. kita akan menjelaskan suatu peristiwa atau kegiatan secara urut. Yang pertama share our experiences atau membagikan pengalaman kita.
	Teacher : Dari dialog ini nanti saya minta, kalian menceritakan pengalamanmu mungkin di waktu dulu SD boleh TK boleh. Terus nanti rencananya minggu depan dipraktekkan ke depan. Ini tugas perorangan ya, bukan kelompok. Jadi semua bikin. Ada pertanyaan tidak tentang tugas ini?
	Teacher : Tidak apa-apa, untuk melatih percaya diri kalian dalam berbicara bahasa inggris.
	Teacher : Ada pertanyaan lain tentang tugas ini? Masih ada waktu persiapan untuk seminggu tolong disiapkan sebaik mungkin. 1-3 paragraf boleh. Oke? Ada pertanyaan lainnya? Kalau tidak ada saya lanjutkan, please tell me. Students : No Teacher : No? Oke, next. Coba di buka halaman 170, langsung dikerjakan disitu, saya kasih waktu 15 menit selesai. Yang sudah selesai

	nanti dikumpulkan dimeja depan.
	Teacher : Oke sudah semua. Sebelum saya akhiri, apa masih ada yang ingin ditanyakan tentang materi hari ini?
	Students : No
	Teacher : Saya nanti minta tolong untuk pertemuan yang akan datang, nanti kamu siapkan tugas tadi dengan sebaik-baiknya.
	Students : Yes sir
	Teacher : Oke kalau sudah tidak ada yang ditanyakan, marilah kita tutup kelas dengan saying hamdallah togerther.
	Students : Alhamdulillahi robbil 'alaamiin.
	Teacher : Thankyou very much and see you leter.
	Students : See you.

Result of Observation Verbal Interaction Between Student and Student

(Meeting 1 : VIII B)

Aspect	Action
Group Project Interaction	-
Peer interaction	Student : halaman berapa tadi pak ? Student(1) : 167
	S(1) : "Let's work together to plan our texts to tell our experience?" S(2) : "Okay. I'll tell how my brother and I made the garden benches." S(1) : "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?" S(3) : "I will tell my sister's funny experience last Saturday. She went to school on Saturday!" S(1) : "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?" S(2) : "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea." S(3) : "What did you do?" S(2) : "We told Dad that we wanted to make garden benches from the wood. He agreed and he would help us." S(1) : "What did your father do to help you?" S(2) : "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height." S(3) : "And after that?" S(2) : "After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for a week." S(1) : "When they were dry, what did you do?" S(2) : "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days." S(3) : "Okay. Now let's help Edo write his experience in a good order."

Group Case Study	-
Discussion or Debate	-

Result of Observation Verbal Interaction Between Teacher and Students

(Meeting 2 : VIII C)

Aspect	Action
Intrapersonal Interaction	Student : Attention please, lets pray begins.....finish.
	Teacher : Assalamu'alaikum Wr.Wb.
	Teacher : Good morning students
	Teacher : Fine today?
	Teacher : You have any homework?
	Teacher : Coba bukunya paket dikeluarkan. Open your book page 183. Sudah? Kalian perhatikan itu, kita akan bermain peran dalam memberi dan meminta informasi.
	Teacher : Sudah?
	Teacher : Oke, pake pembukaan dulu ya, morning friend gitu , terus soalnya di baca lalu kemudian baru jawabannya.
	Teacher : Dari ini kalian langsung buka halaman berikutnya. Fokus ke latihan halaman 185, jadi yang halaman 183 ini nanti dasar untuk mengerjakan atau melengkapi kalimat pada halaman 185 ini, nomor 1 itu sudah ada contohnya. Ini saya beri waktu sekitar 20menit lalu nanti saya akan acak untuk menyampaikan pendapatnya. Paham?
	(siswa bising memilih kelompok) Teacher : Hallo hallo
Interpersonal Interaction	Teacher : Oke, pake pembukaan dulu ya, morning friend gitu , terus soalnya di baca lalu kemudian baru jawabannya. Student : Assalamu'alaikum Wr. Wb.
	Student : Udin's family came to Mrs. Wayan's home. We went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. Teacher : Oke good Ibnu, bener.
	Student : Udin's family took her to hospital. At 10.30, my parents and I took Mrs. Wayan to hospital. My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. Teacher : oke good answer Evrylia.
	Student : Mrs. Wayan had to stay in the hospital. In the emergency room, a doctor examined her. Then he said Mrs. Wayan had to stay in the hospital. Wassalamu'alaikum wr.wb. Teacher : Good oke
	Student : Udin's family went home. When she was already in the ward, we went home. It was 2 a.m. Teacher : Good answer, thankyou Raffa

