

## VERBAL COMMUNICATION IN ENGLISH CLASSROOM INTERACTION

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Received: September 26, 2022; Accepted: November 25, 2022; Published: January 1, 2023

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**Abstract:** The aim of this study is to investigate the various forms and impacts of verbal communication in the English classroom interaction between the teacher and eighth-grade students at SMPN 11 Makassar. This study employed descriptive qualitative research methodologies. The research involved a single teacher and eight students in grade 14 at SMPN 11 Makassar. The research included various instruments, including interviews, observation checklists, and video recordings, to investigate the verbal communication utilized by both teachers and students within the classroom. Furthermore, the analysis encompassed not only films but also the outcomes of discussions and interviews to examine the many forms and impacts of verbal communication. The researchers's findings in this study identified four distinct categories of verbal communication: intrapersonal, interpersonal, small group, and public communication. Additionally, the study revealed three specific effects of verbal communication: cognitive and emotional.

**Keywords:** Verbal Communication, Classroom Interaction

### 1. INTRODUCTION

English is a globally recognized language that is extensively employed across various forms of communication. Internationally, this language is widely employed in human endeavors including tourism, technology, business, and education, among others (Imran, 2022). It is the language that individuals who wish to communicate with individuals from other nations should strive to master. Formal education in Indonesia includes English as a foreign language curriculum. The subject is mandated for enrollment in both junior and senior high schools. The teaching-learning process in those educational institutions encompasses the four essential English skills: writing, speaking, listening, and speaking. This subject has thus far presented challenges for a number of students (Abarca & Fernandez, 2004). As a result, the process of English instruction and learning requires some refinement.

Communication is the process by which information is transferred with the intention of establishing a mutual comprehension. It is an action that human beings perform on a daily basis (Nonci, 2021). To put it another way, communication encompasses the process of transmitting knowledge or ideas via various means, including writing, speech, visuals, signals, or behavior. It is the exchange of information in a meaningful manner between two or more individuals (Ardianto et al., 2009). The capacity to establish intersubjective exchanges is referred to as communicative competence; thus, communication is inherently a social interaction.

Verbal communication comprises any type of interaction involving the use of words, including written or spoken forms such as writing or conversation (speak language). Verbal communication encompasses the comprehension of conveying a complete statement to the recipient through the means of conversation. According to Barker and Larry (1982), the classroom, being a setting for teaching and learning, is a microcosm of society at large, which comprises numerous components. A classroom is frequently referred to as an artificial environment for teaching, learning, and employing a foreign language in the context of language education. Nevertheless, it is crucial to acknowledge that the classroom itself constitutes a genuine social environment, where its constituent parts—teacher and students—establish social connections that are equally genuine. As in real life, the elements in the classroom are incapable of supporting themselves; that is, they consistently require assistance to interact with one another.

Communication is fundamentally about interaction. Proficiency in English communication entails the ability to interact in the language (Baker, 1982). The significance of interaction in language learning arises from the fact that it constitutes an integral part of individuals' everyday existence (Sulviana & Mahendra, 2021). A propensity to engage in verbal cooperation is evident during the interaction. Both the teacher and the Student should be committed to engaging in classroom discussions and interactions. These are the justifications for why the researchers conducted the study at SMPN 11 Makassar (1). In order to sustain verbal exchanges between learners and participants. When a student encounters difficulty articulating a thought or intent, they will employ it as an opportunity to ensure that the other individual comprehends his situation. Hence, the investigation is deemed highly intriguing by researchers due to the fact that each Students employs a distinct dominant verbal mode of communication.

## **2. LITERATURE REVIEW**

### **2.1. Classroom Interaction**

Interaction in the classroom is strongly encouraged in EFL classes. Students will develop an interest in classroom communication through participation (Behnam & Pouriran, 2009). A selection of definitions of classroom interaction has been put forth by various authorities. Classroom interaction, according to Goronga, involves students in the teaching and learning process. It indicates that interaction in the classroom motivates students to participate.

Moreover, it is crucial to note that the teacher is an active participant in the classroom interaction, which extends beyond students. Cohen asserts that the teacher exercises control over classroom interactions because he or she is responsible for fostering particular learning situations through the selection of objectives, organization of experiences, materials, and methods. Moreover,

classroom interaction will facilitate the exchange of knowledge among students regarding the information they obtain from the materials. Radford argues that students will engage in the learning process through classroom

interaction, as they will impart and receive each other's knowledge and comprehension. It indicates that classroom interaction inspires students to confidently share their knowledge and to gain knowledge from one another (Maris et al., 2022).

