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A CLASSROOM DISCOURSE ANALYSIS OF TEACHER-STUDENTS' INTERACTION AT SMP NEGERI 7 MEDAN

Abstract

This study aimed at analyzing the process of classroom interaction between a teacher and students at SMP Negeri 7 Medan from the perspectives of discourse analysis. It focused on how these interactions influence student engagement and learning outcomes. Using a qualitative approach, a 10-minute video recording was observed to identify key verbal and non-verbal communication patterns within the classroom. The interactions were categorized based on teacher-initiated questions, feedback, disciplinary actions, and student-initiated responses. The findings reveal that openended questions and positive reinforcement by the teacher significantly increased student participation. Conversely, disciplinary actions, though minimal, temporarily reduced engagement but improved classroom behavior. The study concludes that teacher-student communication plays a vital role in creating a productive learning environment and recommends further integration of collaborative learning strategies to enhance student involvement. This research contributes to the existing body of literature on classroom management and effective communication in Indonesian public schools.

Keywords: Classroom discourse, Classroom Interaction, Teacher, Student .

INTRODUCTION

Education plays a pivotal role in shaping the minds of young learners, with classroom interaction being one of the most significant factors influencing their development. Teachers serve not only as knowledge dispensers but also as facilitators of student engagement, promoting critical thinking and social interaction among their students. Classroom interaction is often studied to better understand how teachers can enhance student participation, foster a conducive learning environment, and address student needs effectively. In this context, the teacher's role in mediating student interaction becomes even more critical, especially in middle schools such as SMP Negeri 7 Medan.

SMP Negeri 7 Medan, a public junior high school in Indonesia, serves as an example of how classroom interactions shape students' learning experiences. The school is a representation of many public institutions in the country, dealing with diverse students from various backgrounds. This diversity presents unique challenges and opportunities for teachers as they strive to engage students in meaningful ways. The specific video analyzed in this study captures such an interaction between a teacher and her students at SMP Negeri 7 Medan. The interaction observed includes typical classroom dynamics—question-and answer sessions, disciplinary moments, and instructional discourse.

The purpose of this article is to review and analyze this video of classroom interaction using the APA-style framework, breaking down the key moments in the communication between teacher and students. We aim to understand the methods employed by the teacher to foster learning and identify areas where student participation could be improved.

In exploring the nuances of classroom interaction, the article will delve into how teacher student relationships influence educational outcomes. We will further discuss the implications of the findings on classroom management and provide recommendations for enhancing student

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engagement in similar educational settings. Additionally, this review includes insights drawn from relevant Indonesian literature to contextualize the discussion within the broader scope of local educational practices and standars.

1. The Role of Teacher-Student Interaction in Education

Research on teacher-student interaction often highlights its significance in the cognitive and emotional development of students. According to Fadli (2018), a positive teacher-student relationship fosters an environment of trust and encouragement, making students more open to learning. This becomes particularly crucial in junior high schools where students are transitioning into more independent learning phases. Arief (2020) echoes these sentiments, pointing out that when students feel supported by their teacher, their academic engagement and performance improve.

Classroom interaction typically occurs in several forms: teacher-initiated (such as asking questions or giving instructions), student-initiated (students asking questions or responding), and non-verbal communication (gestures, facial expressions). Harsono (2017) suggests that teachers who are adept at balancing these forms of interaction can create a dynamic and participatory learning environment. Thus, understanding the patterns of communication within a classroom setting can provide insights into the effectiveness of teaching strategies and the overall learning atmosphere.

2. Challenges of Effective Interaction in the Indonesian Educational Context

The Indonesian education system, particularly in public schools, faces several challenges in fostering effective teacher-student interaction. These challenges stem from large class sizes, limited resources, and varying levels of student preparedness. According to Siregar and Ginting (2019), Indonesian teachers often struggle to engage all students equally due to the diversity of academic abilities within a single classroom. Moreover, the traditional teacher centered approach that remains prevalent in many schools can hinder student participation and limit opportunities for collaborative learning (Utami, 2019).

In contrast, Sudjana (2016) emphasizes the importance of a student-centered approach in which teachers encourage active participation and facilitate peer learning. Such methods are known to improve not only academic performance but also social and communication skills among students. However, implementing these approaches requires training and support for teachers, particularly in under-resourced public schools like SMP Negeri 7 Medan.

