

**THE ANALYSIS OF TEACHER AND STUDENT'S TALK IN THE  
CLASSROOM INTERACTION BY USING FIACS**

(A Descriptive Research at Tenth Grade of SMAN 02 Bengkulu Tengah in Academic  
Year 2019/2020)

**THESIS**

Submitted as A Partial Requirements for the Degree of *Sarjana (S. Pd)* in Study  
Program of English Education



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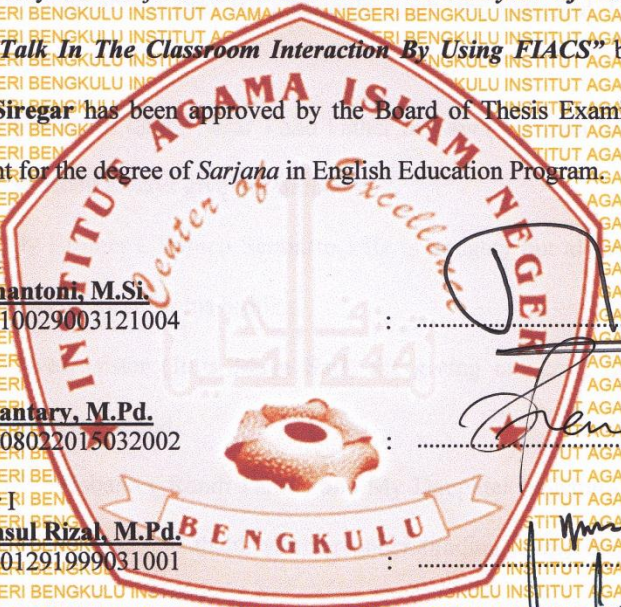
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**DEDICATION**

Bismillahirrahmaanirrahim.

In the name of Allah, the most gracious and merciful. All praise and gratitude to him who has given strength and patience to finish this thesis. Shalawat and Salam to our prophet Muhammad SAW, his family and friends.

This thesis is dedicated to :

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## **MOTTO**

*Whoever follows a path in pursuit of knowledge, Allah will make easy for him a path to Paradise. No people gather in one of houses of Allah, reciting the Book of Allah and teaching it to one another, but the angels will surround them, tranquility will descend upon them, mercy will envelop them and Allah will mention them to those who are with Him. And whoever is hindered because of his bad deeds, his lineage will be of no avail to him.*

*(Al-Hadith)*

*No thief, however skillful, can rob one of knowledge, and that is why knowledge is the best and safest treasure to acquire.”*

**(Siti Nur Patimah Siregar)**

## PRONOUNCEMENT

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I hereby sincerely state that thesis entitled : **The Analysis Of Teacher and Student's Talk in Classroom Interaction By Using FIACS ( A Descriptive Research at Tenth Grade of SMAN 02 Bengkulu Tengah in Academy Year 2019/2020 )** is my masterpiece. All thing out my masterpiece in this thesis are signed citation and refered in the bibliography. If after proven that my thesis discrepancies. I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2019

Stated By



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The researcher realizes that 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.

Bengkulu, January 2020  
The Researcher



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## ABSTRACT

**Siti Nur Patimah.** 2019. *The Analysis Of Teacher and Student's Talk in The Classroom Interaction by Using Fiacs.* Thesis English Education Department, Faculty of Tarbiyah and Tadris. Advisors: (I) Risnawati M.Pd. (II) Dedi Efrizal, M.Pd

Keywords: Classroom Interaction, FIACS, Types of Teacher Talk

Flanders Interaction Analysis Categories System is the category of Flander system that used as an instrument of the observation to analyze the classroom interaction. It consist of teacher talk, students talk and silence. The FIACS technique is to know how much the teachers' and students' talking time and characteristics in classroom interaction. The objectives of this research are: (1) to find out the percentage of talking time did teacher and students spend during classroom interaction at SMA Negeri 02 Bengkulu Tengah, (2) to find out the characteristic of teacher talk in classroom interaction at SMA Negeri 02 Bengkulu Tengah, and (3) to find out types of teacher talk are there in English classes at SMA Negeri 02 Bengkulu Tengah. This research was designed as a descriptive qualitative research. To obtain the data researcher used observation and documentary. The instrument was used by the researcher to obtain the data are audio recording and observation tally sheet. The results of this research are about the percentage of teacher talk, characteristic of teacher talk and types of teacher talk. The percentages of teacher talk at first meeting 53.50%, second meeting 51.82%, and third meeting 54.24%. Characteristic of the teacher talk are content cross, teacher control, and students participation. The types of teacher talk are controller, director, manager, facilitator and resource. Benefit of this study that researcher found are this study will be increase the studies of linguistic related with teacher talk in English classes. This research will give us the information about the types and the function of teacher talk and in addition, this study is useful as an additional reference for those who are interested in making a further study on this teacher talk.