Classroom interaction encompasses more than mere engagement in the instructional and learning process and the exchange of subject matter expertise; it also pertains to the interpersonal connections that students develop with one another. According to Khadidja, students will engage in collaborative learning through classroom interaction, which consists of speaking and sharing amongst themselves. This implies that through classroom interaction, students will develop positive relationships with one another (Dagarin, 2004).

Furthermore, by means of classroom interaction, both the students and the teachers will be able to gauge the extent of their participation and the quality of their time spent speaking. In addition, classroom interaction is crucial for teachers to assess their own teaching style with the intention of modifying it. This implies that as a result of classroom interaction, the teacher's teaching manner will shift from being student-centered to teacher-centered, which is essential for the communicative approach.

## **2.2. Verbal Communication**

Verbal communication refers to the exchange of information through the use of written and spoken language. Capable of communicating ideas and intentions, conveying data and information, and exchanging thoughts and sentiments via human language. In verbal form. Language-based communication can be conceptualized as a symbolic or code system through which verbal messages are conveyed. Verbal communication encompasses the embodiment of symbols and the indeterminate meaning of words; thus, meaning is constructed during the communication process, and it is possible to reflect on words that have been said or written down through dialogue (Creemers & Kyriakides, 2005).

Regarding additional comprehensions, Verbal communication encompasses both oral and written forms of expression. This mode of communication necessitates the use of instruments in the form of languages that produce written or spoken text. Effective verbal communication is contingent upon the recipient's comprehension of the language employed. Worldwide, verbal communication is the most prevalent means by which humans exchange information with one another. It can be deduced from the definition of verbal communication that the purpose of human verbal communication is to establish connections with other human beings. Nonetheless, language remains an impediment to human communication across nations and ethnic groups.

Verbal communication employs vocabulary to symbolize a multitude of realities that an individual possesses. Expressions are conveyed through two distinct

modes: nonvocal, or written, and vocal, or oral. Verbal communication is also the primary method of conveying ideas, emotions, and intentions. Verbal communication employs vocabulary to convey a multitude of facets of personal experience. Verbal communication is more complicated than it may appear due to the fact that symbols and verbal messages are both forms of symbols that employ one or more words. Additionally, we communicate our thoughts, emotions, and intentions primarily through verbal means. Verbal communication employs vocabulary to convey and explain diverse facets of our personal reality. As a result, words are transcendent representations of our actuality that lack the capacity to elicit responses equivalent to the sum of all objects or concepts they symbolize.

### **3. METHODS**

The Descriptive Qualitative Method was utilized throughout the entirety of this research project. According to Miles and Huberman (1992), qualitative research is data that is gathered via the use of words rather than figures. This information may have already been gathered using a variety of methods (such as observation, interview, digest, document, or tape), and it may have been distributed through recording, typing, editing, or writing. The objective of this study is to investigate the various forms of verbal communication as well as the positive and negative consequences of verbal communication in the context of English classroom interaction. Teachers and students from SMPN 11 Makassar are the subjects of the research that is being conducted currently. Data gathering for this kind of research is accomplished through the use of recording. The information obtained from interviews is utilized in order to ascertain the various forms of verbal communication that occur in the classroom (Creswell, 2012). In order to get a profound comprehension and acquaintance with a particular group of people, participants are expected to participate. According to Arikunto (2010), purposive sampling is the process of picking a sample by taking subjects that are not based on the level or area, but rather are taken based on the specific objective. This is the method from which the sample is selected.

Participants in this study are elementary school students and teachers from SMPN 11 Makassar. The participants are in the eighth grade. For this study, the technique of purposive sampling was utilized. Because the researchers only employed one class, the technique of purposive sampling was chosen to fulfill the requirements of the study. Because the researchers believes that the eighth class is capable of portraying the participants that are wanted, the researchers chooses to employ the eighth class as the object of inquiry. The goal of this research is to be able to determine the different types of verbal communication and the effects that they have on the interaction that takes place in English classrooms at SMPN 11 Makassar. Purposive sampling is used to accomplish this. Due to the fact that the research instrument is dependent on the data that is required, every study choose research instruments that are distinct from one

another. The following are the instruments that are for this research: A checklist for making observations. There is a list of items that an observer is going to look at when they are observing a classroom, and this list is called an observation checklist. For the purpose of this study, the researchers utilized an observation checklist to check off the things on the list of both the teacher and the Student, which are as follows: In the classroom, speaking is required. As a result, the researchers was aware of how verbal communication is utilized by both teachers and students in the classroom.

