



**LECTURER-STUDENTS' VERBAL INTERACTION IN
CLASSROOM AT LANGUAGE DEVELOPMENT
CENTRE UIN SYAHADA PADANGSIDIMPUAN**

A THESIS

Submitted to state Islamic university Syekh Ali Hasan Ahmad Addary
Padangsidimpuan as a Partial Fulfillment of the Requirement for the
Degree of Educational Scholar (S.Pd) in English Department

Written By:

AFRIDA RIANISANI
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ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2022



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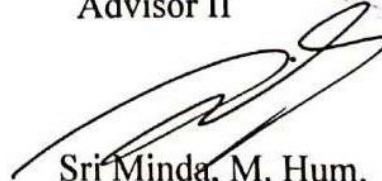
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LETTER AGREEMENT

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Padangsidimpuan, 23 November 2022

Item : 7 (seven) exemplars

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To: **Dean**

Tarbiyah and Teacher Training Faculty

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Padangsidimpuan

Assalamu 'alaikumwarohmatullah wabarakatuh

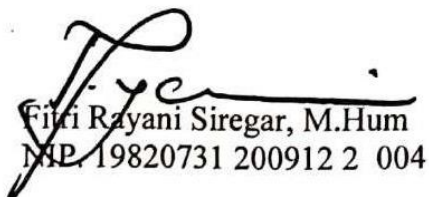
After reading, studying and giving advice for necessary revision on the thesis belongs to **Afrida Rianisani**, entitled "**Lecturer-Students' Verbal Interaction in Classroom at Language Development Centre UIN SYAHADA Padangsidimpuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University the Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty to State Islamic University the Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN SYAHADA Padangsidimpuan in article 14 verse 2.

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LEGALIZATION

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UIN SYAHADA**

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Padangsidimpuan**

ABSTRACT

This research intended to analyze lecturer-students' verbal interaction in classroom at language development centre UIN SYAHADA Padangsidimpuan. The problems face by students verbal interaction were some students are silent and students have less confidence to ask the lecturer and make verbal interaction. Lecturer is still the centre and makes more verbal interaction with students also

This research had two formulations of the problem; they are how is lecturer-students' verbal interaction in classroom and what are the categories of lecturer-students' verbal interaction in classroom at language development centre UIN SYAHADA Padangsidimpuan. The purpose of this research was to analyze lecturer-students' verbal interaction occurred in the classroom and what the categories of verbal interaction in the classroom.

This research used descriptive qualitative research method on lecturer-students' verbal interaction in the classroom. The researcher chose the second semester students at English Language Development Centre UIN SYAHADA Padangsidimpuan which consist 26 students and a lecturer as subject in this research. In collecting the data, the researcher used observation and interview. Foreign Language Interaction Analysis system was used to identify and analyze lecturer and students talk in verbal interaction in the classroom.

The result of the research is the researcher found the verbal interaction in the classroom was Initiation, Response, Feedback doing by the lecturer and students. The researcher also found 12 categories aspect of teacher talk and student talk based on FLINT theory. There are 8 categories aspect of teacher talk, they are: deal with feeling, praises or encourages, uses ideas of students, repeats student response verbatim, asks question, give information, give directions, and criticizes students response. There are 4 categories of student talk, they are: student response specific, student response open-ended or student-initiated, silence and confusion.

Key Words: verbal interaction, classroom, lecture-students talk

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis interaksi verbal dosen-mahasiswa di ruang kelas di pusat pengembangan bahasa UIN SYAHADA Padangsidimpuan. Permasalahan yang dihadapi mahasiswa dalam interaksi verbal adalah sebagian mahasiswa diam dan kurang percaya diri untuk bertanya kepada dosen dan melakukan interaksi verbal. Dosen masih menjadi pusat dan lebih banyak melakukan interaksi verbal dengan mahasiswa

Penelitian ini memiliki dua rumusan masalah; yaitu bagaimana interaksi verbal dosen-mahasiswa di kelas dan apa saja kategori interaksi verbal dosen-mahasiswa di kelas di pusat pengembangan bahasa UIN SYAHADA Padangsidimpuan. Tujuan dari penelitian ini adalah untuk menganalisis interaksi verbal dosen-mahasiswa yang terjadi di dalam kelas dan apa saja kategori interaksi verbal di dalam kelas.

Penelitian ini menggunakan metode penelitian kualitatif deskriptif pada interaksi verbal dosen-mahasiswa di dalam kelas. Peneliti memilih mahasiswa semester dua di Pusat Pengembangan Bahasa Inggris UIN SYAHADA Padangsidimpuan yang terdiri dari 26 mahasiswa dan seorang dosen sebagai subjek dalam penelitian ini. Dalam mengumpulkan data, peneliti menggunakan observasi dan wawancara. Sistem Analisis Interaksi Bahasa Asing digunakan untuk mengidentifikasi dan menganalisis pembicaraan dosen dan mahasiswa dalam interaksi verbal di dalam kelas.

Hasil dari penelitian ini adalah peneliti menemukan interaksi verbal di dalam kelas berupa Inisiasi, Respon, Umpan Balik yang dilakukan oleh dosen dan mahasiswa. Peneliti juga menemukan 12 kategori aspek pembicaraan guru dan pembicaraan siswa berdasarkan teori FLINT. Ada 8 kategori aspek tuturan guru, yaitu: menyikapi perasaan, memuji atau mendorong, menggunakan gagasan siswa, mengulangi tanggapan siswa secara verbatim, mengajukan pertanyaan, memberi informasi, memberi arahan, dan mengkritik tanggapan siswa. Ada 4 kategori pembicaraan siswa, yaitu: respons siswa spesifik, respons siswa terbuka atau inisiatif siswa, diam dan bingung.

Kata Kunci: Interaksi Verbal, Ruang kelas, Perkataan Dosen-Siswa

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the researcher realizes that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidempuan, November 2022

Researcher

AFRIDA RIANISANI

Reg. No. 17 203 00065

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Padangsidempuan

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CHAPTER I INTRODUCTION

A. Background of Problem

Language plays so important role in human life, because it has been used by human as a tool of communication since was born. Moreover, one of the languages that have a significant effect in international interaction is English. It is use to establish international relation for communication purpose and for the exchange of views with different countries of the world. So, every one require to learn English. Because of this new era English is one of the mandatory requirements to apply for a job.

In the classroom, the lecturers and students are the language learners. The lecturers learn from what they teach to students and the students learn from what they get from the lecturers.¹ When one of those two learners does not interact well with each other's, communication will fail.

Knowledge of English is very important for students, students can get to know how to frame sentences, how to use words in dialogues while speaking to others. As every word has a particular context where it fits right, using words in such a manner in English is an art that can only be mastered by practice. When the students really have positive attitude towards the target language (English), they will enjoy learning English as much as

¹ Sokhira Linda Vinde Rambe., "Varying Interaction Patterns to Create Communicative Teaching and Learning," *English Journal for Teaching and Learning* 08, no. 01 (2020): p.92, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ%0AVarying>.

possible and thinking English as an important part of learning and will put great effort to learn.² Therefore, they will improve their language skill also.

In addition, students usually have their own styles in learning, cause of that the lecturers should vary the ways of teaching to fulfill the needs for students' differences in learning because the ways of teaching really influence students' learning interest in the classroom.³ And then, as a lecturer should be able to makes the students want to study, as many students who lack of respect when teaching and learning process.

Good interaction in the classroom will create positive relationships and contribute to effective learning. Discussion, dialogue, expressing ideas and exchanging of opinions are form of interaction that can be built in communication in the classroom.⁴ Interaction can be said as the fundamental fact of classroom pedagogy because all of the activities that happen in the classroom happen through a process of live lecturer-students or students-students interaction.⁵ Teaching and learning process use the lecturer to communicate with the students in the classroom. In fact, creating

² Fitri Rayani Siregar and Rahmadiny Siregar, "Students' Motivation in Learning English," *ENGLISH EDUCATION English Journal for Teaching and Learning* 08, no. 02 (2020): p.178, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ%0AStudents>.

³ Sokhira Linda Vinde Rambe, "Varying Teaching Styles for Learning Styles Differences Varying Teaching Styles for Learning Styles Differences," *ENGLISH EDUCATION English Journal for Teaching and Learning* 07, no. 02 (2019): p.212, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ%0AVarying>.

⁴ Hasan A. Al-hasanat, "A Study of the Extent and Nature of Classroom Verbal Interaction in Tenth-Grade , Arabic Language Class in Jordan Using Flanders Interaction Analysis Category System (FIACS)," *International Journal of Learning and Development* 7, no. 4 (2017): p.70, <https://doi.org/10.5296/ijld.v7i4.12106>.

⁵ Semi Sukarni and Siti Ulfah, "An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of Smp Negeri 18 Purworejo," *Vision: Journal for Language and Foreign Language Learning* 4, no. 2 (2015): p.263, <https://doi.org/10.21580/vjv4i21594>.

communicative interaction between the lecturer and the students is one of problems in teaching and learning process.

During teaching and learning process, there will be time when the lecturer does not get response from the students at all, though the fact the students know and have willingness to give response. Therefore, this is the time for lecturer's role in action, as a controller and an initiator; the lecturer has to carry out interactive techniques and create an interactive classroom successfully. Such as invite the students to verbal interaction. In this case, the lecturer and the students should negotiate meanings and collaborate to accomplish certain purpose during teaching and learning process. Through verbal interaction, students can demonstrate their proficiency and practice their target language.

“According David Langford, in spoken verbal interaction people use their voices to communicate with one another. They use their voices to articulate words that are put together into sequences according to the rules of the language being spoken.”⁶

Verbal interaction is one of the kind interactions during teaching and learning process in the classroom. Moreover, verbal interaction will help students to attain better learning and give opportunities to rehearse their competences. It means verbal interaction one of tool to make it easier at the teaching and learning process. The lecturer and the students need to have opportunity to try out a variety of teaching. They get their competences by listening and communicating with each other.

⁶ David Langford, *Imagining the Organisation* (London: The Mcmillan Press LTD, 1994), p.17.

In this line, to have feedback interaction, the lecturers is not only facilitating the students to learn but also stimulating students to get involved in participation. Additionally, the lecturer and the students have time when they should speak and listen. Ideal class is when the lecturer talk is less than the students talk. It means that the students are more active than the lecturer. According to Brown Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.⁷ It requires lecturer to formulate and manage learning to enable the students to achieve the target.

Based on the observation that has done by the researcher in the first class at language development center, some students are silent and students have less confidence to ask the lecturer and make verbal interaction. It happens because a lot of students feel that their English not good enough. During the learning process lecturers still the center and make more verbal interaction with students. ⁸The researcher also saw that the students participations was low, the students responded the lecturer quickly when the lecturer asked for taking attendance, but when the lecturer asked a question related to the lesson material, some the students looked shy to give the opinion.

It is also supported by the research that was conducted by Junaid about the verbal interaction between lecturers and students in classroom at Muhammadiyah University of Makassar in the Third Semester. The result

⁷ H. Douglas Brown, *Principles of Language Learning and Teaching*, 5th ed. (New York: Addison Wesley Longman, Inc, 2001), p.7.

⁸ Students of the second semester , date: February 2nd 2022, time: 09.00.

of his research saw that there are two types verbal interaction in the classroom are teacher's verbal interaction have the total times are 35 times for the first meeting and 21 times for the second meeting and it's mean that the teacher was made a lot of verbal interaction in classroom while learning process. While, student's verbal interaction has the total times are 28 times for the first meeting and 10 times for the second meeting. It means that the ability to make an interaction in classroom is very low because the students sometimes want to ask or giving an opinion but always stuck in, they did not how to speak in English.

The problem above makes the researcher interest to conduct this research in UIN SYAHADA Padangsidempuan. The researcher chose students of the second semester. The researcher focuses on verbal interaction in classroom during the learning process at language development center IAIN Padangsidempuan.

The aim of this research is to analysis classroom verbal interaction during the teaching-learning process in English learning. The reason why the researcher wants to analysis the verbal interaction in classroom of English students UIN SYAHADA Padangsidempuan because when the researcher interviewed some students they said they have less confidence to ask a question or give the opinion because they think that their English still low and lecturer still as the center during the teaching-learning process.⁹ Based on the problem above the researcher conducted this research about

⁹ Sabita and Balqis, Private Interview, on 28 February 2022. 11.00 WIB.

the classroom verbal interaction in teaching learning process entitled lecturer-students' verbal interaction in classroom at language development center UIN SYAHADA Padangsidempuan.

B. The Focus of the Research

The research focuses on lecturer and students verbal interaction in classroom at language development center UIN SYAHADA Padangsidempuan. The research is limited at the English subject at the second semester. There are 34 classes in language development center, and these have been ranked based on the results of students' final grades in the first semester. The 34 classes are divided into 2 parts, where the 1st class to the 17th class will carry out teaching and learning activities in the morning and the 18th to the 34th in the afternoon. In this research, the researcher choose the random classes so that it is possible for the researcher to find out the categories of verbal interaction and how the verbal interaction in this classroom. There are twenty six students in the class and the lecturer who teaches English in the class. This research will be conducted in four times and the researcher wants to see the verbal interaction between lecturer and students in classroom seen from lecturer talk and students talk.

C. The Formulation of the Problems

According to the background of the problem above, the researcher formulates the problems as follows:

1. How is the verbal interaction between lecturer and students in the Classroom at language development center UIN SYAHADA Padangsidempuan?
2. What are the categories of lecturer-students verbal interaction in Classroom at language development center UIN SYAHADA Pdangdisimpuan?

D. The Objectives of the research

1. To know the verbal interaction that occur between lecturer and students in the classroom at language development center UIN SYAHADA Padangsidempuan.
2. To find out the categories of lecturer-students verbal interaction in classroom at language development center UIN SYAHADA Padangsidempuan.

E. The Significances of the Research

This researcher hopes that the result of this research will be beneficial as the contributions presented as follow:

1. Other researcher, the researcher expects that this study will give information and can be beneficial for other researcher about verbal interaction in classroom and the types of verbal interaction used in classroom.
2. Lecturers of the Language Development Center, it used as a consideration to optimist and evolve the interaction in classroom, especially on verbal interaction.

3. Students can improve their knowledge about the teacher-student interaction in the class especially on EFL class.

F. The Definitions of Key Term

To avoid misunderstanding between the researcher and the reader, the researcher used some terminologies to define the topic of the research like verbal interaction.

1. Verbal Interaction

Verbal interaction is the interaction between two or more people to each other through oral and written. Brown explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Successful verbal interactions will occur when both the lecturer and students could completely understand what each other means. It happens verbally among the lecturers and students during the teaching learning activity.

2. The Classroom Interaction

A classroom is a room in which teaching or learning activities can take place. Classroom is found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.

G. Outline of the Thesis

This research is organized into five chapters. Every chapter is subdivided into subtopics to elaborate the given issues. Chapter one consisted of introduction, they are : background of the problem, focus of the research, formulation of the problem, objectives of the research, significances of the research, the definitions of key term, and outline of the thesis.

Chapter two consists of review of related literature. It is divided into subchapters which consist of review verbal interaction, review of classroom interaction and review of related findings.

