

**AN ANALYSIS OF CLASSROOM INTERACTION IN EFL
CLASS BY USING FIACS TECHNIQUE
AT MTS AL-MUBAARAK
KOTA BENGKULU**

THESIS

Submitted as Partial of the Requirements for the Attainment of the Degree of
Sarjana Pendidikan (*S.Pd.*) in English Education



MUHAMMAD FIRDAUS SAPUTRA

1611230020

**STUDY PROGRAM OF ENGLISH EDUCATION
DEPARTMENT OF TADRIS AND TARBIYAH FACULTY
UIN FATMAWATI SOEKARNO BENGKULU
2022**

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UNIVERSITAS ISLAM NEGERI FATMAWATI
SUKARNO (UINFAS) BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51171-51172-53879. Fax. (0736) 51171-51172
Website: www.iainbengkulu.ac.id

ADVISORS SHEET

Subject: Thesis of Muhammad Firdaus Saputra
SRN: 1611230020
To: The Dean of Tarbiyah and Tadris Faculty UINFAS Bengkulu

Asslamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the
advisors, we state that the thesis of:

Name: Muhammad Firdaus Saputra
Nim: 1611230020
Title: "An Analysis of Classroom Interaction in EFL Class by Using FIACS
Technique at MTs Al-Mubaarak Kota Bengkulu"

Has already fulfilled the requirements to be presented before The Board of
Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you
for the attention.

Wassalamu'alaikum Wr. Wb

First Advisor

Second Advisor

Rishawati, M.Pd

M. Arif Rahman Hakim, Ph.D

NIP. 19740523199903

NIP. 199012150320151007



**UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

**Alamat : Jln. Rader Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax
(0736) 51171 Bengkulu**

RATIFICATION

This is to certify the thesis entitled **"An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu"** by **Muhammad Firdaus Saputra (1611230020)** has been approved by the board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan in English Education Program.**

Chairman
Dr. Edi Ansvah, M. Pd
NIP. 19700701199031002

Secretary
Sepri Yunarman, M.Si
NIP. 199002102019031015

Examiner I
Feny Martina, M.Pd
NIP. 198703242015032002

Examiner II
Endang Harvanto, M.Pd
NIDN. 2004058601

Bengkulu, Agustus 2022

Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَا أَيُّهَا الَّذِينَ آمَنُوا اصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ

Artinya:

“Wahai orang-orang yang beriman, bersabarlah kamu dan tetaplah bersiap-siaga dan bertakwalah kepada Allah agar kamu beruntung.” (QS. Ali Imran: 200)

The time is always right to do what is right

(Martin Luther King)

PRONOUNCEMENT

Name : Muhammad Firdaus Saputra
NIM : 1611230020
Study Program : English Study Program
Faculty : Tarbiyah and Tadris

I hereby sincerely state that the thesis titled “An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu” is my real masterpiece. The things out of my masterpiece in thus thesis are signed by citation and referred I the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2022

Stated by



Muhammad Firdaus Saputra
SRN. 1611230088

DEDICATIONS

This thesis dedicated to :

- ❖ For Allah SWT, thank you for giving me strength in doing this thesis and giving me the ease of thinking.
- ❖ For myself, thanks myself for being patient, for fighting bad moods, and for working hard on this thesis.
- ❖ For Mr. Daryono, S.Hut and Mrs. Putri Hasanah as my parents, I have really thanks for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.
- ❖ For Risnawati, M.Pd as the supervisor I and M. Arif Rahman Hakim, Ph.D as the supervisor II, thank you to my two supervisors who have provided advice during the guidance of these few months and provided very constructive motivation during the preparation of this thesis so that I was able to complete it well because of you.
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

The Researcher

Muhammad Firdaus Saputra

SRN. 1611230020

ABSTRACT

Saputra, Muhammad Firdaus. (2022). An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu. Thesis. English Education Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Soekarno Bengkulu.

Advisor I: Risnawati, M.Pd.

Advisor II: M. Arif Rahman Hakim, Ph. D.

This Study aims to analyse the classroom interaction in EFL class by describing its communication contents and pattern of interaction. The data was collected through classroom observation tally sheet. The researcher was observed the spoken communication between the teacher and 15 ninth graders at Mts Al-Mubaarak Kota Bengkulu using the observation sheet and the audio recording. Others, the data have been analyzed using the adapted technique from Flanders' System. The results showed that students participation pattern have been high dominant pattern in the matrix result which take 43.15% of the total matrix proportion. The second predominant pattern is content cross which take 26.14% of the total matrix proportion. The third is teacher support which takes 19.08% in the matrix result. The last is teacher control which have 4.97% in the matrix result. From the result, it showed if the students have active participation during the research observations. It caused by the teacher has active to stimulate the students to participate in the classroom.

The Researcher

Muhammad Firdaus Saputra

SRN. 1611230020

ABSTRAK

Saputra, Muhammad Firdaus. (2022). An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu. Thesis. English Education Study Program, Faculty of Tarbiyah and Tadris, UIN Fatmawati Soekarno Bengkulu.

Pembimbing I: Risnawati, M.Pd. Pembimbing II: M. Arif Rahman Hakim, Ph. D.

Penelitian ini bertujuan untuk menganalisis interaksi di dalam kelas *English for Foreign Language* dengan mendeskripsikan konten dan susunan interaksi. Data dari penelitian ini diperoleh dari lembar penghitungan pengamatan kelas. Peneliti telah melakukan pengamatan komunikasi verbal antara guru dan 15 siswa kelas tujuh di MTs Al-Mubaarak Kota Bengkulu menggunakan lembar penghitungan pengamatan dan rekaman audio. Disisi lain, data telah dianalisis menggunakan teknik yang diadopsi dari sistematika Flander. Hasil dari penelitian ini menunjukkan bahwa grafik partisipasi siswa menjadi grafik yang dominan dalam hasil matrix yang mana mengisi 43.15% dari proporsi matrix total. Untuk grafik kedua yang mendominasi yaitu *content cross* yang mengisi 26.14% dari matrix total. Kemudian diikuti dengan *teacher support* yang mengisi 19.08% dalam hasil matrix. Terakhir, *teacher control* yang memiliki proporsi 4.97% dalam hasil penghitungan matrix. Jadi, berdasarkan hasil tersebut menunjukkan bahwa siswa cukup berpartisipasi di dalam interaksi kelas selama peneliti melakukan pengamatan. Hal itu dikarenakan guru sangat aktif dalam menstimulasi siswa untuk berpartisipasi dalam interaksi kelas.

The Researcher

Muhammad Firdaus Saputra
NIM. 1611230020

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the International Language in the modern era because most of information in this era and technology progress is packaged in English. So to not to be outdated and also easily to adapt to technological advance, government of Indonesia especially requires English subject in national education system. Start from Junior High School into University. It also applies in Islamic educational Institutions. There is a sentence that explain the virtue of learning foreign language, “whoever learn the language of a nation will be save from their trickery”. A long time ago in his era, Rasulullah was also asked his brother to learn foreign language for negotiate with other nation. It was written in hadith which narrated by Tirmizi number 2639 and 2933 (Abazhah, 2009).

In the study of English Foreign Language (EFL), the students should have most role to use of English language in classroom interaction. For EFL students, classroom is an educational institution where they can practice the English language because in the fact, practicing English as a foreign language usually consist inside the classroom, when they are outside the classroom, they are rare to practice the language since they did not have partner to practice their English. Yuanfang (2009) stated that English as a Foreign Language in the classroom do not have social function in EFL students' daily life. It means that they will find difficulty to practice the language outside the classroom since they do not have partner to practice it in their real life. Therefore, EFL teachers have to give chance to the students to practice the language in the classroom because it will increase their learning and improve their ability in communication.

In the additional information, EFL students should try to use the English language in the classroom as possible as they

could. Behnam and Pouriran (2009) claim that educational institutions would prefer EFL students practice English language than EFL students who did not practice the language in classroom. It means that the more they practiced, the more they had skill and self-confident in using the language. In fact, the purpose of teaching and learning the language is for communication. It is valid that the educational institution very appreciate at the EFL students who practice the language. Besides that, Mouhanna (2009) contends that using mother's tongue in the classroom was a controversial pedagogical issue. It means that many of EFL teachers do not ask the students to practice the language in the classroom. Consequently, it will make the teaching and learning the language meaningless. However, asking the EFL students to practice the language is important for them.

Based on the researcher observation in some school in Bengkulu, the researcher found if some teachers are more dominant in classroom interaction. Equally important, classroom

interaction relates to teachers' teaching style that will determine the classroom interaction occurs in the classroom. Teachers' teaching style like teacher-center will make the students passive in the classroom since the teacher talks all the time. It means that the teachers do not give chance to the students to talk. In contrast, students-centered will make the students active since the teacher is as a facilitator. Making the students active related to the researcher's reason in choosing the topic of this research.

In the fact, this problem is not only occur in Bengkulu, in the study of Tsegaw (2019) which the title is *An Analysis of Classroom Interaction in Speaking Class by Using FIAC System: Teachers Questioning and Feedback (Grade Seventh in Focus)*. He found if the interaction in the classroom was still dominated by the teacher which shown in his observation and recording. Zainil (2018) which the title is *An Analysis of Language Input in EFL Classroom at Junior High School in Padang*. She found if the teacher mostly adopted a role as controller in the classroom as they frequently led the flow of interaction. Ulan (2018) which

the title is An Analysis of Classroom Interaction in the Teaching and Learning Process of Speaking at Tenth Grade Students of SMK Al Husain Keling in Academic Year of 2017/2018. She found if teacher talk is dominant in the classroom because in her percentages of the study, teacher's talk is higher than student's talk.

Moreover when the researcher was doing pre-observation in MTS Al-Mubaarak Kota Bengkulu, the researcher found if the teachers of ninth grade must work harder to make the active interaction in the classroom because more of students in the seventh grade still afraid to doing an interaction in the classroom. Based on the result of the interview for some students of ninth grade in MTS Al-Mubaarak, the researcher found if the students is shame to express their opinion, do not know how to speak in English, and some of them did not like the English. Based on the problem, to make an active interaction in the classroom, the teachers of ninth grade in MTS Al-Mubaraak

Kota Bengkulu should active to ask the students for trying to speak in English.

To analysis EFL classroom interaction which occurs in the seventh grade at MTS Al-Mubaarak Kota Bengkulu, it is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flanders technique is suitable for analyzing the students' and teacher's talk at EFL context since the technique is to evaluate how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. FIACS cited in Walsh (2006) divides as teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion).

FIACS technique intends to know how much the teachers' and students' talking time and characteristics in classroom interaction. Based on Kia and Babelan (2010), the researcher

who wants to use FIACS has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIACS suggests that the constant time referring to every three seconds. It means that the researcher who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

So based on the explanation above, the researcher will make a research in MTS Al-Mubaarak which the title is An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTS Al-Mubaarak Kota Bengkulu.

B. Identification of Problem

Based on the research observation which occur at MTS Al-Mubaarak Kota Bengkulu, the researcher found if the students are have low self-confidence and some of them are not

interest to learn English subject. So to make the active interaction, the teachers of seventh grade should be active to ask the students to speak English.

C. Limitation of Problem

In this research, the researcher will only focus on investigating classroom interaction that occurred between students and teacher in the classroom at MTS Al-Mubaarak Kota Bengkulu by using Flanders Interaction Analysis Categories System (FIACS).

In this occasion the researcher will analyse the talking time and the characteristic of the interaction that occurred between students and teachers in ninth grade.

D. Research Problem

This research was to answer some questions that would be investigated by the researcher. The questions that are address in this research are as follows:

How is classroom interaction that occurs in ninth grade at MTS Al-Mubaarak Kota Bengkulu based on Flanders Interaction Analysis Categories System (FIACS)?

E. Objective of Research

Based on the problem of the research, the objectives of the research are as follows:

1. To find out how the classroom interaction occurs in ninth grade at MTS Al-Mubaarak Kota Bengkulu based on Flanders Interaction Analysis Categories System (FIACS).

F. Significance of Study

1. For Institution

The researcher expect if the result of this research can be a reference to increase the quality of institution by enhance the styles of teaching to make the active and effective interaction between the teacher and students that occur in the classroom.

2. For The Teacher

It is expect to help the teachers at MTS Al-Mubaarak to get an evaluation of their talk percentage, know their characteristics, and the correlation between their talk and characteristics during the classroom interaction in order to they can improve their teaching behaviour.

3. For the Students

It is expect to help the students at MTS Al-Mubaarak Kota Bengkulu to know their talk percentages, characteristics, and the correlation between their talk and characteristic during the

classroom interaction in order to make them participate in the classroom.

4. For Further Research

For further research, the result of this research can be a reference as long as the technique of the research is FIACS.

G. Definitions of Key Terms

1. Teaching English as Foreign Language

Teaching English as a Foreign Language refers to teaching the English language to students with different first language, typically used to imply that the English language students may have already learned more than one language, prior the English language.

2. Classroom Interaction

Classroom interaction is verbal and non-verbal action between two or more people in the classroom which occur in the teaching and learning process. Dagarin (2004) Stated that classroom interaction is interactions between the teacher and students that occur in the classroom during the teaching and learning process.

3. Flanders Analysis Categories System (FIACS)

FIACS is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. Hai and Bee (2006) argues that FIACS technique is a tool research to improve the teacher's teaching style in order to make the students active in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Definition of Classroom Interaction

Classroom interaction is verbal and non-verbal action between two or more people in the classroom which occur in the teaching and learning process. Celce-Murcia (2001) stated if classroom interaction is an activity of interaction between student – teacher and student – student. It is essential part of teaching and learning process. Interaction has defined as a process whereby two or more people engage in reciprocal actions.

In Communicative Language Teaching (CLT), classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. Goronga (2013) asserts that classroom interaction makes the students participating in the

teaching and learning process. It means that classroom interaction encourages students to involve.

Equally important, students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

In addition, classroom interaction will help students-students to share the information that they get from materials at each other. Radford (2011), maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn at each other.

Classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of

a material at each other, but it is also about a relationship at each student to other students in the classroom. Khadidja (2010) insists that classroom interaction will make the students involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the students have a good relationship at each other.

Moreover, through classroom interaction, the students will know how much their participation at the classroom, and the teacher will know their quality of taking time to talk. Besides that, classroom interaction is important for the teacher to evaluate their teaching style in order to they can change their teaching style. It means that classroom interaction will change the teacher teaching style like teacher-centered to the students-centered that is crucial for communicative approach.

Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2013) contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different

teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key one who will make the students participate at the classroom interaction actively and purposefully.

Furthermore, classroom interaction has to be managed by the teacher. If the classroom interaction cannot be handled by the teacher, the students will be uncontrolled and noisy. It will make the teaching and learning process fail. Besides that, a good classroom interaction depends on how the teacher gives chance to the students to talk at each other. Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will enthusiast to participate at the learning process.

Based on the explanation above, classroom interaction is all interaction that occur in the teaching and learning process where the teacher determine the interaction occur in the classroom.

B. Types of Classroom Interaction

Classroom interaction will occur if teacher and students interact at each other. Interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Abarca (2004), there are three dominant types of classroom interaction including teacher-dominated, teacher-centered, and students-centered. In teacher-dominated, the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher-centered, the teacher controls the student to participate at the classroom interaction. Meanwhile, in students-centered, the teacher is as facilitator and the students are more active in the classroom interaction. On the other statement, Dagarin (2004) contends that there are five types of interaction that occur in the classroom, as the follows:

1. Teacher Whole Class

Teacher-whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang (1999) contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students responds to the teachers' questions. It means that in teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some questions orally.

Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera (2009) argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk.

2. Teacher-a Group of Students

The common activity that is in this interaction is the teacher gives a task that has to be discussed in the group. It means that the students who are in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

3. Student-student

This interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning since they do collaboratively. Rivera (2009) contends that most of interaction between student-student in EFL context is a dialogue where the students have prepared the dialogue to practice it in the classroom. It means that the most activity that acquires the students to do collaboratively in students' book is making a dialogue to practice it in the

classroom. This activity requires the students to exchange their ideas or add some information to make their dialogue perfect that reflect real life context.

Besides that, the students who do not understand yet at trait materials can ask other students to answer or help them in understanding the material. It means that if the students do not understand, they will feel freedom to ask whatever he wants to ask since they interact at each other.

4. Students-students

This interaction will give advantage for the students since they will feel freedom to talk at each other. There are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and students' answers, full-class interaction, teacher talk, self-access and open ended teacher questioning.

5. Students-teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher.

Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

C. The Role of Teacher in the Classroom

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher gives chance to the students to talk, the classroom interaction will be dominant by students-students. Meanwhile, if the teacher

always takes much time to talk in the classroom, the classroom interaction will be dominant by teacher. Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who are active in the classroom interaction are determined by the teacher's role that give chance the students to talk in the classroom.