Small Group Interaction	Teacher :..........Ini tolong dikerjakan secara kelompok, untuk kelompoknya tak kasih kebebasan. 1 kelompok boleh 3-4 orang. Students : ya pak
Public Interaction	Teacher : Assalamu'alaikum Wr.Wb. Students : Wa'alaikumsalam Wr.Wb.
	Teacher : Good morning students Students : Good morning sir
	Teacher : Fine today? Students : Fine sir
	Teacher : You have any homework? Students : No sir
	Teacher : Coba bukunya paket dikeluarkan. Open your book page 183. Sudah? Kalian perhatikan itu, kita akan bermain peran dalam memberi dan meminta informasi. Students : Yes sir
	Teacher : Dari ini kalian langsung buka halaman berikutnya. Fokus ke latihan halaman 185, jadi yang halaman 183 ini nanti dasar untuk mengerjakan atau melengkapi kalimat pada halaman 185 ini, nomor 1 itu sudah ada contohnya. Ini saya beri waktu sekitar 20menit lalu nanti saya akan acak untuk menyampaikan pendapatnya. Paham? Students : Paham pak.
	Teacher : Sudah? Students : Belum
	Teacher : Paham ya? Untuk pekerjaan rumah, tolong dibuka halaman 187 itu dibaca dulu dan kerjakan halaman 189. Paham ini untuk pr? Students : Paham pak.
	Teacher : Kemudian sekarang kita masuk ke materi halaman 190. Oke, kamu perhatikan halaman 191 itu ada beberapa, coba pak guru tanya dulu "part" itu apa? Kamu kalau nonton game ada tulisan part, part 1, part 2, part 3 itu apa? Students : Bagian.
	Teacher : Bagian yak betul. Ini tolong dikerjakan secara kelompok, untuk kelompoknya tak kasih kebebasan. 1 kelompok boleh 3-4 orang. Students : Ya pak
	(students noisily choose groups) T : hello hello Ss : haii haii
	Teacher : Dengarkan dulu, jadi ini belum urut, urutannya belum baik. Jadi nanti kalian urutkan agar menjadi cerita yang baik. Bareng- bareng nanti bisa didiskusikan dengan teman kelompokmu. Everyone any question? Please tell me, you understand?

	Students : No question pak. Teacher : Oke jika tidak ada pertanyaan, kalian kerjakan 10menit.
	Teacher : Kalau sudah dikumpulkan, jangan lupa tulis nama anggota kelompoknya.
	Teacher : Oke sekarang kalian kembali ke tempat duduk masing-masing....sit down please, oke saya kira itu saja, jangan lupa pr yang saya kasih tadi tolong dikerjakan dirumah ya. Students : Yaa pak
	Teacher : Oke that's all, thankyou very much and thanks for your attention, see you leter. Students : See you.

