

The Descriptive Analysis of Verbal Interaction between Teacher and Students in the Classroom by Using FLINT System at the Eighth Grade of UPTD SMP Negeri 3 Gunungsitoli Utara in 2022/2023

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Abstrak

Interaksi yang efektif mempengaruhi tercapainya pembelajaran yang berkualitas, dimana siswa diharapkan lebih aktif di dalam kelas dibandingkan dengan guru. Namun, dalam proses pembelajaran yang terjadi di UPTD SMP Negeri 3 Gunungsitoli Utara, guru lebih aktif daripada siswa. Oleh karena itu, tujuan penelitian ini adalah untuk mendeskripsikan jenis-jenis interaksi verbal antara guru dan siswa, mengetahui indikator interaksi verbal yang paling dominan dan faktor-faktor siswa merespon dengan caranya sendiri, serta menganalisis interaksi verbal antara guru dan siswa yang terjadi di dalam kelas, di kelas delapan UPTD SMP Negeri 3 Gunungsitoli Utara tahun pelajaran 2022/2023. Para peneliti menggunakan deskriptif kualitatif. Data diperoleh dari rekaman video, catatan lapangan, dan wawancara, dan kemudian dianalisis dengan menggunakan Sistem FLINT. Hasil penelitian menunjukkan bahwa jenis interaksi yang dilakukan adalah interaksi guru-peserta didik dan indikator yang paling dominan adalah Giving Direction dan Asking Question. Selama proses pembelajaran berlangsung, pembicaraan guru lebih dominan, siswa berinteraksi ketika stimulus diberikan oleh guru dan ada beberapa kali siswa hanya diam. Faktor-faktor yang mempengaruhi adalah pengalaman L2 yang terbatas, kurangnya pengetahuan, kepribadian siswa, gaya dan metode mengajar, dukungan lingkungan, dan waktu serta ukuran kelas.

Kata kunci: *Descriptive Analysis, Verbal Interaction, FLINT System.*

Abstract

Effective interaction affects the achievement of learning quality, where students are expected to be more active in the classroom than teacher. However, in the learning process that occurred at UPTD SMP Negeri 3 Gunungsitoli Utara, the teacher was more active than the students. Therefore, the research objectives were to describe the types of verbal interactions between the teacher and the students, to find out the most dominant indicator of verbal interactions and the factors of students responding in their own way, and to analyze verbal interactions between the teacher and the students that occurred in the classroom at the eighth grade of UPTD SMP Negeri 3 Gunungsitoli Utara in 2022/2023. The researchers used the descriptive qualitative. Data were obtained from video recordings, field notes, and interviews, and then analyzed using FLINT System. The research results showed that the type of interaction carried out was teacher-learner interaction and the most dominant indicator were Giving Direction and Asking Questions. During the learning process, teacher talk was more dominant, the students interacted when the stimulus was given by the teacher and there were several times when the students were silent. The influencing factors were limited L2 experience, lack of knowledge, students' personality, teaching style and technique, environmental support, topic selection, and class time and size.

Keywords: *Analisis Deskriptif, Interaksi Verbal, Sistem FLINT.*

PENDAHULUAN

Effective interaction affects everything that happens in classroom. It is because the learning process will not run well if there is no interaction between teacher and students. This is supported by the opinion of Kusumayanthi & Nuroniah (2020) that interaction influences on students who can help students gain understanding, practice, and generate feedback from teachers or fellow students regarding increasing knowledge. According to Richard (1992) in Dewi (2018:17), Classroom interaction is divided into two types, namely: verbal interaction and non-verbal interaction. Verbal interaction refers to how we use the element of language especially, words in our communication or response, both oral and written interactions. Meanwhile, non-verbal interaction relates to the response of students through action or behavior, for example gestures, physical language, and so on. It will occur if the teacher can function as a facilitator by involving the students in learning activities and giving them chances to practice their language abilities, (Astutie, 2020).