## ABSTRAK

**Siti Nur Patimah.** 2019. *The Analysis Of Teacher and Student's Talk in The Classroom Interaction by Using Fiacs*. Skripsi Program Pendidikan Bahasa Inggris, Fakultas Tarbiyah Tadris. Pembimbing: (I) Risnawati M.Pd. (II) Dedi Efrizal, M.Pd

*Kata Kunci: Interaksi Kelas, FIACS, Jenis-jenis Teacher Talk*

Sistem Analisis Interaksi Flanders adalah kategori dari sistem Flander yang digunakan sebagai instrumen pengamatan untuk menganalisis interaksi kelas yang terdiri dari *teacher talk*, *studenta Talk* dan *silence*. Teknik FIACS digunakan untuk mengetahui seberapa banyak waktu bicara guru dan siswa serta jenis interaksi yang dilakukan di kelas. Tujuan dari penelitian ini adalah: (1) untuk mengetahui persentase waktu bicara yang dihabiskan guru dan siswa selama interaksi kelas di SMA Negeri 02 Bengkulu Tengah, (2) untuk mengetahui karakteristik dari *teacher talk* dalam interaksi kelas di SMA Negeri 02 Bengkulu Tengah, dan (3) untuk mengetahui jenis *teacher talk* yang digunakan di kelas bahasa Inggris di SMA Negeri 02 Bengkulu Tengah. Penelitian ini menggunakan metode kualitatif deskriptif. Untuk memperoleh data, peneliti menggunakan observasi dan dokumenter. Instrumen yang digunakan oleh peneliti untuk memperoleh data adalah rekaman audio dan lembar penghitungan observasi. Hasil penelitian ini dijabarkan dalam persentase, karakteristik, dan jenis *teacher talk* yang digunakan guru. Persentase *teacher talk* pada pertemuan pertama adalah 53,50%, pertemuan kedua 51,82%, dan pertemuan ketiga 54,24%. Karakteristik dari *teacher talk* adalah lintas konten, kontrol guru, dan partisipasi siswa. Jenis-jenis *teacher talk* adalah *controller*, *director*, *manager*, *facilitator* dan *resource*. Manfaat dari penelitian ini adalah untuk meningkatkan studi linguistik terkait dengan *teacher talk* di kelas bahasa Inggris. Penelitian ini akan memberi kita informasi tentang jenis dan fungsi ceramah guru dan di samping itu, studi ini bermanfaat sebagai referensi tambahan bagi mereka yang tertarik untuk membuat studi lebih lanjut tentang *teacher talk*.



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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Interaction is a collaborative exchange of thoughts, feelings or ideas between a teacher and students or a student and other students resulting in reciprocal effect on each other.<sup>1</sup> Thus, interaction in a language classroom is a process of learning language. Learning is the ability of using English.<sup>2</sup> While, the objective of language teaching is not limited to ability in producing grammatical sentences, but also in terms of communicative function.<sup>3</sup> As the result, teacher as a manager in the class should be imperative to motivate students to get involved in the classroom interaction. Therefore, teachers have to give chance to the student to practice the language in the classroom because it will increase their learning and improve their ability in communication.

Classroom interaction is essential for the success of teaching and learning process. Classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events.<sup>4</sup> Poor

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<sup>1</sup>Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall Regents, 2004, p. 55.

<sup>2</sup>Aziez, Furqanul and Alwasilah, *Learning ability of using English*. Bandung: RemajaRosda, 1996, p. 54.

<sup>3</sup>Allwright and Bailey, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York: Cambridge University Press, 1991, p. 43.

<sup>4</sup> Anand,2011. [online] <http://www.anandkab.blogspot.com/2011/03/flanders-interaction-analysis.html>. Accessed on April 25th 2019

interaction between teacher and students is a common failure in learning English. An increase in the amount of classroom interaction will help (foreign) language student to learn the target language easily and quickly.<sup>5</sup>

Analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). It is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both teachers and students are required to talk in the classroom.

