



## Articles

## Exploring language styles of teacher and students' verbal interaction

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Article Information	Abstract
<p><b>Keywords:</b> Verbal interaction Language styles Teacher and student</p> <p>Received 2 June 2022 Received in revised form 3 August 2022 Accepted 2 September 2022 doi: <a href="https://doi.org/10.33750/ijhi.v5i3.155">10.33750/ijhi.v5i3.155</a></p>	<p>This research aims to find out the teacher in the classroom uses the verbal interaction between students and teacher, and language styles. The research was conducted at one of the Islamic Boarding High Schools in Maros regency, South Sulawesi, Indonesia. This research used a descriptive qualitative method, and the data was collected using observation and interviews of the teaching and process in the classroom. The results of this study demonstrated that verbal interaction and language style in a classroom are functioning effectively because the instructor can manage the situation and make the situation function properly by asking largely students for feedback. Nine types were explained in the findings: intrapersonal interaction, intrapersonal interaction, small group interaction, public interaction, formal style, informal style, group project, peer instruction, and discussion or debates. Based on the result above, it could be concluded that the verbal interaction between students and teacher and language styles in the classroom was running well.</p>

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## 1. Introduction

The teaching and learning process is established through communication and interaction between teachers and students, meaning that the educational process and its quality depend on the success of communication and interaction. Communication is an activity through which two or more people exchange messages and codes flexibly to obtain a goal. Meanwhile, interpersonal communication is expressing information, meanings, and emotions through verbal and non-verbal messages.

In teaching and learning activities, many factors might influence the teaching and learning process, and one of the main factors is classroom interaction. According to Sukarni (2015), several factors affect the results of English teaching, such as teachers, students, time, methods, materials, classroom materials, the interaction between teachers and students in the classroom, and the use of visual aids. Classroom interaction includes verbal and non-verbal interaction. Although many factors may determine the

effectiveness of classroom teaching, one of the most important things is the quality of classroom interaction. In addition, Abdulrohimi (2013) stated that most researchers concluded that teacher teachers' quality plays an important role in the efficacy of teaching and learning. The quality of the educational program, the classroom climate, and student management can all be affected by a teacher's and a student's verbal interactions. This study examined how teachers and students interacted with one another in normal and special education courses for kids with behavioral and emotional disabilities. It was anticipated that communication styles in special classrooms would be very different from those in ordinary classes, and more efficient student management and more time dedicated to learning would emerge from these communications.

In addition, Abdulrohimi (2013) stated that most researchers concluded that teacher teachers' quality plays an important role in the efficacy of teaching and learning. Verbal interaction between teachers and students can influence the classroom environment, the instructional program's quality, and student classroom management. This study examined

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teacher-student communication patterns in both regular and special education classes for behaviorally and emotionally handicapped students. It was expected that special class communication patterns would differ substantially from those used in regular classes, resulting in more effective student management and more time on task for learning.

Adaba (2017) defined interaction as a process of two or more people engaged in two-way actions. He added that the interaction continues as long as people communicate, take action and react with each other, wherever they are. Allwright (1984) has interaction is defined as: "the fundamental reality of pedagogy" and "successful pedagogy involves the successful management of classroom interaction." In conclusion, interaction is a two-way action done by people, including giving a message, responding, reacting, and choosing the right language to clarify their dialogue.

Holmberg (1986) defines "Verbal interaction as the process of sharing information between individuals using words." Bunglowala (2015) defines "communication as divided into verbal and non-verbal communication. Verbal communication includes the use of language while non-verbal communication is based on the use of expressions, gestures, and actions". In addition, Chaudhry (2012) states that "Verbal communication by itself has no impact on the minds and hearts of students. Nonverbal communication does not complete the verbal message." Due to how the message is communicated verbally, the student may give the same verbal message with different meanings and interpretations.

According to Azam (2014), effective communication plays an important role in motivating students and knowing their aspirations and the problems they may face. While verbal and non-verbal communication are both important, effective verbal communication helps build strong teacher-student relationships that underpin strong cognitive development. Awake, easy, and effective verbal communication helps teachers understand students' thoughts, ideas, and perspectives as students understand the teacher's expectations, knowledge, and skills.

On the other side, Li (2011) states that classroom instruction is a communication activity between teachers and students through the transmission of information. In other words, teachers and students interact through verbal and nonverbal signs during classroom education. Since relationships may be established through speaking and discussion, verbal communication in teaching can be characterized. As a result, teachers should be aware of nonverbal actions in the classroom. To effectively educate, a teacher must utilize words properly. Each word has a definite purpose, a sensation in individuals, and a set of emotions. If the words are used correctly, they will immediately impact the audience's body and soul.