Chapter three consists of methodology of the research. It is divided into subchapters which consist of place and time of the research, research design, research subject, and instrument of the research, technique of data collection, technique of data analysis, and technique of checking data trustworthiness.

Chapter four consists of data description. It is divided into subchapters which consist of findings, discussion, and the threats of the research.

Chapter five consists of the conclusion about the result of this research and suggestion that are given by the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. The Verbal Interaction

a. Definitions of Verbal Interaction

Interaction is one of important aspects that must be taken into account when the lecturers teach. It is even becoming more important in learning context. Success and failure of teaching and learning can be influenced by the interaction patterns.¹ In the classroom, the lecturers and students are the language learners. The lecturers learn from what they teach to students and the students learn from what they get from the lecturers. When one of those two learners does not interact well with each other's, communication will fail.

A language is the particular form of verbal communication used by specific group of speakers.² Brown said interaction is the heart of communication. It is what communication is all about.³ Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom acting.

¹ Sokhira Linda Vinde Rambe., "Varying Interaction Patterns to Create Communicative Teaching and Learning," p.92.

² Howard Jackson and Peter Stockwell, *An Introduction to the Nature and Functions of Language*, The second (London: London SEI 7NX, 2011), p.4.

³ H.Douglas Brown, *Taching by Principles an Interactive Approach to Language Pedagogy, Teaching by Principles An Interactive Approach to Language Pedagogy* (California: Addison Wesley Longman, Inc, 2000), P.165.

The kinds of interaction are verbal interaction and non-verbal interaction. Verbal interaction related to oral and written interaction. Verbal interaction is people use their voices to communicate with one another. When people engaging in spoken verbal interaction say things, they do so with the intention that the person they are trying to communicate with respond to what has been said in similar ways.

In addition Brown explains that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.⁴ Successful verbal interactions will occur when both the lecturer and students could completely understand what each other means. It happens verbally among the lecturer and students during the teaching learning activity.

From the definition above, the researcher can conclude that verbal interaction is communication between two or more people to exchange the thoughts, feelings, or ideas through oral and written and happens when there is understanding between lecturers and students then gives responds.

b. Forms of Verbal Interaction

⁴ Ima Isnaini Taufiqur Rohmah, "Classroom Interaction in English Language Class for Students of Economics Education," *Arab World English Journal (AWEJ)* 8, no. June 2017 (2019): p.193, <https://doi.org/10.24093/awej/vol8no2.14>.

There are two forms of verbal interaction are presented as follow:

1. Oral Communication

Oral communication is a transfer of information from sender to receiver by means of verbal and visual aid, include presentations, speeches, discussions, etc.⁵ Oral communication is also more effective because it has several important features. It has to be candid, clear, complete, concise, concrete, correct and courteous. It is useful because it saves time, saves money and is more forceful than other modes of communication.

Speaking is one oral interaction/communication in which the participants need to negotiate the meaning contained in ideas feeling and manage in terms of who is to say what, to whom and about what.⁶ It means that Speaking is an oral interaction or an act of producing words which the participants can express their ideas and feeling and also they can communicate with others, by speaking the communication can be understood be easily.

The disadvantages of oral communication often reduce its effectiveness. It is not possible to connect to distant people without the aid of technical devices. It is not possible to transmit long messages through oral communication. If it is not being recorded

⁵ R Prabavathi and P C Nagasubramani, "Effective Oral and Written Communication," *Proceedings of the Conference on "Recent Trend of Teaching Methods in Education" Organised by Sri Sai Bharath College of Education Dindigul-624710, Tamil Nadu, India 3* (2018): P.30, <https://dx.doi.org/10.21839/jaar.2018.v3S1.164>.

⁶ Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p.204.

on any technical device like tape recorder or video recorder, it is not easy to reproduce the oral communication between two persons as evidence.

That is why it does not have legal validity as people can keep on changing their oral versions from time to time. In case of any misunderstanding due to wrong communication, it is not possible to fix responsibility.

2. Written Communication

A 'written communication' means the sending of messages, orders or instructions in writing through letters, circulars, manuals, reports, telegrams, office memos, bulletins, etc. It is a formal method of communication and is less flexible. A written document preserved properly becomes a permanent record for future reference. The written communication refers to the process of conveying a message through the written symbols. In other words, any message exchanged between two or more persons that make use of written words is called as written communication. It is helpful because it can be used as alternative method and gives permanent records during the learning process.

c. **The Characteristics of Verbal Interaction**

There are several characteristics that are specific to verbal interaction, namely:

1. The message being communicated is directly or indirectly related to an object
2. We use concepts to communicate messages
3. The content should be understood by both the sender and receiver
4. Cultural factors influence the content of messages
5. While communicating emotions and feelings, a sender's state of mind influences the content of messages.

2. The Classroom Interaction

a. Definition of Classroom Interaction

Classroom is a place that there are more than one people to learn something and have same purpose. In teaching and learning process between lecturer and students in the classroom can run easily because of interaction. Interaction can be said as the fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction.⁷ In the classroom interaction, lecturer does not only act as a guide, facilitator, and counselor, but also give suggestions and ask questions as they do the activities.⁸ They model the target language, control the direction and pace of learning, and

⁷ Ellis Rod, *The Study of Second Language* (Oxford: Brasil Blackwell, 1994), p.565.

⁸ Rido Akhyar, "Characteristics of Classroom Interaction of English," *International Journal of Language Education* 2, no. 1 (2018): p.40,
https://www.google.com/search?q=akhyar+ridho+characteristics+of+classroom+interaction&sxsrf=APq-WBt3hRXJQakSZituK0WW_zvoGGQ8iA%3A1643597658221&ei=Wk_3YYTpDICUseMP9Ku-oAM&oq=akhyar+ridho+characteristics+of+classroom+interac&gs_lcp=Cgdnd3Mtd2l6EAEYADIHCCEQC.

monitor as well as correct learners' performance. It can be concluded that interaction is a reciprocal relation between lecturer and students involved plays the role of actively. In the process of the interaction not only occur the relationship between the parties involved, but come to be influence one another.

In addition, interaction in the classroom has an important to role as a supporter of the teaching and learning process in the classroom. Peng Hong Li states that classroom, in essence, is an activity of communication between the lecturer and students by means of information transmission.⁹ So, lecturer should use the words carefully to be successful in teaching. Each word provokes a feeling in people, specific emotions, and distinct function. If the words are applied in proper place, it will affect the soul and body of audience immediately.

Researcher can conclude that interaction in the classroom is one of tools to communicate between lecturer and students, and can used to exchange thoughts and knowledge among students and lecturers. By interaction, learners develop their language ability. It is in the interaction what communication all about is found. In interactive classes, students can join a discussion, problem solving tasks, or dialogue journals.

⁹ Sukris Sutiyo, "The Effect of Teacher ' s Verbal Communication and Non-verbal Communication on Students ' English Achievement," *Journal of Language Teaching and Research* 9, no. 2 (2018): p.430.

b. Aspect of Classroom Interaction

There are two aspects of classroom verbal interaction, presented as follow:

1. Lecturer Talk

Lecturer talk is the words or language used by the lecturer to deliver their material during the teaching-learning process. Based on Sukarni & Ulfa said that lecturer talk is a major way used by the lecturer to convey information, have discussion and negotiations and motivate the students, so the lecturer can give the students' knowledge and control students behavior.¹⁰ Lecturer talk is important because it can manage the classroom and students get language acquisition.

In language teaching what is claimed by lecturer talk is the language typically used by the lecturer in their communication.¹¹ Nunan stated: "Lecturer talk is one of important aspect not only for the organization of the classroom but also for the processes of the acquisition."¹² Lecturer talk is undeniably essential feature in relation to classroom interaction. According to Moskowitz's in Brown, lecturer talk has seven categories which enable to be

¹⁰ Sukarni and Ulfa, "An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of Smp Negeri 18 Purworejo," P.264.

¹¹ Rod, *The Study of Second Language*, p.96.

¹² Nurul Khusnaini, "The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English for Young Learner," *Journal of English Language Teaching* 8, no. 2 (2019): p.48.

analyzed in classroom interaction.¹³ Categories are mentioned and described below:

Table.2.1
Foreign Language Interaction Analysis Category System
Coding Instrument

NO	THE ASPECTS		THE CATEGORIES
1.	Indirect Lecturer Talk	1	Deals with feeling Acknowledge students- expressed emotions (feelings) in a non- threatening manner.
		2	Praises or encourages Provides positive reinforcement of student contributions.
		3	Accepts or uses ideas of students Clarifies, develops, or refers to student contribution, often non-evaluatively.
		4	Repeats student response verbatim Repeating the exact words of students after they participate.
		5	Asks questions Solicits information or opinion (non-rhetorically).
2.	Direct Lecturer Talk	6	Giving Information Presents information, opinion, or ideas: lecturing or asking rhetorical questions.

¹³ H.Douglas Brown, *Taching by Principles an Interactive Approach to Language Pedagogy*, p.170.

		7	Gives direction Supplies direction or suggestion with which a student is expected to comply.
		8	Criticizes Student Response Telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation

- a. Deals with feelings: in a non- threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.
- b. Praises or encourage: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
- c. Uses ideas of students: clarifying, using, interpreting, summarising the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.

d. Repeats student response verbatim: repeating the exact words of students after they participate.

e. Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

f. Give Information

Giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.

g. Gives Directions

Giving directions, requests or commands that students are expected to follow; directing various drills; facilitating the whole class and small group activity.

h. Criticizes Student Response

Telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation

Based on that statement, it can be known that a lecturer has to be able to make the lecturer talk balance with student talk, situation and context because it can affect students' language acquisition. It is known focus of lecturer talk is curriculum, instruction, gives direction, and evaluation-the content of conduct of teaching and learning

process, so that the lecturer's ability to combine and apply the aspects in lecturer talk is really needed.

2. Students Talk

Student talk is when students speak words or sentence that it expresses their ideas, opinion during the teaching-learning process. Student talk is student's speech when students imitates his lecturer's example, expresses student ideas or gives comments and criticism about something in the classroom.¹⁴ Through students' talk, students develop their knowledge and show the result of their concentration during the teaching-learning process.

According to Moskowitz's in Brown there are four categories of students talk described as follows:

Table.2.2
Foreign Language Interaction Analysis Category System
Coding Instrument

NO	ASPECT		CATEGORIES
1.	Student Talk	1	Student talk – response Gives a response to the teacher's question, usually a predictable answer.
		2	Student – initiation Initiates a response that is unpredictable or creative in content.
		3	Silence Leaves periods of silence or

¹⁴ Sukarni and Ulfah, "An Analysis of Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of Smp Negeri 18 Purworejo," p.265.

			inaudible verbalization lasting more than 3 seconds.
		4	Confusion More than one person at a time talking, so the interaction cannot be recorded.

- a. Student response, specific: responding to the lecturer within a specific and limited range of available or previously practiced answers, reading aloud, dictation. Drills.
- b. Student response, open-ended or student-initiated: responding to the lecturer with students own ideas, opinions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
- c. Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction. Silence –AV: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.)
- d. Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. Confusion, non-work-oriented: more than one person at a time talking to the

interaction cannot be recorded. Students out of order, not behaving as the lecturer wishes, not concerned with the task at hand.

Based on that statement, have language development when students learn language. It is the same, when students learn foreign language in the classroom. Firstly, students imitate the lecturer talk and students need more time to record every lecturer talk that it is called “silent period”, then start to express their own idea, having discussion, and finally can get their communicative competence.

c. The Characteristics of Classroom Interaction

Sinclair and Coulthard state that the most particular character in classroom interaction is IRF structure or pattern.¹⁵ The organization of InitiationRespond- Feedback (IRF) is the default interactional practice which is used extensively by the researchers to investigate classroom interaction. The definition of three patterns will explain below:

1. Initiation

An interaction from the lecturer that initiates to move, initiation is the lecturer who asks a question or action to initiate students to do interaction in the classroom. The lecturer can

¹⁵ Risna Saswati, “Analysis of Classroom Interaction Using IRF Pattern : A Case Study of EFFL Conversation Class,” *Journal of English Language Teaching* 03, no. 01 (2018): p.30, <https://doi.org/456j/vol03no02.18>.

make a creative classroom to force students to interact or make communication with others during the teaching-learning process.

2. Response moves

The effect of lecturer initiation, students do an action to respond to the initiation. The response is represented lecturer initiate in the response of initiation move by participant act. It means that students take action in interact to respond to the lecturer's stimuli.

3. Feedback

Lecturer gives the action of students' response. The feedback completes the cycle as it provides closure to the initiation and response. It means the lecturer automatically give correction and evaluation for students' response.

B. Review of Related Findings

This research is not the first research that had been done, there are some research related to this research the first is Junaid that he concluded that the types of verbal interaction that the teacher and students used in learning process in the classroom are accepts feeling, praises or encourage, asks question, lecturing, and giving direction while student talk response and silence or confusion.¹⁶ In this research the teacher's verbal interaction is dominant than the students. Meanwhile, the verbal interaction is the most

¹⁶ Junaid, "The Verbal Interaction Between Lecturers and Students in Classroom," no. August (2020), <https://doi.org/10.13140/RG.2.2.22728.34567>.

important to teacher and students in the classroom on learning process because the students can easy to understand if the teacher has a good speaking ability also interaction manage by teacher. The students can also understand if their teacher's interaction ability in classroom like can see the aspect that the students easy to understand in interaction language like verbal interaction.

The second, Girija the findings revealed that all students and teachers have much interaction on teachers talk especially in the category of direct talk.¹⁷ They must improve indirect talk much in order to be more effective in their teaching. Except one student teacher all the other student teachers pupil talk is very less and this shows that they have given more room to student initiation and response. Silence and pause is also very low this is also not encouraging and this shows that their questioning techniques must be improved to stimulate more pupils thinking.

The third, Mardiyana concluded that the teacher and the students used all the categories of the verbal classroom interaction purposed by Flanders during the English lessons at eleven grade of SMA Negeri 11 Medan.¹⁸ The teacher applied Accept felling (1.75%), Praises or Encouragement (11.95%), Accepts or Uses Ideas of Students (9.13%), Asking Question (29.53%), Lecturing (20.41%), Giving Direction (40.41%), and Criticizing

¹⁷ V Girija, "Classroom Interaction Analysis Using Flanders (FIACS)," *International Journal of Advanced Science and Technology* 29, no. 8 (2020): p.361, <http://sersc.org/journal/index.php/IJAST/article/view/10513>.

¹⁸ Fitri Mardiyana, "VERBAL INTERACTION IN ENGLISH CLASSROOM USING FLANDERS INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS)," 2018, p.70.

or Justifying Authority (15.84%). The dominant category applied by the teacher was Giving direction (40.41%). On the other hand, the students applied Student Talk-Response (57.60%), and Student Talk Initiation (13.73%). The dominant category applied by the students was Students Talk-Response (57.60%). The percentage of teacher talk in verbal classroom interaction during the English lessons at eleventh grade of SMA Negeri 11 was 59.76 %. In addition, the percentage of Student Talk was 36.72 %. It means that the teacher more active than the students during classroom verbal interaction in English lesson.