In most cases, an interview is a face-to-face conversation that takes place between a researchers and a participant. During this talk, the researchers and the participant share information with the interviewer. Within the realm of qualitative research, interviews are the most common method of data collection. These interviews involve the researchers asking one or more participants general, open-ended questions and recording their responses. In order to facilitate transcribing that is more consistent, audiotapes are frequently relied upon. In this study, the researchers has prepared fifteen questions that are relevant to the different styles of verbal communication and the effects that they have on the interaction that takes place in English classrooms. After that, the researchers will conduct an interview with the teacher and the students, asking them questions. A transcript of the interview's findings was created by the researchers. A Video Recorder, The A video that was recorded for a period of sixty minutes. The researchers focused on the communication that takes place between teachers and students in the classroom. With the help of the record, researchers are able to determine the different types of verbal communication and their effects on the interaction that takes place in English classrooms.

## **4. RESULTS**

### **4.1. Types of verbal communication**

In the course of the investigation, the researchers discovered four distinct categories. Communication can be broken down into four categories: intrapersonal, interpersonal, small group, and public. In the beginning, the teacher invites the students to look at some samples of dialogue in the book, and then the teacher provides some examples of conversation. In addition, inquire of the Student what the meaning of the discourse is. However, the Student did not instantly answer, and the teacher then directed one of the students to interpret the statement that was taken from the dialogue from the conversation. In the process of responding, the learner is concentrating on interpreting the example, despite the fact that the question was not answered immediately. For the purpose of assisting the students in gaining a deeper comprehension of the content, the teacher consistently utilized the English Indonesian language through the explanation process. This demonstrates that the teacher engages in intrapersonal contact with the Student and that the students respond to the teacher's messages. The teacher will first inquire about the subject matter that is being studied, and then the students will either answer or respond to questions posed by the teacher. Due to the fact that



the teacher combines two languages, namely English and Indonesian, when communicating with students, this demonstrates that the language that the teacher employs is cohesive, clear, and simple for the students to comprehend. This is done to ensure that Student do not experience any difficulties in their educational pursuits.

The teacher creates a small group that is comprised of two individuals. in order to complete the tasks outlined in their book. Students are able to share with their group buddies as well as with other groups, which is made possible by the existence of this tiny group, which might make things easier for students. for the purpose of fostering interaction between the students and the professors. Small groups are formed when each group examines the degree to which they interact effectively with one another in order to accomplish a common objective. As a result, students discuss the topic in the classroom, and the teacher assigns students the task of constructing two example sentences using the three materials that have been covered. The assignment is completed in groups of two during a period of five minutes. It is clear from this that students are able to complete their tasks more readily when they are given group assignments since they are able to assist one another, share, and discuss their thoughts with their classmates. It is possible that this will make learning simpler for students. Following the presentation of an example of the information, the teacher asks two students to step forward and then proceed to follow what the teacher has said in the presentation of examples of the material. In spite of the fact that they were still timid, the two students were able to repeat what the teacher had stated. During the course of the learning process, this demonstrates that the actions taken by the teacher are beneficial to the students because they provide them with the opportunity to practice speaking in front of the class.

#### **4.2. The effects of verbal communication**

Based on the video recording, the researchers discovered three effects. They include cognitive, emotional, and conative impacts. The teacher is able to get students to understand the information being taught. The effect that occurs is the cognitive effect of the students. This indicates that students understand the topic and are able to respond. The cognitive effects that Student experience are positive. The teacher also praises the Students by stating "good." These students will be more excited in learning. Students experience affective impacts. This means that the influence on students is beneficial since they are more enthusiastic. The teacher strives to persuade Student to comprehend, and students can express what they understand using the information being taught. The teacher's communication appears to have a conative influence on the students. The conative effect on students is favorable because they can respond immediately to the teacher's message.