Therefore, the students are expected to be more active to interact in the classroom. However in fact, Brown in Harahap, et al. (2018) says that most students doubt to express their ideas in class because they are afraid and ashamed. Several previous studies state that almost 70 percent of interactions in the classroom were carried out by the teacher (Nuraeni & Wahab, I., 2020). This statement is supported by Nunan in Ngatmini & Yumrohtun (2021) that 70 to 80 percent of the learning process is dominated by the teacher. This means that so far the teacher is the center of implementing the learning process. Whereas classroom interaction should occur when students are the center of the teaching and learning process, students must always be active and the teacher continues to be a facilitator and guide (Telaumbanua, et al., 2022).

The same problem occurred at UPTD SMP Negeri 3 Gunungsitoli Utara. Students are expected to be active and participate through interaction or communication, but in reality this interaction is lacking because the students' responses to the teacher are unequal. This was stated by an English teacher at UPTD SMP Negeri 3 Gunungsitoli Utara when the researchers conducted a direct interview on March 20th, 2023. She stated that most of the students in the classroom just kept silent. The teacher used a lot of time to talk because students' talk was less. For example, when the teacher in the classroom explained many things, and when the teacher asked students at the end if anyone wanted to ask questions or gave opinions about the material. However, what often happened was that none of the students spoke up. Students' activity in the classroom was minimal. There were only a few students who were active in the classroom and most of the students were quiet.

Related to this, the researchers conducted a research, were to describe the types of verbal interaction between the teacher and the students, to find out the most dominant indicator of verbal interaction, to find out the factor of students

respond the talk as their own way, and to analyze the verbal interaction between teacher and students occurred in the classroom by using FLINT System at the Eighth Grade of UPTD SMP Negeri 3 Gunungsitoli Utara in 2022/2023.

METODE

To conduct this research, the researchers used a qualitative research approach. According to Harefa et al. (2022), Qualitative research is a type of research that studies natural conditions and tries to understand and interpret them. In a qualitative research, the researchers collect and present the data with using description and accurate explanation, Telaumbanua et al (2022). To achieve the research objectives, the researchers collected the data through three techniques, namely: videotaping, field notes, and interview with the English teacher and students.

The researchers analyzed the data based on Foreign Language Interaction (FLINT) Analysis System. According to Miles et al. (2014) in Winanta et al. (2020) analysis in qualitative research consists of three steps, as follows: (1) Data Condensation: the researchers made a transcript of the video recordings and field notes that occurred in the classroom. After making the transcript, the researchers also classified everything contained in the transcript according to the categories adopted by Moskowitz, namely the Foreign Language Interaction (FLINT) analysis system, (2) Data Display, this is a step to calculate the number of each type of interaction in the form of a percentage based on its appearance. The formula used by the researchers was the formula proposed by Chambliss & Schutt (2013) in Winanta et al. (2020), such as below:

$$P = \frac{f}{N} \times 100 \%$$

(1)

(3) Drawing and Verification Conclusion: some of the things that were not clear from the results of the recording and confirmed back to the teacher. Furthermore, when all the data were clear, the researchers made the conclusions by interpreting all the data findings.

HASIL DAN PEMBAHASAN

The researchers counted and made the recapitulation of the video recordings and field notes during 2 meetings by using the table as follows.

Tabel 1. The Recapitulation of Verbal Interaction Indicator based on FLINT System in First Meeting

Types of Interaction	No	Indicator	Frequency	Percentage
Teacher Talk	Indirect Talk			
	1	Deals with feelings	4	6%
	2	Praises or encourages	4	6%
	3	Jokes	0	0%
	4	Use ideas of students	1	2%
	5	Repeating students' responses verbatim	2	3%
	6	Asks question	13	20%
	Direct Talk			
	1	Gives information	8	12%
	2	Gives directions	14	22%
	3	Criticizes students behavior	0	0%
	4	Criticizes students response	1	2%
	Total		47	72%
	Students Talk	1	Students' specific response	7
2		Students' responses, open-ended or student-initiated	11	17%
Total		18	28%	
Total			65	100%