Equally important, the teacher is the key one to create the classroom interaction. Damhuis and de Blauw (2008) maintain that the teacher's role will affect the quality of classroom interaction. The teachers' role is the teachers have to give chance to the students to talk in the classroom. The teacher is not admitted to take much time to talk in the classroom based on the communicative Language Teaching (CLT).

The main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. The teacher has responsibility to facilitate interaction effectively. Dudgeon (1998) mention that teachers' role in creating classroom interaction are as a participant at the

classroom interaction and a facilitator to encourage the students to involve in the interaction. It means that the teacher has to be as a participation of the interaction in order to the students attracts to participate at the classroom interaction and has to make the students realize that they have to be active in learning process.

In the addition, the teacher's role is related to the important factors in classroom interaction. Preston (2010) stated that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviours, students' production, and feedback. In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teacher efforts to make the students involve in classroom interaction where the teacher's role is making sure that all students involve in the classroom interaction. Meanwhile, in turn-taking behaviors, the teacher efforts to make the students involve in classroom interaction by asking them to ask questions,

make requests or volunteer to answer. Furthermore, feedback is from teacher and students where one student answers what the teacher wants, the other students and teacher will give their feedback at the trait student.

Moreover, the teachers have to do some ways to make the students participate in the classroom interaction. Palmer mentions that there are eight ways to make the students participate at the interaction by creating routine activities including encouraging the students to answer each questions that the teacher give to them; giving attention and chance to the students who raise their hand, even they are not asked to speak at the time, to explain their opinion; finding the students' strength to teach the low achieving students; asking the students who are shy in the classroom to speak at the classroom; responding and giving attention to what the students talk since the students want what they have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not understand yet at the discussed material;

asking the student to measure that they have the same understanding at each other at each materials by teaching their friends who do not understand yet at the trait material; asking the student to give comment at what the teacher's style.

D. Strategies for Helping Students to Involve in Classroom Interaction

Because the students have to involve in the classroom interaction, the teacher has to give the students tasks and activities that encourage them to participate at the classroom interaction. Moreover, creating classroom interaction is an important strategy for EFL students. Therefore, EFL teachers have to consider some strategies for creating classroom interaction. Kalantari (2009) mentions that three influential strategies in creating classroom interaction included questions technique, modification, and cooperative learning.

The first technique is question technique. It is an important part in creating classroom interaction because the

teacher's questions have strong effect to them to participate. Most of the students have perception that the teacher's question will make the teacher know who they are. Vebriyanto (2015) stated if questioning is a basic method which implemented by teacher in order to build interaction in the classroom and also to stimulate the students to perform their speaking ability in target language. There are three questions technique can be used by the teacher in creating classroom interaction that include procedural, referential and display question. First, procedural question is question for students' understanding. In this section is questions for managing classroom since the example of this question, including "Is everything clear? Any problems? Can you understand? Can you read?" This type of question will attract the students' attention and encourage involving in classroom interaction. Second, referential question is a question that the teacher does not know the answer. The students are required to produce their ideas orderly and choose appropriate words in order to the teacher know what they mean. Cullen (1998) argues

that referential question is called a real communicative purpose because the teacher wants to listen to the students' explanation answer. The reason why it is a real communicative purpose is the students try to make the teacher understands what they have answered and explained. The types of referential questions are giving opinion, explaining or clarifying questions. Last, display question is a question that the teacher has known the answer. It is intended to check whether students understand the lesson or not. Shomoossi (2004) states that display questions include comprehension checks, confirmation check, or clarification requests. The question is just to answer the question because the teacher has known the answers. Each student tries to answer the questions until the answers are satisfied for the teacher. It will make them to participate at the classroom interaction. According to Tuan and Nhu (2010) display question will increase the students' participation in natural conversation since the students try to answer the questions until the answers are satisfied for the teacher.

On the contrary, to make the students active in the classroom interaction, the questions are not only from the teachers' question, but it is also from students that is making a question for their teacher and friend in the classroom. According to Eison (2010) students' questions can stimulate student-teacher interaction in the classroom since the students are active, the teacher will be enthusiastic to support the students' activeness, identify which part of lesson they are still confused or misunderstanding, give explanation that the material of the lesson is important for them, and encourage student-student to collaborate. It means that the students' question will make them aware to create a question based on their need.

The second technique is speech modification by the teacher. Speech modification by the teacher is the teacher paraphrase or use simple sentence to make students understand what she explains. Nunan cited on Mao (2012) defines that speech modification is teacher talk that is modified by the teacher to make the students more understand at what she has

talked. If the students understand what the teacher talks and wants, what they must do, they will be confident to communicate in the classroom. It will motivate them to use the foreign language in the classroom because they know what the teacher wants and what they must do.

The last technique is cooperative learning, work in group. Group work can create students-students interaction. The teacher's role at this strategy is as a facilitator. The teacher should give the students diverse tasks so that the students interact with the others in group work. The diverse task will make them responsible to share information that they know to the others. Three types of group that can be used to create students-students interaction include jigsaw, one stay to stray, and numbered head together and think pair share. Work in group will make them feel more comfortable to say their ideas in using the foreign language because they have known the quality of their friends.

Besides, to make the students want to participate at the classroom interaction, the teacher has to use some strategies.

Dagarin (2004) asserts that three strategies to make the students involve in the classroom interaction including asking questions, body language, and topics. These strategies are for making the students involve in the classroom interaction.

The first strategy is asking question. Questions will make the students involve in the classroom interaction because most of them think that the questions is important for them. Ur (1996) reports on eleven reasons for asking questioning including to provide a model for language or thinking; to find out something from the learners (facts, ideas, opinions); to check or test understanding, knowledge or skill; to get learners to be active in their learning; to direct attention to the topic being learned; to inform the class via the answers of the stronger learners; to provide weaker learners with an opportunity to participate; to stimulate thinking; to get learners to review and practice previously learn material; to encourage self-expression; and to communicate to learners that the teacher is genuinely interested in what they think. The second strategy is body language. The

body language will make the students talk since the teacher use their body movement to guess what the teacher mean. Body language is nonverbal signals that are powerful and more genuine. The teacher teaches some subjects, for instance, that are used in grammar. When the teacher points out one student who sits at the backside, the students say “you”.

Besides that, when the teacher says points out themselves, the students say “I”. In addition, when the teacher moves their body, the students say “we”, etc. It means that body language give chance to the students know when they have to talk or silent. The last strategy is topic. The teacher has to consider some topics that are interesting for them since most of the students have the same interested topics as they are the same age. The interesting topic that is relevant for them will make them follow some activities actively and purposefully. It will make them involving in classroom interaction.

Based on the explanation above, the researcher concludes that classroom interaction will occur if the teacher asks the

students to talk. Besides that, the teacher has to use some strategies to make the students talking in order to the classroom interaction is from teacher and students.

E. Flanders Interaction Analysis Categories System (FIACS)

Flanders' interaction Analysis is developed by Flander (1970) is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flander Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIACS provides ten categories to classify classroom verbal interaction including into three groups, namely, teacher, students talk, and silence or confusion. Each classroom verbal

interaction will be coded at the end of three seconds period. It means that at three seconds interval, the observer will decide which best category of teacher and students talk represents the completed communication. These categories will be put into columns of observational sheet to preserve the original sequence of events after the researcher do plotting the coded data firstly. Tichapondwa (2008) argues that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

F. Strength of FIACS Technique

As a tool for analysis classroom interaction in the teaching and learning process, the Flanders system has some strength. There are two strength of using Flanders. First of all, it provides an objective method for distinguishing teacher verbal

interaction and characteristic since it represents an effort to count teacher verbal interaction. Last, it describes teaching and learning process.

A FIACS technique covers interaction between teacher and students. Therefore, through FIACS, the researcher will know the quantity of verbal interaction in the classroom. Inamullah et al (2008) maintains that FIAC can change the teacher's teaching style. It means that when the teacher knows how much they spend their time talking in the classroom, they will know their quality in making the students active in the classroom. Making the students participate at the classroom interaction, the teacher has to create and design materials that make classroom interaction is dominant by students since students-centered is really required in Communicative Language Teaching (CLT).

Moreover, the effect of FIACS feedback on the verbal interaction of teacher focuses on their use of certain verbal interaction. It means that teachers who received feedback will be

different in their use of certain verbal interaction. According to Flander cited in Hai and Bee (2006) teacher who received FIACS feedback will use more praise, accept and clarify student ideas, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk. It means that it will be different from those who did not receive feedback.

Based on the explanation above, the researcher concludes that through counting classroom interaction by using FIACS technique, there are some advantages for the teachers. For the teachers, they will improve their teaching behaviour including they will more use praises, clarify what the students say, ask questions, give direction, etc at the classroom.

G. Previous Study

First research is the study of Sisay Ayelaw Tsegaw on 2019 which the title is *An Analysis of Classroom Interaction in Speaking Class by Using FIAC System: Teacher Questioning and Feedback (Grade Seven Students in Focus)*. The aim of this study was to describe the interaction of teachers and students at primary school levels in speaking class of English foreign classroom. It also aimed at describing how the participants experienced interaction and its level of interactional activities and influences. To carry out the real classroom interaction analysis in speaking class using FIACS technique, qualitative research / qualitative descriptive research was employed for this study, which is qualitative. The results were analyzed using qualitative/Latent content analysis mainly. The targeted schools selected using convenience-sampling technique, but English Language teachers were selected using purposive sampling. Qualitative methods of data collection, such as interviewing, observation, and document analysis were also developed and employed as major tools. The

result from these instruments showed that the interaction was still dominated by the teachers as shown from the observation and recording, and the speaking skills input and process haven't been found to have a positive change on their students speaking performance or improvement. It is all findings revealed that the teachers were not able to use the appropriate type of classroom language and provide formative feedback that really helps in improvement of student's language learning. (In this research, the technique of selecting sample, they are convenience-sampling technique and purposive sampling, meanwhile in the researcher's research, the researcher only used purposive sampling technique to select the sample of the research).

Second one is the study from Likewati Wibowo on 2017 which the title is Classroom Interaction in EYL Classroom. This study analyzed the classroom interaction in an EYL classroom by describing its communication contents and patterns of interaction. The data were collected through classroom observation and semi-structured interview for the teacher. The writer observed the

spoken communication between the EYL teacher and 39 fifth graders in a national elementary school using the video and audio recorders. Others, teacher's interview and field notes were the supplementary data. Having been transcribed, the data were analyzed using the adapted form of Flint system. The results showed that asking questions (20.05%), giving information (10.09%), and repeating students' response verbatim (6.65%) were the top three of the communication contents expressed by the teacher. On the other hand, the top three of the communication contents expressed by the students were students' choral response to the teacher (17.61%), individual student response to the teacher (13.27%), student's nonverbal behavior (4.84%). At last, the pattern of interaction revealed was still teacher-centered since most of the interactions were initiated by the teacher. In other words, the expectation of K13 in this study was not yet fulfilled. In his research, the students showed active participation during the lesson. This study can give valuable contributions to English teachers by broadening their horizon

about EYL classroom interaction. (In this research, she used Flint System as the tool to analyse the classroom interaction meanwhile in the researcher's research, he will use FIACS to analyse the classroom interaction. Then for the sample, in this research, she taken teacher and students in fifth graders at national elementary school meanwhile in the researcher's research, he will take the teachers and students in ninth graders of Mts Al-Mubaarak Kota Bengkulu).

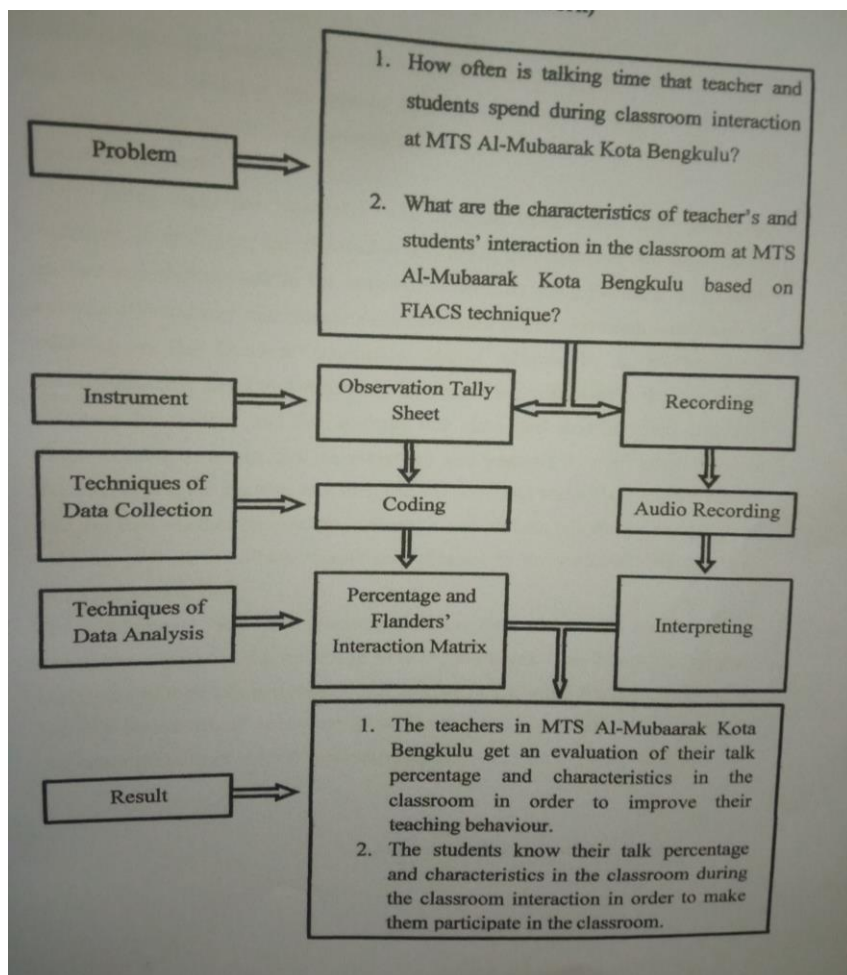
The last research is the study from Yunda Lestari on 2017 which the title is Lecturer Talks: Classroom Interaction's Identifying. This study aimed to find out what category of lecturer talks applied by lecturers in classroom interaction. This study was a descriptive survey. The participants were chosen by using purposive sampling technique where there were four English lecturers who taught at Second Semester Class of English Department of Baturaja University in the academic year of 2016/2017. The data were taken through observation, questionnaire and interview. Camera recorder and checklist were

the instruments used in this study. The data were identified by using FLINT (Foreign Language Interaction) system as developed by Moskowitz (1971). The result of the study showed that the total of frequencies the deals with feeling were 9 or 1.6%, praises or encourages were 57 or 9.9%, uses ideas of students were 42 or 7.3%, asks questions were 199 or 34.6%, gives information were 92 or 16%, gives directions were 151 or 26.3% and criticizes student behavior were 25 or 4.3%. In conclusion, the category of lecturer applied by lecturers was asks questions in classroom interaction that the best ways to develop their role as an initiator and strategies that promote interaction in classroom activity. (In this research, she used Flint System as the tool to analyse the classroom interaction, meanwhile in the researcher's research, he will use FIACS to analyse the classroom interaction. Then for the sample, in this research, she taken lecturers and students in second semester class of English department of Baturaja University, meanwhile in the researcher's research, he will take the teachers and students in ninth graders at MTSN).

H. Conceptual Framework

According to the related theories and previous studies of this research, the researcher makes a conceptual framework to make easier to do.

(Figure 2.1 Conceptual Framework)



Based on the conceptual framework above, the researcher wants identifying: How often is talking time that teacher and students spend during classroom interaction at MTS Al-Mubaarak Kota Bengkulu? What are the characteristics of teacher's and students' interaction in the classroom at MTS Al-Mubaarak Kota Bengkulu based on FIACS technique?

To find out the questions, the researcher use observation tally sheet to get real data since the researcher will put out code on the particular teacher or students talk during the teaching and learning process, and recording to record the whole part of teaching and learning process in order to get the teacher and students talk during the process.

After that, the researcher will analyze observation tally sheet and recording. In analyzing the observation tally sheet, the researcher will calculate the teacher and students talk in the observation sheet by using Flanders' formulates, and identify students' and teacher's characteristics during classroom interaction by referring to the Flanders' interaction Matrix.

Meanwhile, in analyzing the observation tally sheet and recording, the researcher will analyze the correlation between the teacher and the students talk time and students' and teacher's characteristics. It means that the researcher will interpret the correlation between the teacher and the students talk time and students' and teacher's characteristics to find out that whether the amount of teachers and students talk during teaching and learning process contribute significant influence to the students' and teacher's characteristics or not.