It is also supported by Ellis and Yamazaki who mentions that teacher's talk, which has been hypothesized to be important for L2 acquisition, has drawn much attention from many researchers because it affects students' comprehension.<sup>6</sup> Therefore, teacher has the important role in building successful classroom interaction.

Based on the researcher pre-observation by interviewing the English teachers and the students in SMAN 02 Bengkulu Tengah, it is found that classroom interaction is very poor. The teacher gave many theories to students, without complete exposition. It means the interaction process between the teacher and the students are very poor. As the result, the aims of teaching learning process in the classroom are not achieved.

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<sup>5</sup>Soomoshi, Classroom Interaction Mediated by Gender and Technology, 2008. [online]. Available at: [www.novitasroyal.org/shomoossi.pdf](http://www.novitasroyal.org/shomoossi.pdf). Accessed on June 2nd 2019.

<sup>6</sup>Ellis and Yamazaki, Classroom Interaction, Comprehension, and L2 Acquisition. Language Learning Research Club: University of Michigan, 1994, p. 90.

Flanders' interaction analysis is developed by Flander in 1970. It is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. 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. Flanders' interaction analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction analysis help the teacher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

As a tool for analysis classroom interaction in the teaching and learning process, the Flander system has some strength. 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. Through FIACS, the teacher will know the quantity of verbal interaction in the classroom.

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.

In a classroom interaction (talk) serves many important functions. By using oral language, the teacher and students can exchange knowledge, feelings, attitudes, and maintain social relationships. Beside, talk gives the advantage for the teacher in gaining deeper understanding of pupils' skills and motivation. In addition, talk also enables the teacher to investigate the learning environment itself, for example, what kind of talk it fosters in the students.

In conducting this research, the researcher will use an observational instrument that is called as interaction analysis. As Hitchcock and Hughes said that interaction analysis as a technique used to investigate classroom interaction grew up out of a concern with the improvement of classroom teaching. The best-known example of interaction analysis is contained NedFlanders' coding scheme known as FIAC, the Flanders' Interaction Analysis Categories. Flanders categories are divided into teacher talk, student talk, and silence:



**Table 1. Flanders Interaction Analysis Categories (FIAC)**

Teacher talk	Indirect Influence	<ol style="list-style-type: none"> <li>1. Accepts Feeling: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</li> <li>2. Praises or Encourages: praises or encourages student action or behavior. Joke that release tension, not at the expense of another individual, nodding head or saying, “<i>um hm?</i>” or “<i>go on</i>” are included.</li> <li>3. Accepts or uses ideas of student: clarifying, building or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.</li> <li>4. Asks questions: asking a question about content or procedure with the intent that a student answers</li> </ol>
	Direct Influence	<ol style="list-style-type: none"> <li>5. Lecturing: giving facts or opinions about content or procedure expressing own ideas, asking rhetorical questions.</li> <li>6. Giving direction: directions, commands or orders to which a student is expected to comply.</li> </ol>

		7. Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher s doing what he is doing; extreme self-reference.
Student Talk		8. Student talk-response: a student makes predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the students says.  9. Student talk-initiation: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduces own ideas.
		10. Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

Through counting classroom interaction by using FIACS, there are some advantages for the teachers. For examples, they will improve their teaching behavior including they will more use praises, clarify what the students say, ask questions, give direction, etc at the classroom.

This research only focuses on the teacher's and students' talk in classroom interaction. Therefore, the topic title of this research is *Teacher's and*

*Students' Talk in Classroom Interaction.* Hopefully, the result will be a practical value for teachers, teacher-trainees and students as well.

## **B. Identification of the Problems**

Classroom interaction is essential for the success of teaching and learning process. Poor interaction between teacher and students is a common failure in learning English. An increase in the amount of classroom interaction will help (foreign) language student to learn the target language easily and quickly.<sup>7</sup> This poor interaction also occurred in SMAN 02 Bengkulu Tengah.

Teacher's talk, which has been hypothesized to be important for L2 acquisition, has drawn much attention from many researchers because it affects students' comprehension.<sup>8</sup> Therefore, teacher has the important role in building successful classroom interaction.