The first meeting was held on Thursday, May 25th 2023. The researchers recorded a video of learning English in class VIII-A of UPTD SMP Negeri 3 Gunungsitoli Utara. After getting the video, the researchers made a field note to write some utterances that were unclear and could not be recorded through recording device. The recapitulation of categories and types of verbal interactions based on FLINT System carried out in class VIII-A during the English learning process is presented in Table 1 above. Based on the table above, showing that the types of interaction that occurred in the classroom is teacher centered which was the teacher talk was more dominant than the students talk. The teacher talk was recorded 47 times which consisted of indirect talk and direct talk. In indirect talk, category 1 (Deals with Feelings) was recorded 4 times, category 2 (Praises and Encourages) was recorded 4 times, category 3 (Jokes) was not recorded, category 4 (Use Ideas of Students) was recorded 1 time, category 5 (Repeating Students' Responses Verbatim) was recorded 2 times, and category 6 (Asks Question) was recorded 13 times. In the direct talk, category 1 (Gives Information) was recorded 8 times, category 2 (Gives Direction) was recorded 14 times, category 3 (Criticizes Students Behavior) was not recorded, and category 4 (Criticizes Students Response) was not recorded in verbal interaction between teacher and students in the classroom.

Meanwhile the students talk was recorded 18 times. It consisted of category 1 (Students' Specific Response) that was recorded 7 times and category 2 (Students' Responses, Open-Ended or Student-Initiated) was recorded 11 times.

During the learning process, the teacher and the students did not only use the verbal interaction. Classroom interaction was also accompanied by the use of non-verbal interactions that supported the delivery of meaning in interaction with other. After being analyzed using FLINT System, the recapitulation of non-verbal indicators of interaction that was carried out in class VIII-A during English learning process is presented in Table 2 below.

Table 2. The Recapitulation of Non-Verbal Interaction Indicator based on FLINT System in First Meeting

No	Indicator	Frequency	Percentage
1	Silence	3	8%
2	Confusion, work-oriented	2	5%
3	Confusion, non-work-oriented	1	3%
4	Laughter	0	0%
5	Use the native language	22	59%
6	Non-verbal	9	25%
Total		37	100%

Based on the table above, it shows that non-verbal interactions that occurred during the English learning process in class VIII-A at SMP Negeri 3 Gunungsitoli Utara was recorded 37 times. First, the indicator "Silence" was recorded 3 times with a percentage was 8%. Second, the indicator "Confusion work-oriented" was recorded 2 times with a percentage was 5%. Third, the indicator "Confusion non-work-oriented" was recorded 1 time with a percentage was 3%. Fourth, the indicator "Laughter" was not recorded. Then, the indicator "Use the Native Language" was recorded 22 times with a percentage was 59%. And the last, indicator "Non-verbal" indicator was recorded 9 times with a percentage was 25%.

The second meeting was held on Tuesday, May 27th 2023. The researchers recorded a video of learning English in class VIII-A. After getting the video, the researchers made a field note to write some utterances that were unclear and could not be recorded through recording device. The recapitulation of categories and types of verbal interactions based on FLINT System carried out in class VIII-A during the English learning process is presented in Table 3 below.

Table 3. The Recapitulation of Verbal Interaction Indicator based on FLINT System in Second Meeting

Types of Interaction	No	Indicator	Frequency	Percentage
Teacher Talk	Indirect Talk			
	1	Deals with feelings	5	4%
	2	Praises or encourages	14	11%
	3	Jokes	0	0%
	4	Use Ideas of students	1	1%

	5	Repeating students' responses verbatim	2	2%
	6	Asks question	27	22%
	Direct Talk			
	1	Gives information	6	5%
	2	Gives directions	26	21%
	3	Criticizes students behavior	0	0%
	4	Criticizes students response	0	0%
	Total		81	66%
Students Talk	1	Students' specific response	22	18%
	2	Students' responses, open-ended or student-initiated	19	16%
	Total		41	34%
Total			122	100%