Result of Observation Verbal Interaction Between Student and Student

(Meeting 2 : VIII C)

Aspect	Action
Group Project Interaction	Teacher : Bagian yak betul. Ini tolong dikerjakan secara kelompok, untuk kelompoknya tak kasih kebebasan. 1 kelompok boleh 3-4 orang. Students : Ya pak
Peer interaction	-
Group Case Study	-
Discussion or Debate	-

Result of observation checklist of the first meeting (VIII B)

Aspect	Indicators	Yes	No	Action	Description
	Accept Feeling	√		The teacher asked the student's how they were feeling at that day.	T : How are you today ?
		√		The teacher closed the lesson at the day.	T : Thankyou very much and see you leter
	Praise/Encourages	√		The teacher gave a praise of student's answer.	T : Oke good. Next ?
		√		The teacher gave a praise because the students answered the question correctly	T : ya nail betul
Teacher Talk	Accept/uses idea of students	√		If a student passes on some suggestion, then the teacher may repeat in nutshell in his own style or words.	T : Oke good, ini ada pendapat mau membuat pagar. Mungkin ada yang lain?
	Asking Question	√		The teacher did stimulate before explained the material	T : terus, saya tanya dulu kira-kira dibayangan kalian apa kok ada alat-alat itu, kira-kira nanti buat apa? what is in your imagination or what do you think?
		√		The teacher checked the understanding of the students	T : .... Oke? Ada pertanyaan lainnya? Kalau tidak ada saya

			100		lanjutkan, please tell me.
		√		The teacher checked the understanding of the students	T : oke sudah semua. Sebelum saya akhiri, apa masih ada yang ingin ditanyakan tentang materi hari ini?
	Lecturing	√		The teacher explained the material in front of the classroom.	T : Nah sekarang kalian tau sudah ada alat dan sudah ada bahan. Berarti sudah ada background gambar itu mungkin lebih tepatnya nanti anak-anak itu nanti akan membuat bangku dari kayu. Terus mungkin lebih jelasnya kalian perhatikan halaman berikutnya, jadi disini nanti kamu akan belajar "We will learn to give an account of events and activities in order : to share our experience, to show that we're pround of them, to learn from them, and to report them. kita akan

					menjelaskan suatu peristiwa atau kegiatan secara urut. Yang pertama share our experiences atau membagikan pengalaman kita.
	Giving Direction	√		The teacher checked the attendance list of students	T : Ok, let me check your attendance first. Who's absent today?
		√		The teacher asked the students to did the exercise	T : no? Oke, next. Coba di buka halaman 170, langsung dikerjakan disitu, saya kasih waktu 15 menit selesai. Yang sudah selesai nanti dikumpulkan dimeja depan.
	Criticizing or justifying authority	√		The teacher asks "what" and "why" to the students also come under this category	T : gergaji, what?
Student Talk	Student talk-response	√		The students responded the teacher"s greeting as well	Ss : I'm fine
		√		The student answered teacher"s question	Ss : kayu
					Ss : wood
					Ss : sandpaper
					S : amplas
		√		The students	S : pakai

				respond when the teacher gives them assignments	bahasa inggris pak?
	Students talk initiation	√		The students ask questions as a way of expressing their ideas	S : waktu majunya nanti boleh bawa teks pak?
					Ss : yahhh, kalo tidak hafal gimana pak?
Silence	Silence or confusion	√		The students looked at each other's books	Silence
		√		The students focused on doing their respective assignments or discussing with their classmates	Silence

Result of observation checklist of the second meeting (VIII C)

Aspect	Indicators	Yes	No	Action	Description
	Accept Feeling	√		The teacher asked the student's how they were feeling at that day.	T : Fine today?
		√		The teacher closed the lesson at the day.	T : oke that's all, thankyou very much and thanks for your attention, see you leter
	Praise/Encourages	√		The teacher gave a praise of student's answer.	T : oke good Ibnu, bener C.
		√		The teacher gave a praise because the students answered the question correctly	T : oke good answer Evrylia
		√		The teacher gave a praise because the students answered the question correctly	T : good oke , tepuk tangan untuk temanmu
Teacher Talk	Accept/uses idea of students		√	-	-
	Asking Question	√		The teacher asked topic in the material at the day	T : .... coba pak guru tanya dulu "part" itu apa? Kamu kalau nonton game ada tulisan part, part 1, part 2, part 3 itu apa?
		√		The teacher checked the understanding of the students	T : paham ya? Untuk pekerjaan rumah, tolong dibuka