The fourth, based on Wahyu Megawati and Rudi Hartono, the most used of teachers' verbal communication in the learning process is questioning. It is used to stimulate the student's attention in the learning process.¹⁹ And the second most used verbal communication by teachers' in the class is giving direction. The direction from the teachers uses to give feedback and help the students more understand about the learning process. The most motivating of teachers' verbal communication for students is questioning, because the students will pay more attention when they try to answer the teachers' questions. It will be different if the teacher gives no question it will make the students passive because they did not get stimulation to solve any problems.

¹⁹ Wahyu Megawati dan Rudi Hartono, "The Impact of Teachers' Verbal and Non-Verbal Communication on Students' Motivation in Learning English," *English Education Journal* 10, no. 4 (2020): p.443, <http://journal.unnes.ac.id/sju/index.php/eej%0A>.

The fifth, based on Vika, finds that not all the types of Teacher-students interaction by using FLINT system are used by teacher and students in EFL class.²⁰ The researcher only found two dominant types appears and relevant with FLINT system, namely asks questions for the English talk and students response open-ended for the student talk gaining or commonly. In addition, the findings revealed that during interaction in the EFL class, the teacher tended to act as facilitator which facilitated students to speak and more active and a resource providing information needed by students. In addition, the students had more opportunity to speak and interact in EFL class by giving some responses to the teacher's talks. However, the usage of native language during interaction was frequently used.

Finally, the research is written by researcher to add and complete the kind of researches before. Therefore, the researcher wants to make an analysis about lecturer-students verbal interaction in classroom at English development center UIN SYAHADA Padangsidimpuan.

²⁰ Vika Yuliani, "An Analysis Teacher-Student Interaction On EFL Class At SMP Ihsaniyah Tegal In Academic Year 2019-2020" (2021), p.72, http://repository.upstegal.ac.id/3541/1/SKRIPSI_VIKA.pdf.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

The research was conducted at language development center of the second semester in UIN SYAHADA Padangsidempuan. This research has done from 24st of April 2022 until finished the research.

B. Research Design

The researcher used a qualitative research as the research design with descriptive method. In this research, descriptive research was in Language Development Centre UIN SYAHADA Padangsidempuan at the second semester. It was described the categories of classroom verbal interaction in the teaching-learning process and how verbal interaction occur in classroom.

C. Research Subject

The subjects of this research were lecturers and students. There are six at the second semester and four lectures who taught in English class at language development center UIN SYAHADA Padangsidempuan.

D. Instrument of the Research

In this research, the researcher took the data from structured videotaping, observation and interview. The first is videotaping. The researcher took the video of learning process in Classroom. The second is observation. The researcher observed how the condition of the

students and the lecturer in the classroom. The researcher is an observer also.

The third is interview. The researcher made five questions for the students and ten for the lecturer that related to verbal interaction during the teaching and learning process. Then the researcher interviewed the lecturer and some students to ask their opinion related to verbal interaction.

E. Technique of Data Collection

In this research, there were step that apply with the purpose of getting the data from the beginning until the end of the teaching and learning process. For the technique of data collection in this research, researcher used documentation. The documentation is video. The steps are:

1. The researcher found the population and the sample. The researcher chooses the class.
2. The researcher came to the class with the lecturer to conduct the observation when teaching learning process in the classroom.
3. The researcher recorded the situation in the classroom until finished
4. The researched asked the permission to leave the classroom and said thanks to the lecturer and students.

These are the observation steps of collecting the data:

1. The researcher re-watch the video after that, the researcher made observation checklist, then calculated of the total of observation checklist.
2. The researcher analyzed the data from the result of observation checklist.

There are the interview steps of collecting the data:

1. The researcher prepares the instruments before doing the research (Interview sheet).
2. The researcher asked the permission to the lecturer and students to be interviewed.
3. The researcher interviewed the lecturer privately and students.
4. The researcher said thanks to lecturer and students for their participation.

F. Technique of Data Analysis

Data analysis was activity that used after the data have been collected. Based on data collection, researcher analyzed the data presented by Creswell.¹ There were:

- a. Organize and prepare the data for analysis. The researcher organizes and prepares the data that has been obtained from the results of

¹ John W. Creswell, *RESEARCH DESIGN Qualitative, Quantitative and Mixed Methods Approaches Second Edition.Pdf*, Sage Publication, second (London: SAGE Publications, Inc, 2003), p.191, https://www.mendeley.com/catalogue/9e247640-1733-38ae-aec5-53ab686c9667/?utm_source=desktop&utm_medium=1.19.8&utm_campaign=open_catalog&userDocumentId=%7B5ffd3524-020c-4b3e-8a86-6e6f578a1c03%7D.

observations and interviews in the form of videos and interview sheet.

- b. Look and read all the data. The researcher collected all the data. Then, researcher watched and read all the data that have been collected.
- c. Coding the data. Researcher separates the data into categories or codes. So, the data from different source can be easily organized and compare. By coding, the researcher can examine the data.
- d. Interpretation. This is a final step in data analysis involves making an interpretation in qualitative research of the findings or results. Interpretation ask about what were the lesson learned and interpretation can take many form; be adapted for different types of design; and be flexible to convey personal, research based and action meaning.

G. Technique of Checking Data Trustworthiness

Qualitative research is also always used to keep the data collected remain consistence. As validity, researcher always tries to keep the data must be authentic, life overview of research subjects in an honest and balance. The method is commonly used to improve the data validity and data reliability in qualitative research is triangulation.² The researcher used different data sources of triangulation because in this research, researcher used the different group and different times of

² Creswell, p.197.

methods to getting the data. The uses of triangulation are to add the data and, make more accurate and clear conclusion. So in qualitative research, the triangulation is important because if the researcher wants to get more clearly conclusion, the researcher should have the strong data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contains research finding and discussion of the research. Result of the research discusses about the findings of the research and the discussion discusses about the data analysis to answer the research problem.

A. Findings

In this chapter, the researcher presents the result of the research that was done in Language Development Centre UIN SYAHADA Padangsidempuan of the second semester students, especially in the first class. The researcher would present the data that took in the classroom activity. The research finding is the result to answer the formulation of the research questions, there is what are the categories of lecture-students verbal interaction and how the lecturer-students realization the categories of verbal interaction.

The researcher observed the teaching-learning process through video recording and made an interview with the lecturer and students. The researcher conducted in four meetings. In the observation process, the researcher prepared the recorder to record the teaching learning process and observation checklist. The data of observation has been identified as described in following discussion:

1. The Lecturer-Students' Verbal Interaction in Classroom at Language Development Centre UIN SYAHADA Padangsidempuan

The observation was done in April 2022 at Language Development Center. The researcher was recorded the teaching-learning process in four meeting. During the teaching-learning process, the lecturer not always speaks up but sometimes students made interaction with the lecturer.

In the first meeting, the process of observation before the lecturer entered the class, students were prepared to sit neatly in the shape of u in the class and the lecturer opens the class with greeting and checking students' attendance list. Before continued the lesson, lecturer divided students into five groups by said the number 1 to 5. The students were one in the same number became a group. The student found and prepared their group than, the lecturer gave the instruction.

The instruction was the lecturer said a letter and students in group have to come up with a verb, a vocation, a city, and a noun whose initial letter was the letter that the lecturer mentioned. Every group that have done they have to raise their hand and said 'stop the bus'. And then, each group with the correct answer gave 5 score and the last game the group with the low score took the punishment by the lecturer.

While the game sometimes the lecturer asked the students to stay conducive and asked the group that want to answer, to repeat their answer. Each group that has answered perfectly will be given a praise by lecturer, lecturer say '*good, nice, or give an applause*' so, students

followed the game enjoy and fun. The game ended by given the punishment to the group with the low score.

After the game has finished, the lecturer and students checked the spelling of the word that they found in the game. The lecturer said the word and students said the spelling. Next, the lecturer said each word in two times than the students repeated after that, the lecturer also taught the students how to speak word in English with correct pronunciation, the word like “*see vs sea, beach vs bict*”.

Additionally, the lecturer said three questions about tourism place, like “*do you like going to holiday?, which tourism place do you like the most?, and why?*”. Then, the lecturer asked the question to some students and they answered and gave their reason base on their experiences. After that, each group had five minutes to discuss about the questions in group but, before that the lecturer made sure that students really understood by asking question “*do you get it?, and what question do you ask to your friend?*”.

In the second meeting, the lecturer opened the class by greeting that was responded by all students. After that, the lecturer will attend all students. Lecturer continued with light conversation about the coming of Ramadhan and asked students’ home work. The students’ home work is about junk food.

Previously, the lecturer gave sentences related to the lesson before, then lecturer asked students to make a sentence from sentences that made by lecturer. After that, the lecturer and students checked the students' home work together. The lecturer offered the question number 1 and the answer of students correct. The lecturer continued the questions number 2 till the last number 6 and the answer of students correct. Every time a student answered correctly, the lecturer gave praise to the students, the lecturer said, "*good, really good, ok*".

Furthermore, the lecturer asked a question about junk food in students' city. There was a student gave his opinion about junk food in his city, he was also recommended the food. However, the lecturer responded by saying, "*oh yaa, I will try*" and gave praise to the student. The lecturer offered the question to other students. There was a student recommended also traditional food in his city, the food is Hollat. Then, the lecturer responded by saying "*I like it, it's extremely delicious. Ok, thank you riswandi. Holat, if you see it in every day but, from the first time you see it, not no taste about it, you think oo it's not food. That is no... how to say, if in batak we say like langan. Try it, taste it*".

Next, the lecturer continued to the next exercise about modifiers. The teacher offered the question number 1. There is a student answered the question, the student's answer is correct, and

the lecturer responded by saying “*good student*”. The lecturer continued the questions number 2 and 3. And the students answer, the answer of students correct.

Next, the lecturer offered the questions number 4 and 5. The students’ answers, answers are correct. However, the teacher offers the question number 6. The students’ answer, but the answer is incorrect. Then, the lecturer fixed the answer of number 6. Next, to fix the students’ pronunciation the lecturer said the answer in two times and the students repeated after that and also asked some student to say in personal.

Additionally after fixed the students understood, the lecturer continued to the next lesson that was about slow food. The lecturer asked the students to look page 112 and gave students 5 minutes to look the question. After 5 minutes later, the lecturer asked the students, *do you like eating?*, however, the students answered *yes maam*. Then, the lecturer asked a *student what kinds of food do you like to eat? Efrida?*, however, student answered *sweet food*, and the lecturer responded by saying *ok, next thank you rida*.

Next, the lecturer offered the question to other students. There was a student answered *I like spicy food maam, like chicken noodle, hot plate, desserts and burger*. However the lecturer responded by saying *everything of species of food ok, good*. Next,

the lecturer continued asking the student, there was a student answered *I like spicy food maam, all of food without vegetables.* However the lecturer responded by saying *oo yaah. So, are you a foodie? Foodie,* but the students looked so confused and asked the lecturer back *what is the meaning maam?*

The lecturer explained the means of a foodie to students and the lecturer added that she is not a foodie cause she likes all kinds of food as long as halal. Then, the lecturer gave 3 minutes to students to do the assignment in the book but before that the lecturer fixed by saying *what are you going to do? What do you read? After that? How many minutes do you need.* After 3 minutes, the lecturer discussed the questions one by one together.

The lecturer offered the question number 1 the students answer together, the answer of students correct. Then, the lecturer offered the question number 2 the students answer together, the answer of students correct. The lecturer continued the question number 3 and 4. And the students answer together, the answer of students correct. After finishing the class, the lecturer concluded the lesson by repeating and gave example about the material that had learned. To know students understand or no about the material.

In the third observation, the lecturer opened the class by greeting that was responded by all students. Then, the lecturer asked

the leader of the class to lead the prayer. After that, the lecturer checked students' attendance list. After attended all students, the lecturer recalled the memories of students about all of the material that they got in previous.

The lecturer divided students into 5 groups. The lecturer said they will do the game, before start the game the lecturer gave instruction and the rule of the game. However, the lecturer made sure that students really understood what they are going to do. The conversation the lecturer and the students, when the lecturer asked the students understood.

Lecturer : Do you understand?

Students : yes...

Lecturer : I will check you first. Do you match a definition word?

Students : yes

Lecturer : do you write word on paper?

Students: no

Lecturer: do you run to the board and write the word?

Students : yes

Lecturer : do you speak the word?

Students : no

Lecturer : ok. (membagikan kertasnya kepada setiap kelompok). Are you ready?

Students : yes

After checked students understood, the lecturer started the game with the definition of restaurant. There were 5 students from each group run to the front but, the student who took the marker first, she was the one who has the right to answer. When the answer of the group was wrong, the lecturer gave the opportunity to other groups. The lecturer continued to the second definition until the eighth, the representatives from each group was able to answer.

Next, the lecturer said the ninth definition and every group tried to answer. Apparently, the answer of each group was wrong. But, the lecturer immediately told the correct answer, so that, the students are not mistaken when there are questions whose answers fool the people. The last, the lecturer said the tenth definition and it is about the person who comes to restaurant for eat. The fifth group managed to answer and came out as the winner with the highest score.

After the game finished, the lecturer asked the meaning all the definition in Indonesia language. An example the lecturer said chef then the students answered juru masak. Then to make the students remembered the lecturer asked the students to practice the vocabulary by saying in two times. Before the lecturer gave the exercise, the students wrote the material first. The exercise is about listening part the students were given two chances to listen before answering.

After finishing the class, the lecturer concluded the lesson by repeating and give example about the material that had learn. . The lecturer asked to be more able to control them self. To know students understand or no about the material. Then, the last the lecturer closed the lesson by saying Hamdalah and did not forgot greeting, the students answered the teachers' greeting.

In the fourth meeting, the lesson was about animal lover. The lecturer opened the lesson by asking five questions that have written on the board to all students one by one. The questions were *do you have any pets? What are they? how many pets do you have? what are they name? How long have you had your cats with you?*. Every time students gave an answer the lecturer never forgot to give praise. However, the lecturer responded by saying, *that is good, wow.., oh my god.*

Furthermore, the lecturer also added some questions to make the conversation lively and the students laugh so that the conversation is not boring. An example one of the students said the name of her pet using Korean language, the lecturer showed his interest by asking further question so that the student were interested in answering. The conversation the lecturer and the student when the lecturer asking the question.

Lecturer : what is his mane?

Student : park cha

Lecturer : park (menekankan) chaa. I think your cat is from korea. Park cha, I think..i think your cat become park channel yaa. Is your cat has a member?

Student : no

Lecturer : your cat just?

Student : yes

Lecturer : oh my god. Good. How long have you had your cat with you?

After asking and answering lecturer and students finished, the lecturer said the topic of lesson it was about *present perfect (for and since)*. The lecturer explained about present perfect and how to use for and since in a sentence. The lecturer also explained about differentiates between present perfect and past tense. After the lecturer has finished explaining the material and wrote something important for students on board, the lecturer gave an example and asked the students to discuss about it. The examples given are *I had a chicken for a year and I have had a chicken for a year.*

Additionally, the lecturer asked the students to analyze the example. And there was student raise his hand, then, gave his answer. Evidently, the student's answer was correct. However, the teacher responded by saying, *that is correct, give applause for sarif.*

Continued, the lecturer concluded the material by using student answer. The lecturer also gave more an example to make students more understood with the lesson. Furthermore, the lecturer asked students to

make six sentences using for and since. After students finished, the students have to collect so that the lecturer can check it.