Moreover, after the researcher analyse data above, the result that the researcher expect are the teacher in MTS Al-Mubaarak Kota Bengkulu get their evaluation of their talk percentages and characteristics in the classroom in order to improve their teaching behaviour. Then the students know their talk percentages and characteristics in order to make them participate in the classroom interactions.

CHAPTER III

METHODOLOGY

A. Research Design

The purpose of this study was to describing the interaction between teachers and students at seventh grade of English foreign classroom in MTS Al-Mubaarak Kota Bengkulu. It described how often talking time that spend between teacher and students in the classroom, and what are the characteristic of interaction which occurs in the classroom based on FIAC. To carry out the analysis of classroom interaction at seventh grade class in MTS Al-Mubaarak Kota Bengkulu which using FIACS technique, the researcher used descriptive qualitative as the design of the research.

This design used because it has suitable approach in researching about real classroom interaction. It was match with this research which will observe the interaction between the teacher and the students in the classroom. Lambert (2012) said if

the purpose of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. A qualitative descriptive approach needs to be the design of choice when a straightforward description of a phenomenon is desired. It is an approach that is very useful when researchers want to know, regarding events, who are involved, what was involved, and where did things take place.

B. Object of the Research

The object of this research is the students and the English teacher who teach at seventh grade of MTS Al-Mubaarak Kota Bengkulu. There was a teacher who teaches English subject in ninth grade and 16 students in a class.

In this occasion the researcher use purposive as the sampling technique which the purposive sampling is one of the non-random sampling techniques where the researcher determines the sampling by determining special characteristics which are

accordance with the research objectives. So it is expected to be able answer the research problem.

C. Instrument of Research

In this research, the researcher had used two instruments to get the data, they are: observation tally sheet and audio recording. The instruments will explain bellow:

1. Observation Tally Sheet

Through the observation tally sheet, the researcher had got the expected data. In this step, the researcher put out code on the particular teacher's or students' talk in the teaching and learning process. Before fill the observation tally sheet, the researcher has understood the observation tally sheet's guidance which include list of Flanders Interaction Analysis Categories System that adapted from the research of Hai and Bee (2006). This is the observation tally sheet's guidance:

(Table 3.1 FIAC Tally Sheet)

No.	Flander's Interaction Analysis Categories (FIAC)
Teacher Talk	
A.	Indirect Talk
1.	Accepts Feelings
	<ul style="list-style-type: none"> ▪ In this category, teacher accepts the feelings of the students. ▪ He feels himself that the students should not be punished for exhibiting his feelings. ▪ Feelings may be positive or negative.
2.	Praise or Encouragement
	<ul style="list-style-type: none"> ▪ Teacher praises or encourages student action or behavior. ▪ When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.
3.	Accepts or Uses ideas of Students
	<ul style="list-style-type: none"> ▪ It is just like 1st category. But in this category, the students ideas are accepted only and not his feelings. ▪ If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. ▪ The teacher can say, 'I understand what you mean' etc. Or the teacher clarifies, builds or develops ideas or

	suggestions given by a student.
4.	Asking Questions
	<ul style="list-style-type: none"> ▪ Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. ▪ Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B.	Direct talk
5.	Lecturing /Lecture
	<ul style="list-style-type: none"> ▪ Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6.	Giving Directions
	<ul style="list-style-type: none"> ▪ The teacher gives directions, commands or orders or initiation with which a studentt is expected to comply with: ▪ Open your books. ▪ Stand up on the benches. ▪ Solve 4th sum of exercise 5.3.

7.	Criticizing or Justifying Authority
	<ul style="list-style-type: none"> ▪ When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. ▪ Teachers ask ‘what’ and ‘why’ to the students also come under this category. ▪ Statements intended to change student behavior from unexpected to acceptable pattern ▪ Bawling someone out stating why the teacher is doing what he is doing
Student Talk	
8.	Student Talk Response
	<ul style="list-style-type: none"> ▪ It includes the students talk in response to teacher’s talk ▪ Teacher asks question, student gives answer to the question.
9.	Student Talk Initiation
	<ul style="list-style-type: none"> ▪ Talk by students that they initiate. ▪ Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10	Silence or Pause or Confusion
	<ul style="list-style-type: none"> ▪ Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

Because at each three seconds maybe will involve some categories both teacher and students talk, there are some rules for deciding which one the best category should be put out code consistencely. These rules are as recommended by Flanders who cited in Singh et al. (2008) will be follow by the researcher as follow:

(Table 3.2 Rules of FIACS Technique)

Rule 1	When it is not certain in which of two or more categories a statement belongs, choose the category that is numerically farthest from the category 5. For e.g., if an observer is not sure whether it is 2 or 3 then choose 2. If in doubt between 5 and 7, he chooses 5.
Rule 2	The observer should not involve his personal viewpoint. If a teacher attempts to be clever, students see his statements as critics of students; the observer sues category 7
Rule 3	If more than one category is active in a span of 3 seconds, and then all the categories should be recorded. If after 3 seconds, no category changes, then the same serial number should be repeated in the next 3 seconds.
Rule 4	If the time period of silence exceeds 3 seconds, it should be recorded under the category No.10
Rule 5	When teacher calls a child by name, the observer is supposed to record a 4 th category.
Rule 6	When the teacher repeats the student's answer and the answer is a correct, that is recorded as a category No. 2. This tells the student that he has the right answer and therefore functions as

	praise or encouragement.
Rule 7	When a teacher listens to a student and accepts his ideas for a discussion, then this behaviour belongs to category No. 3.
Rule 8	The words “All is ok”, “yes”, “yah”, “hum”, “alright”, etc belong to the category No. 2. (Encouragement)
Rule 9	If a teacher jokes without aiming at any students, this behavior belongs to the category No. 2. But if he makes any joke aiming at some particular students, then it belongs to the category No. 7.
Rule 10	When all the students respond to a very small question collectively, then the serial number of category 8 is recorded.

In addition, the researcher has used observation tally with a constant time to know each teacher and students talk at a certain time in order to calculate how the teacher and students talk in the classroom. Because FIACS suggest that at the end of each three seconds interval, the researcher have to decide which one of the best category of teacher and students talk represents the communication at each three seconds. It is called as plotting the coded data. According to Tichapondwa (2008), the researcher has to code the teacher and students talk at three seconds intervals when the researcher uses FIACS technique.

The observation tally sheet would be wrote in 10 x 10 table meaning that 10 (rows) x 10 (columns) table for determining the specific aspects of the classroom interaction. In addition, it would be indicated what form a pair of categories. The row of the matrix represented the first number and the columns represent the second number.

2. Audio Recording

The researcher has used audio recording to make the data accurately. The recording will help the researcher to know types of the teachers and students talk during the teaching and learning process in the classroom.

D. Techniques of Data Collection

For the data collection, the researcher has collect the data from the observation which have done in a time at ninth B grade by using two methods in collecting the data including observation tally sheet and audio recording.

1. Observation Tally Sheet

The researcher put out code on the particular teachers and students' talk that is on the FIACS' observation tally sheet during teaching and learning process after the researcher do plotting the code data firstly. The researcher put out code at the end of each three seconds interval in order to get expected data.

Here is an illustration of how to put a code of classroom verbal interaction based on the observation tally sheet's guidance and the rules of Flanders' code system. The illustration can see as the follows:

(Table 3.3 Illustration Using FIACS Tally Sheet)

Classroom Verbal Interaction	Recorded as	Explanation
Teacher: Open page 47!	6	The teacher gives an order to the students to open page 47. It is as teacher direct talk that is giving direction recorded as 6.
Students: The students are silence.	10	The students are in short period of silence because they do not know what they have to do. It is as silence or pause or confusion recorded as 10.
Teacher: Why are you confused when I said open page 47?	7	The teacher ask “why” to criticize why the students silence. It is as teacher direct talk that is criticizing by asking “why” recorded as 7.
Then the teacher open page 47 by giving clue 4 and 7.	5	The teacher gives explanation to the students by using clue 4 and 7 to make the students understand what he has talked. It is as teacher direct talk that is lecturing recorded as 5.
The teacher accepts the students’ feeling since they do not understand number 47.	1	The teacher accepts the students feeling where he feels that the students should not be punished. It is as teacher indirect talk recorded as 1.
Teacher: What do you think about the topic?	4	The teacher ask the students about topic that is in page 47. It is as teacher direct talk that is asking questions recorded as 4.

Students: The students give their opinion about the trait topic.	8	The students response to the teacher's talk. It is as students talk response recorded as 8.
Teacher: Have you ever gone by the plane?	4	The teacher ask the students about the content of the topic that is in page 47. He expects an answer from the students. It is as teacher direct talk recorded as 4.

The observation recorded, 6, 10, 7, 5, 1, 4, 8, 4, is called as plotting the coded data. In addition, the beginning and end of the coding should have the same number of the categories. It is the tradition of adding number 10 in the beginning and at the end. Hence, the above number will be written in this way 10, 6, 10, 7, 5, 1, 4, 8, 4, 10. Then, to fill the observational sheet below, the researcher had to plot the number recorded firstly by one pair is marked at a time.

Based on the plotting the coded data above, the sequence of the pair including: (10, 6), (6, 10), (10, 7), (7, 5), (5, 1), (1, 4), (4, 8), (8, 4), (4, 10). Based on the sequence of pair, in the first pair (10, 6) shows that the number 10 represents row and the number 6 represents column. In addition, the first pair represents

one point of the matrix and other. So, each column and row represents one of the ten categories of Flanders' coding system. Here is the example of observation tally sheet that is for putting out code at the end of each three seconds interval based on the plotting the coded data above.

2. Recording

The researcher has record the whole part of teaching and learning process in order to get the teacher and students talk during the process. Futhermore, in recording, the researcher will record teacher's talk, students' talk, and silence that based on the observation tally sheet's guidance adapted from Flander cited in Hai and Bee (2006) as the follows:

- a. Teacher's talk consists of direct and indirect talk. The indirect talk includes teacher accepts the students' feeling and ideas; praises or encourages student action or behavior; repeats, clarifies, builds or develops ideas or suggestions given by a student; asks question about content or

procedures, based on the teacher ideas and expecting an answer from the students. Meanwhile, the direct talk includes the teacher gives facts or opinions about content or procedure expression of his own ideas, gives his own explanation or citing an authority other than a students; gives directions, commands or orders or initiation; and asks the students not to interrupt with foolish questions.

- b. Students talk consist of direct talk that includes the students talk in responding to teacher's talk; and expressing their own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful question.
- c. Silence includes pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

E. Techniques of Data Analysis

1. Flanders' Formulates

After the researcher get the data from observation sheet of Flanders interaction analysis, the researcher will calculate how much the teacher and students talk time in classroom interaction by using Flanders' formulates cited in Singh et al. (2008) in order to getting expected data. The researcher use it to find out the percentage of teachers and students talk during classroom interaction. Here are the formulas:

a. Teacher's Talk Ratio/Percentages of Teacher Talk

- 1) The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

$$TT = \frac{C1 + C2 + C3 + C4 + C5 + C6 + C7}{N} \times 100\%$$

b. Indirect Teacher's Talk Ratio

- 1) It indicates teacher actions in encouraging and supporting students' participation.

- 2) Its percentage can be calculated by adding the tallies of the first four categories and dividing by the total tallies of the matrix (N).

$$ITT = \frac{C1 + C2 + C3 + C4}{N} \times 100\%$$

c. Direct Teacher's Talk Ratio

- 1) It indicates the teacher actions restricting student participation.
- 2) In this ratio, the tallies of 5th, 6th and 7th categories are added and divided by "N" to calculate the percentage.

d. Students' Talk Ratio/Students Percentage

$$STR = \frac{C8 + C9}{N} \times 100\%$$

e. Silence or Confusing

$$S = \frac{C10}{N} \times 100\%$$

2. Flanders Interaction Matrix

To solve the second problem of this research, the researcher has identified students' and teacher's characteristics during classroom interaction by referring to the Flanders' interaction Matrix. The students' and teacher's characteristics would be appear after the researcher put code on the particular the teachers and students talk in the observation tally sheet since some areas in the tally sheet would have tallies than others. The areas have given information who is talking and what kind of talking is taking place. Here is the analyzing rule of Flanders' observation tally sheet to identify students' and teachers' characteristics that is recommended by Flanders cited in Li et al. (2011):

- a. Total, the cells in the total row show how much the teacher's and students' talking time and silence that indicate their characteristics at the classroom interaction.

- b. Row 4-5, Column 4-5, show how much the teacher asks question and lectures in the classroom.
- c. Row 1-3, Column1-3, show how much the teacher uses of acceptance and praise that indicate an encouraging teaching style. The teacher's characteristic is teacher support.
- d. Row 8-9, Column8-9, show how much the teacher uses of acceptance and praise that indicate an encouraging teaching style. The teacher's characteristic is teacher support.
- e. Row 6-7, Column 6-7, indicate how much the teacher gives direction and criticizes the students' behaviour. The teacher's characteristic is teacher control.

F. Research Procedure

The procedures of this research will be as the follows:

1. The researcher come to the class and sat at the backside.
2. The researcher has prepared audio recording and guidance and rules of Flanders interaction analysis.
3. The researcher put code on the particular the teachers and students talk in order to get expected data.
4. The researcher put the plotting of the coded data into matrix of Flanders interaction analysis.
5. The researcher has conducted the observation at three meeting in the seventh grade.
6. The researcher calculated the teacher and students talk during teaching and learning process by Flanders' formulas.
7. The researcher identified students' and teacher's characteristics by referring to the Flanders' interaction matrix to identify the teachers' and students' characteristics.

G. Research Timeline

The researcher expects if this research will be done in eight month, start from the approval of the research proposal until the research exam:

1. On January 2021, the head of English department provides a letter of appointment for the thesis supervisor and the letter will be given to the lecturers which are concerned.
2. On February 2021, the researcher has met the lecturers who are be the thesis supervisor to provide guidance in writing thesis proposal.
3. On June 2021, the researcher has done the examination of thesis proposal.
4. On March 2022, the researcher done the research and also collect the research data.
5. On the July 2022, the researcher has done the examination of thesis.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this chapter, the researcher is going to present the data of an analysis of classroom interaction on seventh grade at MTs Al-Mubaarak Kota Bengkulu in academic year 2021/2022. The data was gotten from the observation tally sheet and the recording as the support. The data of the research was gotten after held a classroom observation at ninth grade at MTs Al-Mubaarak Kota Bengkulu.

1. General Description of Teaching and Learning Process

The researcher describes further about the general description of learning process at MTs Al-Mubaarak Kota Bengkulu. The brief description of teaching learning process, the participants of the study, and the classroom interaction will be presented first.

In this opportunity when the researcher was observe the class he also notice that students to make conducive situation in the learning process. It could be seen in the observation which students are joined the class well. They are excited to learn, actively talk, but it is little noisy in the class.

Finally, both of the teacher and students created a situation which made them feel comfortable to talk in the classroom. The teacher has explained and called the students' memories which related with the material. He spent his teaching process by talking to the students, explaining material, questioning, and answering the students' question.

Norman & Schmidt (2004) find out that more effective teachers organized their teaching in a way which: (1) Reviewed the content to access learner's abilities; (2) Overviewed the content with the students, motivating them and showing why it will be important to them; (3) Presented the content in small simple steps, asking questions while doing this; (4) Exercised the content to provide learners time to practice the skills they have

already learnt. The researcher found that the interaction in MTs Al-Mubaarak Kota Bengkulu had similar approach to the theory in effective teaching.

The following description gave clear explanation why interactions were well managed by the teacher. In the preparation of teaching learning process was well prepared and well organized in the class. The class material was explained in a compressible ways. The activities were prepared and delivered clearly related to the topic. The directions were understandable and concise.

2. Flanders' Matrix

The data of this study were generated from taking audio record in a classroom interaction at ninth grade of MTs Al-Mubaarak Kota Bengkulu. The observation was conducted three times in a month. The observed verbal behaviors were translated and described into descriptive codes.

The observations were focused on the talk occurring during the class activities. The data acquired were plotted into different matrix namely; talking time-interaction analysis and interaction analysis. Those were conducting after completing the steps (1, 2, 3) suggested by FIACS (Flanders Interaction Analysis Coding System). The matrixes had different purposed in serving or displaying the data found.

The matrixes focused on the talk and the verbal behavior performed during the classroom interaction. Furthermore, it was also used to analyze the pattern of classroom interaction (the content cross, the teacher control, the teacher support, the students' participation and additional direct and indirect talk distributed by teacher). The matrix presented in tables below showed the pattern found during interaction.

