ABSTRACT

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This research was intended to examine the verbal interaction features used by two teachers in teaching reading comprehension through virtual classroom with zoom application. This virtual class was chosen since the offline classroom was changed into online classroom during the covid 19 pandemic. This research was conducted to answer the research problems; 1. How are the teachers and the students verbal interaction patterns used in reading classroom of SMP Parulian 2 Medan. 2 Why do the teachers interact in the way they do? It covers the analysis on the transcripts of teachers-student verbal interaction and the interview. The analysis covers the steps of data condensation. In the process of data condensing, all recorded utterances were selected to focus on the utterances used by the teachers and students during the virtual classroom. Then, the utterances were simplified in order to be easier to understand. The abstracting process was done to focus on the intention of answering the research problems. The final step was transforming the utterances and interview into transcription. The design of this research is a case qualitative study. The subjects were two English teachers and twenty students of Parulian Junior High School. The data to answer the problems were transcripts of verbal interaction used by the teachers and students and interview to find the reasons of the teachers to use certain patterns students during the virtual classroom. The data were collected by using recording tools; smart phone recording and observational notes. The findings show that the teachers' verbal classroom interaction did not cover all types of interactional features by Walsh. The verbal interactions through zoom virtual classroom by the first teacher consist of seven types of interactional features. They are Display questions (0,53%), Seeking clarification (0,21%), Extended wait-time (0,125%), Scaffolding (0,003%), Direct repair (0,003%), Confirmation checks (0,003%), Teacher echo (0,003%). While. The verbal interactions through zoom virtual classroom by the second teacher consist of seven types of interactional features. They are Display questions (0,29%), Scaffolding (0,023%), Extended wait-time (0,23%), Seeking clarification(0,12%), Confirmation checks (0,032%), Teacher interruptions (0,032%), Direct repair (0,016%), Content feedback (0,016%), Extended learner turn (0,016%), Teacher echo (0,016 %). The most frequently used of interactional feature is display questions. The reason to use display questions is material focus. The teachers wanted the students to focus on the material.

Keywords: Classroom Verbal Interaction, Pedagogical goal, Reading Classroom