Based on the researcher pre-observation, on June 2019, by interviewing the English teachers and the students in SMAN 02 Bengkulu Tengah, it is found that classroom interaction is very poor. The teacher gave many theories to students, without complete exposition. It means the interaction process between the teacher and the students are very poor. As the result, the aims of teaching learning process in the classroom are not achieved.

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<sup>7</sup>Soomoshi, Classroom Interaction Mediated by Gender and Technology, 2008. [online]. Available at: [www.novitasroyal.org/shomoossi.pdf](http://www.novitasroyal.org/shomoossi.pdf). Accessed on June 2nd 2019

<sup>8</sup>Ellis, and Yamazaki, Classroom Interaction, Comprehension, and L2 Acquisition. Language Learning Research Club: University of Michigan, 1994, p. 54.

### **C. Limitation of the Problems**

The problems in this research will be limited into two type interaction in the classroom. They are teacher talk and students talk which are analyzed by using Flanders Interaction Analysis Categories (FIAC) theory.

### **D. Research Questions**

- a) How much was the percentage of talking time the teacher and students spent during the classroom interaction at SMA N 02 Bengkulu Tengah?
- b) What were the characteristics of of teacher talk in classroom interaction at SMA N 02 Bengkulu tengah?
- c) What were the types of teacher talks used in English classes at SMA N 02 Bengkulu Tengah?

### **E. Research Objectives**

Considering the background and the statements of the problem above, the aims of this research are:

- a) To find out the percentage of talking time the teacher and students spent during the classroom interaction at SMA N 02 Bengkulu Tengah.
- b) To figure out the characteristics of teacher talk in classroom interaction at SMA N 02 Bengkulu tengah.
- c) To investigate the types of teacher talks used in English classes at SMA N 02 Bengkulu Tengah.



## **F. Significance of the Research**

The result of the research, which is highlighted on teacher talk and student talk in classroom interactions, is expected to give benefits on:

1. To inform the proportion of teacher talk and student talk in the classroom to the teacher and students.
2. Informing students being more active in the classroom interaction.
3. Informing the teachers of how classroom interactions should be managed to improve students' achievement in English.

## **G. Definition of the Key Terms**

In order to give comprehensive understanding about this research, the researcher tries to clarify the terms which is used in this research, as follows:

1. Teacher talk is the kind of language used by teacher for instruction in classroom.
2. Student talk is sort of talk that exists besides teacher talk. There are two categories of student talk, which are response and initiation.
3. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in reciprocal effect on each other.
4. Interaction analysis is a process of encoding and decoding the study pattern of teaching and learning.
5. Teachers' role is the important part of the effectiveness and efficiency of individual learning in school.

6. Student is someone who learns (as from a teacher) or takes up knowledge or beliefs especially in the school.

## CHAPTER II

### LITERATURE REVIEW

#### A. Classroom Interaction

School and classrooms are complex social environments. They consist of different groups of people interacting with each other in various ways. Identities, perception and values of these groups are made up by the individuals. Teaching and learning will naturally be affected by these features. The most obvious situations where the influence of these factors can be observed were the interactions of communication patterns between a teacher with students and students with other students.<sup>9</sup> Ellis says:<sup>10</sup>

*“The interacting participants can have one of four identities: teacher (T), pupil (P), class (C), i.e. When all the pupil is addressed as single identity, and group (G). i.e. When any number of pupils less than the whole class are addressed. Interacting participants can adopt different interactive roles such as; speaker, addressee (i.e. The person to whom the message is addressed) and hearer (i.e. a person other than the addressee who hear the message).”*

The study of classroom interactions is the study of communication system. In the case of classroom research, interaction analysis usually involves the analysis of spoken language as it is used in a classroom between teacher and

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<sup>9</sup>Hitchcock and Hughes, *Research and Teacher: A Qualitative Introduction to School- Based Research*. London: Routledge, 1989, p.23

<sup>10</sup>Ellis, *Classroom Second Language Development*. London: Prentice Hall International (UK) Ltd., 1988, p. 45

students. Spoken language is also an important part of the identities of all participants.<sup>11</sup>

Moreover, Allwright and Bailey argue that research in classroom interaction is distinct, for example, research that concentrates on the classroom inputs such as the syllabus, the teaching materials, or on the outputs from the classroom (student test scores).<sup>12</sup>