Furthermore, Hanes (2015) claims that verbal interaction is using sound and language to rely on a message. It serves as a vehicle for expressing desires, ideas, and concepts and is important for teaching in conjunction with non-verbal forms of interaction. Verbal interaction serves as a basic tool for expression between two or more people. Interpersonal interaction and public speaking are two basic types of verbal interactions. Whereas public speaking involves one or more

people delivering a message to a group, interpersonal interaction generally refers to a two-way exchange involving talking and listening.

In addition, according to Glew (1995), "Verbal interaction is the presentation of information through a language made up of words and grammar." Oral and textual communication are examples of verbal interaction, which occurs when information is modified or transmitted verbally. Live chat, group discussions, consultations, interviews, radio, and other media are used to conduct it. So, communicating information verbally is the process of verbal engagement. According to Boulanger (2015), verbal interaction between students and teachers consists of intrapersonal, interpersonal, small group, and public interaction. Moreover, between students and students consists of group projects, group case studies, peer instruction, and discussions of debates.

Language is not really a method of speaking data about a topic but is also crucial for setting up and maintaining relationships with other people. According to Llamas (2007), "language style is a measurement of language wherein character speakers have a choice." People do not usually talk in constantly the identical way. In reality, people shift the way we constantly talk as we circulate from one scenario to some other. Style is the linguistic idiosyncrasy of an individual, and fashion is private. Style in social roles consists of expected conduct associated with a selected reputation, and it is miles extra bendy than reputation and varies additionally consistent with the speech situation. The incompatibility of necessities imposed through roles upon people might also bring a function strain and role battle.

Eckert (2001) revealed that language style is a pivotal construct in studying the sociolinguistics version. Language fashion is the locus of the character's internalization of the broader society of distribution version. The extensive concept of fashion as a social area of expertise has some precedents in sociological paintings. The use of style inside the same unfastened fashion hardly ever solves anything and is going in opposition to the usage of style by the general public in terms of man or woman texts or individual audio systems. Another thing that complicates the observation of dialect is the reality that audio systems can adopt one-of-a-kind speaking styles depending on the circumstances audio system can talk very formally or informally.

The authors root the same sociolinguistic theory Keraf (2010) proposed about general types of language styles that are formal, informal, and colloquial. In the learning process, verbal interactions occur during a teacher's lesson, and teachers speak for about 70 percent of the class time on average. Therefore, this approach needs to be changed, and student's participation during the teaching process needs to be considered. Even if some learners are unconscious daydreaming during lessons, teachers need to direct the interaction to a targeted one and keep learners in a state of absolute consciousness during the interaction through their behavior.

This research and the previous studies mentioned above have similarities and differences. The similarities are that all of the authors talk about classroom interaction. The first difference is that all those studies examined the students in

speaking class using Flanders' Interaction Analysis Categories or FIAC and Functional Analysis of Children's Classroom Talk or FACCT. The second difference is that this research focuses on verbal and language styles in classroom interaction. Therefore, this study aims to explore language styles of teacher and students' verbal interaction."

## 2. Method

To answer the research question, the authors used a qualitative method with a case study design by Tomaszewski (2020). A case study can be complete surveys such as area studies and programs. In the educational context, case studies can be used to explain, test, or extend theory or to help other educators analyze or design practices. Under Anderson (2014), qualitative research uses words as data that is collected and analyzed in various ways. In this study, the authors used semi-structured interviews as a strategy. Furthermore, Anderson (2014) states that qualitative and semi-structured interviews can be used equally to account for experience, meaning, and the reality of the participant's experience.

### 2.1. Participants

According to Creswell (2014), research participants were subjects who had the potential to give information that led the authors to find the answers to research questions. In this case, the participant of this study was one English language teacher and seven students. This study was conducted at one of the Islamic Boarding High Schools in Maros regency, South Sulawesi, Indonesia.

### 2.2. Procedure

This study employed observation and interviews in collecting the data. The observation was conducted in one of the Islamic private schools in Maros regency, South Sulawesi, Indonesia. The authors conducted the observation after getting permission from the school. The authors observed the interaction during the teaching and learning process in the classroom. The authors continued getting the data by interviewing the teachers.

### 2.3. Measures

After collecting the data from observation and interviews, the authors used thematic analysis to analyze the data based on Braun and Clark (2006). In addition, topics capture something important about the data and represent the level of patterned answers or meaning in the data set. Six stages of thematic analysis were implemented: familiarization, generating initial code, searching for the themes, reviewing themes, defining and naming themes, and producing the report.

## 3. Results

In this finding, the authors present data collected from interviews and observation. The findings are based on problem statements which are categorized into three (3) main sections. These findings cover the types of verbal interaction used based on the teacher and students, the types of verbal interaction used based on the students and students, and the

types of language styles in teacher and students' verbal interaction.

