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# Analysis of Learning Communication Using the Verbal Interaction Category Systems (VICS) Model for Prospective Vocational Teachers

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**ABSTRACT**

This research is motivated by the lack of ability of prospective teachers to communicate with students which causes the learning process to be less effective. The purpose of this study is to analyze instructional communication using the VICS (Verbal Interaction Category Systems) model for prospective vocational teachers in the Teaching Skills Practice (PKM). This research method uses a qualitative descriptive approach with case study analysis. The sample is students who are taking part in the Teaching Skills Practice (PKM) at SMK Teknik Bangunan as many as 3 people. Data collection uses interaction observation instruments, interviews, and documentation. The results of the study showed that the average frequency of areas A, B, D, E, D, H, and I was very high at 46.65% which stated that prospective teachers still dominate during learning activities compared to students, the frequency of areas C, G, J, K, L, M, P, Q, R was 30.37% which stated that there was already feedback interaction between prospective teachers and students, and the frequency of areas N, O, S, T was only 22.98% which stated that student activities were still too passive compared to teachers during the learning process in class. Thus, it can be concluded that instructional communication carried out in teaching skills practice is dominated by the teacher.

**Keywords:** *Instructional Communication, Prospective Vocational Teachers, VICS Model*



## INTRODUCTION

Communication is one of the competencies needed in the 21st century (Fadlilah & Herlanti, 2023; Finegold & Notabartolo, 2010; Koenig, 2011). Communication is the basis of human interaction (Lal & Bali, 2007; Yunita & Irsal, 2021) and one of the important interpersonal skills to have (Duffy et al., 2004; Lubis, 2020) because it is needed to convey ideas or thoughts (Fitri et al., 2023; Itsnaini et al., 2018; Nur Indriatno Putra Pratama & Suparman, 2019). Communication skills influence the quality of information (Marteau et al., 1991). Communication in classroom learning activities is important in achieving and realizing educational goals. Communication between teachers and students in the learning process is one of the important aspects. (Prastyca et al., 2021) Which determines the quality of teaching and learning activities (Haes et al., 2023). In addition, the behavior of teachers and students in the learning process will determine the form of communication used. Factors that influence the effectiveness of communication in learning lie in the existence of teachers who are the most responsible parties for the ongoing effective communication in the learning process teachers as educators are required to have good communication skills to produce effective learning activities by the learning objectives to be achieved.

Instructional communication is the process of conveying ideas from one person to another to achieve success in sending messages to the intended recipient effectively and efficiently (Johar & Hanum, 2016). In teaching and learning activities, interpersonal communication is a must, so that there is a harmonious relationship between the teacher and the students (Iriantara, 2014). Verbal communication is communication using language, either written or spoken. Non-verbal communication is communication that uses signs, gestures, images, symbols, facial expressions, and the like (Fenny, 2010). Simply put, this instructional communication is a combination of communication message management and learning facilitation. Related to the learning process, communication is said to be effective if the message, in this case the subject matter, can be received and understood (Hendra & Siti Saputri, 2020), and generates positive feedback. Viewed from the process, communication is divided into verbal communication and nonverbal communication. Good communication between teachers and learners also provides good learning outcomes. Poor communication will result in poor learning outcomes (Afroni and Triana, 2018).

One of the compulsory courses that must be taken by Building Engineering Education Students, Faculty of Engineering, Jakarta State University is implementing Teaching Skills Practice (PKM) at Vocational High Schools (SMK) for 6 months. PKM is a series of teaching activities after micro-teaching which aims to train prospective teacher students to be responsible and carry out the task of preparing learning devices and abilities in implementing learning Teaching Skills Practice Guidelines Book (Estiningtyas et al., 2023; Garung et al., 2022). Practical experience in this learning is needed by prospective teachers to improve their abilities as prospective educators. Canrinus et al., (2011) explain that a professional teacher has continuous interpretation and interaction in the context of learning, teacher work, commitment to work, and changes in self-confidence and motivation levels. Love (2017) suggests that learning practices provide useful opportunities to support the growth and development of prospective teachers. Ruddell (Griffith & Groulx, 2014) explains that prospective teachers play a role in learning, proposing a framework for methodically analyzing teaching that can be integrated into teachers' daily classroom routines to enhance their training incrementally over time by engaging in systematic analysis of the effects of instruction on student learning (Ariyana, 2023).