			104		halaman 187 itu dibaca dulu dan kerjakan halaman 189. Paham ini untuk pr?
		√		The teacher checked the understanding of the students	T : .... Everyone any question? Please tell me, you understand?
	Lecturing	√		The teacher explained the material in front of the classroom.	T : coba bukunya paket dikeluarkan. Open your book page 183. Sudah? Kalian perhatikan itu, kita akan bermain peran dalam memberi dan meminta informasi.
	Giving Direction	√		The teacher asked the students to did the exercise	T : Dari ini kalian langsung buka halaman berikutnya. Fokus ke latihan halaman 185, jadi yang halaman 183 ini nanti dasar untuk mengerjakan atau melengkapi kalimat pada halaman 185 ini, nomor 1 itu sudah ada contohnya. Ini saya beri waktu sekitar 20menit lalu nanti saya akan acak

					mentuk menyampaikan pendapatnya. Paham?
	Criticizing or justifying authority		√	-	-
Student Talk	Student talk-response	√		The students responded the teacher''s greeting as well	Ss : I'm fine
		√		The student answered teacher''s question	Ss : Bagian
					Ss : Ya pak
					Ss : Yaa
		√		The students respond when the teacher gives them assignments	S : Paham pak
					Ss : No question pak
	Students talk initiation		√	-	-
Silence	Silence or confusion	√		The students focus on doing the tasks given	Silence

Chapter XI

Yes, we made it!
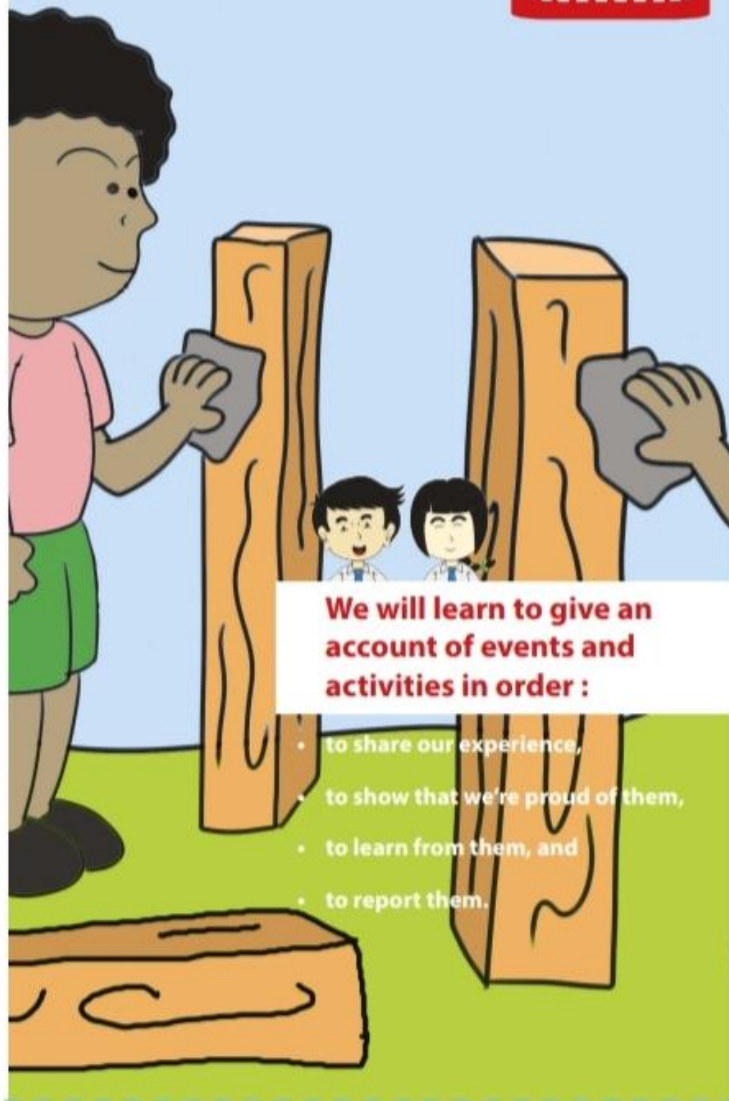
We will learn to give an account of events and activities in order :

- to share our experience,
- to show that we're proud of them,
- to learn from them, and
- to report them.