(Table 4.1 Flanders' Matrix)

	1	2	3	4	5	6	7	8	9	10	N
1				1	1	1		19	7	1	30
2				1							1
3				6				4	4	1	15
4				1				31	4	5	41
5				5	1	1		7	6	2	22
6	1			1	1	1		1	3	2	10
7								I		I	2
8	20	1	12	16	5	3			4	3	64
9	8		3	4	11	3		1	9	1	40
10	1			6	3	1	2		3		16
N	30	1	15	41	22	10	2	64	40	16	241

The matrix table is the total of the coded data which got from the observation sheet. It showed if the interactions that occur in the classroom are still dominated by the teacher. The distribution of each type of talk is also balance with one to another. It can be seen from the number of the teacher talk (tail 1-

7) and the student talk (tail 8-10). Based on the observation, the researcher see if the teacher used more teachers question and accept feeling to encourage the students to talk in the classroom so his students are not afraid to talk in the classroom. It showed that students are active in participating classroom interaction.

3. Percentages of Teacher's and Students' Talk

Before the researcher shows the percentage result of the teacher's talk and the student's talk, the researcher defines the differences of percentage of the teacher talk and the percentage of student talk. The definitions are suggested by from Flander (Hai and Bee, 2006).

First, *the percentage of teacher talk* represented the amount of the total class time during which the teacher is speaking. To find the percentage of teacher talk, the total number of column 1-7 is divided by the total number of columns in the matrix.

Second, the percentage of *student talk* indicated the amount of the total class time during which a student is speaking. The percentage of student talk is found by dividing the total number of columns 8 and 9 by the total number of columns in the matrix.

(Table 4.2 Percentages of the Teacher's and Students' Talk)

No.	Subject	Teacher Talk		Student Talk		Silence	
		Quantity	%	Quantity	%	Quantity	%
1	Procedure Text	121	50.20	104	43.15	16	6.63
241 utterances							

In order to describe the table above, the total number of teacher talk will be compared with the number of student talk category. The result shows that the teacher talk and the student talk are not really different they are 50.20% and 43.15% for students' talk. Meanwhile the silence and confuse are 6.63%. Further a lot of information about the observation result in teacher-student interaction will be presented. The table shows

that the total number of talk during interaction is 241 of utterances. Those utterances will be divided into two main categories teacher talk and student talk. The proportion of student talk is 104 which classified into students response and students initiation. Meanwhile the proportion of teacher talk is 121 which classified into direct and indirect influence. The result of teacher talk can be seen in table 4.3.

(Table 4.3 Result of the Classroom Interaction Percentages)

Types of Interaction		(%)	Characteristic of Interaction	(%)	
Teacher Talk	Accept Feeling	Indirect Talk	36.09%	Teacher Support	19.08%
	Praise and Encouragement				
	Accepts or Uses Ideas of Students				
	Asking Questions				
	Lecturing	Direct Talk	14.10%	Content Cross	26.14%
	Giving Direction				
	Criticizing or Justifying Authority				
Student Talk	Student talk Response	26.55 %	Students Participation	43.15%	
	Student Talk Initiation	16.59 %			
Silence				6.63 %	

To describe the table above, the total number of teachers' and students' talk will be categorized into four different patterns

(*content cross, teacher control, teacher's support and student participation*). The percentage of each patterns have been counted using Flanders Interaction Analysis System (FIAS) formulas.

The result shows the student participation become the most predominant pattern. The proportion of student participation pattern is highest in the matrix result, it is 43.15%. It means that the students are active enough in the classroom interaction. The second predominant pattern is content cross, it spend 26.14% of teaching learning time, it mean teacher has given more questions and lecturing in his teaching and learning process. It gave effect for the students to participate in the interactions. For the third, it is teacher support which takes 19.08% in the matrix result. It means that the teacher gives more positive feeling to the students to make them comfort and appreciated when they are joining the classroom interaction. The last is teacher control, it been the smallest part in the classroom interaction where the proportion is 4.97% in the classroom interaction. It means that the teacher was

less to control the students act so it make the class be little noisy because the students was overactive in the learning process.

B. Data Interpreting

The researcher has finished the research procedure such as observation stages. The research goal of this study is to discover the interaction pattern in the young learner classroom analysis. The focus is to find out the predominant pattern such as *student participation, content cross, teacher control, and teacher support*.

In the data interpreting section, the researcher showed the answer of research question about how the classroom interaction occurs in EFL class at the ninth grade of MTs Al-Mubaarak Kota Bengkulu based on the FIACS. The discussion started with the most predominant pattern to less dominant pattern. The description of interaction was attached in every single type of talk both teacher and students.

1. Patterns of Classroom Interaction

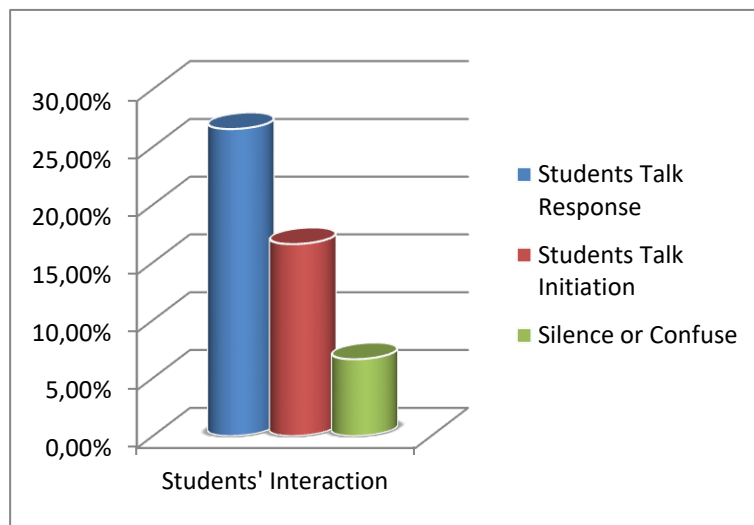
The pattern of classroom interaction on each variable in the classroom interaction has been presented on the data result in the previous part of this chapter. The interpretation of data results will be presented as follows: it started from the most predominant pattern to less dominant patterns.

Based on the result, it could be concluded that most predominant pattern in the classroom interaction was students' participation. The proportion was (43.15%), it showed that the students were active enough to participate in the responding the teacher's utterances such as questions, directions and explanations. The students not only responded to the teacher but also initiated their opinion during the discussion. (Mercer & Dawes, 2008) when students are active participate in spoken language, it can help them enrich their target language sources and build their confidence to communicate in English.

a. Students Participation

The students' participation patterns consist of two types of student's talk. There are student talk responding and student initiating which has high percentage from the total teaching-learning time. The proportion of the students' participation pattern can be seen in the graph 4.1 below.

(Figure 4.1 Proportion of Students Talk)



1) Students Talk Response

The first variable of student participation pattern which has substantial proportion is student talk response 26.55% or 64

utterances out of 241 of the total utterances. Student response talk had been done by the student in responding to the teacher's talk.

The classroom observation data showed that, student used student talk response for one purpose. The purpose was to answer the questions about lesson. They have already learnt or when the teacher tried to reviewed the previous lesson. The way students responded to the teacher's verbal interaction also short. The expressions used by the student were clearly shown in the following data 4.1

Data 4.1

Teacher: Oke before we going to our study, are you have a breakfast?

Student : Yes sir.

Teacher: Ok Martini, do you have a breakfast? What did you eat?

Student: Noodle sir.

In the situation above, the teacher was giving a question in the beginning of the lesson which related to the material that they would be learned in the class. It aimed to stimulate the

students' think. Meanwhile the student has response well by answered the teacher's questions.

Data 4.2

Teacher: Ok from the question, kira-kira belajar tentang apa kita?

Students: Procedure text.

Teacher: Tentang procedure text. Oke apa tujuan procedure text ada yang tau?

Students: Tutorial.

Students: Tutorial tahap membuat sesuatu.

In the situation when the teacher would be started the lesson, he was giving a question to check the students understanding. Meanwhile the students have response enthusiastic it showed by how they have tried to answer the teacher's question.

2) Students' Talk Initiation

The next student talk is student talk initiation in the student participation. It represents 16.59% or 40 utterances from total of the classroom interaction. The further information about student initiated talk. Through this type of talk students are able to express their own ideas; initiating a new topic; freedom to develop opinion and line of thought like asking thoughtful questions and going beyond the existing structure or procedure.

Data 4.3

Teacher: Ok, now I want you to make a group and for the group one writes how to make a coffee ya.

Student: Coffee. Siapa yang coffee?

In the situation the teacher was giving direction to the students to make groups and tell what they have must to do. Then the student was initiating to ask when she is confusing with who will do the task. It is students talk initiation when they are express their feeling in the class.

Data 4.4

Teacher: Group three is how...

Student: Ice tea ajo pak.

Teacher: Oke how to make ice tea.

In the conversation above, the teacher was giving direction to group three about what topic that they will discuss and then there is a student who takes initiative to express her idea which related to the material.

3) Students' Silence

The last variable of the student participation pattern is silence. It represents in 6.63% or 16 from total utterances 241 found during class discussions. This moment are usually happen when the student did not know about the teacher talk or the students doing the task which given by the teacher. In additionally student silence covers the pauses, short period of silent, and period of confusing in which communication cannot be understood by the observer. The expression and situation

experienced by the student are clearly shown in the following data:

Data 4.5

Teacher: Oke grup dua ingredientsnya apa aja?

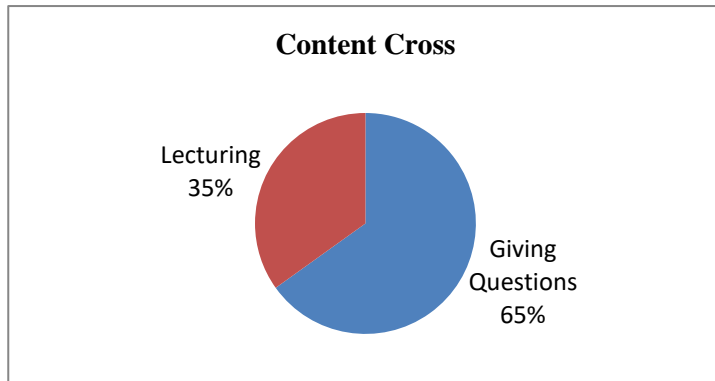
(Class crowded)

In the situation above, the teacher was giving a question to the students and then the class is too crowded so it makes none answer the teacher's question. So the observer decides if it is silence or confuse.

b. Content Cross

In the result table, content cross is the second predominant pattern; it is 26.14% or 63 utterances from the total 241 utterances found in the classroom interaction. It could be showed that the teacher spent the teaching-learning process in asking questions and lecturing. In the Figure 4.2 it can be seen the distribution of both lecturing and questioning in the content cross.

(Figure 4.2 Proportion of Content Cross)



The content cross pattern can be divided into two types of teacher talk; lecturing and questioning. The questioning variable is the highest frequent percentage in content cross pattern category. The questioning constitutes 17.01% or 41 utterances from the total of interaction. The second variable is lecturing; it represents 9.12% or 22 utterances from the total 241 utterances in the classroom interaction. It pointed that teacher stimulate the students to be active by delivering question and gave the input through lecturing.

1) Questioning

The first variable in the content cross pattern was the questioning strategy, the proportion is (65%) in the total of content cross. The researcher found during the observation; the most questions were given by teacher to review or to seek more specific information from the students. The teacher asked question as her strategy to increase or to stimulate the students' participation. Furthermore, the teacher was questioning the students about the material and the procedure in order to make student active in responding and initiating their own ideas related to the topic. The expressions and situation will be showed below.

Data 4.6

Teacher: Jadi how to make fried noodle? Oke, Ingredients nya apa martini?

Student: Noodle and water.

In the transcript above the teacher was giving a question to a student that related to the topic that been learned. It aims to

seek the students understanding about the content that they been learned. Then the student has stimulated to think about the items that related to the topic to answer the teacher's question.

Data 4.7

Teacher: Oke, kita lanjut stepnya. What is the first?

Student: Boil the water.

Teacher: Oke kita masuk ke step pertama yaitu boiling water.

In the situation above the teacher was giving a question to the students. It aims to seek the students understanding and it will be stimulated them to participate in the classroom interaction.

2) Lecturing

In the second it is lecturing which taking 35% proportions in the content cross pattern. Giving information in lecturing the students was crucial during the teaching and learning activity. Input was defined as language which was a learner hears or

receives and from which her or she can learn (Ellis, 2008). In this case, the teacher was giving information to make students understand the lesson. In other words through lecturing the teacher already gave input in form of new content information and new vocabulary for the students.

According to Ellis (2008) paying attention to input on the importance of listening skill from increased listening opportunities. It indicates lecturing or presentation section gives the learner the opportunity to gather meanings and to associate them with the language. Hence, students could give their full attention in understanding the messages that were being communicated without pressure to respond immediately. The expressions have used by the teacher was clearly shown in the following below:

Data 4.8

Teacher: Oke kita masuk ke step pertama yaitu boiling water.

Student: Powdernyo dak ado yo pak?

Teacher: Oke powdernya sudah ada dalam bungkusannya tu ya.

In the conversation above the teacher was giving a fact about the context of material. He also gives an explanation when a student is unclear about the context.

Data 4.9

Teacher: Any question? Apa ada pertanyaan?

Student: Ingredients?

Teacher: Ingredients itu bahan ya. Bahan-bahan untuk membuat... misalnya membuat coffee bahannya apa aja.

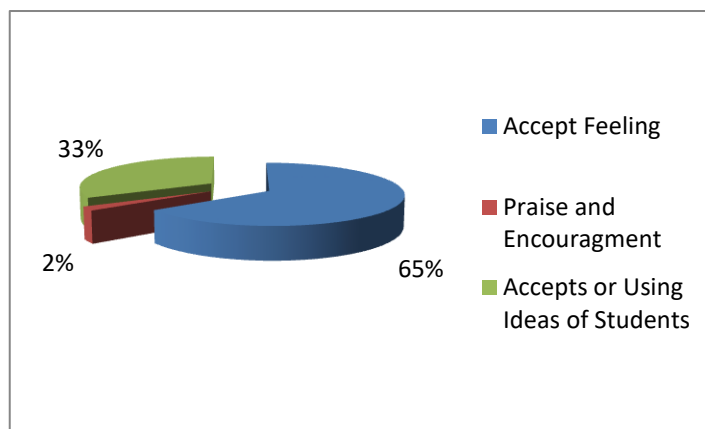
Teacher: Kopi bubuk, terus apa lagi?

In the conversation above the teacher has finished his explanation by giving a question to the students. He also gives a fact to the students' question related to the topic and then the lecturing continuing with a question to invite the student to participate in the classroom interaction.

c. Teacher Support

Based on the result table, teacher support was become the third dominant pattern in the classroom interaction. It takes 19.08% in the 241 total percentages of the interaction code. The teacher support was divided into three main parts, they are accepts feeling, praise and encouragement, and accept or use the ideas of students. The proportion of the teacher support can be seen in the figure below.

(Figure 4.3 Proportion of Teacher Support)



The result showed if the teacher is most used the accept feeling in the part of teacher support. It takes 12.44% or 30

utterances from the total of classroom interaction. It means that the teacher is really appreciated the students who participate in the classroom interaction. In the fact teacher support is influence students' academic emotions, Lei et al. (2018) stated if academic emotions refer to the emotional experience learning and teaching, including enjoyment, hopelessness, boredom, anxiety, and anger. It means that the academic emotions can affect the learning outcomes. The proportion of the teacher support will be described below.

1) Accept Feeling

The first variable of teacher support pattern is accepting feeling. It constitutes 30 or equal to 12.44% of the total 241 utterances in total of interaction codes. The teacher used accepts feelings (action/talk) in the beginning of the class, when response the students' answers and the end of the class. More detailed analysis of *accept feeling* function is made by considering the conversation found between teacher and students during the

interaction. The expressions used by the teacher are can be seen in the data below:

Data 4.10

Teacher: Assalamualaikum Wr. Wb.

Students: Waalaikumsalam Wr. Wb.

Teacher: Oke Students, today we learn about English ya.

Students: Yes sir.

Teacher: How are you today?

Students: Fine sir.

In the conversation above, it showed the teacher was opening the class with the positive feeling by saying greeting and asking the students' feeling in the beginning of the class. It makes the students feel more respected from the teacher. So it maybe can affect in the teaching and learning process.

Data 4.11

Teacher: Jadi how to make fried noodle? Oke, Ingredients nya apa martini?

Student: Noodle, water

Teacher: Oke Water, next.

Student: Spicy and Oil sir.

Teacher: Oke terus?

In the conversation above, showed how the teacher was response the students answer in the classroom. The teacher was giving the positive feeling to the students by saying “*Ok right, what next*” from the statements that has said it will be make a comfortable situation for the students and stimulates them to talk more and more.