Based on the observation result, can be seen there are some verbal interaction between lecturer and students that occurs in the classroom during the fourth meetings. Verbal interaction that occurred comes from the lecturer and students during the lesson. The researcher found that the lecturer gives much interaction in the classroom during students, because lecturer give interaction the first, such as control condition class, explained the lesson, and controlled students talk but the purpose of the lecturer is to give simulation for students can more active in the classroom. The verbal interaction in classroom between lecturer and students also using English and Indonesian language but mostly the lecturer using English when lecturing and ask a question. Even though the lecturer using English, the lecturer used simple vocabulary to make students understand what the lecturer means.

Moreover in the student talk, student interact with the lecturer when the student responded to the lecturer's question, the students asked question about the material that they did not understand, and when the students share their opinion. The students mostly using English language when answering and asking a question and share their idea but sometimes the students reflexively used Indonesian when answering and asking the questions from the lecturer. During the teaching-learning process students pay attention to the lecturer when the lecturer delivers

the material. But there were several students did not make an interaction with the lecturer. Actually, students want to speak more in class, but students have difficulty in the show what students feel it happens because some student felt not confidence and lack of vocabulary to interact with the lecturer.

All above that, verbal interaction in Classroom was good both of the lecturer and students, the lecturer gave initiation then the students gave a response after that the lecturer gave feedback for the students' response.

2. The categories of lecturer-students' verbal interaction in classroom.

The result of observations described the categories of classroom verbal interaction used by the lecturer and students at the second semester. Based on the observation, the researcher found out two aspect of classroom verbal interaction between the lecturer and students, there are lecturer talk and student talk. The categories aspect of lecturer talk there are deal with feeling, praises or encourages, uses ideas of students, repeats student response verbatim, ask a question, give information, give directions, and criticizes students response.

The categories aspects of students talk are student response specific, student response open-ended or student-initiated, silence, confusion. The total number of aspect of classroom verbal interaction between lecturer and students were 483 data in four meetings. There are table about the total number of lecturer talk and students talk below:

Table.4.1

The total number of aspect classroom verbal interaction

NO	Number of Data	Aspect of Classroom Verbal Interaction	Total Number
1.	LECTURER TALK		
	1	Deals with feelings	12
	2	Praises or encourages	33
	3	Uses ides	10
	4	Repeats student verbatim	9
	5	Ask question	146
	6	Give information	39
	7	Give directions	33
	8	Criticize student response	7
2.	STUDENT TALK		
	9	Students response-specific	136
	10	Student response-initiation	33
	11	Silence	13
	12	Confusion	12
TOTAL			483

First, the researcher explained about the aspect of lecturer talk that consists of 8 category aspect that the researcher found based on the observation. The total number of lecturer talk described in the table below. The explanation about the categories aspect of lecturer talk, describe after the table.

Table.4.2
The Total Number the Aspect of Lecturer Talk

Number of Data	Aspect of Classroom Verbal Interaction	Total Number
LECTURER TALK		
1	Deals with feelings	12
2	Praises or encourages	33
3	Uses ides	10
4	Repeats student verbatim	9
5	Ask question	146

6	Give information	39
7	Give directions	33
8	Criticize student response	7
Total		289

1. Deal with Feeling

The first category aspect is deal with feeling, there were 12 data was found. In the first observation was found 4 data. In the second was found 5 data. The third observation was found 3 data. The last observation the researcher did not find the category. The utterance asks by the lecturer to know the feeling of students in understanding the material, for example:

Data 1

From the dialog below, the lecturer know the condition with student's feeling and to create the interaction between lecturer and students.

Lecturer : **How are you today?**

Students : **We are good Maam.** How about you Maam?

Data 2

The lecturer accepts the students feeling when the student said he has story about eating fish.

Student: have a story

Lecturer : **oo you have a story, want to share?**

Data 3

When the lecturer gives the instructions to the students, the lecturer asks the students about their feeling to understand the instructions.

Lecturer : When you know what word is that run and take the marker and write on white board, only one group will get price, ya write here. **Do you understand?**

Students : yes...

2. Praises or Encourages

The category aspect is praises or encourages, from 481 data that was found there are 33 data include in the praises or encourages categories aspect. From 33 data, there were 4 data found in the first observation. The second observation was found 14 data. The third observation was found 5 data. In the fourth observation was found 10 data. The utterance used by the lecturer to give praise to students and the other utterance used by the lecturer to confirm that the students answer is correct. The example below:

Data 1

The lecturer gives the praise to the students for her participation.

Nurul : because I ever go around the sea by ship

Lecturer : oo, we can traveling by ship, speed boat.

Ok thank you, good present.

Data 2

The lecturer confirming that the student answer is correct by saying praise.

Siti : A maam, your shirt's a bit dirty

Lecturer : a bit dirty, **ok good.**

Data 4

Lecturer :just one? What is his name?

Student : hero

Lecturer : hero. How long have you had your cat with you? 2 years? A year? (siswa mengangguk) **ok a year, ok very good.**

3. Uses Ideas of Students

The third category aspect is uses ideas of students, there are 10 data was found. From 10 data, there were 2 data found in the first observation. The second observation was found 6 data. The third observation was found 2 data. The utterance used by the lecturer when the student answer questions then the lecturer using and completing the student's answer. The lecturer also used students' ideas when the student shares their idea about the differences between past tense and present perfect. The example below:

Data 1

Rahmad : I can see the area from the mountain

Lecturer : **oh, you mean if you go to the mountain you can see the view from the mountain? Ok yes,**

Data 4

Student : past tense finish in the past, present perfect until now

Lecturer : **yak, past tense happen in the past finish in the past.**

**Present perfect happened in the past and still happen
atau still continue until now. Right (merangkum di
papan)**

4. Repeat Students Response Verbatim

The next category aspect is repeat students response verbatim. From 481 data that was found in four observations, 9 data include in the categories aspect of repeat students' response verbatim. In this category aspect, the lecturer repeats the students' response by using the exact word. The data was found the first, the second and the third observation.

The examples are below:

Data 2

The lecturer asks a question to the students about quantifiers and then students answer the question after that the lecturer repeats students' answers.

Ari : the noodle is quite spicy

Lecturer : **the noodle is quite spicy**. Ok how about 1 ons chilies? Azmi?

Data 2

Sudent : B maam, your shirt's very dirty

Lecturer : **your shirt's very dirty**. Next number 5?

Data 3

The lecturer ask the student to make a sentence use superlative or comparative and then the students answer, after that the lecturer repeats students' answers verbatim.

Student : my dormitory is bigger than my house

Lecturer : **my dormitory is bigger than my house.**

5. Ask Question

The category aspect is ask question, there are 146 data include in the ask question categories aspect. From 146 data, there were 13 data found in the first observation. The second observation was found 50 data. The third observation was found 34 data and the last observation was found 50 data. The lecturer asks a question about the material or asks about the information. The examples are below:

Data1

From the sentence below, the lecturer try to ask a question to students to created interaction and develop knowledge student about material learning English.

Lecturer : **Do you find any mistakes from the spelling?**

Students : (diam)

Data 2

The lecturer asks about students' home work.

Lecturer : **do you have homework?**

Students : yes maam

Data 4

The lecturer asks about the different between past tense and present perfect.

Lecturer : **How we know the time for present perfect and past tense?.**

Past tense and present perfect is something that happen in the past ya nak. Sama sama terjadi di masa lalu. **Apa bedanya?**

Student : past tense finish in the past, present perfect until now

6. Give Information

The next category aspect is give information, there are 39 data include in the category aspect give information. From 39 data, there were 6 data found in the first observation. The second observation was found 8 data. The third observation was found 12 data and the last observation was found 13 data. The lecturer gives the information about the material, lecturing and answer question from the student or give own opinion or idea so that students had new knowledge. The examples are below:

Data 2

During teaching learning process the lecturer gives her own opinion about junk food in Padangsidempuan.

Lecturer : *yup, iya. So many people said that bakso anda is really or very delicious but, not for me. I ever oo kapan yaa? Last month I bought it and my brother didn't like and my mother also didn't like it*

Student : special miss, try!

Data 3

The lecturer gives information about what should students do when students listening to the conversation during the teachinglearning process.

Lecturer : **bingungkan? Ya, so not all the conversation is write.**

Tidak semua conversation ada di teks, hanya sebagian.

Jadi, listen mana yang tidak ada itu yang harus anda isikan. Ok, once more

Students : (mendengarkan kembali)

Data 4

The lecturer gives the information and lecturing the students about the present perfect (for and since).

Lecturer : **yeah. I think you have got about it. Now let's we discuss**

what we learn today nak (menghapus papan dan menulis)

langsung kita ke topiknya. Present perfect. We have

already learn about present perfect. Present perfect

(since and for). We use s + have + v3 and these are usually

put in present perfect ya nak. Since it is about times, for

it is about situation. How long time ya nak (menulis di

papan) since itu sejak, sejak kapan, sejak waktu tertentu

ya nak. So, kalau ada angka angka there are number use?

7. Give Direction

The category aspect is give direction, there are 33 data include in the give direction categories aspect. From 33 data, there were 13 data found in the first observation. The second observation was found 10 data. The third observation was found 12 data and the last observation was found 3 data. The lecturer gives some directions, requests or commands that students are expected to follow. The examples are below:

Data 1

Lecturer : **ok, stop writing and hear. Stop writing! They have done**

Student(3) : obey, Osaka, ocean, orientalist

Data 2

Lecturer : **looked page 112 it is about slow food. Yesterday is about junk food, today about slow food. Look at the question.**

Students : (memperhatikan materi)

Data 3

Lecturer : **perngertian. I will say a definition and you match one word from this. I mean you match one word from this paper choose one. When you know what word is that run and take the marker and write on white board, only one group will get price, ya write here. Do you understand?**

Students : yes...

8. Criticizes Students Response

The category aspect is criticizes students response, there are 7 data include in the categories aspect of criticizes students' responses. From

7 data, there were 2 data found in the first observation. The second observation was found 1 data. The third observation was found 2 data and the last observation was found 2 data.

The lecturer criticizes student's answer or response that wrong but not using hard intonation. The examples are below:

Data 1

Lecturer : **no way, I have told you everybody must write the word, they only have one writer, so all of you have to write yaa**

Students : yes maam

Data 3

Student : my dormitory bigger than my house

Lecturer : **my dormitory bigger than my house. Ooh I think you missing one small word**

Data 4

Student : chicken noodle

Lecturer : **if the chicken noodle is not pet, it is food yaa**

The aspect of student talk consists of 4 category aspect that the researcher found based on the observation. The total number of student talk described in the table below and the explanation about the categories aspect of student talk, describe after the table.

Table.4.3
The Total Number the Aspect of Student Talk

Number of Data	Aspect of Classroom Verbal Interaction	Total Number
STUDENT TALK		
1	Students response-specific	136
2	Student response-initiation	33
3	Silence	13
4	Confusion	12
TOTAL		149

1. Student Response Specific

The category aspect is student response specific, there are 136 data include in the categories aspect of student response specific. From 136 data, there were 16 data found in the first observation. The second observation was found 36 data. The third observation was found 31 data. In the fourth observation, there were 53 data was found. The lecturer asks a question about the material and another question than students' response in the specific range based on the explanation before. The examples are below:

Data 1

Lecturer : how about sandwich?

Students : **correct maam**

Data 2

Lecturer : raise your hand! I take 3 chilies on me. How is the taste here....Fiza?

student : **the noodle is spicy food**

Data 3

Lecturer : one word that should be in comparative. Apa yang harus ada di superlative?

Students : **the..**

Lecturer : apa yang harus ada di comparative?

Students : **than**

2. Student Response Open-Ended or Student-Initiated

The category aspect is student response open-ended or student-initiated, there are 33 data include in the categories aspect of student response open-ended or student-initiated. From 33 data, there were 4 data found in the first observation. The second observation was found 17 data. The third observation was found 3 data. In the fourth observation, there were 1 data was found. The lecturer asks questions than students' responses using their own idea, opinions, and feeling. Students take the initiative to participate. The examples are below:

Data 1

Lecturer : which tourism place do you like the most?

Nurul : I like sea. **Hmm because I ever go around the sea by ship**

Data 2

Lecturer : I am good too thank you. Ok, let's check who doesn't come to day (mengebsen mahasiswa). We are antusias, enthusiastic when Ramadhan is coming right?

Students : yess maam right

Student : **how about the clothes maam?**

Data 2

Lecturer : who knows Tan boykun? How do you feel about it?

Student : **crazy people**

3. Silence

The category aspect is silence, there are 13 data include in the categories aspect of silence. From 13 data, there were 1 data found in the first observation. The second observation was found 3 data. The third observation was found 8 data. In the fourth observation, there were 1 data was found. The silence happens when students pay attention to the lecturer during the lecturer delivers the material and students sometimes also silence when the lecturer asking. The example below:

Data 2

Lecturer : no.. Who likes only spicy food?

Students: **silent**

Data 3

Lecturer : There is a picture here. Pair, pair, pair (membagi mahasiswa).

Have you find it? Page 63, there is a picture here and listening part. Sudah? Ok, so you need to listen carefully for the track and find the sequence.

Students : (**mendengarkan audio**)

4. Confusion Work-Oriented

The category aspect is confusion work-oriented, there are 12 data include in the categories aspect of confusion work-oriented. From 12

data, there were 1 data found in the first observation. The second observation was found 7 data. The third observation was found 1 data. In the fourth observation, there were 3 data was found. The confusion work-oriented happen when students in the classroom called out excitedly and some students eager to participate, but they kept concern with their task. The example below:

Data 2

Lecturer : yeah.. exactly! Good. So, are you a foodie?

Students : **yes maam... no maam, sometimes maam**

Data 2

Lecturer : how about number 2?

Students : **a, maam c maam**

Data 4

Student : chicken noodle

Lecturer : if the chicken noodle is not pet, it is food

Students : **ayam kampung,, chicken rainbow miss**

Based on the result during observation in the classroom there were 12 categories lecturer-students' verbal interaction used by the lecturer and students, there were found 8 aspects from the lecturer talk and 4 aspects from student talk. In the lecturer talk, the lecturer made initiation in opening the classroom, lecturing the students about the material, ask

a question about the material and to get information, and give direction.

B. DISCUSSIONS

In the discussion, the researcher discussed the results and some theories concerning the lecturer-students' verbal interaction in classroom at the second semester students at Language Development Centre IAIN Padangsidempuan during the teaching-learning process. The result of the researcher question was present in the research finding and the data that was found would discuss in the discussion.

Based on the theory by Brown adapted from Moskowitz there are two aspects of classroom interaction, they are lecturer talk and student talk. There are eight categories of lecturer talk, the lecturer talk categories aspect are, deal with feeling, praises or encourages, uses ideas of students, repeats student response verbatim, asks question, gives information, give directions, and criticizes students' response. There are four categories of students talk. While the four categories aspect of student talk are student response specific, student response open-ended or student-initiated, silence and confusion.