### 3.1. Types of Verbal Interaction Used by the Teacher to Students

The authors found some data about the types of verbal interaction used by the teacher and students. The data is arranged into several themes. The data can be seen in the following extract:

#### 3.1.1. Intrapersonal

Extract 1:

*S: Stand up, say a greeting to our teacher (Assalamualaikum Wr. Wb)*

The extract shows that the students feel he was the class's leader and respond to what the teacher says to them. It is under the meaning of the intrapersonal between teacher and students. (Observation)

Extract 2:

*T: Wa alaikum salam, ok sit down please.*

This extract shows how the teacher answers the students' greetings and how the teacher acts as the leader of the class. (Observation)

Extract 3:

*T: Ok, today we will study direct speech.*

Extract 3 shows us how the teacher reminds the students about the material they will teach them. It is intrapersonal because the teacher wants to make the students focus on the material. (Observation)

#### 3.1.2. Interpersonal

Extract 4:

*T: Ridho, could you tell me what direct speech is?*

Extract 5:

*S: Kalimat langsung sir. direct speech, sir.*

Extracts 4 and 5 show the interaction between teacher and students when the teacher asks and the students answer. Two individuals act as sender and receiver to make an interaction.

#### 3.1.3. Small group discussion

Extract 6:

*T: if you find it difficult to make a sentence, you can discuss it with your friend.*

Extract 7:

*S(all): yes, sir.*

Extract 8:

*T: ok, if there is no more question, I will give task, make group with your fellow and make 10 sentences direct and indirect speech.*

From the extracts above, the teacher allows the students to make a group for their assignment then each student can work and give questions and exchange opinions. Based on

observation, students look more enthusiastic when working with the group.

#### 3.1.4. Public interaction

Extract 9:

*T: ada mau yang kasih contoh yang lain ?*

Extract 10:

*S: She said, "I play futsal once a week."*

The extracts above show us that the teacher asks students about another example of the material, and students give the example of the material. Public interaction means one person is listened to by a group of audience.

Extract 11:

*T: hello ....*

*S(all): hi.*

Extract 11 shows us the same interaction as extracts 9 and 10 because there are public interactions, but extract 11 shows how the teacher makes students focus on their task and makes the classroom not noisy.

Extract 12:

*T: I think public interaction is the most convenient I use to interact with the students.*

The extract above shows the result of an interview with the teacher about the most convenient verbal interaction he uses to teach in the classroom.

### 3.2. The Types of Verbal Interaction Used among Students

#### 3.2.1. Group project

Extract 13:

*T: if you feel it is difficult to make a sentence, you can discuss it with your friend next to you.*

Based on extract 13 shows students interact with other students. When the teacher gives the assignment to do with classmates, students can complete the assignment with help from their friends. Based on observation, students feel happier when they do the task with their friends.

#### 3.2.2. Peer instruction

Extract 14:

*S1: apa tadi na blang sir? Apa d pakekan kalau mau ki bikin direct speech? What does the teacher said before? what should we use to make direct speech?*

*S2: itue "harus menggunakan tanda kutip" kalau moki' bikin direct speech. You must use "to make direct speech.*

This extract shows the interaction between the student and other students when the student asks other students about something they forget and gets a response from their friend. The authors find this interaction can help students understand and have good relationships with their friends.

#### 3.2.3. Discussion or Debates

Extract 15:

*S1: eh bandingkan sebentar nah punya mu sama punya ku, kurang yakin ka kalau sendiri. eh, we should compare my task and yours ok, because I am not sure with my task.*

*S2: ok ok, nanti kuliat kalau jadi mi biar bisa ki bandingkan sebentar. ok ok, later I will see that, so we can compare our task*

This extract shows the interaction between the student and other students when the student asks other students to compare their tasks because sometimes the students do not feel confident with their tasks; they can compare them.

### 3.3. Types of Language Styles on Teacher and Students' Verbal Interaction

The authors found some data about language styles in teacher and students' verbal interaction. The data is arranged into several themes. The data can be seen in the following extracts:

#### 3.3.1. Formal style

Extract 16:

*T: Good morning; how are you today?*

In this extract, the teacher used the complete sentence "how are you?" because this sentence is used to know about student conditions, and this teacher's utterances included formal style.

Extract 17:

*T: Wa alaikum salam, ok sit down please.*

The extract shows how teachers formally respond to students' greetings.

Extract 18:

*T: ok, today we will study direct speech.*

Extract 18 shows that the teacher gives the material to students with formal language, and he informs students about the material, so there is no interruption because the teacher informs the students.

Extract 19:

*S: stand up, say a greeting to our teacher (Assalamualaikum Wr. Wb)*

Extract 19 shows that the students greet students with formal language because the students acknowledge the teacher as the class leader.