Based on the table above, showing that the types of interaction that occurred in the classroom is teacher centered which is the teacher talk was more dominant than the students talk. The teacher talk was recorded 81 times which consisted of indirect talk and direct talk. In indirect talk, category 1 (Deals with Feelings) was recorded 5 times, category 2 (Praises and Encourages) was recorded 14 times, category 3 (Jokes) was not recorded, category 4 (Use Ideas of Students) was recorded 1 time, category 5 (Repeating Students' Responses Verbatim) was recorded 2 times, and category 6 (Asks Question) was recorded 27 times. In the direct talk, category 1 (Gives Information) was recorded 6 times, category 2 (Gives Direction) was recorded 26 times, category 3 (Criticizes Students Behavior) was not recorded, and category 4 (Criticizes Students Response) was not recorded in verbal interaction between teacher and students in the classroom.

Meanwhile the students talk was recorded 41 times. It consisted of category 1 (Students' Specific Response) that was recorded 22 times and category 2 (Students' Responses, Open-Ended or Student-Initiated) was recorded 19 times.

During the learning process, the teacher and the students did not only use the verbal interaction. Classroom interaction was also accompanied by the use of non-verbal interactions that supported the delivery of meaning in interaction with one each other. After being analyzed using FLINT System, the recapitulation of non-verbal indicators of interaction that was carried out in class VIII-A during English learning process is presented in Table 4 below.

Table 4. The Recapitulation of Non-Verbal Interaction Indicator based on FLINT System in Second Meeting

No	Indicator	Frequency	Percentage
1	Silence	3	6.5%
2	Confusion, work-oriented	1	2%
3	Confusion, non-work-oriented	0	0%

4	Laughter	0	0%
5	Use the native language	33	72%
6	Non-verbal	9	19.5%
Total		46	100%

Based on the table above, it shows that non-verbal interactions that occurred during the English learning process in class VIII-A at SMP Negeri 3 Gunungsitoli Utara was recorded 46 times. First, the indicator "Silence" was recorded 3 times with a percentage was 6.5%. Second, the indicator "Confusion work-oriented" was recorded 1 time with a percentage was 2%. Third, the indicator "Confusion non-work-oriented" was not recorded. Fourth, the indicator "Laughter" also was not recorded. Then, the indicator "Use the Native Language" was recorded 33 times with a percentage was 72%. And the last, the indicator "Non-verbal" was recorded 9 times with a percentage was 19.5%.

Results of Interview

The Students' Interview

After the students' answers were collected, the data were analyzed and classified by the researchers with the results as in Table 5 below:

Table 5. The Recapitulation of Students' Interview Response

No	Types of Factor	Frequency	The Number of Students	%
1	Lack of knowledge	20	23	87%
2	Students' personality	18		79%
3	Limited L2 experience	22		96%
4	Topic selection	13		57%
5	Class time and size	8		35%
6	Teaching style and technique	14		61%
7	Environmental support	15		65%

Based on the data displayed in the table above, it shows that there are seven types of factors stated by students that are able to influence them to respond in their own way. Among 23 students in class VIII-A of UPTD SMP Negeri 3 Gunungsitoli Utara, there were 22 students (96%) who stated because of limited L2 experience. Then, there were 20 out of 23 students (87%) who stated because of lack of knowledge. Furthermore, there were 18 out of 23 students (79%) who stated because of students' personality. There were 14 students among 23 students (61%) who stated because of teaching style and technique. There were 15 out of 23 students (65%) who stated because of environmental support. There were 13 out of 23 students (57%) who stated because of topic selection, and finally, there were 8 out of 23 students (35%) who stated because of class time and size.

The English Teacher's Interview

In the interview, the English teacher stated that there were different types of students' responses when interacting in the classroom. She said that students' responses in the classroom were different. Some were silent, some were active, some were shy, some were afraid, etc. This was due to several factors.