By looking at the result of analyzing the data, it was found that there are twelve categories of lecturer-students verbal interaction in language development centre class. It means that all the categories of the previous in the theory Moskowitz were found in language development centre

classroom. The researcher found that the lecturer talk was dominant. Nunan state lecturer talk is one of important aspect not only for the organization of the classroom but also for the processes of the acquisition. The dominant lecturer talk is asking question. It was found that the lecturer wanted to stimulate the students to interact in the class, to begin the lesson, introduced new learning material, starting a new topic, and stimulated student's knowledge about the lesson.

In line with this, Brown state that questioning strategies is one of the best ways to develop lecturer role as initiator and sustainer of interaction.¹ It means that when the students do not have a great number of tools for initiating and maintaining language, lecturer questions provide necessary stepping stones to communication. Addition by Christenbury&Kelly and Kinsella state that there are four functions of questioning in an interactive classroom.² These four functions are the lecturer questions give students the impetus and opportunity to produce language, lecturer questions can serve to initiate a chain reaction of students interaction among themselves, lecturer questions give the instructor immediate feedback about student comprehension, and lecturer questions provide students with opportunities to find out what students think by hearing what students say.

¹ H.Douglas Brown, *Taching by Principles an Interactive Approach to Language Pedagogy*, p.218.

² H.Douglas Brown, p.219.

In other case of students talk, the researcher found that the category of students' responses specific dominated on the student talk. It happened since in the teaching and learning process, the lecturer used the communicative teaching method, and it allowed the students to participate the interaction in the class. Stimulate the students' participation by asking question, giving them a topic to discuss in the classroom will increase student participation. The students participated in responding the lecturer's question by a specific and short answer and students give a response about the direction by the lecturer.

According to Budiarta in Ameliah journal, Budiarta found that the category of student's responses specifically was dominated the student talk in the class. It happened because the students were likely to respond to the teacher's questions or instructions with little words related to the topic discussed.

Another research that supports this result is Brock. This study of high intermediate pre-university ESL students found that teachers who incorporate more referential question into their classes stimulated students response that were longer and more grammatically complex. Moreover, there was research that has been done by Junaid. The result presented the analysis by Junaid found, there are two types verbal interaction in the classroom are teacher's verbal interaction have the total times are 35 times for the first meeting and 21 times for the second meeting because the teacher

often gave questions to the students and it's mean that the teacher was made a lot of verbal interaction in classroom while learning process.

It also means that in the classroom the teacher interaction always dominant. While, student's verbal interaction has the total times are 28 times for the first meeting and 10 times for the second meeting. It means that the ability to make an interaction in classroom is very low because the students sometimes want to ask or giving an opinion but always stuck in, they did not how to speak in English.

Furthermore, Wahyu and Rudi have been done the research at SMP N 23 Semarang. Base on the result of data analysis the researcher concluded that the most used of teachers' verbal communication in the learning process is questioning. It is used to stimulate the student's attention in the learning process. The researcher also found the second most used verbal communication by teachers' in the class is giving direction. The direction from the teachers uses to give feedback and help the students more understand about the learning process.

In addition based on Sinclair and Coulthard on Risna journal state that the most particular character in classroom interaction is IRF (Initiation Response Feedback) structure or pattern. The lecturer initiates then the students respond and the lecturer gives feedback from the students' responses. The researcher found the Initiation from the lecturer during the teaching-learning process. When the lecturer delivers the material then the

lecturer asks a question to the students to make the students did interaction in the classroom. The lecturer also made initiation through gave directions to the students during the teaching-learning process, that activities were initiation that used by the lecturer to make students interact in the classroom. The response did by the student when they gave to respond to the lecturer, answering a question and respond the direction. Then the lecturer gave feedback from the students' response though gave praises that were feedback.

C. Limitations of the Research

This research was done by researcher in classroom at language development centre IAIN Padangsidimpuan. The findings might not have the same result in other university; the truth that researcher found might not be generalized in other place for the problems of different conditions. The limitation that researcher found in doing the research were:

1. The data was difficult to find because there are many voices recorded
2. The data was difficult to find because many students are passive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After all the data analyzed accurately based on the research result, the researcher wrote some conclusion. There are 12 categories of lecturer-students' verbal interaction in classroom used by the second semester students at language Development Centre State Institute for Islamic Studies Padangsidempuan. The researcher found 8 categories aspect of lecturer talk and 4 categories aspect of student talk.

Based on the result of the data, that the categories that occur in the classroom are, in indirect lecturer talk there are deals with feeling, praise or encourage, uses ideas of students, repeats student response verbatim, asks questions, then, in direct lecturer talk there are gives information, gives direction, criticizes students response. However, in student talk there are student response-specific, student response- initiation, silence and confusion.

B. Suggestion

Based on the conclusion above, this research was not effective because this research still lecturer centre. This research only observed same lecturer at once time so that, the saturation data has not been found. The point is for the other researcher, the researcher hopes that future research should have more completed research about verbal interaction and can

develop this research by including all related aspects of verbal interaction in classroom.

It is highly recommended for the future lecturers or teachers like us should decrease their proportion to give lecturing, asking questions, and giving directions by providing the students an interesting theme or the latest topic to be discussed in group work or in pair work, challenging questions as well to engage higher order thinking skills of the students. In addition, this research, it is recommended to the English teacher to motivate students to speak and interact using the target language (English) during learning activities, to praise them for what they have done for building up their confidence, and to encourage them to interact by applying question strategies which are able to develop their communicative competence. For the students, students should be more actively engaged in the classroom interaction and braver to talk and interact with their lecturer or teacher and students directly during teaching and learning process.

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CURRICULUM VITAI



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APPENDIX I

OBSERVATION CHECKLIST

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	Indirect Lecturer	Deals with feelings			
2		Praises or encourages			
3		Uses ides			
4		Repeats student verbatim			
5		Ask question			
6	Direct Lecturer	Give information			
7		Give directions			
8		Criticize student response			
9	Student Talk	Students response-specific			
10		Student response-initiation			
11		Silence			
12		Confusion			

The Data Validation of Lecturer-Students Verbal Interaction in Classroom at Language Development Centre Iainpadangsidempuan

The first meeting

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	Indirect Lecturer	Deals with feelings	✓		Dosen menanyakan pemahaman mahasiswa tentang materi
2		Praises or encourages	✓		Guru memberi respon dengan berkata, <i>ok, good students</i> , karena siswa telah menyelesaikan hafalan vocabulary.
3		Uses ides of students	✓		Dosen menggunakan dan merangkum jawaban dari mahasiswa

4		Repeats student verbatim	✓		Dosen mengulang kembali jawaban mahasiswa secara verbatim
5		Ask question	✓		Dosen bertanya kepada mahasiswa
6	Direct Lecturer	Give information	✓		Dosen memberikan materi ataupun informasi kepada mahasiswa
7		Give directions	✓		Dosen memberikan arahan atau meminta siswa untuk melakukan sesuatu
8		Criticize student response	✓		Dosen mengkritik mahasiswa ketika memberikan respon yang salah
9	Student Talk	Students response-specific	✓		Mahasiswa memberikan respon kepada dosen secara spesifik dan singkat
10		Student response-initiation	✓		Mahasiswa memberikan respon kepada dosen dengan inisiatif sendiri
11		Silence	✓		Mahasiswa tidak merespon dosen/ diam
12		Confusion	✓		Kelas dalam situasi tidak terkontrol

APPENDIX

The Data Validation of Lecturer-Students Verbal Interaction in Classroom at Language Development Centre Iainpadangsidempuan

The second meeting

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	Indirect Lecturer	Deals with feelings	✓		Dosen menanyakan pemahaman mahasiswa tentang materi
2		Praises or encourages	✓		Guru memberi respon dengan berkata, <i>ok, good students</i> , karena siswa telah menyelesaikan hafalan vocabulary.
3		Uses ideas of students	✓		Dosen menggunakan dan merangkum jawaban dari mahasiswa

4		Repeats student verbatim	✓		Dosen mengulang kembali jawaban mahasiswa secara verbatim
5		Ask question	✓		Dosen bertanya kepada mahasiswa
6	Direct Lecturer	Give information	✓		Dosen memberikan materi ataupun informasi kepada mahasiswa
7		Give directions	✓		Dosen memberikan arahan atau meminta siswa untuk melakukan sesuatu
8		Criticize student response	✓		Dosen mengkritik mahasiswa ketika memberikan respon yang salah
9	Student Talk	Students response-specific	✓		Mahasiswa memberikan respon kepada dosen secara spesifik dan singkat
10		Student response-initiation	✓		Mahasiswa memberikan respon kepada dosen dengan inisiatif sendiri
11		Silence	✓		Mahasiswa tidak merespon dosen/ diam
12		Confusion	✓		Kelas dalam situasi tidak terkontrol

APPENDIX

The Data Validation of Lecturer-Students Verbal Interaction in Classroom at Language Development Centre Iainpadangsidempuan

The third meeting

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	Indirect Lecturer	Deals with feelings	✓		Dosen menanyakan pemahaman mahasiswa tentang materi
2		Praises or encourages	✓		Guru memberi respon dengan berkata, <i>ok, good students</i> , karena siswa telah menyelesaikan hafalan vocabulary.
3		Uses ideas of students	✓		Dosen menggunakan dan merangkum jawaban dari mahasiswa

4	Direct Lecturer	Repeats student verbatim	✓		Dosen mengulang kembali jawaban mahasiswa secara verbatim
5		Ask question	✓		Dosen bertanya kepada mahasiswa
6		Give information	✓		Dosen memberikan materi ataupun informasi kepada mahasiswa
7		Give directions	✓		Dosen memberikan arahan atau meminta siswa untuk melakukan sesuatu
8		Criticize student response	✓		Dosen mengkritik mahasiswa ketika memberikan respon yang salah
9	Student Talk	Students response-specific	✓		Mahasiswa memberikan respon kepada dosen secara spesifik dan singkat
10		Student response-initiation	✓		Mahasiswa memberikan respon kepada dosen dengan inisiatif sendiri
11		Silence	✓		Mahasiswa tidak merespon dosen/ diam
12		Confusion	✓		Kelas dalam situasi tidak terkontrol

APPENDIX

The Data Validation of Lecturer-Students Verbal Interaction in Classroom at Language Development Centre Iainpadangsidempuan

The fourth meeting

NO	ASPEK	INDIKATOR	ADA	TIDAK ADA	KETERANGAN
1	Indirect Lecturer	Deals with feelings	✓		Dosen menanyakan pemahaman mahasiswa tentang materi
2		Praises or encourages	✓		Guru memberi respon dengan berkata, <i>ok</i> , <i>good students</i> , karena siswa telah

					menyelesaikan hafalan vocabulary.
3		Uses ideas of students		✓	-
4		Repeats student verbatim		✓	-
5		Ask question	✓		Dosen bertanya kepada mahasiswa
6	Direct Lecturer	Give information	✓		Dosen memberikan materi ataupun informasi kepada mahasiswa
7		Give directions	✓		Dosen memberikan arahan atau meminta siswa untuk melakukan sesuatu
8		Criticize student response	✓		Dosen mengkritik mahasiswa ketika memberikan respon yang salah
9	Student Talk	Students response-specific	✓		Mahasiswa memberikan respon kepada dosen secara spesifik dan singkat
10		Student response-initiation	✓		Mahasiswa memberikan respon kepada dosen dengan inisiatif sendiri
11		Silence	✓		Mahasiswa tidak merespon dosen/ diam
12		Confusion	✓		Kelas dalam situasi tidak terkontrol

Validator

Sri Minda, M.Hum.

APPENDIX II

TRANSCRIPTION OF INTERACTION

Explanation:

/1/ : deal with feeling

/2/ : praises or encourages

/3/ : uses ideas of students

/4/ : repeats student response verbatim

/5/ : ask question

/6/ : give information

/7/ : give directions

/8/ : criticizes students response

/9/ : student response specific

/10/ : student response open-ended or student-initiated

/11/ : silence

/12/ : confusion work-oriented

DATA 1 (Meeting 1)

Time : March, 21st 2022

Place : the 1st class

Lecturer : Assalamu'alaikum wr.wb

Students : Wa'alaikumsalam wr.wb

Lecturer : How are you today? /1/

Students : We are good Maam. /9/

How about you Maam?/10/

Lecturer : I am good thank you. Before we continue the lesson, I will divide you into five groups. Okay from there, please count one until five. And then find your group mates number one by number one, two by two and so on /7/

Student : (mulai menghitung)

Lecturer: now find your group mates, number one to number one, number two to number two and so on./7/

Students : (duduk di kelompok masing- masing)

Lecturer: Now listen, I'm going to name a letter and each group has to come up with a verb, vocation, city, and noun whose initial letter is the letter that I mentioned. For example the letter is b, the verb is buy, beach, bogor and book./7/

Have you understood? We start with s, wait if you are done, please raise your hand and say stop the bus. /1/

Students(5) : stop the bus. (mempersilahkan siswa untuk menjawab)See, seoul, sea, sandwich/9/

Lecturer : other please listen to them. If you listen the wrong word from this group, they will lose one score. And you can score your own. To make it fast I don't check it one by one anymore. Listen to them if you have the same word it's mean that you get one score, and don't tell each other. Yah, yess (menyuruh grup 5 mengulang) /7/

Students(5) : See, seoul, sea, sandwich

Lecturer: See, seoul, sea, sandwich, yes five (checking to others group) /4/

Lecturer : ok, next move to M (sambil nulis di papan tulis)

Lecturer : stop the bus? (asking the groups who have done) /5/

Students(5) : stop the bus.(seluruh siswa berteriak) Move, Medan, Mountain, Meal/9/

Lecturer : good, (berjalan ke papan tulis) ok, you make first the latter (ask student to say the latter) /2/

Students : y,w,I (semua siswa mengeluarkan pendapat) /12/

Lecturer : gak jadi gak jadi, ok hear the first, the next latter O. (sambil menghapus dan menulis kembali huruf).

Student(3) : stop the bus

Lecturer : ok, stop writing and hear. Stop writing! They have done /7/

Student(3) : obey, Osaka, ocean, orientalist/9/

Lecturer : say louder /7/

Student(3) : obey, Osaka, ocean, orientalist

Lecturer : yaa good five point (berjalan untuk memeriksa grup lain). Ok next is A /2/

Student(4) : Stop the bus (dosen berjalan kearah grup 4 and checking but..)

Lecturer : no way, I have told you everybody must write the word, they only have one writer, so all of you have to write yaa/8/

Students : yes maam

Lecturer : stop, listen to me, listen to me (dan dosen memilih grup lainnya)/7/

Students(2) : ask, aquarium, aceh

Lecturer : ok next is W.(after checking all the group, lecturer go to the front and write the next letter)

Students(3) : stop the bus

Lecturer : ok, stop the bus, pay attention please (siswa tidak kondusif)/7/

Students(3) : write, Whasinton Dc....