2) Praise and Encouragement

In the observation results praise and encourage has been smallest piece in the teacher support. It takes 0.41% or 2 utterances in the total of classroom interaction. In the observation time, the researcher noticed that the teacher was respected the students with more giving positive feeling and more giving smiles to the students. It is why the lack of the praising and

encourage did not have much effect to the students participation in the classroom interaction. Nunan 1991, positive feedback had two principal functions: to let students know that they have performed correctly, so to increase motivation through praise. The situation of praise and encouragement will be describing in the data below.

Data 4.12

Teacher: Step pertama tadi boiling water, apa itu boiling water?

Students: Memasak air.

Teacher: Nice, memasak atau merebus air.

In the conversation above it showed how the teacher response the students answer. He praised the students by saying “*nice*” and let them know if they have a correct answer.

3) Accepts or Uses the Ideas of Students

From the result table, it showed that uses the student’s ideas being the predominant pattern in the teacher support. It

takes 6.22% or 15 utterances in the total of classroom interaction. Flanders cited in Hai & Bee (2007) stated that uses idea of students can be identify such as clarifying, using, interpreting, summarizing the ideas of students. Furthermore, the ideas must be rephrased by the teacher but still be recognized as being student contribution. The situation of the accepts or uses ideas of students will be described below.

Data 4.13

Student: Masukkan air ke dalam gelas sampai penuh.

Teacher: Oke next step? Mix...

Student: Mix... aaa coffee

Teacher: Okee ya, Mix all and coffee is ready. Jadi aduk-aduk kopinya dan kopi siap dihidang...

Students: Siap dihidangkan.

In the conversation above, the student was explaining the topic in the classroom, after a few seconds the student is not sure about what she would said in the next. So to response the

student's confuse, the teacher was use the students words to make clear the problem.

Data 4.14

Student: Put sugar...

Teacher: Oke, put sugar... into the glass, one...

Student: One spoon.

Teacher: Oke kemudian, put...?

Student: Put water into the glass.

Teacher: Put water into glass to full.

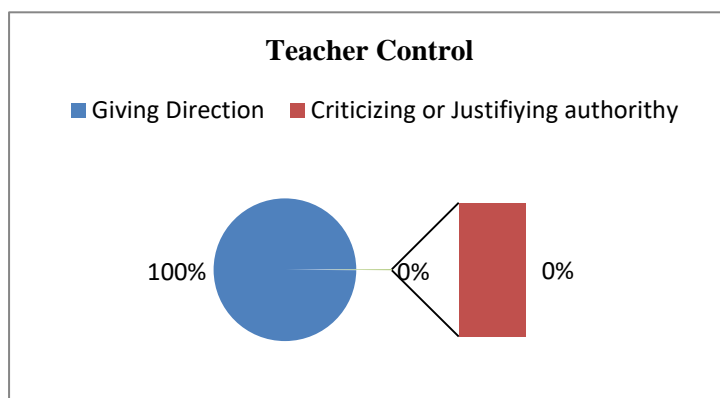
In the conversation above it showed the reciprocal talk between the teacher and students. In the end of the conversation the teacher repeated the students' sentence so it makes the students more have self-confidence to participate in the interactions.

d. Teacher Control

The last pattern in the classroom interaction is teacher control. Based on the findings in the observation sheet, the researcher found if the teacher control was become the lowest pattern in the characteristic of classroom interaction. It just takes 4.97% or 12 utterances from the total of classroom interaction codes.

The result indicated that the teacher has spent a little tome for giving directions and the criticizing or justifying activity. The reason was mostly because the teacher was more focus on the lesson and the discussion. The proportion of the teacher as whole results can be seen on the figure 4.4 below.

(Figure 4.5 Teacher Control)



The figure 4.4 shows that *giving direction* become the primary parts of another variable *criticizing or justifying*. More details information about the teacher control interaction pattern will be presented. In order to describe the graph above, the total number of utterances are distributed by the teacher is 12 utterances or (4.97%) from total 241 utterances. Those utterances are categorized into two function variable. The most frequent function is *giving direction*, it constitutes 12 or (4.14%) from the total 241 utterances found. The second frequently occurs function is *criticizing or justifying authority*, it constitutes 2 or equal to (0.82%). The expressions used by the students and teacher are clearly shown in the following excerpt.

1) Giving Direction

Data 4.15

Teacher: Oke students, do you understand?

Student: Yes sir.

Teacher: Oke now I want you to make a group and for the group one writes how to make a coffee ya.

In the interaction above the teacher gives direction to the students to make a group and doing the task which will be giving to continuing the lesson.

Data 4.16

Teacher: Sudah paham?

Student: Ya pak.

Teacher: Oke for your homework, ada tugas untuk pr kalian itu make a food with your mom ya. Buatlah atau bantu ibumu memasak ya.

Teacher: Oke kalian catat apa saja yang dikerjakan ibu kalian kemudian catat bahan-bahannya kemudian catat langkah-langkah ketika ibu kalian memasak sesuatu.

In the situation above, it is the end of the learning and teaching process. Then the teacher was giving the task for the students as their homework.

2) Criticizing or Justifying Authority

Data 4.17

Teacher: Oke grup dua ingredientsnya apa aja?

(Class crowded)

Teacher: Ssst...

In the situation above, the teacher was giving a question to the students then caused the class is so noisy he used the authority as the teacher to make the conducive classroom.

Data 4.18

Teacher: Oke sudah lengkap bahan-bahan untuk membuat es teh

ya.

Teacher: Oke langkahnya?

(Class crowded)

Teacher: Ssst fokus fokus

(Silent)

In the situation above, the teacher was explaining and giving a question to the students then caused the class is so noisy

he used the authority as the teacher to make the conducive classroom.

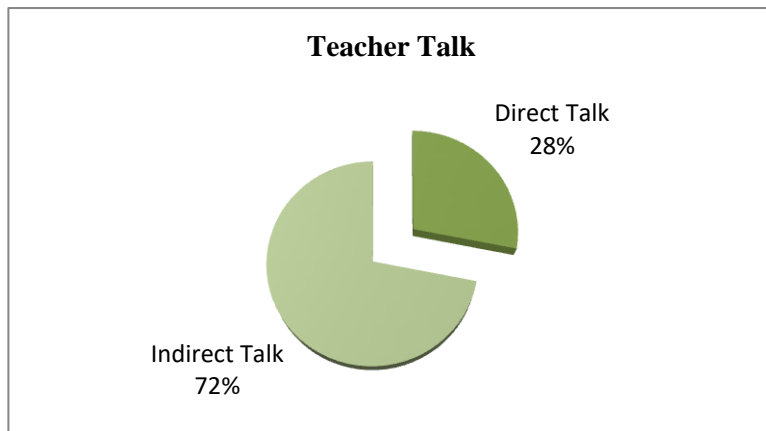
2. Classroom Interaction Ratio

The classroom interaction is seen as one of the primary aspect leading successful teaching learning process. The interaction between teacher and student will be going smoothly when teacher talk and student talk is completing each other to create comprehensible input and produce meaningful output for the students. The table below presents both teacher talk and student talk found in learning activities of MTs Al-Mubaarak Kota Bengkulu.

The First is teacher talk or teacher interaction was divided in two categories which are direct and indirect talk. Direct talk was done by the teacher talk to explain the material to the students. It usually used when the teacher impart knowledge to the students. The second is indirect talk, it was talk done by the teacher that giving indirect influence toward the student's

performance. Indirect talks were used to encourage students to participate actively during interaction. It meant the teacher allowed the students to be active during the interaction. The results of indirect influence can be seen in the figure 4.5 below:

(Figure 4.5 Teacher Talk)



The result indicated that the proportion of indirect influence in classroom interaction was higher than the direct influence. The amount of indirect talk (36.09%) or 87 utterances was higher than and direct talk influence (14.10%) or 32 utterances.

According to Brown (2007) he stated that direct teaching is that type of talk which tended to minimize the freedom and variety of response that student can create in classroom interaction. The result showed the direct talk is taking up almost half of the proportion. It means that the teacher leads students to give their opinion. It means, in direct teacher talk is concerned on the teacher who dominated the interaction.

In the other side, Brown (2007)” stated that indirect talk was type of talk which tended to allow the student maximal freedom in giving verbal response”. The pattern found in MTs Al-Mubaarak Kota Bengkulu also indicated the students had a significant better attitude in classroom. The reason was because the teacher applied flexible patterns as *friends*. The students free to express what they thought about the topic discussed in class. It was kind of student-centered interaction, the condition when teacher stimulate student by questioning and lecturing. After that students usually had discussion with their friend and teacher.

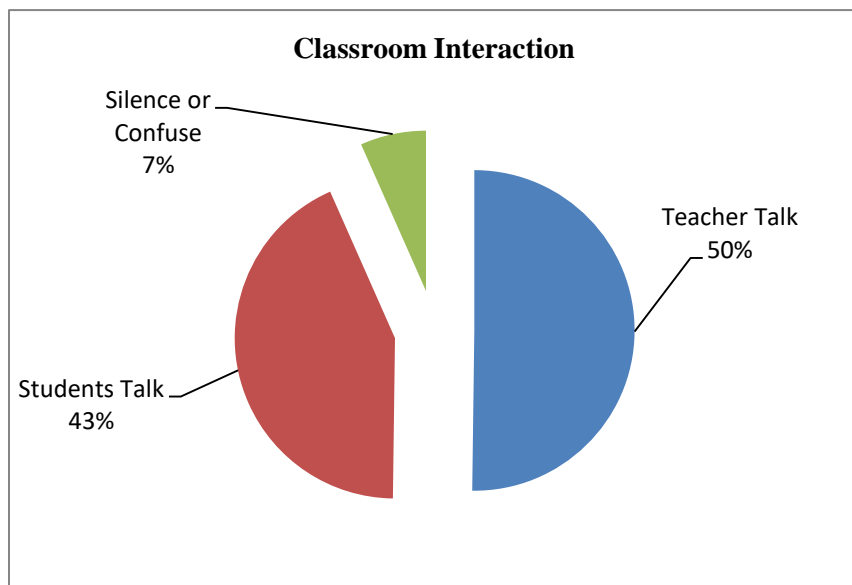
In the second, the researcher found that students tended to

initiate their respond before the teacher asked them. This finding is in line to Hai & Bee (2006) finding, that indirect talk was far more likely to provide flexibility of influence than were the direct. It can be concluded that indirect talk were delivered by teacher encouraged the condition of second language acquisition because indirect talk leaded the students to think creatively. The term of *creative* here mean teacher keep in monitoring or controlling of student utterances. The meaningful communication in this case, it was discussed based on the topic and avoid inappropriate words for students.

It can be seen on the figure 4.6 about students' talk and teacher's ratio. It can beseen that student talk ratio was (43.15%) or 104 utterances. While the teachers' talk ratio about (50.20%) or 122 utterances. In addition the graph also listed the ratio of silence or confusion ratio was (6.63%) or 16 utterances. It indicated that the ratio between the teacher talk and student talk was not significantly different. It showed that the high amount of direct teachers' talks affects the amount of student talks.

Moreover, from this result can be seen that students were considered active in verbal communication. It can be seen from amount of silence or confusion was low.

(Figure 4.6 Classroom Interaction Ratio)



Based on the data, the teacher did more asking questions rather than others three type of talk (accepts feeling, encouragement and use students' ideas). It was done by the teacher to stimulate the students to participate in the interaction.

The result was show if the students' talk was taking (43%) in the proportion of classroom interaction ratio.

3. Types of Classroom Interaction

Interaction in the classroom refers to the conversation between the teacher and students, as well as among the students, in which active participation and learning becomes crucial. According to Mercer and Dawes (2008) "conversation between and among various parties in the classroom have been referred to as educational talk or *exploratory talk*". In other words, through educational talk in class students constructed knowledge, obtain a much input and had opportunities to practice target language.

The interaction found in the classroom was discussed based on who started the interaction and whom it was addressed. It also discussed about the condition why the interaction happened. By using these categories, the interaction that found could be seen more clearly. There are the categories of classroom interaction:

a. Teacher-Students

The following discussion talked about the interaction happened between the teacher and the student. The information was sent by the teacher and addressed to the students.

Data 4.19

Teacher: Oke before we going to our study, are you have a breakfast?

Student : Yes sir.

Teacher: Ok Martini, do you have a breakfast? What did you eat?

Student: Noodle sir.

In the situation above, the teacher was giving a question in the beginning of the lesson which related to the material that they would be learned in the class. It aimed to stimulate the students' think. Meanwhile the student has response well by answered the teacher's questions.

Data 4.20

Teacher: Oke group two. Mana orangnya group two? Raise your hand.

Students: (the group two raised their hand).

In the situation above the teacher was asking the members of group two and the students respond the teacher talk by raise their hand.

b. Student-Teacher

This part also talked about the interaction that happened between the teacher and the students. The information was send by the student to the teacher.

Data 4.21

Student: Onion tu apo pak?

Teacher: Onion itu bawang, terus apo lagi?

In the transcript above it show the student asking the teacher about the item which it is unclear. Then the teacher answered the student's question and continuing the lesson.

Data 4.22

Student: Dak pake egg yo pak?

Teacher: Oke egg.

In the situation above the students tell her idea that related to the topic then the teacher was agreed and writes her idea in the board.

c. Student-Student

Classes that have high interaction among students are more students' focused, class provides multiple opportunities for student to discuss ideas in small groups Inamullah, M (2007). In this case student-student interaction may significantly support a whole class discussion. A simple indicator of this is the proportion of the class discussion dedicated to students talking.

The interaction was started by the student and addressed to other students.

Data 4.23

Teacher: biasanya ibu kalian memasak apa dirumah?

Student: Dak pernah masak.

Student: Mati kelaparan kau.

In the interaction above, it started by a teacher's question then it respond by a student, after that the other student was criticizing the answer of her classmate.

C. Discussion

After describing the analysis in the previous section, the researcher has known the percentages and the characteristics of the classroom interaction in seventh grades at MTs Al-Mubaarak Kota Bengkulu.

In the first from the result of the research, the researcher found if students' participation has highest percentages in the classroom interaction which take 43.15% from the total, it divided with students talk response that take 26.55% and student talk initiation that take 16.59%. The percentages told if the students have enough participate in the classroom interaction. This part is important for teaching and learning process, Abdullah et al. (2012) states if the effective learning process occurred when both instructors and students interact and actively participate in the learning activities.

In the second, the researcher found if content cross has taken 2nd place in the classroom interaction proportion which takes 26.14% from the total, it divided into asking question that has 17.01% and lecturing takes 9.12% from the total of classroom interaction pattern. From the data, it pointed if the teacher has enough stimulates the students to be active in the classroom. It is important part in creating active interaction in the classroom because the teachers' questions have strong effect for the students

to participate. Vebriyanto (2015) stated if questioning is a basic method which implemented by the teacher in order to build interaction in the classroom. Meanwhile, according to Ellis (2008), paying attention to input on the importance of listening skill from increased listening opportunities. It indicates lecturing or presentation section gives the learner the opportunity to gather meaning and to associate them with the target language.

Then in the third, the researcher found if teacher support take 3rd place in the classroom interaction. It takes 19.08% from the total, it divides with accept feeling, praise and encouragement, and accepts or uses ideas of the students which percentages are 12.44%, 0.41%, and 6.22%. The other factors that affects the students to participate actively in the classroom is the traits and skills. Maziha et al. (2010) stated if traits that have been shown by instructor, such as supportive, understanding, approachable, friendliness through positive nonverbal behavior, giving smiles, and nodded for admitting answers.

For the last, it is teacher control which has 4.97% divides into giving direction and criticizing or justifying authority that percentages are 4.14% and 0.82%. From the data it showed if the teacher spent little time for giving direction and criticizing or justifying authority.

Based on the explanation above it can be concluded if the interaction that occur in the seventh grades at MTs Al-Mubaarak Kota Bengkulu is active. It has shown by the percentages of students' participation and the teacher talk.

In fact, the researcher found in the observation time if the teacher was trying to apply the group work for the students but in the table result, the researcher found if the teacher talk is more dominant from the students talk. It means that the teacher is not as the controller of the classroom interaction but he also participates in the classroom interaction. It was showed by the class is little noisy and it less of teacher control.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion on this chapter summarizes the whole study and it also gives recommendations to the English education how to teach young learner. The discussion in this chapter is arranged in two main parts, namely conclusion and suggestion.

A. Conclusion

Based on the FIACS, it has ten types of classroom interaction, there are: accept feeling, praise and encouragement, accepts or uses ideas of students, asking questions, lecturing, giving direction, criticizing or justifying authority, student talk response, student talk initiation, and silence. Meanwhile there are four characteristic of classroom interaction, they are: teacher support, content cross, teacher control, and students participation.