The English teacher mentioned that, the level of eighth grade English proficiency is still very poor so it is very difficult for students to interact if using English. Furthermore, the English teacher stated that the time used in learning, the number of students, materials, teaching methods, can affect how students respond in classroom interactions. The last thing that influences students' responses is the personality and environment of the students. A positive environment produces a positive mindset and personality for certain individuals.

DISCUSSION

The Type of Verbal Interaction that Occurs in English Learning

Based on the data analyzed through Foreign Language Interaction (FLINT) System and presented in Table 1 and Table 3, it is seen that the interaction in the classroom is more controlled by the teacher. The data obtained during two meetings stated that the teacher was more actively in interacting than the students in each meeting.

In the first meeting, the percentage of teacher talk was 72%, while student talk was 28%. This means that the interaction that occurred in the classroom is teacher-learner interaction which was more dominated by the teacher or as teacher centered. Meanwhile, in the second meeting, the interaction that occurred in the classroom was teacher-learner with a percentage of teacher talk was 66% while students talk was 34%. This data shows that the interaction that occurs in the classroom is more dominated by the teacher.

Moreover, based on the explanation above, it is seen that during two meetings, the type of interaction that occurred in the classroom during the English learning process never changed that is a teacher-learner interaction, the teacher engages the class as a whole and encourages participation from the students. This is in line with Pöysä, et al. in Xiao et al. (2023) who say that the relationship between teacher and students is built on interaction and student engagement is closely related to teacher's support. This is because teacher-learner interaction has a big influence on learning, both in the process and the outcome. As Sieber, et al. in Xiao, et al. (2023) say that active teacher-learner interaction increases the capacity of teacher to create successful lessons.

Of the explanation above, it is concluded that the type of verbal interaction that occurred in the classroom during the English learning process at the eighth grade of UPTD SMP Negeri 3 Gunungsitoli Utara is teacher-learner which was more dominated by the teacher talk.

The Dominant Indicator of Verbal Interaction Occurs in the Classroom

Based on Table 1 and Table 2, it is stated that each meeting has its own dominant indicator; in the first meeting, there were 65 utterances in the interaction that occurred during the English learning process. The 65 utterances were divided into 10 types of indicators carried out by the teacher and the students in the classroom. Among the 10 indicators, the dominating indicator was “Gives Directions” which was done 14 times by the teacher with percentage was 22%.

Meanwhile in the second meeting, there were 112 utterances recorded during the interaction that occurred in the English learning process. The 112 utterances were grouped into 9 verbal interaction indicators. Among the 9 types of indicators, the more dominant indicator is “Asks Question” which was recorded 27 times with a percentage was 22%.

Therefore, based on the explanation above, there were 2 dominant indicators in the process of verbal interaction between the teacher and the students recorded during two meetings of the English learning process in the classroom, namely: “Asks Question” and “Giving Directions”. In the first meeting, the most dominant indicator was "Gives Direction" with a percentage was 22%. Meanwhile, in the last meeting, it was "Asks Question" with a percentage was 22%. Judging from the results of two meetings, "Asks Question" is the most dominant indicator for two meetings, it is concluded that the most dominant indicator in verbal interaction that occurred at the eighth grade of UPTD SMP Negeri 3 Gunungsitoli Utara are Gives Direction (22%) and Asks Question (22%).

How the Verbal Interaction between the Teacher and the Students Occur in the Classroom

At the eighth grade of UPTD SMP Negeri 3 Gunungsitoli Utara was that teacher talk was more dominant than students talk. Where the percentage of teacher talk at the first meeting was 72%, and the last meeting was 66%. Meanwhile the percentage of students talk at the first meeting was 28%, and the last meeting was 34%. From the data, it is seen that in the implementation of verbal interaction in the classroom, the teacher spent more time to talk compared to the students. This is in line with what Filler in Boryga (2023) says that the teacher often put themselves in a circumstance by seizing control of the most essential "doing" in the classroom, despite the fact that the students achieve the targets in the classroom.