#### 3.3.2. Informal style

Extract 20:

*T: ada mau yang kasih ka' contoh yang lain ? Is there anyone who can give another example?*

The extract above includes into informal style. The verb "ada yang mau kasih ka' contoh" used by the teacher is Buginese accent. The standard form of "ada yang mau kasih ka' contoh" is "ada yang bisa beri saya contoh yang lain" mean "is there anyone who can give another example" in English.

Extract 21:

*T: ok, masih ada yang mau kita' tanyakan? Is there any question so far?*

In extract 21, the teacher used an informal style because in the sentence "*masih ada yang mau kita' tanyakan?*" there is the word "*kita*" in Buginese accent, which means "you" in English.

Extract 22:

*T: When I commit language style the most dominant, I use informal style.*

The extract above shows the result of an interview with the teacher about the most dominant language style that he uses to teach in the classroom.

Extract 23:

*S1: apa tadi na blang sir? Apa d pakekan kalau mau ki bikin direct speech? what does the teacher said before? what should we use to make direct speech?*

*S2: itue "harus menggunakan tanda kutip" kalau moki' bikin direct speech. you must use "to make direct speech.*

From the extracts above, the teacher and the students discuss the material they do not know using the Buginese accent that extracts parts of the informal style.

#### 4. Discussion

The first interaction in this study is intrapersonal, which can be seen in extracts 1, 2, and 3. In extract 1, it can be seen how intrapersonal occurs in the classroom, and it comes from the students themselves because the students indicate the teacher as the leader of the class with reflex stand up and lead their friends to greet the teacher. Then in extract 2, intrapersonal occurs when the teacher asks the students to sit down after answering their greetings. In this intrapersonal, the teacher acts as the leader of the classroom. While in extract 3, it can be seen that intrapersonal occurs in the classroom when the teacher explains the material he will teach to the students in the classroom.

The second is interpersonal interaction. Interpersonal occurs when two people are in the form of the speaker and listener. So, it positioned the teacher as the speaker and the students as the listener, and in this case, in extracts 4 and 5, the teacher asked the question, and the student responded to answer the question from the teacher.

Small group interaction occurs the same as interpersonal interaction because this interaction happens when the teacher gives the assignment to the students and asks them to form a group. In extracts 6, 7, and 8, the teacher gives students a group with their friends to do the assignment.

In extracts 9, 10, 11, and 12, public interaction happens between the teacher and students pay attention to what the teacher says, and then occurs that the teacher becomes the center of the classroom. In extracts 9 and 10, the teacher acts as center of attention of the classroom by asking the students if they know the answer to the question. Then in extract 11, public interaction occurs between the teacher and students, and the teacher tries to calm the classroom, which is too noisy

when the students do their assignments. While in extract 12, the result from the interview is that the authors ask the teacher which types of verbal interaction he uses while teaching in the classroom.

In extract 13, it can be seen that the teacher makes a group of students discuss with each other if they do not understand to do the assignment. This verbal interaction also can make the students express their creativity when working the task with other students because sometimes students do not feel confident when they do their task alone. Based on extract 14, it can be seen that when a student forgets about the material, the teacher asks another student to re-explain the material.

This interaction often occurs in the classroom when the students divide into groups and discuss the material. In extract 15, this interaction occurs when the student wants to compare their assignment with their friend because sometimes the students are not confident with their assignment. In extract 16, it shows the teacher asks about students' condition, and this utterance includes the formal style used by the teacher. Then, extract 17 shows the teacher's command to students to sit down after answering students' greetings formally. While in extract 18, the teacher reminds the students about the material he will teach in the classroom. In extract 19, it shows the student command to their friend to stand up and formally greet the teacher.

In extracts 20 and 21, the teacher uses informal styles, such as using a Buginese accent to interact with his students verbally. While in extract 22, the result from the interview with the teacher commits to language style, and he usually uses the informal style, which is the dominant one. While in extract 23, the students discuss, using a Buginese accent, the material they do not know.

#### 5. Conclusion

Based on the research finding, the authors would conclude by showing the observation and interview results. Verbal interaction is used based on the teacher and students, showing there are intrapersonal, interpersonal, small group interaction, and public interaction, and mostly from intrapersonal and small group interaction happen in verbal interaction used by teacher and students. Verbal interactions are used based on the students, and students there are group projects, peer instruction, and discussions or debates happen in it. While the teacher uses Language styles, only two language styles are used in verbal interaction. There are formal styles and informal styles. Verbal interactions are used based on teacher and students consisting of 11 data from observation and interview. The types of language styles in teacher and students' verbal interaction consist of 7 data from observation and interview. While in verbal interaction is used by students, and students consists of 3 data happen in verbal interaction are used based on students and students.

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