So far, the most important problem felt by students as prospective vocational teachers is communication, especially instructional communication. In this case, prospective teachers must apply their communication skills through questioning skills, explaining skills, variation skills, and others (Daryati, 2018). The research that has been conducted by The Last Supper (2018) on Field Experience Practice (PPL) students, stated that there were several obstacles experienced by students as prospective vocational teachers when teaching in class, namely the lack of student ability to manage the class so that learning was not conducive, the lack of students in terms of opening lessons and the lack of student ability in the teaching and learning process in class. In basic skills of explaining students also have several problems. This problem is caused by a lack of understanding of the material to be taught, a feeling of awkwardness in teaching in front of the class and some are also afraid that what is taught later will not get a good response from the students being taught, and not knowing the teaching system and steps to deliver the material. This is because prospective vocational teachers do not master communication in learning. According to Swandewi, et al. (2017), obstacles to communication in learning by prospective teachers are usually caused by a lack of ability to communicate well with students so that the learning process becomes less effective. In agreement with Javentdo, et al. (2021) not all prospective teachers can create a pleasant atmosphere for learning, so some students have difficulty following the lesson. In addition, not all prospective teachers prepare well for the learning strategies and learning models that will be used so that intensive communication can take place.

Related to the above problems, it is necessary to conduct an analysis of communication between prospective teachers and students using the VICS (Verbal Interaction Category Systems) model by Flanders (Rizkiyah & Salamah, 2023). The VICS model is a refinement of FIACS (Flanders Interaction Analysis Categories) developed by Flander (1970) and can be an alternative technique for observing students' and teachers' teaching and learning activities. (Herlanti, 2006) included in open class activities. The VICS observation model specifically emphasizes oral/verbal communication (Prastyca et al., 2021). Therefore, the VICS model can be used as a technique to observe student learning activities in the classroom (Hidayati et al., 2021). Through VICS analysis, it can be used to obtain information on how the learning process takes place, especially for model teachers. The information obtained, for example, is in the form of a direct learning ratio, a teacher-student ratio, and a value of flexibility in teaching (Tierney, 1975).

VICS Flanders functions to study verbal communication interactions between teachers and students during teaching and learning activities(Odiri Amatari, 2015). VICS Flanders has 12 categories that are divided into teacher dimensions and student dimensions. The teacher dimension consists of 6 categories, namely (1) presenting information; (2) giving directions; (3) asking simple questions; (4) presenting complex questions; (5) accepting students; and (6) rejecting students. Teacher categories 1-4 are included in the category of teachers starting learning. The category of teachers accepting students includes accepting students' opinions, behavior, and feelings. The category of teachers rejecting includes rejecting ideas, behavior, and feelings. The student dimension consists of 4 categories, namely (1) answering teacher questions; (2) answering other students' questions; (3) asking or giving opinions to the teacher; and (4) asking or giving opinions to other students. The other dimensions consist of 2 categories, namely silent state and confused state(Herlanti, 2014).

Research conducted by Prastyca et al., (2021) regarding the analysis of communication patterns with VICS Flanders in chemistry learning activities shows that the communication that occurs is one-way with communication as an action, where teacher communication activities still dominate by 59.77%, balanced reciprocal communication between teachers and students by 30.86%, and the student communication area is only 0.78%. Urwani et al., (2018) also studied the interaction of verbal communication between teachers and students using Flanders analysis through classroom observation research, where the results of the study showed the dominance of communication by teachers by 48.24% balanced reciprocal communication between teachers and students by 50.26% and the dominant student communication area is only 1.50%. Based on the data, it can be concluded that instructional communication carried out by teachers is important. Related to this study which focuses on prospective vocational teachers with minimal experience, problems arise when many teachers are not sufficiently trained in effective instructional communication skills. More than half of prospective teacher students (61.29%) are not ready to apply communication, collaboration, creativity, and critical thinking or 4C skills into teaching practice (Bedir, 2019; Yeşilçınar & Aykan, 2021). According to Maragha (2021), The results of effective teacher instructional communication skills can improve communicative cognitive processing, student-teacher relationships, and student motivation and achievement. The Flanders VICS Model will identify instructional communication carried out by prospective vocational teachers when practicing teaching skills in schools. How is instructional communication carried out by prospective vocational teachers who are practicing teaching skills in the classroom? How is instructional communication between teachers and students? How is communication between students in learning? The results of the study will provide important contributions regarding what needs to be improved in terms of instructional communication to improve the abilities of prospective vocational teachers.

## METHODS

This study uses a qualitative approach research type that uses a case study analysis method(Sugiyono, 2022)by analyzing problems or cases in the form of interaction patterns, relationships, and communication barriers that occur in the teaching and learning process in the classroom. The subjects in the selected research sample were students of Building Engineering Education, at Jakarta State University who were taking part in the Teaching Skills Practice (PKM) at the SMK Building Engineering study program. The technique for selecting research subjects was carried out by purposive sampling based on certain considerations or requirements, namely that they were prospective vocational teachers who were currently implementing the Teaching Skills program.