Then, during the English learning process, the teacher and the students did not only interact by using verbal interaction in the classroom. The teacher and the students sometimes used some indicators of non-verbal interaction, either by using expressions, gestures, body language, etc. Ghorzang, et al. (2021) say that nonverbal cues that are employed in the classroom, such as facial expressions, postures, gestures, touch, and eye contact are crucial in all cultures and should be carefully observed by the teacher. This means that all of non-verbal interaction types are very normal if done in the classroom during the learning process. It

happened because in the learning process the interactions carried out by teacher and the students were not only verbal but also simultaneously ran with non-verbal interactions.

However, sometimes there were also times when the students were just silent. This is based on the results of data analysis of video recordings of the learning processes, silent students were recorded 3 times at the first meeting, and 3 times also at the last meeting. So during the 2 meetings, silence was recorded 6 times. In reality, students' silence becomes a usual occurrence, and it usually ends in gaps in communication between students and teacher as well as within the class as a whole (Hanh, 2020).

Furthermore, during the process of verbal interaction at class VIII-A, the students only interacted when the teacher asked. Based on the class learning process recorded during the 2 meetings, there was no student initiative to start the interaction first. The only interaction that occurred is teacher-learners interaction. This means that in the implementation of the verbal process of interaction in the classroom, the teacher used to provide the stimulus first and the students provided the feedback or response.

The Factor of Students Responding in Their Own Way

Based on the results of the data displayed in Table 5, it shows that there are factors that influence students to respond in their various ways are based on the theory cited from Aslan & Sahin (2020) and Behav Sci (2023). The first is 96% of 23 eighth grade students stated that they responded during classroom interactions due to the main factor being "Limited L2 Experience". Some students stated that they sometimes find a difficulty to discuss what they want to say, some stated that they do not have enough vocabulary to convey it in English, some have difficulty in composing sentences, some already know what to respond but find a difficulty to convey it, some are still not fluent and not confident to speak in front of their friends especially by using English, there are even students who admitted that they find some difficulties to interact in class because they rarely practice and are rarely given the opportunity to speak English. The English teacher also stated that the eighth grade students' level of proficiency in English was still very low. Therefore, the students' limited language skills make it difficult for the students to communicate what they want to say, thus affecting students' activeness in interacting in class, especially verbal interaction.

The second factor that strongly influenced the students' responses was "Lack of Knowledge", stated by 87% of the 23 eighth grade students. Based on the results of the Students' Interview Sheet, there were the students who wrote that they sometimes had no prior knowledge of the material being taught. Furthermore, there were also the students who admitted that they could not answer the teacher's questions because they still did not understand the material taught by the teacher, some stated because they were confused, or even did not know at all. This is also supported by the English teacher's statement that their understanding ability

affects how they respond. This is in line with Aslan & Sahin (2020) and Behav Sci (2023) who say due to a lack of background information about a certain topic; students are unable to participate in classroom discussions. This means that the provision of knowledge for students greatly affects students' responses in verbal interaction in the classroom.

Furthermore, the third factor that influences the students' responses are "Students' Personality" (18 out of 23 students (79%)). Some students stated that they did not respond sometimes because they were ashamed, afraid of being wrong, afraid of being ridiculed, or afraid of getting bad grades. There were also students who actually knew what to respond but they were embarrassed to say it and they depended on their confidence. This proves the opinion from Sequire (2020) that some students may decide not to speak up because they are shy, insecure, or afraid of doing so. This is also in line with the English teacher's statement that personality affects how they are in the classroom. The closed personality of the students is one of the reasons that made them sometimes reluctant to say something in class. Therefore, the results of the data prove that the students' personality has an influence on the way the students respond to their teacher or friends during verbal interaction in the classroom.

