

**Teacher – Student Classroom Verbal Interaction in  
Intensive Course Classes of the English Department of  
Widya Mandala Catholic University Surabaya**

**A THESIS**

**In Partial Fulfillment of the Requirement  
for the Sarjana Pendidikan Degree  
in English Language Teaching**



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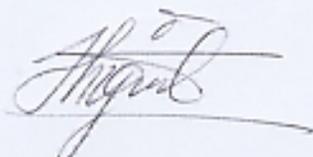
**ENGLISH DEPARTMENT  
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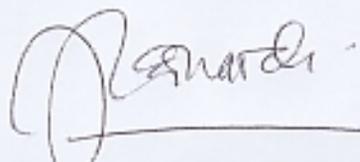
(1)

This thesis entitled “**Teacher – Student Classroom Verbal Interaction in Intensive Course Classes of the English Department of Widya Mandala Catholic University Surabaya**” which is prepared and submitted by Vincentia Sri Harti Siswanti, has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in English Language Teaching by the following advisors:



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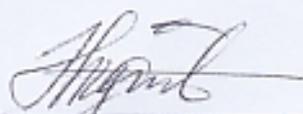
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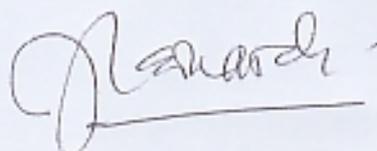
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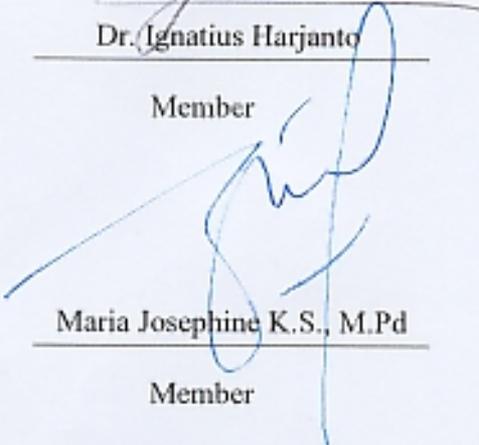
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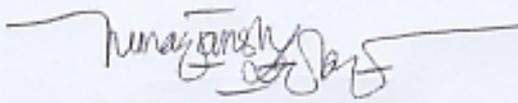
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## ABSTRACT

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An English education should be delivered using English to form an English atmosphere. In teaching-learning activity, so many interactions happen in the classroom, for example teacher-students, students-students, etc. Since Intensive Course becomes the foundation of the English Department students, how the interaction should be conducted, especially the verbal interaction should get a high attention. Realizing that classroom verbal interaction is important, the writer decided to do a study in it.

In line with the introduction, the research questions raised in this study are: What forms of classroom verbal interactions were found in IC classes? Which form of classroom verbal interactions was most commonly used in IC classes? What patterns of classroom verbal interactions were found in IC classes? Which pattern of classroom verbal interactions was most commonly used in IC classes?

This research was a classroom ethnographic research applying a non-participant observation. The data of this study are gained by doing observations. Sitting at the back of the classroom observing the learning-teaching activities, recording the teachers' and students' talk secretly, and noting down and analyzing the classroom interaction were done to observe the classroom.

Using the theory by Ur (1991), she found two forms of classroom interaction in Intensive Course; those were teacher active, students mainly receptive and student active, teacher mainly receptive. The most commonly used form was teacher active, students mainly receptive. The patterns of classroom interaction which were found were group work, close-ended teacher questioning, individual work, choral responses, collaboration, full-class interaction, and teacher talk. The most common pattern was close-ended teacher questioning (IRF).

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