Data collection was carried out using observation data, interviews, and documentation of research activities. Observation data were obtained from the results of observations in the form of observation sheets of interaction or communication activities between students and teachers during the learning process using the VICS Flanders category filled in by observers. Each observation was carried out for three to four lesson hours (1x45 minutes). Interview data were obtained from interviews with students to determine the factors that influence communication dominance. Documentation data in the form of photos of teacher and student communication activities in teaching and learning activities in the classroom.

Based on the opinion of Simon & Boyer (1979) quoted byFenny Roshayanti (2010), Flander's categorical system is an observation scheme that can be used to see and understand interaction patterns that occur during the teaching and learning process with the following Table 1.

**Table 1. Verbal Interaction Scheme Interaction Category Systems Flanders**

| Dimensi | No | Kategori |
|---|---|---|
| TEACHER A.START | 1 | Presenting information or opinions is used when the teacher presents content, facts or opinions, explanations, discussions, and rhetorical questions. |
| | 2 | giving orders, directions, or instructions so that students obey them |
| | 3 | Asking narrow questions, is used when the answer to the question is expected to be easy for the learner to answer. This includes question and answer drills that require one or two word answers. Example: Is this true? |
| | 4 | Asking broad questions is used when a question is somewhat open-ended, requiring thought, or suggesting an opinion or feeling. Example: Why do you think the wave model can satisfactorily explain |
| B. ANSWER | 5 | ACCEPT<br>a. Accepting opinion, is used when the teacher accepts, reflects, explains, or praises the learner's opinion. Also when the teacher repeats, concludes, or comments on the learner's opinion. Example: good, that's a pretty good answer.<br>b. Accepting behavior is used when the teacher accepts and encourages behavior. Example: Your experiment results are good! |

| Dimensi | No | Kategori |
|---|---|---|
| | | c. Accepting feelings, used when the teacher reflects the learner's feelings, or responds to feelings in a pleasant way. Example: no wonder you are disappointed. |
| | 6 | REJECT<br>a. Rejecting an idea, used when the teacher rejects, criticizes, ignores, or does not encourage the learner's idea. Example: that's not right!<br>b. Rejecting behavior, used when the teacher comments or criticizes to suppress unacceptable student behavior. Example: sit down. What are you doing?<br>c. Rejecting feelings is used to ignore the learner's questions or feelings. Example: Aren't you embarrassed, don't involve feelings |
| LEARNER<br>A. ANSWER | 7 | ANSWER TO TEACHER<br>a. Predictable, usually follows category 3, and is short.<br>b. Unable to predict, usually follows category 4, or also 3: What caused the bend? Answered: there is not one reason. Or maybe many reasons. Answer to another learner, used when a learner answers another learner. |
| | 8 | Answer to another learner, used when a learner answers another learner. |
| B. SPEAK/ COMMENT | 9 | Talk/ask the teacher, and the learner opens a conversation with the teacher. |
| | 10 | Talking (asking or commenting) to other learners, learners open conversations (questions or comments) to other learners. |
| | 11 | Quiet, due to reading activities, or practice. If it lasts a long time, make a note on the edge of the table. |
| | 12 | Confusion, there was a noticeable commotion, and the commotion was not as planned. |

To describe the verbal interaction that occurs in the pattern of teacher and student interaction relationships, the data obtained is then processed using categories in the VICS table which is done by pairing each category coding, for example (3,7a). Furthermore, the order of relationships between categories is mapped in a matrix that can show interaction patterns based on category areas as follows table 2.

Table 2. VICS Model Regional Interaction Pattern Matrix

| | | Teacher Dimensions | | | | | | | | | | Learner Dimensions | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5a | 5b | 5c | 6a | 6b | 6c | 7a | 7b | 8 | 9 | 10 | 11 | 12 |
| Teacher Dimensions | 1 | | | | | | | | | | | | | | | | | |
| | 2 | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | |
| | 4 | | | | A | | | | | | B | | | | | C | | |
| | 5a | | | | | | | | | | | | | | | | | |
| | 5b | | | | | | | | | | | | | | | | | |
| | 5c | | | | | | | E | | | F | | | | | G | | |
| | 6a | | | | | | | | | | | | | | | | | |
| | 6b | | | | | | | | | | | | | | | | | |
| | 6c | | | | D | | | H | | | I | | | | | J | | |
| Learner Dimensions | 7a | | | | | | | | | | | | | | | | | |
| | 7b | | | | | | | | | | | | | | | | | |
| | 8 | | | | K | | | L | | | M | | | N | | O | | |
| | 9 | | | | | | | | | | | | | | | | | |
| | 10 | | | | P | | | Q | | | R | | | S | | T | | |
| | 11 | | | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | | | | | | U |

If the frequency of interaction in areas A, B, D, E, F, H, and I is very high compared to other areas, this indicates that the teacher is very dominant during the teaching and learning process. Areas C, G, J, K, L, M, P, and R indicate areas where a feedback dialogue process occurs between teachers and students, while areas N, O, S, and T indicate areas of activity between students, this area has a high frequency if the learning carried out by the teacher is in the form of group discussions with students as the presentation.