In the result of this study the students' participation is the highest pattern in the characteristics of classroom interaction of seventh grader of MTs Al-Mubaarak Kota Bengkulu and it has followed by content cross, teacher support, and teacher control. It indicated if students have enough participate in the classroom interaction.

In the teaching and learning process the teacher was apply a group work in the teaching style, it showed by the high percentages from the students talk initiation. But in the fact the teacher was also active to stimulate the students in the classroom interaction it showed by the asking question become the most pattern in the content cross.

B. Suggestion

In the result of this study, the interaction occurs at the teacher was successfully motivated the students to participate in the classroom interaction. It was show with the high percentage of content cross and teacher support in the characteristic of the

interaction. It means that the teacher mostly give questions and give positive feelings to the students. Even though the students have enough participated in the interaction, the class is become more noisy it caused the teacher was less to control the students when he applying group work teaching style. It showed by the teacher control is become the lowest part in the classroom interaction. So in this occasion the researcher would like to give several suggestions as consideration, they are:

1. In this study, the teacher was applying group work in the teaching and learning process. It shows by the students are actively participate in the classroom interaction. For the note, it would be better if the teacher become the controller in the classroom and let the students work to do their task. So the teacher can manages and monitor the class well.
2. It would be better if the teacher tries to improve to appreciate the students with applying more praise and encourage. It can

affect to their academic emotion thus creating comfortable environment for the students.

3. The last, it would be better if the teacher gives more time to the students to answer the teacher's question. So it will make the students more focused in paying attention to the topic which being studied.

Finally, the researcher hopes that this study gives the practical contribution to the understanding of interaction pattern in classroom particularly in English learning. Furthermore, it gives benefits to teacher, students as participant and the reader of this research.

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A. Classroom Interaction Transcript

Sekolah : MTs Al-Mubaraak Kota Bengkulu

Kelas : 9B

Guru Pengajar : Muhammad Ikhsan, S.Pd

Mata Pelajaran: Bahasa Inggris

Subjek : Procedure Text

T: Assalamualaikum Wr. Wb.

M: Waalaikumsalam Wr. Wb.

T: Oke Students, today we learn about English ya.

M: Yes sir.

T: How are you today?

M: Fine sir.

T: Oke before we going to the study I will check the attendance for nine B ya?

M: Ya pak.

(The teacher check the students' attendance)

T: Oke before we going to our study are u have a breakfast?

M: (Students are crowded) diam dulu oy.

T: Oke martini do have a breakfast?

M: Yes sir?

T: What did you eat?

M: Noodle sir.

T: Jadi Martini sarapan tadi makan mie ya?

T: How to make noodles? Martini mie nya digoreng atau direbus?

M: Goreng sir.

T: Jadi how to make fried noodle?

T: Oke, Ingredients nya apa martini?

M: Noodle.

M: Water

T: Oke Water, next.

M: Spicy and Oil sir.

T: Oke terus?

M: Eggs sir.

T: Eggs oke, terus?

M: Meat.

T: Meat oke, bisa juga sosis ya. Terus?

M: step nya pak?

T: ha?

M: The Steps?

T: Oke, kita lanjut stepnya. What is the first?

M: Boil the water.

T: Oke kita masuk ke step pertama yaitu boiling water.

M: Powdernyo dak ado yo pak?

T: Oke powdernya sudah ada dalam bungkus tu ya.

T: Step pertama tadi boiling water, apa itu boiling water?

M: Memasak air.

T: Nice, memasak atau merebus air.

T: Step two?

M: Put Noodle into boiling water.

T: Oke jadi masukkan Mienya ke dalam air yang sudah di rebus.

Next step?

M: Take noodle from the boiled water.

T: Oke and then?

M: Mix the powder with noodles

T: Oke mix noodle with the powder and then boleh ditambah telur ya.

T: Then noodle is?

M: Ready

T: Oke from the question, kira-kira belajar tentang apa kita?

M: Procedure text.

T: Tentang procedure text. Oke apa tujuan procedure text ada yang tau?

M: Tahap cak...

M: Tutorial.

M: Tutorial tahap membuat sesuatu.

T: Oke jadi tujuannya adalah untuk menjelaskan tahap apa yang akan dibuat atau dilakukan ya.

T: Oke ciri-cirinya apa aja, kind of proceduresnya apa aja kira-kira?

M: (silent)

T: Pertama apa?

M: (silent)

T: Aims, terus?

M: Material.

T: Oke, material atau ingredients. Terus yang terakhir?

M: Steps.

T: Steps ya atau langkah-langkah.

T: Oke students, do you understand?

M: Yes sir.

(Class crowded)

T: Oke now I want you to make a group and for the group one writes how to make a coffee ya.

M: Coffee. Siapa yang coffee?

T: In a group there is three people, jadi satu grup itu tiga orang ya. Kita buat dulu grupnya.

T: Terus lanjut yang kedua, group two is how to make... (the teacher writes on the board)

M: Ice tea ajo pak.

T: Fried rice ya

M: Fried rice

T: Nasi go.. nasi goreng.

T: Group three is how...

M: Ice tea ajo pak

T: Oke how to make ice tea.

T: Oke silahkan dibuat kelompoknya, group one itu how to make coffee, group two itu how to make fried rice, and group three how to make ice tea.

T: Yo silahkan dibuat grup nya terus dibuat tugasnya.

(Silent)

T: Any question? Apa ada pertanyaan?

M: Ingredients.

M: No

T: Ingredients itu bahan ya. Bahan-bahan untuk membuat...
misalnya membuat coffee bahannya apa aja

T: Kopi bubuk, terus apa lagi?

M: Gula.

M: Air.

T: Air panas.

M: Udah pak

(Class crowded)

T: Oke group one itu... siapa aja group one?

M: (the student saying the member of group one)

T: Group two?

M: (the student saying the member of group two)

T: Group three?

M: (the student saying the member of group three)

T: Oke group one how to make coffee.

(Silent)

T: Pertama Ingredientsnya, what are the ingredients to make coffee?

M: Sugar

T: Oke terus?

M: Coffee.

T: Coffee powder ya bubuk kopi, terus?

M: Water.

T: Oke kemudian stepsnya?

M: Boiling the water.

T: Pertama apa?

M: Boiling water.

T: Oke, next step?

M: Put one coffee..

(Silent)

T: Oke ya, Put coffee into the glass one spoon. What is that mean?

(Silent)

T: Taro kopinya ke dalam kelas satu sen... satu sendok.

M: (Students following the teachers talk)

T: Oke, next step?

M: Put sugar...

T: Oke, put sugar... into the glass, one...

M: One spoon.

T: Oke kemudian, put...?

M: Put water into the glass

T: Put water into glass to full.

M: Masukkan air ke dalam gelas sampai penuh.

T: Oke next step? Mix...

M: Mix... aaa coffee

T: Okee ya, Mix all and coffee is ready. Jadi aduk-aduk kopinya dan kopi siap dihidang....

M: Siap dihidangkan.

T: Oke group two. Mana orangnya group two? Raise your hand

M: (the group two raised their hand)

T: Oke grup dua ingredientsnya apa aja?

(Class crowded)

T: Ssst...

M: noodles

T: Oke yang pertama apa?

M: noodles

M: Rice

T: Fried rice, nasi go.. nasi goreng

(Class crowded)

M: Rice

T: Rice ya, oke next apa lagi?

M: Oil

T: Oil ya, terus?

M: Chili

T: Oke apalagi?

M: eggs?

T: Onion ya.

M: Onion tu apo pak?

T: Bawang, terus apo lagi?

M: Egg

T:

M: Dak pake egg yo pak?

T: Oke egg

M: Garam pak garam

M: Meat tu apo pak?

T: Daging..

M: Chicken pak chicken.

T: Oke meat atau chicken ya.

T: Oke stepsnya?

M: Panaskan minyak.

T: Oke terus?

M: Goreng bawang

T: Oke..

M: Emang idak pakai garam pak?

M: Pakai powder ajo melisa.

T: Fried onion with oil. Goreng bawang dengan minyak. Terus next step.

T: Put atau tambahkan..

M: Cabe

T: Oke cabe, chilli and ...

M: Eggs pak eggs

M: Sosis

T: (the teachers write sosis in the board) terus apa lagi?

M: Egg pak

T: Egg ya (write in the board) terus next step?

M: Put rice to the..

T: Masukkan daging dulu apo nasinyo dulu?

M: Nasi pak

T: Idak masalah dagingnyo

M: Ini masak daging dulu

T: Oke put meat and fried... gorengnya berapa lama?

M: Satu jam

M: Ha gosongnyo.

(Class crowded)

T: Until it ready and then...

M: Put rise

T: Oke masukkan nasinya.

M: Are you ready?

M: Ready ready ajo pak.

T: oke nasinya siap dihidangkan. Oke kelompok tiga lima menit lagi.

(Silent)

T: Ingredientsnya?

M: Ice

T: Apa itu ice?

M: Es krim

M: Es pak.

T: Oke the second is tea, apa itu tea?

M: Teh sir

T: Oke teh ya. Kemudian?

M: Aaa sugar

T: Oke gula atau sugar

T: and the final is water

M: Air

T: Oke sudah lengkap bahan-bahan untuk membuat es teh ya.

T: Oke langkahnya?

(Class crowded)

T: Ssst fokus fokus

(Silent)

T: Oke coba kita perhatikan, steps how to make ice tea. The first is?

M: Boiling water

T: Terus yang kedua? Put...?

M: Sugar and tea.

M: masukkan gula dan teh.

T: Oke and then?

M: Put a little of boiled water into the glass and mix.

T: Oke masukkan sedikit air panas kedalam gelas dan aduk.

T: Oke next step?

M: Put Ice

M: Masukkan es

T: Terus?

M: Ice tea is ready

T: Oke ice tea is ready.

T: Do you understand?

M: Yes sir.

T: Any questions?

M: Yes sir.

T: Siapa yang mau bertanya?

M: No sir.

T: Sudah paham?

M: Ya pak.

T: Oke for your homework, ada tugas untuk pr kalian itu make a food with your mom ya. Buatlah atau bantu ibumu memasak ya.

T: biasanya ibu kalian memasak apa dirumah?

M: Dak pernah masak.

T: Masa?

M: Mati kelaparan kau.

T: Oke kalian catat apa saja yang dikerjakan ibu kalian kemudian catat bahan-bahannya kemudian catat langkah-langkah ketika ibu kalian memasak sesuatu.

M: Itu tugas apa pak?

T: Itu tadi make a food with your mom.

T: Oke I think it is enough for today and the next week kita akan ketemu lagi, minggu depan ya and the next material is about advertisement ya apa itu advertisement?

M: Iklan.

T: Oke kita akan belajar tentang iklan. Jadi pelajari dulu materi-materi tentang iklan ya. Oke

T: Assalamualaikum Wr. Wb

M: Wassalamualaikum Wr.Wb

B. Data from Observation Tally Sheet

Classroom Verbal Interaction	Recorded as	Explanation
Teacher: Assalamualaikum Wr. Wb.	1	The teacher was opening the class with the positive feeling by saying greeting to the students, it is accept feeling. Recorded as 1.
Students: Walaikumsalam Wr. Wb.	9	The students are response the teacher talk by answering his greeting, it is students talk response. Recorded as 9.
Teacher: Oke Students, today we learn about English ya.	5	The teacher was giving the fact about what would they do in that day. It is lecturing, recorded as 5.
Students: Yes sir.	8	The students respond the teacher talk. It is students talk response recorded as 8.
Teacher: How are you today?	1	The teacher was giving the positive feeling by asking the students feel. It is accept feeling recorded as 1.
Students: Fine sir.	8	The students were response the teacher talk. It is students talk response recorded as 8.

Teacher: Oke before we going to the study I will check the attendance for nine B ya?	5	The teacher was giving the fact about procedure to start the class. It is lecturing recorded as 5.
Students: Ya pak.	8	The students were respond the teacher talk. It is students talk response recorded as 8.
<i>(The teacher check the students' attendance)</i>		
Teacher: Oke before we going to our study, are you have a breakfast?	4	After the teacher was checked the students attendance, the teacher was started the class by giving a question to all students. It is teacher question recorded as 4.
<i>(Students are crowded)</i>	10	The class is too crowded. It is confusion recorded as 10.
Student: diam dulu oy.	9	A student has initiate to make her friends silent, so the class would be started effectively. It is students talk initiate, recorded as 9
Teacher: Oke martini do have a breakfast?	4	The teacher was continuing his question to a student related to the material which would learned. It is teacher question, recorded as 4.
Student: Yes sir.	8	The student was response the teacher talk. It is students talk response, recorded as 8.
Teacher: What did you eat?	4	The teacher was asking the students deeply about the topic. It is teacher question, recorded as 4.
Student: Noodle sir.	8	The student was response the teacher talk. It is students talk

		response, recorded as 8.
Teacher: Noodles ya? Jadi Martini sarapan tadi makan mie ya?	3	The teacher has used the statement from the students by saying “jadi martini tadi makan mie ya?”. It is accepts or using ideas of the students, recorded as 3.
Teacher: Oke, Martini mie nya digoreng atau direbus?	4	The teacher continuing to asking the students. It is teacher question, recorded as 4.
Student: Goreng sir.	8	The student was response the teacher question. It is students talk response, recorded as 8.
Teacher: Jadi how to make fried noodle? Oke, Ingredients nya apa martini?	4	The teacher was asking the students which related to the material. It is teacher question, recorded as 4.
Student: Noodle, water	8	The student was response the teacher question. It is students talk response, recorded as 8.
Teacher: Oke Water, next.	1	The teacher was giving the positive feeling by saying “oke water”. It is accept feeling, recorded as 1.
Student: Spicy and Oil sir.	8	The student was response the teacher talk. It is students talk response, recorded as 8.
Teacher: Oke terus?	1	The teacher was giving the positive feeling showed by he let the student continuing the answer. It is accept feeling, recorded as 1.
Student: Egg sir	8	The student was response the teacher talk. It is students talk response, recorded as 8.

Teacher: Egg, oke terus?	1	The teacher was giving the positive feeling showed by he let the student continuing the answer. It is accept feeling, recorded as 1.
Student: Meat	8	The student was response the teacher talk. It is students talk response, recorded as 8.
Teacher: Meat oke bisa juga sosis ya. Terus?	3	The teacher was accepting the student's answer and use the statements to make a suggestion. It is accept or using the students' idea, recorded as 3.
Student: Steps nya pak?	9	The students was confuse with the teacher direction, she initiate to give the teacher a question to make it clear. It is student talk initiation, recorded as 9.
Teacher: Ha?	4	The teacher was not clear with the students' question so he ask the students about what she was ask. It is teacher question, recorded as 4.
Student: The steps?	8	The student was response to the teacher question by repeating her question. It is student talk response, recorded as 8.
Teacher: Oke, kita lanjut stepnya. What is the first?	6	The teacher was response the students' question by gave the direction related to the material. It is giving direction recorded as 6.
Student: Boil the water.	8	The student was response the teacher talk. It is students talk response, recorded as 8.
Teacher: Oke kita masuk ke step pertama yaitu boiling water.	5	The teacher was giving the fact that related to the material. It is lecturing, recorded as 5.