Lecturer : please listen to them/7/

Students(3) : write, Whasinton Dc, water park, water/9/

Lecturer : oke five (checking other group). Ok now, count the score (menunggu grup menghitung) group 5, ooh group 1/5/

Students(1) : 24

Students(2) : 22

Students(3) : 24

Students(4) : 18

Students(5) : 26

Lecturer : ok the finalist is group 5. Yaa this's good (semua bertepuk tangan). /2/

So, please you fill in every coloum the word that you got from the game, one student one letter (mengulang 2x dan menulis di papan tulis). So, choses the letter and write down./7/

Students : (mengisi kolom di papan tulis dan dosen memperhatikan setiap jawaban siswa)

Lecturer : let's see, bring back my board marker please. Ok, thank you. So first let's check that spelling. Do you find any mistakes from the spelling? /5/

Students : (bingung)/11/

Lecture : spelling a, b, c...spelling. Misalnya antartica. How do you spelling antartica. A, n, t/6/

Students : a, r, t, i, c, a

Lecturer : how about sandwich?/5/

Students : correct maam/9/

Lecturer : now, repeat after me! Everybody should open out your mouth. Obey, wash, fast, Osaka, whasinton Dc, beach,/7/

Students : (repeating)

Lecturer : beach vs bitch (menuliskan di papan). So, the way pronoun they are different yaa. /6/

Do you still remember long and short pronoun?/1/

Students : yaaa/9/

Lecturer : I want to go to beach. Saya mau pergi ke.... Do you know...(menunjuk kata bitch). The means it's negative. Don't miss the pronoun, pronouncing the word yaa/6/

Students : yess maam/9/

Lecturer : ok. Listen to me and practice. Beach, bitch/7/

Students : (repeating)

Lecturer : so, your mouth like the lower you down mouth yaa/6/

Students : beach, bitch (practice)/10/

Lecturer : so, this pronunciation so different. Don't make it the same, unless the meaning will be rough./6/

Now see vs sea. Which one is longer?/5/

Students : see/9/

Lecturer : no, no both are longer yaaa. See, sea/8/

Stuents : repeating

Lecturer : see, sea (menunjukkan perbedaannya)

Students : mengikuti

Lecturer : yaa, the pronunciation you make your mouth like "E"/6/

Students : practicing

Lecturer : hmm, do you like go holiday?/5/

Students : yes maam/9/

Lecturer : traveling, tourism place (menulis di papan)

Students : memperhatikan

Lecturer : ok, so we have 3 questions. Now, I want to ask, Nurul do you like going holiday?/5/

Nurul : yes, I like/9/

Lecturer : which tourism place do you like the most?/5/

Nurul : I like sea/9/

because I ever go around the sea by ship/10/

Lecturer : oo, we can traveling by ship, speed boat. /3/

Ok thank you, good present/2/

Do you like going to holiday Rahmad?/5/

Rahmad : yes maam/9/

Lecturer : which place do you like the most?/5/

Rahmad : I like go to mountain most/9/

Lecturer : why?/5/

Rahmad : I can see the area from the mountain/10/

Lecturer : oh, you mean if you go to the mountain you can see the view from the mountain? Ok yes,/3/

now with your group please discuss the 3 questions in 5 minutes. So every group should talk about the 3 questions. I give you 5 minutes, talk with your group./7/

Do you get it?/1/

Students : yess maam/9/

Lecturer : what question you ask to your friend?/5/

Students : do you like going to holiday?/9/

Lecturer : come on find

Students : (mulai practice)

Lecturer : (controlling)

DATA 2 (Meeting 2)

Time : March, 23st 2022

Place : the 1st class

Lecturer : Assalamu'alaikum wr.wb

Students : Wa'alaikumsalam wr.wb

Lecturer : How are you today? /1/

Students : We are good Maam. How about you Maam?/10/

Lecturer : I am good too thank you. Ok, let's check who doesn't come to day

(mengebsen mahasiswa)

We are anthusias, anthusiastic when ramadhan is coming right?/5/

Students : yess maam right/9/

Students 1: how about the clothes maam?/10/

Lecturer : ooh, about the clothes hmm you have to come and get the clothes, only for the male group show me ha ha ha. This study about sell human clothes right./3/

Students : yes

Lecturer : do you have homework?/5/

Students : yes maam/9/

Lecturer : how is page that your homework?/5/

Students : 110 maam/9/

Lecturer : 8 exercise, before we exercise this, aaa can you make this in a sentence.

There are, here I want to eat indomie noodle, I like spicy indomie, there are 3 pieces of chili here, there are 7 chilies in here, and there are 1 ons of chilies here. If I take 3 chilies how is the taste?/6/

Students : spicy

Lecturer : raise your hand! I take 3 chilies on me. /7/

How is the taste here....Fiza?/5/

Fiza : the noodle is spicy food/9/

Lecturer : the noodle is spicy.... Yahh and I don't like it./3/

How about I take 7 chilies? Ari?/5/

Ari : the noodle is quite spicy food/9/

Lecturer : once again/7/

Ari : the noodle is quite spicy

Lecturer : the noodle is quite spicy. Ok /4/

How about 1 ons chilies? Azmi?/5/

Azmi : the noodle is really spicy/9/

Lecturer : really spicy. Ohh really? 1 ons by the way/8/

Student1 : too spicy /10/

Lecturer : have you ever seen the youtube of Tan boykun?/5/

Students :yess

Lecturer : do you know Tan boykun?/5/

Students : no... yes maam.../12/

Lecturer : who knows Tan boykun? How do you feel about it?/5/

Student : crazy people/10/

Lecturer : he eats a bit spicy food, or quite, or extremely?/5/

Students : extremely/9/

Lecturer : I don't know how is his stomach make from?/5/

Student : stone/10/

Lecturer : from stone? Oh my god and he's from Indonesia. How is about from abroad so many actually, so many youtuber. He loves spicy food very much./3/

How about you? Do you like spicy food?/5/

Students : no maam, yes maam, a quite spicy maam/12/

Lecturer : a bit, quite, or really or no spicy?

Students : a bit...

Lecturer : have you ever heard eating it's not delicious without chili. Have ever heard that? Ok, let's we to exercise. Who wants to answer number 1 exercise 2 page 110. Who wants to answer number 1?/5/

Student : maam (mengangkat tangan)

Lecturer : yes, Ridwan please

Ridwan : burger paradise is always very busy/9/

Lecturer : always very busy. How is a taste of burger paradise hahaha?

Student1 : makanan surga (semua mahasiswa tertawa)/10/

Lecturer : ok, good ya./2/

Number 2? Yuyun please/7/

Yuyun : I like the new york donut shop but the service is a bit slow/9/

Lecturer : ok, thank you Yuyun./2/ Number 3?/5/

Sakinah : I think that chicken burgers at Alabama chicken are really good/9/

Lecturer : really good, ya.. yes good. /2/ Number 4 anwar?/5/

Anwar : the fast food shop on main square are fairly expensive/9/

Lecturer : fairly expensive. Ok, good/2/ number 5? /5/

Fatin : the hot dog at the happy sandwich are quite nice./9/

Lecturer : ok number 6. How about junk food in psp?/5/

Student1 : bakso anda maam/10/

Lecturer : ok, make it with the sentence. What is the taste of bakso anda/7/

Student1 : bakso anda is always extremely junk food/9/

Lecturer : always extremely food junk. Extremely ya /4/

Student1 : base on me miss/10/

Lecturer : yup, iya. So many people said that bakso anda is really or very delicious but, not for me. I ever oo kapan yaa? Last month I bought it and my brother didn't like and my mother also didn't like it/6/

Student1 : special miss, try!/10/

Lecturer : special? How is the price?/3/

Student1 : maybe 20 /10/

Lecturer : so, special meatball or special...? /5/

Student1 : meatball and noodle/10/

Lecturer : mie ayam? Ok, complete meatball. I will try.

Thank you for your participation./2/

Ok, another food in psp? Awal?/5/

Awal : ramas rice

Lecturer : ramas rice? /5/

Awal : ya, the ramas rice is extremely smell/9/

Lecturer : extremely smell? /5/

Student2 : smell bau kan/10/

Lecturer : is it yummy?/5/

Awal : no,no../10/

Lecturer : no hmm bad smell yaa/8/

One more ok, others?/5/

Student : in Padang bolak maam/10/

Lecturer : padang bolak? Ok, listen to Riswandi, in padang bolak there is recommended from riswandi ok come on/7/

Riswandi : holat

Students : holaaat hahaha

Riswandi : holat in padang bolak is extremely healthy

Lecturer : extremely healthy? Oooh

Students : ohh really extremely healthy? without micin hahaha?/12/

Lecturer : no micin? I am not sure about that no micin

Riswandi : someday maam, but not the same/10/

Lecturer: yup, holat.. holat taste quite hmm quite. how to say eee much micin iyaa
much micin/3/

Riswandi : dulu ada maam sekarang aja udah berganti/10/

Student1 : ada sebagian gak bermicin

Lecturer : yaa maybe last time yaa but, every time I go to padang bolak I eat holat
there is much micin.

Do you know holat? Do you like it?/5/

Students : yeahh.....no... /12/

Lecturer : I like it, it's extremely delicious. Ok, thank you riswandi./2/

Holat, if you see it in every day but, from the first time you see it, not no
taste about it, you think oo it's not food. That is no... how to say, if in
batak we say like langan. Try it, taste it. Ok, let's to do the next exercise,
modifiers, number one?/6/

Student1 : me maam. C maam that's an extremely big pizza!/9/

Lecturer : yaa, number 2?/5/

Student2 : E maam. It's a really long film/9/

Lecturer : ok good,/2/

number 3?/5/

Dodi : F maam this film is quite long/9/

Lecturer : ok good, /2/ from 19 to 22 how many hours?/5/

Students : 3/9/

Lecturer : next number 4? /5/

Sudent3 : B maam, your shirt's very dirty/9/

Lecturer : your shirt's very dirty. Next number 5? /4/

Siti : A maam, your shirt's a bit dirty/9/

Lecturer : a bit dirty, ok good. /2/

Number 6? Ok, aisyah

Aisyah : D, that's a fairly big pizza

Lecturer : an extremely

Students : no maam fairly

Lecturer : ooh, oke follow me extremely... an extremely/7/

Students : extremely... an extremely/9/

Lecturer : akbar..

Akbar : extremely.. an extremely

Lecturer : ok, nisa

Nisa : extremely.. an extremely

Lecturer : ok, next fairly (2x)

Students : fairly (2x)

Lecturer : irma

Irma : fairly

Lecturer : desy

Desy : fairly

Lecturer : good, taufik

Taufik : fairly

Lecturer : ok, finish right? It's clear right?/1/

Students : yes maam/9/

Lecturer : looked page 112 it is about slow food. Yesterday is about junk food, today about slow food. Look at the question./7/

Students : (memperhatikan materi)

Lecturer : do you like eating?/5/

Students : yes.../9/

Lecturer : what kinds of food do you like eat?/5/

Efrida : sweet food/9/

Lecturer : sweet food? What kind of the food? Martabak?

Efrida : burger, tosh chicken fried

Lecturer : ok, next thank you rida. /2/

How about other? What kind of food do you like? Ok, sakinah/5/

Sakinah : I like spicy food maam, like chicken noodle, hot plate, desserts and burger/9/

Lecturer : everything of species of food ok, good next. /2/

What kinds of food do you like eat? Ok, disa

Disa : spicy food maam, all of food without vegetables

Lecturer : all of food without vegetables

Student1 : me too

Lecturer : oo yaah. So, are you a foodie? Foodie? /5/

Students : what is the meaning maam?/10/

Lecturer : like, nisa like every food without vegetables, rida only like sweet food, sakinah only like spicy food. So, they are foodie/6/

Student1: pilih makanan/10/

Lecturer : yeah.. exactly! Good. /2/

So, are you a foodie?/5/

Students : yes maam... no maam, sometimes maam/12/

Lecturer : yes? Who is not a foodie? I am not a foodie/5/

Student1 : apa aja maam?/10/

Lecturer : all, as long as halal. I like to taste everything, as long as is a food. I like spicy, I like sweet, I like row but, a level of I like or not, I mean I eat but I am in a level like not like but I eat it. How about you?/6/

Students : same maam/10/

Lecturer : same? Who is same with me? Only I and riswandi?

Who like only sweet food?/5/

Students : no..

Lecturer : no.. who likes only spicy food/5/

Students: silence/11/

Lecturer : or who doesn't like vegetables?(mengarahkan mahasiswa untuk mengangkat tangan). Who doesn't like chicken?/5/

Student1: she doesn't like chicken maam/10/

Lecturer: oo really, who doesn't like fish? (beberapa mahasiswa mengangkat tangan).

What happened? Why you don't like?/5/

Student1: have a story/10/

Lecturer : oo you have a story, want to share?/1/

Student1 : no maam /9/

Lecturer : oh ok, who doesn't like meat? Ooh latifa you don't like it?

Students : really?

Students2 : yaa she doesn't like it

Lecturer : why don't you like it? Eventhough kalo udah masak?(mahasiswa itu menggelengkan kepala)

I have a friend her name is sri fidayanti, when we have eat together I always beside her, if she doesn't the food, I eat it/6/

Students : (semua mahasiswa tertawa)

Student2 : yaa me too maam, I always beside her /10/

Lecturer : oo yah... a lucky friends

Now, let's test are you a foodie or not. Looked number 1 there are 6 questions, look at the choice here, there are 3 choices, can you reads it suci?/7/

Suci: how long is a typical meal in your home?

Lecturer: ok, how long is a typical meal in your home? typical meal, look at the choice, there are 3 choices in here yaa. Number 2, please read Ari

Ari : how often do you eat in front of the TV?

Lecturer : yaa, how often do you eat in front of the TV? A, b, c choose and, than number 3? Asih

Asih : how many of the following do you eat at least once a week?

Lecturer : do you know this meaning? how many of the following, following, the choices a until d. at least, what the meaning at least?/5/

Students : (silent) /11/

Student1 : sedikit/10/

Lecturer : yaa, sedikitnya. /4/ Number 4, read it first lia

Lia : how many recipe books do you have?

Lecturer : recipe (memperbaiki pengucapannya)

Do you know that? Number 5 risky

Risky : how often do you spend more than one hour preparing a meal?

Lecturer : do you know the meaning?/1/

Students : no..

Lecturer : I mean here cooking, /6/ and 6, feby

Feby : how often do you go to a restaurant (not fast food or pizza)?

Lecturer : not fast food or pizza, yes it is like restaurant-restaurant in Padangsidimpuan.

Ok, is the meaning clear?/1/

Students : yes maam/9/

Lecturer : I give you 3 minutes read the statement in the choices and choose one base on you./7/

Ok, I will check, what are you going to do?/1/

Students : read/9/

Lecturer : what do you read?

Students : the statement in the choices

Lecturer : after that?

Students : choose one base on me

Lecturer: how many minutes do you need?

Students : 3

Lecturer : ok come on

Students : (mengerjakan tugas)

Lecturer : ok, look at number 1, from 3 choices I have, what is belong to a foodie?/5/

Students : a, c, b maam/12/

Lecturer : a, a foodie is when eating they are faster right? yaa

Ok, sorry, tadi maam salah jadi foodie itu yang suka semuanya dan yang pilih-pilih makanan itu passy eater yaa./6/

Students : yes maam

Lecturer : how about number 2?/5/

Students : a, maam c maam, b maam/12/

Lecturer : ya c. number 3 how many of the following do you eat at once week?/5/

Students : a maam/9/

Lecturer : number 4 how ever do you go to restaurant?