3. Study Overview and Relevance

This review is based on a video recording of classroom interaction at SMP Negeri 7 Medan, focusing on how the teacher navigates classroom management while fostering student engagement. By analyzing both verbal and non-verbal communication in this setting, the study seeks to provide an in-depth understanding of teacher-student dynamics and their implications for learning outcomes.

The findings of this analysis are expected to contribute to the growing body of research on classroom management in Indonesia, particularly in public schools where resources and infrastructure may be limited. The review will also offer practical recommendations for educators on improving student engagement and optimizing learning environments.

In summary, this article aims to contribute to the ongoing dialogue about teacher-student interaction in Indonesian classrooms, with a specific focus on SMP Negeri 7 Medan. By identifying key patterns in communication and classroom management, this study seeks to provide actionable insights for teachers, school administrators, and policymakers interested in improving educational outcomes.

METHOD

The research used a descriptive qualitative method. It investigates the learning interaction process in discourse analysis perspectives. Creswell, (2009) states that qualitative research is an exploration that is also related to individual understanding of these social problems. In the classroom interaction, it is noted that investigating classroom discourse and the way they influence students and the learning process can be considered as the important aspect in learning.

The participants in the video include one teacher and approximately 30 students from a class in SMP Negeri 7 Medan. The teacher played the central role in leading the lesson and managing the classroom, while students varied in their level of participation, with some more active than others. The diversity of participation levels was noted and analyzed in the results section.

This study utilized the techniques of data collection through observation activities where the author directly observed the teaching and learning process in first grade. Some instruments were used in this study, namely: audio video recorder, the observation sheets and field notes. A qualitative observational approach to analyze the classroom interactions between the teacher and students at SMP Negeri 7 Medan. The primary data source was a 10-minute video recording that captured real-time interaction in a classroom setting. The method employed was non-participant observation, where the researcher did not engage with the subjects but rather observed and analyzed the communication patterns and behaviors.

The Procedures of analyzing data were conducted by reviewing both verbal and non verbal interactions between the teacher and students. A detailed analysis was conducted by categorizing the interactions into different types, such as:

a. Teacher-initiated interaction (questions, instructions, feedback).
b. Student-initiated interaction (questions, responses).
c. Non-verbal communication (gestures, facial expressions).
d. Disciplinary actions.

The interaction types were then quantified based on their frequency and context within the classroom environment. Additionally, the tone, timing, and impact of these interactions on student engagement were also examined. A coding system was applied to categorize the interactions, and these were later compiled into a table format for easier understanding.

RESULTS AND DISCUSSIONS

The findings of this study reveal various forms of interaction between teachers and students that occur in the classroom at SMP Negeri 7 Medan. These interactions include different types such as questions posed by the teacher, direct instructions, feedback, clarification, non-verbal communication, disciplinary actions, and student-initiated actions. Each type of interaction has a specific frequency and impacts student engagement in the learning process.

First, open-ended questions posed by the teacher, such as "What is meant by the industrial revolution?" appeared about 10 times during the observation. These questions provide students with opportunities to think critically and develop their own answers. This encourages active involvement, where students are more engaged in discussions and demonstrate a deeper understanding of the subject matter.

Second, direct instructions from the teacher, such as "Please open your book to page 45," appeared about 8 times. These instructions are crucial for ensuring that students remain focused on the assigned tasks, follow the flow of the lesson, and stay on track during the lesson. These instructions help create structure in the classroom and ensure that the lesson progresses smoothly.

Feedback from the teacher, which appeared about 15 times, plays an essential role in enhancing student motivation and confidence. For example, when the teacher gives positive comments like "Good, that answer is correct," students seem more confident and motivated to participate in subsequent discussions. This feedback creates a supportive learning environment and improves overall student engagement.

The teacher also provided clarification on several occasions, for example, when explaining difficult concepts to students, occurring about 5 times. This clarification helps students better understand the material being taught, particularly in areas that may require further explanation. This improves student comprehension and reinforces their engagement in the learning process. Non-verbal communication, such as hand gestures or nods, was used by the teacher about 8 times during the lesson. Although it did not involve words, this communication provided effective positive reinforcement to students, such as when they answered questions correctly. Non-verbal gestures reinforce student responses without disrupting the lesson and encourage continued participation.