Student: Powdernyo dak ado yo pak?	9	The student was initiate to ask the teacher related to the material. It is student talk initiation, recorded as 9.
Teacher: Oke powdernya sudah ada dalam bungkusan tu ya.	5	The teacher was gave the fact about the student question. It is lecturing recorded as 5.
Teacher: Step pertama tadi boiling water, apa itu boiling water?	4	The teacher was giving a question to the students, to check their understanding. It is teacher question, recorded as 4.
Students: Memasak air.	8	The student was response to the teacher question. It is student talk response, recorded as 8.
Teacher: Nice, memasak atau merebus air.	2	The teacher was giving an encouragement to the students related to their response. It is praise or encouragement, recorded as 2.
Teacher: Step two?	4	The teacher was asking the students which related to the material. It is teacher question, recorded as 4.
Student: Put Noodle into boiling water.	8	The student was response to the teacher question by answering his question. It is student talk response, recorded as 8.
Teacher: Oke jadi masukkan Mienya ke dalam air yang sudah di rebus. Next step?	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Student: Take noodle from the boiled water.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke and then?	1	The teacher was accepting the students answer and let them to

		continuing the answers. It is accept feeling recorded as 1.
Student: Mix the powder with noodles.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke mix noodle with the powder and then boleh ditambah telur ya.	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Teacher: Then noodle is?	4	The teacher was giving a question to stimulated the students. It is teacher question recorded as 4.
Student: Ready	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke from the question, kira-kira belajar tentang apa kita?	4	The teacher was giving a question to the students to check their understanding. It is teacher question recorded as 4.
Student: Procedure text.	8	The students were answering the teacher question. It is students talk response recorded as 8.
Teacher: Tentang procedure text. Oke apa tujuan procedure text ada yang tau?	4	The teacher was giving a question to the students to check their understanding. It is teacher question recorded as 4.
Student: Tahap cak...	9	The student is trying to answer the question. It is student talk initiating recorded as 9.
Student: Tutorial.	9	The student is trying to answer the question. It is student talk initiating recorded as 9.
Student: Tutorial tahap membuat	9	The student is trying to answer the question. It is student talk

sesuatu.		initiating recorded as 9.
Teacher: Oke jadi tujuannya adalah untuk menjelaskan tahap apa yang akan dibuat atau dilakukan ya.	5	The teacher was giving his own explanation related to the material. It is lecturing recorded as 5.
Teacher: Oke ciri-cirinya apa aja, kind of proceduresnya apa aja kira-kira?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Silent	10	It is a period of silence recorded as 10.
Teacher: Pertama apa?	4	The teacher was repeating the question. It is teacher question, recorded as 4.
Silent	10	It is a period of silence recorded as 10.
Teacher: Aims, terus?	5	The teacher was giving a fact to stimulate the students' memory which related to the material. It is lecturing, recorded as 5.
Student: Material.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke, material atau ingredients. Terus yang terakhir?	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Student: Steps.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Steps ya atau langkah-langkah.	3	The teacher was accepting the students' answer and make a statement from it. It is accept or

		use the ideas of students.
Teacher: Oke students, do you understand?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Yes sir.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
<i>Class crowded</i>	10	It is a period of silence recorded as 10
Teacher: Oke now I want you to make a group and for the group one writes how to make a coffee ya.	6	The teacher was giving direction to the students to make a group to continuing the lesson. It is giving direction recorded as 6.
Student: Coffee. Siapo yang coffee?	9	The student was initiating to ask a question to the teacher. It is students talk initiation recorded as 9.
Teacher: In a group there is three people, jadi satu grup itu tiga orang ya. Kita buat dulu grupnya.	6	The teacher was giving direction to the students to make a group to continuing the lesson. It is giving direction recorded as 6.
Teacher: Terus lanjut yang kedua, group two is how to make... (the teacher write on the board)	5	The teacher was giving explanation to the students what will they do with the groups. It is lecturing, recorded as 5.
Student: Ice tea ajo pak.	9	The student was initiating to tell his idea to the teacher. It is students talk intiation recorded as 9.

Teacher: Fried rice ya	5	The teacher was determining what the group two will. It is lecturing, recorded as 5.
Students: Fried rice?	9	The students initiate to ask when they are not clear with the statement. It is students talk initiation, recorded as 9.
Teacher: Nasi go.. nasi goreng.	5	The teacher was giving fact about the mean of "fried rice". It is lecturing, recorded as 5.
Teacher: Group three is how...	6	The teacher was writing the task for group 3. It is giving direction recorded as 6.
Student: Ice tea ajo pak	9	The student was expressing his idea. It is student talk initiation, recorded as 9.
Teacher: Oke how to make ice tea.	1	The teacher was accept the student idea and give the positive feeling. It is accept feeling recorded as 1.
Teacher: Oke silahkan dibuat kelompoknya, group one itu how to make coffee, group two itu how to make fried rice, and group three how to make ice tea.	6	The teacher was giving direction to the students to make groups and do the task which have given. It is giving direction recorded as 6.
Teacher: Yo silahkan dibuat grup nya terus dibuat tugasnya.	6	The teacher was giving direction to the students to make groups and do the task which have given. It is giving direction recorded as 6.
Silent	10	A period of silence recorded as 10
Teacher: Any question? Apa ada	4	The teacher was giving a question to the students to know

pertanyaan?		their understanding. It is teacher question recorded as 4.
Student: Ingredients?	9	The students initiate to ask when they are not clear with the material. It is students talk initiation, recorded as 9.
Teacher: Ingredients itu bahan ya. Bahan-bahan untuk membuat... misalnya membuat coffee bahannya apa aja	5	The teacher was explaining about the student's question. It is lecturing, recorded as 5.
Teacher: Kopi bubuk, terus apa lagi?	4	The teacher was giving the students a question to stimulates them to participate in the learning process. It is asking question recorded as 4.
Student: Gula.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Student: Air.	9	The student was expressing his idea. It is student talk initiation, recorded as 9.
Teacher: Air panas.	9	The student was expressing his idea. It is student talk initiation, recorded as 9.
Student: Udah pak.	9	The student was expressing his idea. It is student talk initiation, recorded as 9.
Class crowded	10	It is a period of confuse recorded as 10.
Teacher: Oke group one itu... siapa aja group one?	4	The teacher gives a question to the students. It is teacher question recorded as 4.
Students: (the students saying the	8	The student was response to the teacher talk by answering his

member of group one)		question. It is student talk response, recorded as 8.
Teacher: Group two?	4	The teacher gives a question to the students. It is teacher question recorded as 4.
Students: (the students saying the member of group two)	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Group three?	4	The teacher gives a question to the students. It is teacher question recorded as 4.
Students: (the students saying the member of group three)	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke group one how to make coffee.	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Silent	10	A period of silence recorded as 10.
Teacher: Pertama ingredients nya, what are the ingredients to make coffee?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Sugar.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke terus?	1	The teacher was accepting the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Coffee.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.

Teacher: Coffee powder ya bubuk kopi, terus?	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Student: Water.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke kemudian stepsnya?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Boiling the water.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Pertama apa?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Boiling the water.	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke, next step?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Put one coffee..	8	The student was response to the teacher talk by answering his question. It is student talk response, recorded as 8.
Teacher: Oke ya, Put coffee into the glass one spoon. What is that mean?	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Silent	10	A period of silence recorded as 10.

Teacher: Taro kopinya ke dalam kelas satu sen... satu sendok.	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Students: (Students following the teachers talk)	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.
Teacher: Oke next step?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Put sugar...	9	The student was expressing his idea. It is student talk initiation, recorded as 9.
Teacher: Oke, put sugar... into the glass, one...	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: One spoon.	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.
Teacher: Oke kemudian, put...?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Put water into the glass.	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.
Teacher: Put water into glass to full.	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Student: Masukkan air ke dalam gelas sampai penuh.	9	The student was expressing his idea by translating the teacher talk. It is student talk initiation, recorded as 9.

Teacher: Oke next step? Mix...	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Mix... aaa coffee	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.
Teacher: Okee ya, Mix all and coffee is ready. Jadi aduk-aduk kopinya dan kopi siap dihidang...	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Students: Siap dihidangkan.	9	The student was expressing his idea by translating the teacher talk. It is student talk initiation, recorded as 9.
Teacher: Oke group two. Mana orangnya group two? Raise your hand.	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
(the group two raised their hand)		
Teacher: Oke grup dua ingredientsnya apa aja?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Class crowded	10	A short period of confuse recorded as 10.
Teacher: Ssst...	7	The teacher was giving direction to the students to silent. It is giving direction recorded as 6.
Student: Noodles.	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.

Teacher: Oke yang pertama apa?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Noodles.	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Student: Rice	9	The student was expressing his idea by translating the teacher talk. It is student talk initiation, recorded as 9.
Teacher: Yang betul itu fried rice, nasi go.. nasi goreng	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Class crowded	10	A short period of confuse recorded as 10.
Student: Rice	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: Rice ya, oke next apa lagi?	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Student: Oil.	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Oil ya, terus?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Chili	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Oke apalagi?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.

Student: Eggs?	9	The student was expressing his idea by asking a question. It is student talk initiation, recorded as 9.
Teacher: Onion ya.	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Student: Onion tu apo pak?	9	The student was expressing his idea by asking a question. It is student talk initiation, recorded as 9.
Teacher: Bawang, terus apo lagi?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Egg	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Silent	10	Short period of silence recorded as 10
Student: Dak pake egg yo pak?	9	The student was expressing his idea by asking a question. It is student talk initiation, recorded as 9.
Teacher: Oke egg	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Garam pak garam	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Student: Meat tu apo pak?	9	The student was expressing his idea by asking a question. It is student talk initiation, recorded as 9.
Teacher: Daging..	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.

Student: Chicken pak chicken.	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: Oke meat atau chicken ya.	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Teacher: Oke stepsnya?	4	The teacher was giving a question to the students to invite them into the learning process. It is teacher question recorded as 4.
Student: Panaskan minyak.	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Oke terus?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Goreng bawang	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Oke..	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Emang idak pakai garam pak?	9	The student was expressing his idea by asking a question. It is student talk initiation, recorded as 9.
Student: Pakai powder ajo melisa.	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: Fried onion with oil. Goreng bawang dengan minyak. Terus next step.	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.

Teacher: Put atau tambahkan..	4	The teacher was giving a question to the students to invite them into the learning process. It is teacher question recorded as 4.
Student: Cabe	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Oke cabe, chilli and?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Eggs pak eggs	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Student: Sosis	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: (the teachers write sosis in the board) terus apa lagi?	4	The teacher was giving a question to the students to invite them into the learning process. It is teacher question recorded as 4.
Student: Egg pak.	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Egg ya (write in the board) terus next step?	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Student: Put rice to the..	8	The student was response to the teacher talk. It is student talk response, recorded as 8.
Teacher: Masukkan daging dulu apo nasinyo dulu?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Nasi pak	8	The student was response to the teacher talk. It is student talk

		response, recorded as 8.
Teacher: Idak masalah dagingnyo	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Student: Ini masak daging dulu	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: Oke put meat and fried... gorengnya berapa lama?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Satu jam	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.
Teacher: Ha gosongnyo.	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Class crowded	10	It is short period of confuse recorded as 10.
Teacher: Until it ready and then...	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Student: Put rise	8	The student was response to the teacher talk by following the teacher. It is student talk response, recorded as 8.
Teacher: Oke masukkan nasinya.	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Are you ready?	9	The student was expressing his idea by indicated if it will be ready. It is student talk initiation, recorded as 9.

Student: Ready ready ajo pak.	9	The student was expressing his idea by indicated if it will be ready. It is student talk initiation, recorded as 9.
Teacher: oke nasinya siap dihidangkan. Oke kelompok tiga lima menit lagi.	6	The teacher was telling for group three if in five minutes it is their chance. It is giving direction recorded as 6.
Silent	10	A period of silence recorded as 10.
Teacher: Ingredientsnya?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Ice	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Apa itu ice?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Es krim	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Student: Es pak.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Oke the second is tea, apa itu tea?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Student: Teh sir	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.

Teacher: Oke teh ya. Kemudian?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Aaa sugar	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Oke gula atau sugar.	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Teacher: and the final is water.	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Student: Air.	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: Oke sudah lengkap bahan-bahan untuk membuat es teh ya.	5	The teacher was giving a fact related to the material. It is lecturing recorded as 5.
Teacher: Oke langkahnya?	4	The teacher was giving a question to the students to know their understanding. It is teacher question recorded as 4.
Class crowded	10	Short period of confuse
Teacher: Ssst fokus fokus	6	The teacher was give direction to the students to silence. It is giving direction recorded as 6.
Silent	10	Short period of silence
Teacher: Oke coba kita perhatikan, steps how to make ice tea. The first is?	4	The teacher was giving a question to the students to invite them into the learning process. It is teacher question recorded as 4.

Student: Boiling water	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Terus yang kedua? Put...?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Sugar and tea.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Student: masukkan gula dan teh.	9	The student was expressing his idea by about the item related to the material. It is student talk initiation, recorded as 9.
Teacher: Oke and then?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Put a little of boiled water into the glass and mix.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Oke masukkan sedikit air panas kedalam gelas dan aduk.	3	The teacher was accepting the students' answer and make a statement from it. It is accept or use the ideas of students.
Teacher: Oke next step?	4	The teacher was giving a question to the students to invite them into the learning process. It is teacher question recorded as 4.
Student: Put Ice	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Student: Masukkan es	9	The student was expressing his idea by telling the item related to the material. It is student talk

		initiation, recorded as 9.
Teacher: Terus?	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Student: Ice tea is ready.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Oke ice tea is ready.	1	The teacher accepts the students' answer and give the positive feeling. It is accept feeling recorded as 1.
Teacher: Do you understand?	4	The teacher was giving a question to the students to check the students' understanding. It is teacher question recorded as 4.
Student: Yes sir.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Any Question?	4	The teacher was giving a question to the students to check the students' understanding. It is teacher question recorded as 4.
Student: Yes sir.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Siapa yang mau bertanya?	4	The teacher was giving a question to the students to check the students' understanding. It is teacher question recorded as 4.
Students: No sir.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.

Teacher: Sudah paham?	4	The teacher was giving a question to the students to check the students' understanding. It is teacher question recorded as 4.
Student: Ya pak.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Oke for your homework, ada tugas untuk pr kalian itu make a food with your mom ya. Buatlah atau bantu ibumu memasak ya.	6	The teacher was giving direction about the students' task. It is giving direction recorded as 6.
Teacher: biasanya ibu kalian memasak apa dirumah?	4	The teacher was giving a question to the students to check the students' understanding. It is teacher question recorded as 4.
Student: Dak pernah masak.	8	The student was response to the teacher talk by answering the question. It is student talk response, recorded as 8.
Teacher: Masa iya?	1	The teacher was gives negative feeling to the students. It is accept feeling receorded as 1.
Student: Mati kelaparan kau.	9	The student expresses her idea to comment her teammates' statement.
Teacher: Oke kalian catat apa saja yang dikerjakan ibu kalian kemudian catat bahan-bahannya kemudian catat langkah-langkah ketika ibu kalian memasak	5	The teacher gives explanation about the task. It is lecturing recorded as 5

sesuatu.		
Student: Itu tugas apa pak?	9	The student has initiated to ask when she don't clear about the task. It is students talk initiation, recorded as 9.
Teacher: Itu tadi make a food with your mom.	5	The teacher makes clear about the task. It is lecturing recorded as 5.
Teacher: Oke I think it is enough for today and the next week kita akan ketemu lagi, minggu depan ya and the next material is about advertisement ya apa itu advertisement?	5	The teacher was closing the class and little bit telling about the material for the next week. It is lecturing recorded as 5.
Student: Iklan.	8	The students are response the teacher talk. It is students talk response recorded as 8.
Teacher: Oke kita akan belajar tentang iklan. Jadi pelajari dulu materi-materi tentang iklan ya. Oke	6	The teacher was giving direction to the students before the class was end. It is giving direction recorded as 6.
Teacher: Assalamualaikum Wr. Wb	1	The teacher gives the positive feeling by saying greeting to the students. It is accept feeling, recorded as 1
Student: Wassalamualaikum Wr. Wb	8	The students are response the teacher talk. It is students talk response recorded as 8.