Students : 3 times maam, 2 times maam

Lecturer : one of you can eat more than one hours. Ada lagi disini? Biasanya ciwi-ciwi ini.

Listen! Partner, pair, pair, pair and so on. Now touch your partner shoulder. Ask and answer about the statement on the book and then show your friend as a foodie or not?/7/

Students : (mulai asking and answering)

Lecturer : listen! Do you think, are you a foodie?/5/

Students : no maam /9/

Lecturer : who yes? Kalau cowok biasanya foodie ya. How long is your typical meal for eating?/5/

Dodi : tergantung makanannya maam, kalo banyak /10/

Lecturer : our daily eating?/5/

Dodi : maybe 10 minutes maam/9/

Lecturer : who is faster than dodi?/5/

Students : (diam)/11/

Lecturer : Who is faster? How about you nisa?/5/

Nisa : my mother maam. My mother eat faster than me, it is about 7 or 8 minutes/9/

Lecturer : oh yaa, I and my husband some foodie but, I am faster than my husband. And eat about 10 minutes. Ok can you compare awal and anggi?/5/

Students : awal is faster than anggi/9/

Lecturer : compare between maam and anggi/7/

Students : maam is faster than anggi/9/

Ari : maam is more beautiful than anggi/10/

Lecturer : ok, ha ha ha ha. So , what is comparative?/5/

Students : to compare two things or people/9/

Lecturer : yaaa good/2/

DATA 3 (Meeting 3)

Time : March, 24st 2022

Place : the 1st class

Lecturer : Assalamu'alaikum wr.wb

Students : Wa'alaikumsalam wr.wb

Lecturer : how are you today? /5/

Students : we are find thank you, and you miss? /10/

Lecturer : I am find too, thank you very much. In this our lesson we have a guest, she is your senior in TBI. She needs to take our video for her research. (mulai mengabsen mahasiswa)./6/

What was our lesson?/5/

Students : modifiers/9/

Lecturer : modifiers, what is modifier?5/

Students : adjective, stronger or weaker/9/

Lecturer : what is modifiers everybody? Make an adjective stronger or weaker. What is the example of modifiers? /5/

Students : extremely, fairly, quite, very, a bit/9/

Lecturer : good, everybody./2/

stand up please. Stand up...stand up...hurry up. Everybody okay today? Apa ada yang sakit?//

Students : no miss..

Lecturer : ok, have we favorite song is a,b,c,d? yes or no?/5/

Students : yes miss /9/

Lecturer : lets sing our favorite song, we sing a song a,b,c,d, and walk around the classroom and when I say certain number 1 or 2 or 3 you should gather with your friends. The student without friend you give other punishment. Are you ready?/7/

Students : ready miss

Lecturer : I will check you. Do you go around the classroom?/1/

Students : yes

Lecturer : do you sing a song?

Students : yes

Lecturer : do you stand one by one?

Students : no...

Lecturer : do you gather with your friends?

Students : yes

Lecturer : we start now?

Students : yes miss

Lecturer : 1 2 3 go

Lecturer&Students : a b c d e f g h I j k l m n

Lecturer : 5

Students : aaaaa sini sini (mencari teman)/12/

Lecturer : 5 5 5 3 and 3. Stand up beside there. Ok, we start the game 1 2 3

Lecturer&Students : a b c d e f g h I j k l m n

Lecturer : 7

Students : wee aa sini (mencari teman)/12/

Lecturer : 7, 7 and you (menunjuk grup yang kurang) so, you have go to there (dan game berakhir)

Line up please, line up (menunjuk mahasiswa yang kalah). I want you to change the sentence using comparative or superlative. Ready....?/7/

Student : my dormitory bigger than my house /9/

Lecturer : my dormitory bigger than my house. Ooh I think you missing one small word/8/

Student : is

Lecturer : yes

Student : my dormitory is bigger than my house

Lecturer : my dormitory is bigger than my house./4/

Yes or no?

Students : yes..

Lecturer :yes, ok sit down. Next, superlative or comparative

Student : comparative. Car is faster than bicycle.

Lecturer : Car is faster than bicycle. Ok, go./4/

Next, superlative or comparative

Student : my mother is more diligent than me

Lecturer : my mother is more diligent than me. Every one listen./7/

my mother is more diligent than me. Yes or no?/5/

Students : yes../9/

Lecturer : ok, come on.

Student : my car is bigger than bicycle

Lecturer : my car is bigger than bicycle. Yes or no?

Students : yes..

Lecturer : ok, sit

Student : heru is shorter than lintang

Lecturer : : heru is shorter than lintang. Yes or no?/4/

Students : yes../9/

Lecturer : ok next

Students : my brother is most smallest in my house

Lecturer : no, ada yang kurang. Apa yang wajib di superlative?/8/

Students : the../9/

Student : my brother is the smallest in my house

Lecturer : ok good./2/

So, that is comparative and superlative. When we use comparative?/5/

Students: to compare two things/9/

Lecturer : to compare two things. If you want to compare more than two things, you use?/5/

Students : superlative/9/

Lecturer : one word that should be in comparative. Apa yang harus ada di superlative?/5/

Students : the../9/

Lecturer : apa yang harus ada di comparative?/5/

Students : than/9/

Lecturer : ya, ok now count 1 to 5

Students : (mulai menghitung)

Lecturer : finish? Everybody stand up and sit down in your group. 1 2 3 4 and 5 come on, do not bring anything./7/

Students: (duduk dengan kelompok masing masing)

Lecturer: ok, I will check you 1 2 3 4 5 ok. (mulai memberi intruksi). Marker here and I have some words on papers, I will give one for each group, oh and I will say a definition. /7/

What is the definition? /5/

Students: pengertian /9/

Lecturer : pengertian. I will say a definition and you match one word from this. I mean you match one word from this paper choose one. When you know what word is that run and take the marker and write on white board, only one group will get price, ya write here. /7/

Do you understand?/1/

Students : yes.../9/

Lecturer : I will check you first. Do you match a definition word?

Students : yes

Lecturer : do you write word on paper?

Students: no

Lecturer: do you run to the board and write the word?

Students : yes

Lecturer : do you speak the word?

Students : no

Lecturer : ok. (membagikan kertasnya kepada setiap kelompok). Are you ready?

Students : yes

Lecture : are you ready? (mengucapkan dengan tegas)

Students : yes

Lecture : ok. The first definition. The place you go to eat with your friend or family?/5/

Students : (4 siswa berlari untuk menjawab)

Lecture : ok good. Restaurant./2/

Now listen carefully a person cook food for customer

Students : (mencoba menjawab)

Lecture: tetot...

Students : (kelompok 3 menjawab)

Lecture : chef yes good. /2/

The marker here. Is it enough is it fear. What is fear?/5/

Student1 : cukup/10/

Lecture : Adil. Meaning of fear is adil Ok, are you ready/6/

Students : ready

Lecture : the person who takes your order/5/

Students : (kelompok 1 dan 4 berlari ke depan)

Lecturer : ok, suit deh (kelompok satu menang suit)

Student: waitress

Lecturer : waitress. Good./2/

next the money that you pay for your food? /5/

Student : (kelompok 3) bill/9/

Lecturer : yeah it is bill. /4/

Next, the first food you eat if you go to the restaurant? /5/

Student: (kelompok 5 menjawab)

Lecturer: tettoot... what is the first food?

Students : makanan utama

Lecturer : apa makanan utama di restoran?/5/

Students : appetizer/9/

Lecturer : ya appetizer. Ok, listen. The list of the food that you can order

Student : (kelompok 5) menu

Lecturer : yes menu. Next, the last food you eat

Student: (kelompok 5) dessert

Lecturer : yes dessert. The most important food when eat in the restaurant

Student : (kelompok 4) tettoot

Student : (kelompok 3) tettoot

Student : (kelompok 5) tettoot

Lecturer : main course. Ok, listen this is the last one. Listen, I will give the punishment for the loser. /6/

The person who comes to restaurant for eat?

Student : (kelompok 5) costumer

Lecturer : ok costumer. Now, count your money. Group 1 how much your money?/5/

Student : (kelompok 1) tettet /10/

Lecturer : Group 2

Student : (kelompok 2) 15.000

Lecturer : Group 3

Student : (kelompok) 10.000

Lecturer : Group 4

Student : (kelompok 4) tettoot

Lecturer : Group 5

Student : (kelompok 5) 25.000

Lecturer : we have the loser. Everyone stand up and the loser stands up here. The punishment is.. come on (yang kalah membersihkan sampah yang berada di depan kelas)

What is the meaning of chef?/5/

Students : tukang masak. Cooking/9/

Lecturer : waitress/5/

Students : pelayan/9/

Lecturer : bill/5/

Students : (bingung)/11/

Lecturer : bill? How much is the bill

Students : tagihan

Lecturer : appetizer/5/

Students : makanan pembuka/9/

Lecturer : menu/5/

Students : daftar makanan/9/

Lecturer : dessert

Students : makanan penutup

Lecturer : eating out

Students : makan diluar

Lecturer : main course

Students : makanan utama

Lecturer : costumer

Students :pelanggan

Lecturer : tax? Pajak. Pajak itu yang harus dibayarkan untuk pemerintah. And then
pay/6/

Students : membayar

Lecturer : cash

Students : tunai

Lecturer : credit card

Students : kartu kredit

Lecturer : so, this is the vocabulary when you go to the restaurant, eating out. Makan
diluar, di teras makan diluar juga kan?/6/

Students : (tertawa)

Lecturer : repeat after me/7/

Restaurant 2x

Chef 2x

Waitress 2x

Bill 2x

Appetizer 2x

Menu 2x

Dessert 2x

Food 2x

Eating out 2x

Main course 2x/9/

What the meaning of course? Do you remember? Dulu kita pernah belajar course itu sebagai kelas khusus. So, kalo disini sebagai makanan. Makanan utama. Ok, catatalah/6/

Students : (mencatat materi)/11/

Lecturer : (memeriksa mahasiswa) coba lihat page 63, 63. There is a picture here. Pair, pair, pair (membagi mahasiswa). Have you find it? Page 63, there is a picture here and listening part. Sudah? Ok, so you need to listen carefully for the track and find the sequence, urutannya./6/

Students : (mendengarkan audio)/11/

Lecturer : bingungkan? Ya, so not all the conversation is write. Tidak semua conversation ada di teks, hanya sebagian. Jadi, listen mana yang tidak ada itu yang harus anda isikan. Ok, once more/6/

Students : (memdengarkan kembali)

Lecturer : ok, let's we check. Number 1 is?/5/

Students : I have a reservation for 10.00/9/

Lecturer : number 2 mayang

Students :let me show you to your table

Lecturer : what is the meaning of this sentence? What is that?/5/

Students : (diam)/11/

Lecturer : what is the meaning of let me?/5/

Students : (diam)/11/

Lecturer : I have a reservation for 10.00. oh, sir let me show you (memperagakan gerakan) what is that? Let me/6/

Students : ikuti/9/

Lecturer : let me, let's go

Students : ayo

Lecturer : ayo biarkan saya membawa anda to your table ya.. ok number 3 diah

Student : can I take your coat/9/

Lecturer : what is the meaning diah ?/5/

Student : dapat saya..

Lecturer : can I take, bisakah saya membawa your coat. Jas boleh, jaket juga boleh.
Number 4 putri

Student : could you like something to drink

Lecturer : what is the meaning putri?/5/

Student : maukah kamu/9/

Lecturer : maukah kamu se.suatu untk duminum? Number 5 siti kholida

Student : we have a bottle of source crab, please

Lecturer : bisakah kami mempunyai. It is suitable mempunya atau memesan?
 Memesan yaa. Bisakah kami memesan sebotol source crab, please./6/

Number 6 disan

Student : excuse me, have you got an ashtray?/9/

Lecturer : excuse me, apakah kamu punya asbak? An ashtray itu asbak yaa. /6/
 Good, 7 Elin

Student : that was delicious

Lecturer : that was delicious, what is the meaning of delicious?/5/

Students : enak/9/

Lecturer : ok it is the conversation. Conversation dimanakah ini?/5/

Students : restaurant/9/

Lecturer : conversation of what?/5/

Students : (diam)/11/

Lecturer : apa yang mereka bicarakan? What are they talking about?

Students : (diam)

Lecturer : menu book. Jadi percakapan tentang apakah ini?/5/

Students : (diam)/11/

Lecturer : order something. Restaurant reservation (menulis di papan). Kalimat kalimat apa yang disebutkan dalam conversation kalian dengar?/5/

Students : hello../9/

Lecturer : hello... greetings (menulis di papan). What else? Welcome to.. if you want to order something atau menawarkan sesuatu, could you like to order something?. Kalo saya ingin segelas kopi?/6/

Students : I want

Lecturer : I want? Mana yang lebih sopan? I could you like yaa, itu lebih sopan. I could you like a glass of coffee ok, /6/

I will divide you 1,2,3, and 4. Role play, what is role play?

Students : (diam)

Lecturer : role play? What is that?/5/

Students : bermain/9/

Lecturer : hmm, bermain peran. So, you will make hmmm membuat cerita dengan latar restoran like the conversation before

Students : (mulai menyusun cerita dengan kelompok masing-masing dan dikarenakan waktu tidak cukup, hanya ada 2 kelompok yang tampil dan kelompok lain akan dilanjutkan besok)/11/

Lecturer : ok, when you need something, what you say?/5/

Students : I could.../9/

Lecturer : I could like and do not forget to use excuse me and please. Ok, let's we close our class

leader : before we close let's say alhamdulillah

Students : alhamdulillahirobbal 'alamin

DATA 4 (Meeting 4)

Time : March, 227st 2022

Place : the 1st class

Lecturer : so, do you have any pets?/5/

Student : no, I do not/9/

Lecturer : azizah?

Student : yes, I do

Lecturer : yes, I do. What are they?/5/

Student : cat/9/

Lecturer : how many cats do you have?/5/

Student : 3/9/

Lecturer : 3 cats, what are they name?/5/

Student : lili, moli and athur/9/

Lecturer : oh my god, lili yaa. How long have you had your cats with you?/5/

Student : 2 years/9/

Lecturer : 2 years oh wow nice, so I think you love your cats so much/2/

Student : yes

Lecturer : thank you. Hafizah do you have any pets?/5/

Student : yes maam/9/

Lecturer : so, what are they?

Student : 2 (siswa lain tertawa)

Lecturer : what are they?/5/

Student : cat/9/

Lecturer : cat ok, how many cats do you have?/5/

Student : yes (siswa lain tertawa lagi)

Lecturer : what are they names?/5/

Student : pocek and cepot/9/

Lecturer : ok pocek and cepot. How long have you had your cats with you?/5/

Student : 14 years/9/

Lecturer : 14 years? (heran) ohh my god still alive until now?/6/

Student : yes miss, anaknya (semuanya tertawa)/10/

Lecturer : oh good ok Thank you hafiazah. /2/

May do you have any pets?/5/

Student : no/9/

Lecturer : jamiah?