## **B. Teacher Talk**

The teacher talk is the kind of language used by the teacher for instruction in the classroom. In a specific way, Ellis defines teacher talk as the important that the teachers use when addressing L2 students in the classroom.<sup>13</sup>

In trying to communicate with students, the teacher usually simplifies their speech. It gives many characteristics of foreigner and other simplified style of speech addressed to language students.<sup>14</sup> Ellis cited in Xiao-Yan, supports this statement through his comment that “the language that teacher addresses to L2 student is treated as register, with its own specific formal and linguistic properties.”<sup>15</sup>

Based on the definition above, or can be concluded that teacher talk is a special language used in the classroom, which has its own characteristic and treated as register with its specific formal and linguistic properties.

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<sup>11</sup>Allwright and Bailey, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York: Cambridge University Press, 1991, p. 36.

<sup>12</sup>Allwright and Bailey, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. New York: Cambridge University Press, 1991, p.76.

<sup>13</sup>Ellis, *The Second Language Acquisition*. Oxford: Oxford University Press, 1994, p. 21.

<sup>14</sup>Xiao-yan, *A Dissertation; Teacher Talk and EFL in University Classrooms*. The Asian EFL Journal, 2006. Retrieved on May 4<sup>th</sup>, 2019 from <http://journal.upi.edu/file/lianifinal.33-48.pdf>

<sup>15</sup>Ellis, *The Second Language Acquisition*. Oxford: Oxford University Press, 1994, p. 87.



Teacher talk is an important input in teaching and learning process. It is because the teachers have two tasks in the language classroom.<sup>16</sup> The first task is to offer enough high-quality English language input and the second task is to offer more opportunities for students to use the target language.

In addition, Blake reveal the for class discourse moves, there are usually restricted to the teacher: structuring, soliciting, and reacting.<sup>17</sup> The last one is responding, which is typically students' progress.

Talk is one of the major ways for the teachers convey information to the students, and it's also one of the primary means of controlling the students' behavior. Since the teacher does too much talking, it will be useful for the teacher study their own talk. Sinclair and Brazil stated that in order to monitor their own talk performance, teacher should study their talk.<sup>18</sup>

Furthermore, Lynch cited in Mat Daud, mention that there are at least three main reasons for the growing interest in ways of teachers talk to the language students:<sup>19</sup>

1. People have recognized the vital link between comprehension and progress in the foreign language.
2. The studies of classroom language have shown that certain aspects of teacher talk such as: the way we ask the question; the influence way the students use the language.

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<sup>16</sup>Ellis, *The Second Language Acquisition*. Oxford: Oxford University Press, 1994, p .65.

<sup>17</sup>Blake, *The language of the Classroom*. New York: Teacher College Press, 1990, p. 32. .

<sup>18</sup>Sinclair and Brazil, *Towards an Analysis of Discourse*. London: Oxford University Press, 1982, p. 21.

<sup>19</sup>MatDaud, *Observing C.A.L.L*, 2001. [online]. Available at: [http://www.please.unimo.it/paper\\_01pdf](http://www.please.unimo.it/paper_01pdf) Accessed on April 15<sup>th</sup>, 2019.

3. The relation that it is not easy for the students to understand what the teacher do which is currently trying to focus on their attention.

Each of these three reasons related to a different role played by the teacher: a provider of input, facilitation of communication and instructor.

Flanders’ system is an observational tool used to clarify the verbal behavior of teacher and pupils as they interact in the classroom. Flanders’ instrument was designed to observe only the verbal communication in the classroom and non-verbal gestures are not taken into account.

This research refers to Flanders’ Interaction Analysis, which categorized teacher talk that takes place in the classroom setting in seven. These seven categorizations are divided into two main categories: response and initiation. It will showed in a table below:

**Table 2. Flanders Interaction Analysis Categories (FIAC) of Teacher Talk**

<p style="text-align: center;"><b>Teacher Talk</b></p>	<p style="text-align: center;"><b>Indirect Influence</b></p>	<ol style="list-style-type: none"> <li>1. <b>Accepts Feeling:</b> accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</li>   <li>2. <b>Praises or Encourages:</b> praises or encourages student action or behavior. Joke that release tension, not at the expense of another individual, nodding head or saying, “um hm?” or “go on” are included.</li> </ol>
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		<p>3. <b>Accepts or uses the ideas of student:</b> clarifying, building or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.</p> <p>4. <b>Asks the questions:</b> asking a question about content or procedure with the intent that a student answers.</p>
	<p style="text-align: center;"><b>Direct Influence</b></p>	<p>5. <b>Lecturing:</b> giving facts or opinions about content or procedure expressing own ideas, asking rhetorical questions.</p> <p>6. <b>Giving direction:</b> directions, commands or orders to which a student is expected to comply.</p> <p>7. <b>Criticizing or justifying authority:</b> statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher's doing what he is doing; extreme self-reference.</p>

### **a. Response**

This category is subcategorizing into four: accepting feeling, encouragement, accepting or using the ideas of students, and asking questions. These subcategories are described as follows:

1. *Accepts feeling.* Accepts and clarifies are attitudes or feeling tones of a student in a non-threatening manner. It may be positive or negative feelings. Predicting and recalling feeling is included

2. *Praises or encourage.* Praise or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual: nodding head, or saying 'um hm?' or 'go on' are included.

3. *Accepts or uses the idea of students.* Clarifying, building or developing ideas is suggested by a student. Teacher extensions of student's ideas are included, but the teacher brings more of his own idea.

4. *Asks questions.* Asking a question about content or procedure based on teacher ideas, with an intent that a student will answer.

### **b. Initiation**

Initiation is another sort of teacher talk, which is categorized into three classifications: lecturing, giving directions, and criticizing or justifying authority

1. *Lecturing.* Giving facts or opinions about the content or procedures: expressing teacher's own ideas, giving a teacher's own explanation or citing an authority other than a student.

2. *Giving direction.* Direction, commands or orders to which a student is expected to comply.

3. *Criticizing or justifying authority.* Statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-defense.

### **C. Student Talk**

Flanders classifies student talk into two categories; they are responding to the teacher and initiating talks.<sup>20</sup> The description is as follow:

1. Student talk-response. Talk by students in response to teacher. The teacher initiates the contact or solicits student statement or structures the situation. Freedom to express their own idea is limited.

2. Student talk-initiation. Talk with students which 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.

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<sup>20</sup>Flanders, *Teacher Influence, Pupil Attitudes and Achievement*, US. Minneapolis: University of Minnesota, 1989, p. 71.

**Table 3. Flanders Interaction Analysis Categories (FIAC) of Students**

**Talk**

StudentTalk	1. <b>Student talks-response:</b> a student makes a predictable response to the teacher. The teacher initiates the contact or solicits student statement and sets limits to what the students say.  2. <b>Student talk-initiation:</b> talk by students, which they initiate. Unpredictable statements in response to teacher. A shift from 8 to 9 as student introduces own ideas.
	3. <b>Silence or confusion:</b> pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

**D. Teacher Talking Time (TTT) and Student Talking Time (STT)**

Teachers spend a lot of time at school, both inside and outside of the classroom, engage in talking.<sup>21</sup> Talking is a tool for teaching. There are many forms of language that teachers usually use in school such as greeting, gaining students' attention, encouraging, reassuring, asking questions, reminding, recounting, events, tell a story, negotiating, explaining, summarizing, persuading, directing, answering, describing, reporting, commenting, and many

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<sup>21</sup>Allwright and Bailey, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*, New York: Cambridge University Press, 1991, p.32.

others. Ernest quoted by Gibb reveals that through lecturing, explaining a grammatical rule, leading drill work, or asking questions to the whole class, teachers do most of the talking, as much as 75 % of the talking time.<sup>22</sup> Therefore, teacher talk is vied as Teacher Talking Time (TTT).

Many TEFL articles and journals suggest reducing TTT and increasing opportunities for STT. Dellar in his article says that potential teachers are told to ask questions rather than give explanations in order to increase opportunities for Student Talking Time (STT), and to use gestures to replace unnecessary TTT.<sup>23</sup>

Furthermore, Hubbard as quoted by Gibb suggests that by using various stages of language instruction as a guide, teachers can anticipate the level of TTT a follow:<sup>24</sup>

- a) At the presentation stages, the teacher is firmly in control and going most (if not all) of the talking.
- b) At controlled practice stage, the teacher remains in control. At this stage, STT is equal to or greater than TTT.
- c) At free practice, the teacher relaxes control. STT will be much greater than TTT, and the teacher will only intervene if a serious problem arises.