C. Extract of Coded Data

10 1 9 5 8 1 8 5 8 4 10 9 4 8 4 8 3 4 8 4 8 1 8 1 8 1 8 3 9 4 8 6 8
5 9 5 4 8 2 4 8 3 8 1 8 3 4 8 4 8 4 9 9 9 5 4 10 4 10 5 8 3 8 3 4 8
10 6 9 6 5 9 5 9 5 6 9 1 6 6 10 4 9 5 4 8 9 9 9 10 4 8 4 8 4 8 5 10
4 8 1 8 3 8 1 8 4 8 1 8 1 9 5 8 1 8 5 8 4 10 9 4 8 4 8 3 4 8 4 8 1 8
1 8 1 8 3 9 4 8 6 8 5 9 5 4 8 2 4 8 3 8 1 8 3 4 8 4 8 4 9 9 9 5 4 10
4 10 5 8 3 8 3 4 8 10 6 9 6 5 9 5 9 5 6 9 1 6 6 10 4 9 5 4 8 9 9 9
10 4 8 4 8 4 8 5 10 4 8 1 8 3 8 1 8 4 8 1 8 1 9 5 8 1 8 5 8 4 10 9 4
8 4 8 3 4 8 4 8 1 8 1 8 1 8 3 9 4 8 6 8 5 9 5 4 8 2 4 8 3 8 1 8 3 4 8
4 8 4 9 9 9 5 4 10 4 10 5 8 3 8 3 4 8 10 6 9 6 5 9 5 9 5 6 9 1 6 6
10 4 9 5 4 8 9 9 9 10 4 8 4 8 4 8 5 10 4 8 1 8 3 8 1 8 4 8 1 8 3 10
5 8 4 9 1 8 1 8 3 9 1 8 3 9 4 4 10 6 8 4 8 9 5 10 9 3 8 1 8 1 9 5 9
4 8 10 9 1 9 9 5 9 3 4 8 1 8 1 9 9 3 4 8 1 9 9 4 8 3 8 4 8 5 9 1 8 1
10 5 8 1 9 9 6 10 4 8 4 9 8 4 8 1 8 1 5 9 5 4 10 6 10 4 8 1 8 9 1 8
3 4 8 9 1 8 1 4 8 4 8 4 8 4 8 6 4 8 1 9 5 9 5 5 8 6 1 10

D. Plotting Coded Data Into Matrix

	1	2	3	4	5	6	7	8	9	10	Total	Percentage
1				1	1	1		19	7	1	30	12.44 %
2				1							1	0.41 %
3				6				4	4	1	15	6.22 %
4				1				31	4	5	41	17.01 %
5				5	1	1		7	6	2	22	9.12 %
6	1			1	1	1		1	3	2	10	4.14 %
7								1		1	2	0.82 %
8	20	1	12	16	5	3			4	3	64	26.55 %
9	8		3	4	11	3		1	9	1	40	16.59 %
10	1			6	3	1	2		3		16	6.63 %
Total	30	1	15	41	22	10	2	64	40	16	241	99.93%

E. Flanders' Percentages

1. Teacher Talk Ratio

$$\begin{aligned} \text{TT} &= \frac{30 + 1 + 15 + 41 + 22 + 10 + 2}{241} \times 100\% \\ &= 50.20\% \end{aligned}$$

a. Indirect Teacher Talk Ratio

$$\begin{aligned} \text{ITT} &= \frac{30 + 1 + 15 + 41}{241} \times 100\% \\ &= 36.09\% \end{aligned}$$

b. Direct Teacher Talk

$$\begin{aligned} \text{DTT} &= \frac{22 + 10 + 2}{241} \times 100\% \\ &= 14.10\% \end{aligned}$$

2. Students' Talk Ratio

$$\begin{aligned} \text{STR} &= \frac{64 + 40}{241} \times 100\% \\ &= 43.15\% \end{aligned}$$

3. Silence or Confuse

$$\begin{aligned} \text{S} &= \frac{16}{241} \times 100\% \\ &= 6.63\% \end{aligned}$$

F. Interaction Characteristic Percentage

1. Teacher Support

$$\begin{aligned} \text{TS} &= \frac{30 + 1 + 15}{241} \times 100\% \\ &= 19.08\% \end{aligned}$$

2. Content Cross

$$\begin{aligned} \text{CC} &= \frac{41 + 22}{241} \times 100\% \\ &= 26.14\% \end{aligned}$$

3. Teacher Control

$$\begin{aligned} \text{TC} &= \frac{10 + 2}{241} \times 100\% \\ &= 4.97\% \end{aligned}$$

4. Students Participation

$$\begin{aligned} \text{SP} &= \frac{64 + 40}{241} \times 100\% \\ &= 43.15\% \end{aligned}$$

G. Documentations







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor: 0508/In.11/F.II/PP.009/01/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Risnawati, M.Pd. 19740523199903	P I	Muhammad Firdaus Saputra 1611230020	TBI	An Analysis of EFL Classroom Interaction for Young Learners by Using Flander Interaction Analysis Categories System (FIACS) Technique (Study Case at the Seventh Grade Class in SMPN 13 Kota Bengkulu)
2	M. Arif Rahman Hakim, Ph.D. 199012150320151007	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 27 Januari 2021



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Muhammad Firdaus Saputra
NIM : 1611230020
Jurusan/Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.


Adapun judul saya sebelumnya adalah: **An Analysis of EFL Classroom Interaction for Young Learners by Using Flander Interaction Analysis Categories System (FIACS) Technique (Study Case at the Seventh Grade Class in SMPN 13 Kota Bengkulu)** Menjadi: **An Analysis of Classroom Interaction In EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu**. Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.


Bengkulu, Januari 2022

Pembimbing I,

Disetujui oleh,

Pembimbing II,


Risnawati, M.Pd.
NIP. 19740523199903


M. Arif Rahm an Hakim, Ph.D.
NIP. 19901215030151007

Diketahui oleh,
Ketua Prodi TBI


Feny Martina, M.Pd.
NIP. 198703242015032002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website: www.iainbengkulu.ac.id

Nomor : 5250 /In.11/F.II/PP.009/ 12/2021

Bengkulu, | Desember 2021

Lamp. : -

Perihal: Penyeminar Proposal Skripsi

Kepada Yth.

1. Feny Martina, M.Pd. (Penyeminar I)
2. HenyFriantary, M.Pd (Penyeminar II)

di -
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Selasa, 30 November 2021
Waktu : 08.00 sampai selesai
Tempat : Gedung C4.1 (Ruang Munaqosah)

NO.	NAMA/NIM	JUDUL
1.	Muhammad Firdaus Saputra 1611230020	An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTS AL-Mubearak Kota Bengkulu
2.	Siti Mursida Rani 1711230088	Investigating Second Language Acquisition of English Foreign Language Students in Al Iman Modern Islamic Boarding Scholl Viewed from Students Learning Environment
3.	Ari Andre Rianyansa 1811230083	Investigating of Students' Self-Directed Learning in Mastering English Speaking Skills During Covid-19 Pandemic (Descriptive Qualitative at 3st Semester Students of TBI IAIN Bengkulu in Academic Yacr (2021/2022)
4.	Anggara Marceleno 1611230091	The analysis of Derivative Affixes used in Thesis Background of TBI's Students in State Institute For Islamic (IAIN) Bengkulu 2020/2021
5.	Mediyansyah 1611230088	The Challenge of Online Learning During Covid-19 Pandemic: Perception Analysis of Teacher and Students

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Assalamu'alaikum Wr. Wb.
Ph. D. ...
ZUBAEDI



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Muhammad Firdaus Saputra, NIM :
1611230020 yang berjudul **"The Analysis of Classroom Interaction in EFL
Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu"**.
Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Selasa, 30 November 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim
penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan
surat penelitian (SK Penelitian).

Bengkulu, Januari 2022

Penyeminar I

Feny Martina, M. Pd
NIP. 198703242015032002

Penyeminar II

Heny Friantary, M. Pd
NIP. 198508022015032002



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Website: www.uinfasbengkulu.ac.id

Nomor : 0699 / Un.23/F.II/TL.00/02/2022

9 Februari 2022

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,
Kepala MTs Al-MUBAARAK KOTA BENGKULU

Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.


Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu*".

Nama : Muhammad Firdaus Saputra
NIM : 1511230020
Prodi : Tadris Bahasa Inggris (TBI)
Tempat Penelitian : MTs Al-MUBAARAK KOTA BENGKULU
Waktu Penelitian : 14 Februari s/d 31 Maret 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,



Mus Mulyadi



**PONDOK PESANTREN MODERN MUHAMMADIYAH AL-MUBAARAK
MTs. AL-MUBAARAK KOTA BENGKULU**

TERAKREDITASI NILAI : B

NISM : 121217710007

Alamat : Jl. Raya Karang Indah Samsat Sumur Dewa RT. 11 Telp. (0736) 24717 Kota Bengkulu 38229

SURAT KETERANGAN

NOMOR : 142/MTs.005/PPMM/2022

Yang bertanda tangan di bawah ini :


Nama : Yayuk Farida, S.Pd
KTAM : 934.239
Jabatan : Kepala MTs Al-Mubaarak Kota Bengkulu
Alamat : Jl. Raya karang indah samsat Sumur Dewa

Dengan ini menerangkan sesungguhnya :

NO	NAMA	NIM	PROGRAM STUDI
1	Muhammad Firdaus Saputra	1611230020	TBI

Bahwa nama yang tersebut di atas, telah selesai melakukan penelitian di MTs Al-Mubaarak Kota Bengkulu. Terhitung dari tanggal 14 Februari s/d 31 Maret 2022 dengan judul *"An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubaarak Kota Bengkulu."*

Demikianlah, surat keterangan ini saya buat dengan sebenarnya guna untuk dapat digunakan sebagaimana mestinya.

Bengkulu, 01 April 2022
Kepala MTs Al-Mubaarak

Yayuk Farida, S.Pd
KTAM. 934.239





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SURAT TUGAS KOMPREHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor: 1996 /In. 11/F.IV/PP.009/04/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : M. Firdaus Saputra

NIM : 1711230020

Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Ibke Wulandari, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arau 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Dr. Syamsul Rizal, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadis yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Anita, M.Hum.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, PPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

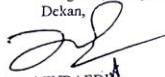
Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 22 April 2021
Dekan,


ZUBAEDI

20/07 2022

[Signature]
Fianura Abriani

cek turnitin M. Firdaus_PRODI TBI

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Website: www.uinfasbengkulu.ac.id

Bengkulu, 29 Juli 2022

Nomor : 724 /Un.23/F.II/PP.00.9/07/2022

Lamp. : -

Perihal : Ujian Skripsi

Kepada Yth.

1. Dr.Edi Ansyah, M.Pd (Ketua)
2. Sepri Yunarman, M.Si (Sekretaris)
3. Feny Martina, M.Pd (Penguji Utama)
4. Endang Haryanto, M.Pd (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Jum'at, 29 Juli 2022

Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No.	Nama/Nim	WAKTU (WIB)	Judul
1	Muhammad Firdaus S. 1611230020	08.00-09.00 WIB	An Analysis of Classroom Interaction In EFL Class By Using FLACS Technique at MTS Al-Mubarak Kota Bengkulu
2	Mediyansyah 1611230088	09.00-10.00 WIB	The Challenges of Online Learning During Covid-19 Pandemic : Perception Analysis of Teacher And Students and MTS Al-Mubarak Kota Bengkulu
3	Anggara marceleno 1611230091	10.00-11.00 WIB	The Analysis of Derivative Affixes Used In Background of TBI's Students In UIN Fatmawati Sukarno Bengkulu 2020/2021

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,


Mus Mulyadi




KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SOEKARNO BENGKULU
FAKULTAS TARBİYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51276-51171-51172


Nama Mahasiswa : Muhammad Firdaus Saputra Pembimbing II : M. Arif Rahman Hakim, Ph.D.
M : 1611230020 Judul Skripsi : An Analysis of
Tesis : Bahasa Inggris Classroom Interaction in EFL Class
Program Studi : Tarbiyah dan Tadris by Using FIACS Technique
at MTs Al-Mubafaak

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	15/2 2021	Chapter 1	-Need to fix Background of the Study	
2.	23/2 2021	Chapter 2	-Need to fix PQ n PO	
3.	16/3 2021	Chapter 2	-fix the Technique Problem in chapter 2	
4.	25/3 2021	Chapter 2	- please continue to chapter 3, need to fix some grammatical errors.	
5.	22/4 2021	Chapter 1, 2, 3	- Need to add some issues based on the Islamic perspective.	

Mengetahui,
Dekan


Dr. Mus Mulyadi, M.Pd.
NIP. 167005142000031004

Bengkulu, Juni 2022
Pembimbing II


M. Arif Rahman Hakim, Ph.D.
NIP. 199012150320151607



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Alamat : Jl. Raden Fatah Pagar Dewa Kota Bengkulu 38211
 Telepon (0736) 51276-51171-51172-53379 Faksimili (0736) 51276-51171-51172

Nama Mahasiswa : Muhammad Firdaus Saputra Pembimbing II : M. Arif Rahman Hakim, Ph.D.
 NIM : 1611230020 Judu, Skripsi : An Analysis of Classroom Interaction in EFL Class by Using FIACS Technique at MTs Al-Mubarak Kota Bengkulu
 Jurusan : Bahasa Inggris
 Program Studi : Tarbiyah dan Tadris

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6	6 May	Chapter 1, 2, 3	- Research timeline in Chapter 3 - Make sure the format - References ^{should} be more complete.	
7	Monday 10 May 2021	All chapters (1, 2, 3)	- Must make sure about the format based on thesis writing guidelines - Please add list of figures, list of table, etc.	
8	Thursday 20 May 2021	All chapters (1, 2, 3)	- Ace to supervisor 1	

Mengetahui,
 Dekan

Dr. Mus Muliyadi, M.Pd.
 NIP. 197005142000031004

Bengkulu, Juni 2022
 Pembimbing II

M. Arif Rahman Hakim, Ph.D.
 NIP. 199012150320151007




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Nama Mahasiswa : Muhammad Firdaus Saputra Pembimbing II : M. Arif Rahman Hakim, Ph.D.
NIM : 1611230020 Judul Skripsi : An Analysis of
Materi : Bahasa Inggris Classroom Interaction in EFL Class
Program Studi : Tarbiyah dan Tadris by Using FIACC technique
at MTS Al-Mubarak Kota
Bengkulu

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
9.	3 June 2022	Chapter 1, 5	- Fix the format / template - The discussion should be more criticize	
10.	Wednesday 15 June 2022	Chapter 4, 5 and references	- Provide some data in discussion	
11.	10 June 2022	All chapters	Acc to Munawaroh	

Mengetahui,
Dekan


Dr. Mas Mulyadi, M.Pd.
NIP. 197005142000031004

Bengkulu, 16 Juni 2022
Pembimbing II


M. Arif Rahman Hakim, Ph.D.
NIP. 199012150320151007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SOEKARNO BENGKULU
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Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51276-51171-51172

Nama Mahasiswa : Muhammad Firdaus Saputra Pembimbing I : Risnawati, M.Pd
NIM : 1611230020 Judul Skripsi : An... Analysis of...
Jurusan : Bahasa Inggris Classroom Interaction in EFL Class
Program Studi : Tarbiyah dan Tadris by Using P.I.A.C.S Technique at
MTs Al - Mubarak

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	Thursday 11-02-2021	Sk + Research proposal	1) Revise the Title!	
2.	Tuesday 16-02-2021	Research Title!	1) Acc ...!	
3.		chapter I	1) Revise as suggested 1. 2.	
4.		chapter II	1) Revise as suggested 1. 2.	
5.		chapter III	1) Revise as suggested 1. 2.	

Mengetahui,
Dekan

Dr. Muhy Mulvadi, M.Pd.
NIP. 197005142000031004

Bengkulu, February 2021
Pembimbing I

Risnawati, M.Pd.
NIP. 19740523199903



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nama Mahasiswa : Muhammad Firdaus Saputra Pembimbing I : Risnawati, M.Pd
NIM : 1611230020 Judul Skripsi : An Analysis of
Jurusan : Bahasa Inggris Classroom Interaction in EFL
Program Studi : Tarbiyah dan Tadris Class by Using FIACS technique

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6.	Friday 11-06-2021	Chapter I, II, III, References Appendices	1) Ace .. you can Register for "seminar proposal !"	

Mengetahui,
Dekan

Dr. Muz Mulvadi, M.Pd.
NIP. 197005142000031004

Bengkulu, June 2021
Pembimbing I

Risnawati, M.Pd.
NIP. 19740523199903



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SOEKARNO BENGKULU
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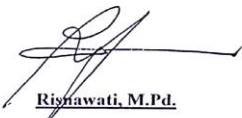
Nama Mahasiswa : Muhammad Firdaus Saputra Pembimbing I : Risnawati, M.Pd
NIM : 1611230020 Judul Skripsi : An Analysis of
Jurusan : Bahasa Inggris Classroom Interaction in EFL
Program Studi : Tarbiyah dan Tadris Class by Using FIACS Techniq

NO	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
7.	Thursday, 30-06-2022	Chapter IV	! Revise as suggested!	Pf
8.	Monday, 04-07-2022	Chapter V, Abstract, Appendices	! Revise as suggested!	Pf
9.	Wednesday, 06-07-2022	Chapter I, II, III, IV, V, Abstract, Appendices	! Acc... you can register for "Ujian Muragosa!"	Pf

Mengetahui,
Dekan

Bengkulu, July 2022
Pembimbing I


Dr. Mus Mulyadi, M.Pd.
NIP. 197005142000031004


Risnawati, M.Pd.
NIP. 19740523199903



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
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KARTU HADIR SEMINAR PROPOSAL SKRIPSI

NAMA MAHASISWA :
NOMOR INDUK MAHASISWA :
PRODI : TADRIS BAHASA INGGRIS

NO	Hari / Tanggal	Jam	Nama Mahasiswa Seminar	NIM	Judul Proposal	TTD Dosen Penguji
1	Jumat, 07-05 2021	08.00	Mham Rahmad	1711230017	An Analysis of Google Form Used by English Teachers to Evaluate Student's Learning Achievement at SPAN I Benteng	
2	~ 11 ~	08.45	Shanti Wulandari	171123-0053	The Effect of Applying Project Based Learning Approach using Video Blogging on English student Speaking Ability at Second Semester English IAIN	
3	~ 11 ~	09.20	M. Khasin Hidayatulloh	1611230099	An Analysis of Code Mixing on EFL Remote Classroom Used by Teacher SIMRS	
4	~ 11 ~	09.55	Ori Andika		The interference of EFL Student's Native Language in English Pronunciation	
5	~ 11 ~		Koko Sujanto			
6						

Amc
Dr. Samsul Rizal, M. Pd