### **5. DISCUSSION**

The researchers performed interviews, observations, and video recordings to identify the types and consequences of verbal communication between

teachers and students. Researchers discovered that most teachers and students communicate using verbal language rather than nonverbal communications. Intrapersonal communication. Intrapersonal communication is communication with oneself, which occurs when a human thinks to himself. According to the research, intrapersonal contact happens between teachers and students when the teacher asks Student to respond to the material. Students recall stuff previously taught by the teacher. This demonstrates that Student engage in intrapersonal communication through language and thought (Creemers & Kyriakides, 2005).

Based on field research findings, researchers conclude that the teacher's interpersonal contact in the classroom was effective (Nurjannah & Faisal, 2021). This indicates that the teacher can communicate with students in the classroom and gain favorable answers since the teacher's language is clear, cohesive, and easy for Student to grasp. The teacher motivates students by frequently asking questions to students so that other students are motivated to listen, approaching students personally if there are Student who do not understand, and explaining and providing examples from the content or topic. Interpersonal communication among eighth-grade Student is quite good. This means that students can communicate with their teachers and peers, respect others in communication, and accept by being positive in connection (Behnam and Pouriran, 2009). Students that have adequate interpersonal communication skills recognize the importance of interpersonal communication between teacher and students. This indicates that communication skills can emerge when students have an open spirit and the habit of sharing information with their teacher and peers, allowing them to open effectively. Based on field research data, researchers discovered that small group communication among eighth-grade students at SMPN 11 Makassar lacked learning activity.

This is evidenced by the fact that some Student remain silent, ashamed to share their ideas, while others do it on their own. Students have not been able to fully utilize the discussion time. Public communication Based on field data, the researchers discovered public communication from eighth-grade Student, namely when the teacher asked them to practice speaking in front of the class. The students then come forward and practice speaking. The Student' speech skills were hesitant and stiff. This situation indicates that Student' public speaking in the classroom is still weak. The effects of verbal communication are cognitive, emotional, and conative (Rahman & Indahyanti, 2021). Cognitive impacts emerge when knowledge or understanding changes. In the findings of this study. The cognitive impacts that occur after the teacher conveys the topic include students understanding the material presented by the teacher in class. Students can answer the teacher's questions and assignments. The impact of cognitive effects on Student' verbal communication in the classroom is good. Affective impacts are those that result from a person's feelings (Dagarin, 2004).

According to the findings of this study, the affective effects that occur in the form of sentiments in eighth-grade students are a sense of pride and joy after the teacher provides a material that piques the students' interest in studying. If

Student become lethargic or bored in the classroom, the teacher can keep them interested by providing games, motivation, quizzes, and jokes to them. The affective effect observed in eighth-grade children is positive. The conative effect occurs when teachers and students communicate during the learning process. The teacher attempts to persuade Student to comprehend, and students can express what they understand using the information being taught. The results of teacher communication had a conative influence on students due to their efforts to learn the content. The conative effect on Student was favorable since they could respond immediately to the teacher's message.

## **6. CONCLUSION**

There are four types of verbal communication that teachers and students employ during the learning process. They include intrapersonal, interpersonal, small group, and public communication. Each category has a unique rationale, yet they are also related to one another. (a) Intrapersonal communication happens when the teacher asks the students to respond to the material. Students recall stuff previously taught by the teacher. This demonstrates that children engage in intrapersonal communication, using words and thinking. (b) The teacher's interpersonal communication with eighth-grade students is good. (c) Public communication researchers discovered that even while conducting small group assignments, Student' learning activity remained low. (c) The students' speaking skills were shy and stiff. This situation indicates that Student' public speaking in the classroom is still weak. There are three effects to spoken communication. There are three types of effects: cognitive, emotional, and conative. Researchers conclude the effect: (a) Cognitive effect: Students can answer the teacher's questions and tasks. The cognitive effects on Student' verbal communication in the classroom are beneficial. (a) If students get idle or bored in the classroom, the teacher can keep them engaged by providing games, motivation, quizzes, and jokes to Student. The affective effect observed in eighth-grade children is positive. (c) The conative effect on students after explaining the content takes the shape of supportive behaviors to motivate Students to learn.

## **ACKNOWLEDGMENTS**

The researchers express the gratitude for all those who have assisted in the process of journal.

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