Udin: "Let's work together to plan our texts to tell our experience?"

Edo: "Okay. I'll tell how my brother and I made the garden benches."

Udin: "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?"

Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"

Udin: "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"

Edo: "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."

Lina: "What did you do?"

Edo: "We told Dad that we wanted to make garden benches from the wood. He agreed and he would help us."

Udin: "What did your father do to help you?"

Edo: "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height."

Lina: "And after that?"

Edo: "After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for a week."

Udin: "When they were dry, what did you do?"

Edo: "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days."

Lina: "Okay. Now let's help Edo write his experience in a good order."

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We will write Edo's statement that matches each of the pictures.

Here are what we will do. **First**, we will study each of the pictures carefully. **Second**, we will read the conversation again. **Then**, we will discuss which statement matches each of the pictures. **Finally**, we will handwrite the statements on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Collecting Information

1. Picture 1: My father cut down the old mango tree behind our house three weeks ago.

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

We will work in groups. We will put the events and the sentences in each event of Lina's experience on page 191 in the right order.

Here are what we will do. **First**, we will read the events carefully. **Second**, we will discuss and decide the right order of the events. **Third**, we will read the sentences in each of the events and decide the right order of the sentences. **Then**, we will handwrite the result of our discussion on a piece of paper.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Part _____

- Suddenly I felt very hot on my cheek.
- I forgot that I was holding a hot spatula.
- But, thank God, my sister was unharmed.
- The hot spatula was on my cheek.

Part _____

- Without thinking, I caught her.
- Suddenly I saw my little sister, Fika, who was then two and a half years old.
- She almost hit her head on the frying pan.
- She was running fast to me.

Part _____

- I was helping my mum in the kitchen.
- This is how I got the scar on my face.
- When I was in Grade III, I had a little accident.
- We were making fried rice for breakfast.

PEMERINTAH KABUPATEN SUKOHARJO
UPTD SMP NEGERI 2 GROGOL
TAHUN PELAJARAN 2022 / 2023

ANALISIS ULANGAN HARIAN

Mata Pelajaran   :   Satuan Pendidikan : SMP
Materi Pokok   :   Banyak Soal : Butir
Kelas / Semester : VIII B   Banyak Peserta Tes : Siswa