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<sup>22</sup>Michael Gibb, *Using Classroom English*, 1999. [online]. Available at: <http://www.kotesol.org/publication/journal/1999/>. Accessed on June 23<sup>th</sup>, 2019.

<sup>23</sup>Dellar, Hugh, *Putting our words to work: Rethinking Teacher Talking Time*, 2011. [online]. Available at: <http://elbakery.edublogs.org/2011/08/15/putting-our-words-to-work-rethinking-tt/>. Accessed on May 5<sup>th</sup>, 2019.

<sup>24</sup>Michael Gibb, *Using Classroom English*, 1999. [online]. Available at: <http://www.kotesol.org/publication/journal/1999/>. Accessed on June 23<sup>th</sup>, 2019



In addition, Walsh (2006) proposes in his article that the notion of high and low TTT are far too simplistic: instead of getting trainees to reduce their teacher talk.<sup>25</sup> Teacher trainers should be concerned to make teacher trainees more aware of the effect of teacher talk on opportunities for learning and encourage Quality Teacher Talk (QTT). Thus, reducing TTT is not only the way to get students talking.

Peltzman reveals that by dividing up the class into small group discussion, the teacher can greatly maximize STT in the classroom and minimize TTT. For example, if the teacher gives each student equal opportunity to speak during a 60-minute class, each student will actually speak English in four minutes (60 minutes divided by 15 students).<sup>26</sup> It is in line with Hidalgo who argues that the classroom time should be broken down into the following proportion: 90 % for students talking, 8 % of teacher talking, and 2 % for students writing in a notebook.<sup>27</sup> Meanwhile, based on Gibbs methods an ideal proportion of teacher talking time is 30 %, while the proportion of students talking time is 70 %.<sup>28</sup>

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<sup>25</sup> Walsh., *Talking the Talk of the TESOL classroom*, 2006. [online]. Available at: [www.eltj.oxfordjournals.org/content/60/2/133.abstract](http://www.eltj.oxfordjournals.org/content/60/2/133.abstract). Accessed on May 4<sup>th</sup>, 2019

<sup>26</sup> Peltzman, *Ms. Rocky Rocks Peltzman*, 2010. [Online]. Retrieved March 03<sup>rd</sup>, 2019 at 16:45 from <http://www.zoominfo.com/p/Rocky-Peltzman/-502183>

<sup>27</sup> Hidalgo, *Multicultural teacher*, 2003. [online]. Available at: [www.sidorkin.com/40/hidalgo.pdf](http://www.sidorkin.com/40/hidalgo.pdf). Accessed on May 23<sup>th</sup>, 2019

<sup>28</sup> Michael Gibb, *Using Classroom Englis*, 1999. [online]. Available at: <http://www.kotesol.org/publication/journal/1999/>. Accessed on June 23<sup>th</sup>, 2019

## **E. Teachers' Role**

Oxford et al (1998) cited in Brown (2001: 166-167) point out that some of the teacher's role which is more conducive to create an interactive classroom than others.<sup>29</sup> In this research, the teacher does a planning and managing classroom interaction. Based on the reason above, the most important of the teacher's role in this research is the teacher as a resource.

## **F. Teacher as Resource**

The teacher is available for providing advice and counseling when the student seeks it. Some degree of control, of planning, of managing the classroom is essential, but there are appropriate times when the teacher can literally take a back seat and follow the students to proceed with their own linguistic development.

## **G. Review of Related Research**

Another research related to the teachers' talk and students' talk has been conducted by other scholars. In China, Yanfen and Zhao conducted a research about a teachers' talk in English class in university level.<sup>30</sup> This research investigated the ways of the teacher's talk preferred respectively by teachers and students. The result of the research revealed that in initiating an interaction, the question was more preferred by teachers and the least preferred by students,

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<sup>29</sup>Brown, *Teaching by Principles: An Intearctive Approach to Language Pedagogy* (2<sup>nd</sup> Eds), New York: Addison Wesley's Longman Inc, 2001, p. 76.

<sup>30</sup>Liu Yanfen &Zhao Yuqin, *A Study of Teacher Talk in Interactions in English Classes*. *Chinese Journals of Applied Linguistics*, 33(2), 2010, p. 332. Retrieved on May 4<sup>th</sup>, 2019 from [www.celea.org.cn/teic/90/10060806.pdf](http://www.celea.org.cn/teic/90/10060806.pdf).

but it is the most used one. Direction is not preferred by teachers, but more used, and students prefer them to question.