The data analysis technique uses frequency calculations in each area of the matrix in the VICS model (Zimmerman, 1970). The frequency in the matrix area will describe the interaction of instructional communication in teaching and learning activities in the classroom. Teacher dominance in communication in the classroom is indicated by the high frequency in areas A, B, D, E, F, H, I, feedback interaction activities occur between teachers and students C, G, J, K, L, M, P, R, and student dominance activities in communication in the classroom are indicated by the high frequency in areas N, O, S, T, where the calculation can be done with the following formula:

$$\% \text{ Frequency of Regional Interaction} = \frac{Frequency\ at\ Region}{Frequency\ Summary} \times 100\%$$

## RESULT AND DISCUSSION

### Result

Based on the results of observations of the interaction patterns of relationships between categories in each region from each prospective teacher in the Modelling Design and Building Information Concentration learning process the following results were obtained Table 3.

**Table 3. Matrix of Relationships Between Categories in Each Region in the Learning Process 1**

| | | Teacher Dimensions | | | | | | | | | | Learner Dimensions | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5a | 5b | 5c | 6a | 6b | 6c | 7a | 7b | 8 | 9 | 10 | 11 | 12 |
| Teacher Dimensions | 1 | 48 | 12 | 18 | 15 | 9 | | | | | | 9 | | | 5 | | 2 | 3 |
| | 2 | 44 | 23 | 9 | 5 | | 2 | | | | | 1 | | | 2 | | 1 | |
| | 3 | 35 | 6 | 4 | | | | | | | | 7 | 15 | | | | | |
| | 4 | 27 | 7 | 1 | A | | | 1 | | | B | | | | 25 | C | | |
| | 5a | | | 8 | 21 | 6 | | | | | | | | | | | | |
| | 5b | | 3 | | | | 1 | | | | | | | | | | | |
| | 5c | | | | 1 | | | E | | | F | | | | | G | | |
| | 6a | | | | | | | | 9 | | | 2 | 4 | | 1 | | | |
| | 6b | | | | | | | | | 12 | | 2 | 2 | | 3 | | | U |
| | 6c | | | | D | | | H | I | | 2 | | | | | J | | |
| Learner Dimensions | 7a | 8 | | 43 | | | | | | | | | | | | | | |
| | 7b | 3 | 5 | | 30 | | | | | | | | | | | | | |
| | 8 | | | | K | | | L | | | M | N | | 36 | O | 10 | | |
| | 9 | | 1 | 4 | 28 | | | | | | | | | | | | | |
| | 10 | | | | P | | | Q | | | R | S | | 10 | T | 34 | | |
| | 11 | 1 | | | | | | | | | | | | | | | | |
| | 12 | 2 | | | | | | | | | | | | | | | | 10 |

Based on Table 3, it can be seen that the most frequent and most frequent frequency occurs in Region A which is located in the Teacher Dimension. Details of the percentage of acquisition from each region can be seen in Figure 1 as follows Figure 1.

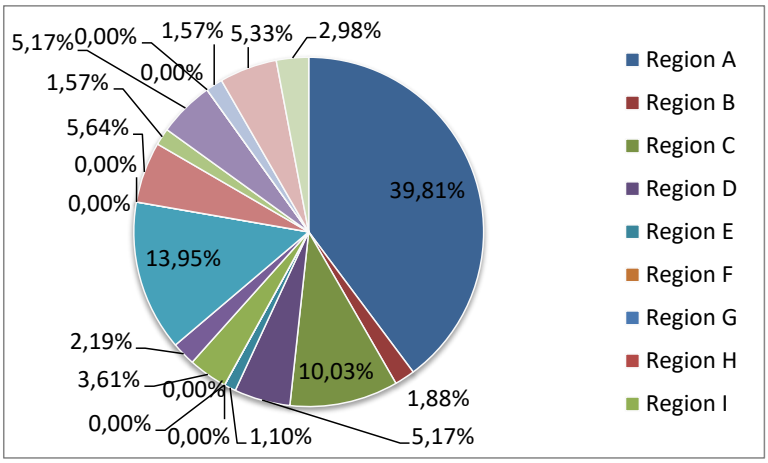


**Figure 1. Percentage of Frequency of Each Region in the PKM Teacher Learning Process 1**

Based on Figure 1 above, the results of the analysis of each interaction frequency area can be interpreted as follows:

1) Region A obtained the highest percentage of communication at 39.81%. In this area, teachers are the center of attention in the learning process, where in this case the teacher acts as a provider of information or action, while students are the recipients of information or action from the teacher.
2) Region B obtained a percentage of 1.88%, where this area is an area that describes the situation of teachers when accepting or rejecting student behavior, opinions, or emotions which the teacher responds to by providing information, orders, or questions to students.
3) Region C obtained a percentage of 10.03%, where this area is an area that describes the condition of students who provide actions in the form of short answers to teacher questions which are then responded to by the teacher by providing information.
4) Region D obtained a percentage of 5.17%, where this area describes how a teacher carries out actions in the form of presenting information, instructions, or questions that the teacher responds to by accepting or rejecting the opinions of students.
5) Region E obtained a percentage of 1.10%, where this area describes how teachers receive responses, ideas, or behavior from students.
6) Region I obtained a percentage of 3.61% and Region J obtained a percentage of 2.19%, where these regions illustrate how teachers reject students' opinions and behavior.
7) Region K obtained a percentage of 13.95%, where this region illustrates that students provide responsive answers to questions or information from teachers.
8) Region N obtained a percentage of 5.64%, O obtained a percentage of 1.57%, S obtained a percentage of 1.57%, T obtained a percentage of 5.33%, where this area is a student initiation area where a discussion occurs between fellow students.
9) Region P obtained a percentage of 5.17%, where this region illustrates that students take the initiative to submit opinions or questions to teachers during the learning process.
10) Region U obtained a percentage of 2.98%, where this area describes a silent class condition and several times there was commotion due to an unplanned and disturbing incident.

**Table 4. Matrix of Relationships Between Categories in Each Region in Learning Process 2**

| | | Teacher Dimensions | | | | | | | | | | Learner Dimensions | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5a | 5b | 5c | 6a | 6b | 6c | 7a | 7b | 8 | 9 | 10 | 11 | 12 |
| Teacher Dimensions | 1 | 27 | 3 | 13 | 1 | 9 | | | 1 | | | 1 | | | 1 | | 1 | 1 |
| | 2 | 20 | 9 | 2 | | | 3 | | | | | 1 | | | | | 1 | |
| | 3 | 4 | 5 | 1 | | 6 | | | | | | 7 | | | 4 | | | |
| | 4 | | | | A | | | | | | B | | | | 11 | C | | |
| | 5a | 2 | 1 | 4 | | 3 | | | | | | | | | | | | |
| | 5b | | | | 2 | | | | | | | | | | | | | |
| | 5c | | | | | | | E | | | F | | | | | G | | |
| | 6a | | | | | | | | 1 | | | | | | | | | |
| | 6b | | | | | | | | | | | | | | | | | U |
| | 6c | | | | D | | | H | | | I | | | | | J | | |
| Learner Dimensions | 7a | 2 | | 12 | | 5 | | | | | | | | | | | | |
| | 7b | | | | 1 | | 1 | | 1 | | | | | | | | | |
| | 8 | | | | K | | | L | | | M | N | | 26 | O | 6 | | |
| | 9 | 1 | | 5 | 21 | | | | | | | | | | | | | |
| | 10 | | | | P | | | Q | | | R | S | | 6 | T | 20 | | |
| | 11 | 1 | 1 | | | | | | | | | | | | | | | |
| | 12 | | | | | | | | | | | | | | | | | 1 |

Based on Table 4, it can be seen that the most frequent occurrence is in Region A which is located in the Teacher Dimension. Details of the percentage of acquisition from each region can be seen in Figure 2 as follows:

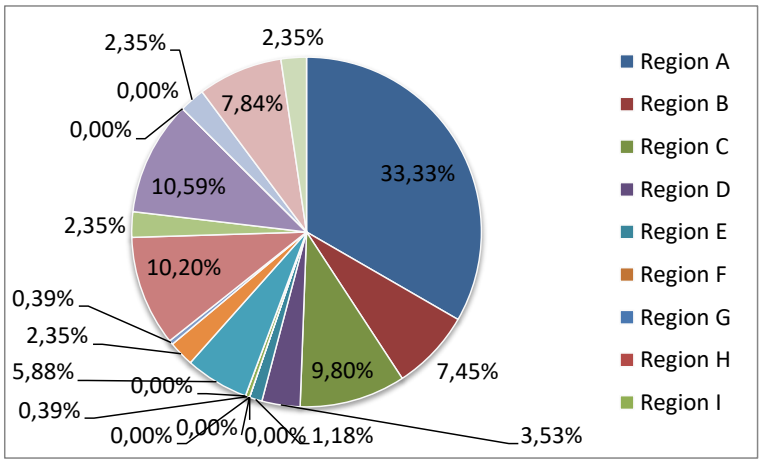


**Figure 2. Percentage of Frequency of Each Region in the PKM 2 Teacher Learning Process**

Based on Figure 2, the results of the analysis of each interaction frequency region can be interpreted as follows:

1) Region A obtained the highest percentage of communication at 33.33%. In this area, teachers are the center of attention in the learning process, where in this case the teacher acts as a provider of information or action, while students are the recipients of information or action from the teacher.
2) Region B obtained a percentage of 7.45%, where this area is an area that describes the situation of teachers when accepting or rejecting student behavior, opinions, or emotions which the teacher responds to by providing information, orders, or questions to students.
3) Region C obtained a percentage of 9.80%, where this area is an area that describes the condition of students who provide actions in the form of short answers to teacher questions which are then responded to by the teacher by providing information.
4) Region D obtained a percentage of 3.53%, where this area describes how a teacher carries out actions in the form of presenting information, instructions, or questions that the teacher responds to by accepting or rejecting the student's opinion.

5) Region E obtained a percentage of 1.18% and area L obtained a percentage of 2.35%, where this area describes how teachers receive responses, ideas, or behavior from students.
6) Region I obtained a percentage of 0.39% and region M obtained a percentage of 0.39%, where these regions illustrate how teachers reject students' opinions and behavior.
7) Region K obtained a percentage of 5.88%, where this region illustrates that students provide responsive answers to questions or information from teachers.
8) Region N obtained a percentage of 10.20%, O obtained a percentage of 2.35%, S obtained a percentage of 2.35%, T obtained a percentage of 7.84%, where this area is a student initiation area where a discussion occurs between fellow students.
9) Region P obtained a percentage of 10.59%, where this region illustrates that students take the initiative to submit opinions or questions to teachers during the learning process.
10) Region U obtained a percentage of 2.35%, where this area describes a silent class condition and several times there was commotion due to an unplanned and disturbing incident.

**Table 5. Matrix of Relationships Between Categories in Each Region in Learning Process 3**

| | | Teacher Dimensions | | | | | | | | | | Learner Dimensions | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5a | 5b | 5c | 6a | 6b | 6c | 7a | 7b | 8 | 9 | 10 | 11 | 12 |
| Teacher Dimensions | 1 | 29 | 9 | 3 | 3 | 10 | | | | | | 1 | | | 2 | | 1 | 1 |
| | 2 | 25 | 15 | 2 | | | | | | | | 1 | | | | | | |
| | 3 | 17 | 4 | 13 | | 4 | 1 | | | | | 9 | | | 7 | | | |
| | 4 | 3 | | | A | | | | | | B | | 2 | | 13 | C | | |
| | 5a | | | 3 | 21 | 7 | | | | | | | | | | | | |
| | 5b | | | | | | 1 | | | | | | | | | | | |
| | 5c | | | | | | | E | | | F | | | | | G | | |
| | 6a | | | | | | | | 6 | | | 2 | | | | | | |
| | 6b | | 1 | | | | | | | 4 | | | 1 | | | | | U |
| | 6c | | | | D | | | H | | | I | | | | | J | | |
| Learner Dimensions | 7a | 3 | 1 | 13 | | 5 | | | 2 | | | | | | | | | |
| | 7b | | | 2 | 2 | | 1 | | 1 | | | | | | | | | |
| | 8 | | | | K | | | L | | | M | N | | 43 | O | 10 | | |
| | 9 | 1 | | 19 | 43 | | | | | | | | | | | | | |
| | 10 | | | | P | | | Q | | | R | S | | 16 | T | 35 | | |
| | 11 | 1 | | | | | | | | | | | | | | | | |
| | 12 | 1 | | | | | | | | | | | | | | | | 6 |

Based on Table 5, it can be seen that the most frequent and most frequent frequency occurs in Region A which is located in the Teacher Dimension. Details of the frequency and percentage of acquisition from each region can be seen in Figure 3 as follows:

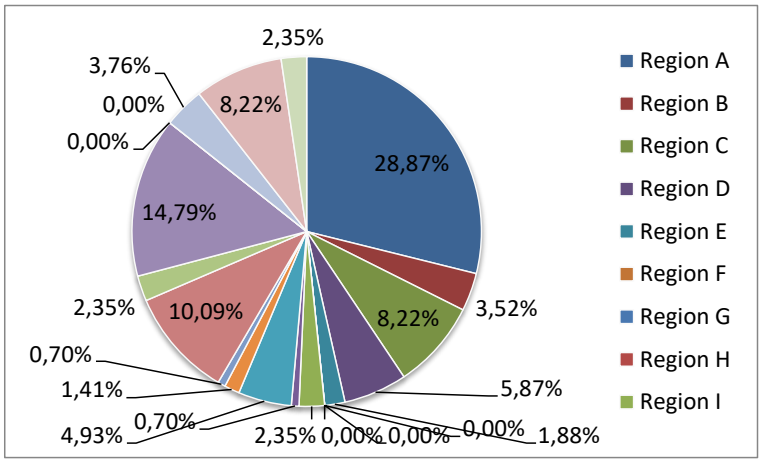


**Figure 3. Percentage of Frequency of Each Region in the PKM 3 Teacher Learning Process**

Based on Figure 3 above, the results of the analysis of each interaction frequency area can be interpreted as follows:

1) Region A obtained the highest percentage of communication at 28.87%. In this area, teachers are the center of attention in the learning process, where in this case the teacher acts as a provider of information or action, while students are the recipients of information or action from the teacher.
2) Region B obtained a percentage of 3.52%, where this area is an area that describes the situation of teachers when accepting or rejecting student behavior, opinions, or emotions to which the teacher responds by providing information, orders, or questions to students.
3) Region C obtained a percentage of 8.22%, where this area is an area that describes the condition of students who provide actions in the form of short answers to teacher questions which are then responded to by the teacher by providing information.
4) Region D obtained a percentage of 5.87%, where this area describes how a teacher carries out actions in the form of presenting information, instructions, or questions that the teacher responds to by accepting or rejecting the opinions of students.
5) Region E obtained a percentage of 1.88% and area L obtained a percentage of 1.41%, where this area describes how teachers receive responses, ideas, or behavior from students.
6) Region I obtained a percentage of 2.35%, region J obtained a percentage of 0.70%, and region M obtained a percentage of 0.70%, where these regions illustrate how teachers reject students' opinions and behavior.
7) Region K obtained a percentage of 4.93%, where this region illustrates that students provide responsive answers to questions or information from teachers.
8) Region N obtained a percentage of 10.09%, O obtained a percentage of 2.35%, S obtained a percentage of 3.76%, T obtained a percentage of 8.22%, where this area is a student initiation area where a discussion took place between fellow students.
9) Region P obtained a percentage of 14.79%, where this region illustrates that students take the initiative to submit opinions or questions to teachers during the learning process.
10) Region U obtained a percentage of 2.35%, where this area describes a silent class condition and several times there was commotion due to an unplanned and disturbing incident.

Based on the details of each frequency area for each teacher above, it can be simplified and concluded through the following table 6.

**Table 6. Recapitulation of Percentage of Communication Regions**

| PKM Teacher | Observation to- | % Regions A, B, D, E, F, G, H, I | % Regions C, G, J, K, L, M, P, R | % Regions N, O, S, T |
|---|---|---|---|---|
| 1 | 1 | 51,57 | 31,35 | 17,09 |
| 2 | 2 | 45,88 | 29,02 | 25,10 |
| 3 | 3 | 42,49 | 30,75 | 26,76 |
| **Average (%)** | | **46,65** | **30,37** | **22,98** |

In table 6 above, from the overall observation results carried out by the PKM Teacher, it can be interpreted as follows:

1) Regions A, D, D, E, F, G, H, I which are teacher communication areas obtained the largest percentages respectively, namely the 1st observation of 51.57%, the 2nd observation of 45.88%, and the 3rd observation of 42.49%.

2) Regions C, G, J, K, L, M, P, R which are areas of balanced reciprocal communication between teachers and students obtained percentages respectively, namely the 1st observation of 31.35%, the 2nd observation of 29.02%, and the 3rd observation of 30.75%.
3) Regions N, O, S, T which are student communication areas obtained the smallest percentages respectively, namely the 1st observation of 17.09%, the 2nd observation of 25.10%, and the 3rd observation of 26.76%.

**Discussion**

**Instructional Communication between Prospective Teachers and Students**

The practice of teaching skills carried out by prospective teachers provides a useful opportunity to support the growth and development of prospective teachers as well as preparation for prospective teachers to develop competencies (Amador, 2017). Added by Griffith & Groulx, (2014) that prospective teachers play a role in learning by proposing a framework for methodically analyzing teaching that can be integrated into the teacher's daily routine in the classroom to improve their training gradually over time by engaging in a systematic analysis of the effects of student learning instruction. As was done in this study on three (3) prospective vocational teachers, they practiced teaching in the vocational field. The materials taught were Construction Cost Estimation (Calculation of Ceramic Floor, Wall, Brick Work Volume, and Large Task Assistance), BIM Modeling Design (Daily Test Drawing House Designs Using AutoCAD), and Building Utility Construction (Drawing Pipes, Control Tanks, and Infiltration Using AutoCAD) as Concentration subjects in grade XI.