Nomor			Nama Siswa	L/P	Skor Yang Diperoleh											% Keter-capaian	Ketuntasan	
Urut	NIS	NISN			1	2	3	4	5	6	7	8	9	10	Jml		Ya	Tidak
1	7257	0089401113	Ahmad Abu Zubair	L														
2	7258	89248690	Alif Fachri Ramadhan	L														
3	7259	0087984049	Anjaira Rahma Dilla Putri	P														
4	7260	0098534642	Annisa Eka Wardhani	P														
5	7261	3091854429	Ardan Putra Alva Riyadi	L														
6	7262	0095369974	Arfanda Putri Aryani	P														
7	7263	0097597275	Arya Eko Praworo	L														
8	7264	0072023300	Briyan Andri Firmansyah	L														
9	7265	0089035228	Desyasa Ganda Dewi Chaisara	P														
10	7266	0096494836	Fathan Ghozali	L														
11	7267	0095347057	Jehezkiel Alvino	L														
12	7268	3082263739	Metta Novalia	P														
13	7269	0085404216	Muhammad Hartono Catur Pamungkas	L														
14	7270	3085382962	Muhammad Ihsan Ramadhan	L														
15	7271	3087535180	Muhammad Rendra Aditiya	L														
16	7272	0085761316	Muhammad Ridwan Nur Azis	L														
17	7273	0088337116	Muhammad Triyanto	L														
18	7274	0088540433	Nabila Andarista	P														
19	7275	0098197603	Nasilla Nur Anggraeni	P														
20	7276	0099838844	Nayla Nurjanah	P														
21	7277	0097223027	Rafika January Yanti	P														
22	7278	0074571864	Rangga Aditya Pramana	L														
23	7279	0088518512	Refangga Bilal Dhenan Permata	L														
24	7280	0081931146	Reza Maulana Saputra	L														
25	7281	0099928644	Shevilla Mutiara Cinta Prayoga	P														
26	7282	0088298908	Silvi Octaviana Putri	P														
27	7283	0099234151	Siti Fatonah	P														
28	7284	0072914255	Ulinnuha Kaka Saifudin	L														
29	7285	0083080371	Vinda Ardi Rohmania	P														
30	7286	0086875410	Yovie Pradana Putra	L														
31	7287	0099870596	Zahra Tussita Aulia Ariviani	L														
32	7288	0097685815	Zahwa Indah Herdistya Putri	P														
			Jumlah Skor															
			Jumlah Skor Maksimal															
			% Skor Tercapai															

Mengetahui   Grogol, _____
Kepala Sekolah   Guru Mata Pelajaran

ANALISIS ULANGAN HARIAN

Mata Pelajaran :
Materi Pokok : .
Kelas / Semester : VIII C

Satuan Pendi...
Banyak Soal
Banyak Peser...

Nomor			Nama Siswa	L/P	Skor Yang Diperoleh								
Urut	NIS	NISN			1	2	3	4	5	6	7	8	
1	7289	0086719448	Afrizal Dani Taufiqoh	L									
2	7290	0084823698	Anindhita Restu Chayati	P									
3	7291	3095681785	Anisa Istiqomah	P									
4	7292	0096429245	Artika Sekar Fajarianingrum	P									
5	7293	0094108704	Ashila Regita Luthfi	P									
6	7294	0097471518	Bagas Cokro Pambayun	L									
7	7295	0095653223	Bunga Vita Lestari	P									
8	7296	0081765102	Elisa Dwi Anggraini	P									
9	7297	0095290855	Evrylia Anastasya	P									
10	7299	0097132427	Fery Navi Fatama	L									
11	7300	0089469850	Hanifah Vidya Nastiti	P									
12	7301	0089069007	Helzinki Eshal Nafisa	P									
13	7302	0099500033	Ibnu Khoirul Mussafa	L									
14	7303	0098276540	Jihan Salsabila	P									
15	7304	0085426775	Marchelin Arsyad Arvino	L									
16	7305	0085106257	Mohammad Rizky	L									
17	7306	0086212526	Muhammad Dafi	L									
18	7307	0083224748	Nabila Putri Priyantari	P									
19	7308	0098708833	Natasya Permata Mega Febriani	P									
20	7309	0097820733	Raffa Robbani Araya	L									
21	7310	0096450902	Reno Bintang Saputra	L									
22	7311	0083363798	Reyhan Ramadhani	L									
23	7312	0093268247	Rina Sulistyawati	P									
24	7313	0088014470	Rizki Ramadhani	L									
25	7314	0092676782	Syifa Khasanah	P									
26	7315	0091251797	Syifa Syafira Putri Anggun Permadani	P									
27	7316	0081534505	Tegar Lingga Agung Aji Prabowo	L									
28	7317	0071766713	Triana Hani Puspita	P									
29	7318	0087836877	Ugi Jaya Mohamad	L									
30	7319	0075375759	Verdi Dwi Ariyanto	L									
31	7320	0084094498	Vio Andhika Triatmo	L									
			Jumlah Skor										
			Jumlah Skor Maksimal										
			% Skor Tercapai										

Mengetahui
Kepala Sekolah

G...
G...