Although rare, disciplinary actions were also taken by the teacher about 3 times. When students lost focus, the teacher firmly reminded them to pay attention to the lesson. Although these disciplinary actions momentarily reduced student engagement, they overall helped correct student behavior and refocus their attention on learning.

Additionally, there were student-initiated actions involving interaction with the teacher. About 5 times, students actively asked questions, such as, "Can you explain this problem again, Miss?" This initiative demonstrates a high level of curiosity from students and their involvement in the subject matter. Such interactions are crucial as they show that students feel comfortable asking questions and contributing to class discussions.

At last, there were interactions between students, where they discussed answers or assignments with each other, although this occurred only 4 times. For example, students might ask their peers, "Do you think my answer is correct?" This interaction facilitatescollaboration among students, enhances understanding through teamwork, and creates a more interactive learning environment.

Shortly, there are some Key Observations gathered from this research, namely:

1. Open-Ended Questions: The questions asked by the teacher encourage students to think deeply and teach them how to relate the lesson material to their own understanding.
2. Direct Instructions: Instructions given by the teacher help maintain classroom structure and ensure that students stay on the correct learning path.
3. Positive Feedback: Positive feedback consistently boosts student motivation and engagement in the learning process. Students are more active after receiving reinforcement from the teacher.
4. Teacher Clarification: Clarification provided by the teacher allows students to better understand difficult concepts, enabling them to participate more effectively.
5. Non-Verbal Communication: Although simple, the non-verbal communication used by the teacher reinforces student participation without disrupting the lesson flow.
6. Disciplinary Actions: Although disciplinary actions are occasional, they are effective in refocusing students on the lesson without disrupting the overall class environment.
7. Student Initiative: Students who actively ask questions show greater engagement in learning, highlighting the importance of allowing students to take initiative in the classroom.
8. Student Collaboration: Although limited, peer interactions demonstrate the potential to enhance cooperation and mutual support in understanding lesson material.

Overall, the results of this study indicate that a balanced interaction between teachers and students can create a more active and supportive learning environment.

The results indicate a balanced interaction between the teacher and students, where the teacher actively facilitated learning through a combination of verbal and non-verbal strategies. The frequent use of open-ended questions allowed students to think critically and ngage with the subject matter on a deeper level. As suggested by Fadli (2018), such questions are key to promoting cognitive development in students.

The teacher's use of feedback was instrumental in boosting student confidence, aligning with findings by Arief (2020) that highlight the importance of teacher support in fostering a positive learning environment. In this case, positive reinforcement, such as praise for correct answers, created a classroom atmosphere where students felt encouraged to participate.

One notable finding was the limited use of disciplinary actions. Although the teacher occasionally had to remind students to focus, these instances were handled delicately and did not disrupt the overall flow of the lesson. This is consistent with research by Siregar and Ginting (2019), which emphasizes that effective classroom management relies more on engagement than strict discipline.

Interestingly, peer-to-peer interactions were observed but were less frequent than expected. As Sudjana (2016) advocates for student-centered learning, more opportunities for group discussions or collaborative problem-solving could enhance student engagement even further. This was particularly evident when students who initiated questions displayed greater enthusiasm and understanding of the lesson content. The teacher might consider incorporating more structured group activities to promote collaboration, which could lead to improved academic outcomes as suggested by Utami (2019).

In comparison with the existing literature, the patterns observed in the classroom interaction at SMP Negeri 7 Medan align with previous research on the importance of active learning environments. Harsono (2017) notes that a balance between teacher-directed and student-initiated interaction fosters better learning outcomes, a finding supported by this analysis. The teacher's ability to manage the classroom while encouraging open communication contributed to a positive and productive learning environment.

CONCLUSIONS

This review of classroom interaction at SMP Negeri 7 Medan highlights the critical role of teacher-student communication in shaping educational experiences. The teacher successfully balanced instructional delivery, feedback, and classroom management to create an engaging and supportive learning environment. The analysis suggests that incorporating more opportunities for student collaboration and active participation could further enhancelearning outcomes, particularly in public school settings where classroom sizes are large, and resources may be limited.

In conclusion, the interactions observed in this study reflect best practices in fostering a positive educational environment. Future research could focus on exploring the impact of peer interaction and collaborative learning in similar classrooms to provide a more comprehensive understanding of effective classroom management strategies.

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