Based on the results of a study of 3 prospective teachers conducted in vocational schools to see the ability in communication learning using the VICS (Verbal Interaction Category Systems) Model, it shows that prospective teachers still dominate communication in the learning process through the lecture method when explaining the material. This is in line with Urwani's study (2018) which states that learning in schools is often dominated by teachers rather than students, so that only one-way communication patterns occur from teacher to student. During learning, the teacher lectures for more than one lesson hour. Teachers who are more active in communicating through the lecture method result in students tending to be quiet and focused on the teacher's explanation. Teachers who use the lecture method dominate the learning process too much so students tend to be passive (Winarni, Santosa, & Ramli, 2016).

Based on this study, it can be understood that prospective teachers are implementing explanation skills. However, two-way communication should also be carried out, for example by asking and answering questions. Olteanu (2015) stated that communication is an inseparable part of the classroom and school process, and the quality of communication affects the quality of teaching and learning. Teacher communication skills are also the main weapon because communication is very important to complete teaching and learning activities. For this reason, teachers must have communication skills, especially oral communication in the context of learning. Oral communication skills and teacher learning will determine the success of student learning.

**Instructional Communication between Students and Prospective Teachers**

Instructional is carried out to facilitate students to build new knowledge from previous experiences and knowledge. Knowledge is built through regular learning, Hiebert (Sriraman & Lee, 2011) stated that students are allowed to learn through activities. Based on observations that have been carried out, show that the interaction between prospective teachers and students and vice versa shows less than optimal results. Interaction will occur when the teacher asks students. The results also show that very rarely, students have the initiative to ask

about things that are not known. They tend to be passive and silent. According to (Urwani et al., 2018) this happens because of the different habits and experiences of each student. In addition, passive students experience problems in terms of understanding the subject matter presented by the teacher, maybe the teacher explains the material too quickly so that students are still digesting and understanding what the teacher is saying so that there are differences in perception and some have continued with other discussions.

With this condition, teachers are indeed required to be able to apply various models or learning methods that can create optimal interactions. The concept of variation theory explains that individuals see, understand, and experience the world from their perspective (Orgill, 2012). Therefore, students may not learn effectively if they do not realize things in the same way as the teacher (Lo, 2012). However, this theory is suitable for improving learning by helping students develop their way of experiencing phenomena (or learning objects). Lo (2012) added that teachers must help students develop a "strong way of seeing" so that students can become more independent in facing new problems and issues in the future. Based on the findings of this study, shows that prospective teachers still carry out one-way communication with students through the lecture method. According to Sumitha (2023), the teaching approach that emphasizes a one-way communication approach between teachers and students does not always produce deep and meaningful learning outcomes. Therefore, prospective teachers must be able to change the instructional communication approach through various learning models that encourage the active involvement of students in the learning process to create strong interactions between teachers and students. Sumintha (2023) provides an example of constructivist teaching strategies, namely Teachers must create a classroom environment that supports active learning, collaboration, inquiry-based learning, and reflection. Teachers must also design lessons that encourage students to explore, discover, and construct their knowledge through hands-on activities and problem-solving tasks. Teachers must provide opportunities for students to reflect on their experiences and evaluate their learning outcomes. The main role of the teacher in a constructivist classroom is to organize information around key ideas that will motivate students to learn. Furthermore, students are assisted by the teacher to develop new insights and connect them to previous learning. The activities practiced are student-centered and students are encouraged to ask questions. They conduct their experiments, make their analogies, and come to conclusions (Bhattacharjee, 2015). In academic learning, students may face many problems and challenges. Therefore, to overcome problems and challenges, they get help and support from their teachers. Both students and teachers participate in increasing each other's knowledge and understanding.

## CONCLUSION

The teaching skills practice carried out by prospective teachers provides a useful opportunity to support the growth and development of prospective teachers as well as preparation for prospective teachers to develop competencies. Three prospective teachers who were observed in teaching skills practice activities showed that prospective teachers still dominate communication in the learning process through the lecture method so interaction between teachers and students is very lacking. In other words, teachers still carry out one-way instructional communication. The application of the VICS (Verbal Interaction Category Systems) Model provides benefits in identifying each prospective teacher in implementing instructional communication, but this model takes a long time because everyone must go through the observation method. Based on the results of this study, prospective teachers must be able to improve their instructional communication skills through teaching skills practice by applying various learning models that will build students' constructivist strategies and encourage the active involvement of students in the learning process. Suggestions for further

research on verbal communication analysis using VICS Flanders are that it should be conducted with a larger number of respondents and on the obstacles in instructional communication that occur in students.

**CONFLICT OF INTEREST**

No potential conflict of interest was reported by the authors.

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