Student : no

Lecturer : daniah?

Student : yes miss

Lecturer : yes, what are they?/5/

Student : cat/9/

Lecturer : how many cats do you have?/5/

Student : 1/9/

Lecturer : 1, what is his mane?/5/

Student : park cha/9/

Lecturer : park (menekankan) chaa. I think your cat is from korea. Park cha, I think..i think your cat become park channel yaa. Is your cat has a member? /5/

Student : no/9/

Lecturer : your cat just?/5/

Student : yes/9/

Lecturer : oh my god. Good. /2/

How long have you had your cat with you?/5/

Student : it is around 7 months/9/

Lecturer :7 months, right. Ok now, rini do you have any pets?

Student : no

Lecturer : Erika do you have any pets?/5/

Student : yes/9/

Lecturer : what are they?/5/

Student : cat/9/

Lecturer : cat, how many cats do you have?/5/

Student :1 cat/9/

Lecturer : what is his name?/5/

Student : I forgot maam/9/

Lecturer : just one only has a name ok. What is his name?

Student : mimi

Lecturer : mimi, oh mimi yaa. How long have you had your cat with you?/5/

Student : 2 years/9/

Lecturer : 2 years, oh long time yaa. Now holidaa, do you have any pets? /5/

Student : yes/9/

Lecturer : what are they?/5/

Student : cat/9/

Lecturer : cat. How many cats do you have?/5/

Student :1/9/

Lecturer :just one? What is his name?

Student : hero

Lecturer : hero. How long have you had your cat with you? 2 years? A year? (siswa mengangguk) ok a year, ok very good. /2/

Let's move to fahri. Do you have any pets?/5/

Student : yes/9/

Lecturer : what are they? /5/

Student : katak /9/

Lecturer : ok, how many pets do you have? (tertawa)

Student : 1

Lecturer : what is his name?/5/

Student : dono (semua tertawa) /9/

Lecturer : how long have you had your pet?/5/

Student : 2 years/9/

Lecturer : 2 years. Next fahrul, do you have any pets?

Student : yes, I do

Lecturer : yes, I do. What are they?

Student : chicken noodle

Lecturer : if the chicken noodle is not pet, it is food /8/

Students : ayam kampung,, chicken rainbow miss/12/

Lecturer : owh what is his name?

Student : emm,,,

Lecturer : no name, manuk yaa. How long have you had your pet?/5/

Student : 2 years/9/

Lecturer : 2 years, Thank you. Good /2/

Sidin do you have any pets? /5/

Student : yes /9/

Lecturer : what are they? /5/

Student : bird /9/

Lecturer : pig? (kaget)

Students : bird

Lecturer : ohh bird. How many birds do you have? What is his name?**5/**

Student : pudil**9/**

Lecturer : is it kind of eagle or what? **/5/**

Student : cawing **/9/**

Lecturer : ooh cawing. How long have you had your pet with you?

Student :4

Lecturer : 4 years, wow good. **/2/**

Dio do you have any pets? **/5/**

Student : yes maam **/9/**

Lecturer : yes, what are they? **/5/**

Student : buffalo **/9/**

Lecturer : that is good.**/2/**

How many buffalos do you have?

Student : more than 21

Lecturer : wow more than 21. Do you have name for your buffalos?

Student : forgot

Lecturer : forgot? No name

Student : forgot maam

Lecturer : ok. How long have you had them? **/5/**

Student : 10 years **/9/**

Lecturer : 10 years. wow good. **/2/**

Ok let's move to fahri, do have any pets?**5/**

Student : no, I do not have**9/**

Lecturer : you do not have. Sahri, do have any pets?

Student : no, I do not have one/9/

Lecturer : ooh, you do not have one, alright. Everybody do you love your pet?

Student : yes maam

Lecturer : are you... I want to ask you. Are you animal lover?/5/

Student : yes maam/9/

Lecturer : ok now my turn, ask me/7/

Students : do you have any pets? /9/

Lecturer : yes, I do

Students : what are they?

Lecturer : chicken and fish

Students : how many pets do you have?

Lecturer : one fish one chicken

Students : what are they names?

Lecturer : the fish is fish, the chicken is chicken

Students : (tertawa) how long have you had your pet with you?

Lecturer : hemm I have had a fish for a month and I have had a chicken a few months. I forgot how long I have had my chicken. Now she is emmm /6/

Students : bertelor? Ngengram?

Lecturer : yaa ngengram. She has 8 eggs now

Students : wow...

Lecturer : yeah, my chicken is very funny. When I come to my chicken, she runs, she is afraid of me. When my husband comes, she will stay. Maybe my husband is her husband too

Students : (tertawa) ha ha ha

Lecturer : no yaa (terkekeh). It is funny and you know bertelur itu, it is not in my house, my neighbor house on the cup born and we lose our chicken for one week, we did not know where and her partner always (memperagakan mencari sesuatu). Do you love your, ask me

Students : do you love your chicken?

Lecturer : no, I do not cause I want to eat it but, you know before Ramadhan we plan to potong tapi karena dia bertelur gak bole kan nak di bunuh,gak jadi di makan padahal udah dimasak itu kemarin

Students : hahhahaha (tertawa)

Lecturer : and the fish. The fish was born from sibolga by your father. Ahh you know the fish in the bottle of water. Aqua bottle, he bought it. And I asked what is that? fish, and he moved to the jar (membentuk tangan seperti wadah) jar, apa itu nak?/6/

Students : wadah... aquarium

Lecturer : no jar emmm toples ya toples. We put on jar and we put hmmm apa itu namanya hmm pellet and we put on the table/6/

Students : ohhh hmmm

Lecturer : and I love it know and my husband too. Ok thanks it is about animals. Now, let's see your book. Look at here (memperlihatkan buku kepada siswa) what pet do you think suitable for that people? Can you see the animals in the box? Cat, dog, gold fish.... Ya which pets are suitable for this people? Picture A/7/

Students : cat

Lecturer : cat ok, picture B/5/

Students : dog/9/

Lecturer : dog ya. Hmm ok Sakinah which pet do you think suitable for Putri?/5/

Students : dog... monkey/12/

Lecturer : not suitable ya. /8/

Jamiah which pet do you think suitable for rio?/5/

Students : hamster /9/

Student : gold fish

Lecturer : gold fish okay, good. /2/

Aisyah which pet do you think suitable for sarif? /5/

Student : hamster /9/

Lecturer : hamster ok, Karin which pet do you think suitable for rasyid? You just say what is suitable

Student : monkey

Lecturer : Farida which pet do you think suitable for sahrul? /5/

Student : rad /9/

Lecturer : rad? Do you know rad nak? Like mouse, Sorry ya sahrul. The last Zakiah which pet do you think suitable for siddin?/6/

Student : (diam)11/

Lecturer : choose one a pet for siddin

Student : bird

Lecturer : ok which pet do you think suitable for you know? Choose one pet for you. Rabbit, hamster, cat? /5/

Students : cat, bird, chicken/12/

Lecturer : yeah. I think you have got about it. Now let's we discuss what we learn today nak (menghapus papan dan menulis) langsung kita ke topiknya. Present perfect. We have already learn about present perfect. Present perfect (since and for). We use s + have + v3 and these are usually put in present perfect ya nak. Since it is about times, for it is about situation. How long time ya nak (menulis di papan) since itu sejak, sejak kapan, sejak waktu tertentu ya nak. So, kalau ada angka angka there are number use?/6/

Students : for

Lecturer : for, kalau ada misalnya kemarin, tahun sekian, sejak lahir since. Remember you do not say "sain" "sin"/6/

Students : since (sin)/9/

Lecturer : what? 2x

Students : sin (since) 2x

Lecturer : and more time

Students : sin (since)

Lecturer : for example. I have had my pet for a month, Since a month. How long have you lived in PSP? Who lives in PSP nak (meminta siswa mengangkat tangan) yaa aisyah how long have you lived in here?/6/

Student : 6 tahun/9/

Lecturer : aisah have had lived in PSP for 6 years. Since 2015. Next, how long have you stayed in your dormitory?/6/

Students : 8 months /9/

Lecturer : kami sudah

Students : we have stayed in dormitory for 8 months. Since august 2021

Lecturer : good./2/

How we know the time for present perfect and past tense?. Past tense and present perfect is something that happen in the past ya nak. Sama sama terjadi di masa lalu. Apa bedanya?/5/

Student : past tense finish in the past, present perfect until now/9/

Lecturer : yak, past tense happen in the past finish in the past. Present perfect happened in the past and still happen atau still continue until now. Right (merangkum di papan)/3/

I will make example of using, I had a chicken for a year, I have had a chicken for a year. Can you discuss with your friend what is the different between two sentences, this one I use past tense and this one I use present perfect. Yaaa apa bedanya nak? Sekarang discuss with your friend dulu/7/

Yaa sarif!!

Student : happen in the past and we don't know how much he still have the chicken present/9/

Lecturer : ok and the second one

Student : happen in the past and he have the chicken until now/9/

Lecturer : that is correct. Give applause for sarif. /2/

For sentence number 1, you have a chicken for a year, but now you don't have a chicken. It can be the chicken already died or went somewhere, we don't know so, you lose your chicken. You don't have it now. The second one, you have had your chicken from the past and now still have it, ok that is the different. Ok yaa, jadi tahun lalu kamu punya chicken selama setahun kamu pelihara, sekarang enggak ada lagi. Same as born, lahir. When were you born kapan? /3/

Students : I was born

Lecturer : I was born in 2014 yaa kan. When you were born yaa only born one atau masih lanjut sampai sekarang nak?/5/

Students : satu /9/

Lecturer : only one yaa kan, so that is way past tense. I was born in 2014. Miss saya masih hidup!! Beda kalau hidup yak kan? Lahir hanya sekali dan hidupnya masih, nah pakailah present perfect. Apa lagi nak e? pindah. Ada yang pindah gak dari luar ke PSP atau dari PSP kemana. Pindahnya berapa kali nak?/6/

Students : once

Lecturer : once ya, so you use past tense. Saya pindah dari PSP ke medan tahun.. ya you use past tense yaa. I moved from medan to PSP pakelah apa nak? In 2010/6/

Students : in

Lecturer : so how do you know or how do you differentiate between present perfect and past tense, we look from the time. Kalo ada kata kata "in" pasti dia past tense, kalo dia ada kata kata for and since pasti dia present perfect ya nak, tapi tergantung juga kita harus lihat kasusnya gimana. /6/

Now, talking about for and since, 'saya lahir'. Selama saya lahir atau sejak saya lahir?/5/

Students : since /9/

Lecturer : nah, since. Jika ada kalimat seperti ini, subject terus predicate biasanya dia since yaa. Kalau bilang one hour?/6/

Students : for

Lecturer : yak, selama stu jam atau sejak satu jam?/5/

Students : selama/9/

Lecturer : tapi kalo miss bilang one hour ago?/5/

Students : since/9/

Lecturer : yaa, sejak satu jam yang lalu gitu yaa nak. Ok next, long time?

Students : for

Lecturer : yaa for a long time (menulis I met you di papan) hayoo for I met you atau since I met you?

Students : since

Lecturer : since I met you. Sejak saya berjumpa denganmu

1,2,3,4,5,6 (dituliskan di papan) can you please write 6 sentences use this type, what sentence do you want to write, if you finish, collect I will check it. Silahkan (kemudian mulai berjalan untuk mengontrol siswa/i)/7/

APPENDIX III

INTERVIEW WHIT THE LECTURER

Pewawancara :

Narasumber :

Hari/Tanggal :

Waktu :

Tempat :

1. Berapakah jumlah mahasiswa/i yang ada di ruang satu ini buk?
(How many students are in this class Maam?)
2. Bagaimana kondisi mahasiswa/i ketika pembelajaran di dalam kelas Maam?
(How the students condition when teaching-learning process in the class Maam)
3. Apakah siswa selalu menggunakan bahasa Inggris untuk berkomunikasi dengan ibu saat pembelajaran?
(Do the students always use English language to interact with you Maam?)
4. Pernahkan Maam menjelaskan materi dengan menggunakan full bahasa Inggris?
(Have you ever explained the material using full English Maam?)
5. Apakah Maam sering bertanya kepada siswa ketika pembelajaran?
(Do you often ask students when teaching-learning process Maam?)
6. Apabila dalam menjawab pertanyaan, siswa menjawab dengan jawaban yang salah atau bener apa yang Maam lakukan?

(If in answering questions, students answering with the wrong or correct answer, what do you do Maam?)

7. Selama interaksi terjadi di dalam kelas, yang berperan lebih aktif itu ke Maam atau mahasiswanya Maam?

(During the interaction in the class, who is more active students or Maam)

8. Menurut Maam seberapa pentingkah interaksi dalam proses pembelajaran?

(In your opinion Maam, how important is the interaction in learning process Maam?)

9. Apakah yang Maam lakukan untuk membuat mahasiswa mampu berkomunikasi dengan Maam?

(What do you do Maam to make the students able to communicate whit Maam?)

10. Menurut Maam, bagaimana seharusnya siswa itu berperan di dalam kelas?

(In your opinion Maam, how should the students play a role in the class Maam?)

INTERVIEW WITH STUDENTS

Time :

Place :

Interviewee :

Interviewer :

1. Apakah kamu suka pelajaran bahasa Inggris? Kenapa?

(Do you like English lesson? Why?)

2. Apakah ada kendala yang dihadapi ketika kamu mengikuti pembelajaran bahasa Inggris? Kendala yang seperti apa?

(Are there any obstacles that you found when taking English lesson?

What are the obstacles?)

3. Apakah kamu pernah bertanya kepada guru? Pertanyaan yang bagaimana?

(Have you ever asked to the lecturer? What question do you ask?)

4. Seberapa sering kamu berinteraksi menggunakan bahasa Inggris di kelas?

(How often do you interact with the lecturer by using English?)

5. Terus apakah dosen suka memberikan reward atau pujian ketika siswa itu menjawab dengan jawaban benar?

(Does the lecturer like to give the reward or praise to the students when the students answering with the correct answer?)













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Penyelesaian Skripsi

14 Maret 2022

Yth. Kepala Unit Pelaksanaan Teknis Pusat Pengembangan Bahasa
IAIN Padangsidimpuan

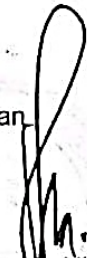
Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Afrida Rianisani
NIM : 1720300065
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Lecturer-Students' Verbal Interaction in Classroom at Language Development Center IAIN Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan

Dr. Leyla Hilda, M.Si.
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13 Juni 2022

SURAT KETERANGAN
B-1 / Ep/In.14/J.2/PP.00.9/06/2022

Kepala Pusat Pengembangan Bahasa IAIN Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : Aprida Rianisani
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Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melakukan penelitian di Pusat Pengembangan Bahasa Tanggal 20-24 April 2022 dengan Judul : **“Lecturer-Students’ Verbal Interaction in Classroom at Language Development Centre of IAIN Padangsidimpuan ”**.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya .

Kepala Pusat Pengembangan Bahasa,



[Handwritten Signature]
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