Then, the fourth factor that influenced the students to respond the way they did, which was stated by 15 out of 23 students (65%), was "Environmental Support". Zhang et al. in Sun, et al. (2022) say that improving teaching effectiveness is facilitated by a positive classroom environment. Students' perceptions of the learning environment have a significant impact on their academic performance. A positive learning environment can encourage students to engage more fully in class discussions and an interaction with the teacher, which helps them enter the classroom's learning setting more rapidly and leads to high-level learning effects. This is evidenced by several students who stated that the way they responded depends on the situation in their environment. As said by the English teacher during the interview, that the association and environment of students may be able to influence other friends. Medaile & Usinger (2019) in Medaile & Usinger (2020), also add that some students decide to keep silent when responding in certain classroom situations because they feel uncomfortable. Therefore, environmental support affects the way the students respond during interaction in the classroom.

Based on the interview results, the fifth factor stated by 14 out of 23 students (61%) is "Teaching Style and Technique". The students are more likely to participate actively in the classroom when the teacher uses interesting teaching techniques. However, based on the results of interviews, some students stated that they sometimes did not respond towards interactions in the classroom because the teaching methods that were often applied by the teacher in the classroom were entirely controlled by the teacher. The teacher explained and the students listened, the teacher asked questions and the students gave answers, the teacher gave

instructions and the students did. In the teacher's interview, the teacher admitted that teaching methods can be a tool to involve students in the classroom.

The sixth factor stated by 13 out of 23 students (57%) was "Topic Selection". This is related to how the teacher chooses topics that are exciting, interesting, and in accordance with the situation of the students. It is also related to how the teacher chooses problems, questions, discussion materials that can attract students to be actively involved in the classroom. As shown in Diagram 1, it is seen that there were more student interactions in the second meeting compared to the first meeting. This means that in the research, there was more student interaction on the topic of "Article" compared to the material of "Simple Past Tense". Therefore based on the interview results, there were several students who stated that they were less active in responding to classroom interactions because the topics were less interesting, less exciting, and difficult. The students will be more likely to engage in the learning process with interesting material next time and explore the topic further (Harackiewicz, et al., 2018). Conversely, if the topic is interesting, students will easily involve responding to classroom interactions.

The last factor stated by 8 out of 23 students (35%) was "Class Time and Size". Class time and size affect students' performance. The same thing is felt by the eighth grade students at UPTD SMP Negeri 3 Gunungsitoli Utara, where the students felt that they did not have many opportunities, so that the responses given were also limited. Some students also stated that the lesson time which was close to noon made them often sleepy and unfocused on learning. This is supported with the English teacher's statement in the interview that with a small period of time, the learning process will certainly be carried out in a hurry to achieve some learning objectives. Due to the size of the class, quiet students might select places to sit that reduce the chance that they will be asked to speak, such as the back or the sides of the room (Medaille & Usinger, 2020). Thus, this is the cause of students who are active and some are not. There are students who keep waiting for the teacher to point first then answer, and when the teacher points to others, they tend to be silent.

Therefore, based on the explanation above, it is concluded that there are seven factors that influence eighth grade students at UPTD SMP Negeri 3 Gunungsitoli Utara to respond in their own way, including: limited L2 experience, lack of knowledge, students' personality, teaching style and technique, environmental support, topic selection, and class time and size.

CONCLUSION

After the data were collected through taking recordings and wrote a field note of the English learning process in the classroom, as well as through interview with the teacher and the students, and analyzed using Foreign Language Interaction (FLINT) System, the results of the research was concluded that the type of interaction carried out in the classroom during the English learning process at the

eighth grade of UPTD SMP Negeri 3 Gunungsitoli Utara was teacher-learner interaction, which was more dominated by the teacher. Furthermore, the result also shows that the dominant indicator of verbal interaction that occurred in the classroom was "Asks Question" and "Gives Direction" with a percentage was 22%. During verbal interaction occurred in the classroom, the results of the research revealed that teacher talk was more dominant than student talk, students also only interacted when the stimulus was given by the teacher, and there were also some times when students were silent or did not respond at all.

Furthermore, the results of the research also revealed several factors that influenced eighth grade students of UPTD SMP Negeri 3 Gunungsitoli Utara to respond in interacting with their ways, there were limited L2 experience, lack of knowledge, students' personality, teaching style and technique, environmental support, topic selection, and class time and size.

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