The result of this research questionnaire is analyzed by using percentage. The percentage worked out based on the class notes and records of what they did and the frequencies of each act, then the average number of each teacher and all the teachers were calculated.

The interaction becomes alive quickly and heatedly by asking students some questions. Basically, asking questions is a traditional method which is used frequently to build the interactions between students and teachers in the class during the teaching learning process. Furthermore, the teachers are better to ask the question in a more direct way rather than in an indirect way. The teacher could make their questions gentler just by adding a few auxiliary words. Therefore, the questions would be more welcomed by the students. In terms of question types, it was found in the observation that referential questions can motivate students' interest to talk more effectively.

Even though in the language class, there is a little need for the teacher to be indirect for social reasons because the teacher is in a position of authority and can exercise it overtly (Sinclair & Brazil, 1982).<sup>31</sup> It is suggested that teachers should use more language of invitation in interaction during the learning activity because it is believed that invitation language is more humanistic, inspiring, and gentle and respecting than others, since it makes the

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<sup>31</sup>Sinclair and Brazil, *Towards an Analysis of Discourse*, London: Oxford University Press, 1982, p. 44.

students become more focused, feel more respected, more confident and more active in participating during-learning process.

Another research related to the teacher talk and students talk was conducted by other scholars. In Singapore, Silver and Galyna conducted a research about teacher-students' interaction in the Singapore English language classroom at primary level.<sup>32</sup> They did the research to investigate teacher talk during various types of activities occurring not only in whole class teaching but also in peer work within primary English language lessons in Singapore. In the data of this research, classroom talk tends to be determined by the activities teachers introduce in order to achieve their pedagogical goals.

Findings for the analysis on the teacher talk type, participation pattern, and activities are presented below. An exploratory analysis on a subset of the data – transcripts of the first lesson for all seven teachers – was also undertaken. The exploratory analysis examined teacher talk for evidence of purported learning through teacher talk various ways, including encouraging collaborative learning, setting goals, encouraging creative thinking and problem solving.

Another research related to the teachers' talk and students talk was also conducted by other scholars. Setiawati conducted a research about a teacher's talk in English class primary level.<sup>33</sup> This descriptive study is conducted to find out how teachers make use of their teacher talk naturally in classroom settings.

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<sup>32</sup>Rita and Kolgut, *Teacher Talk, Pedagogical Talk, and Classroom Activities: Another Look*, 2009. [online]. Available at: [www.eras.org.sg/papers/2-3-11.pdf](http://www.eras.org.sg/papers/2-3-11.pdf). Accessed on May 25<sup>th</sup>, 2019

<sup>33</sup>Setiawati, *A Descriptive Study on the Teacher Talk at EYL Classroom*, 2012. [online]. Available at: [http://jurnal.upi.edu/file/Liani\\_final\\_33-48.pdf](http://jurnal.upi.edu/file/Liani_final_33-48.pdf) Accessed on April 15<sup>th</sup>, 2019

To gain deeper insight and understanding, both qualitative and quantitative research designs were employed. The qualitative data were obtained through direct observation and teachers – students' interview.

The result of this research that the teacher talks serve not only as a medium to achieve young student objectives, but also as a tool to build better dynamic interaction between teacher and students in a classroom setting, it is advisable for EFL teachers to improve their effective constructive talk towards their students. The teachers investigated were quite creative in using many kinds of TT features, that is: warm up chats, direct instructions, and indirect instructions, direction for activities, transitions, giving feedback and checking understanding. The findings revealed that all the teachers investigate always tried to give positive assessments, but unfortunately, they never used short phrases followed by appraisals. This method is believed to be able to create more active and autonomous students.

Another research related to the teacher talk and student talk was also conducted by other scholars. Suherdihas written a research-based book on Classroom Discourse Analysis.<sup>34</sup> In analyzing classroom teaching activities, especially the language used in the teacher-student interaction, cannot go beyond statements of statistical significance or extensive wording. This phenomenon happens mostly because the lack of appropriate and accurate, sufficient understanding of foci analysis. He further added that in analyzing a

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<sup>34</sup>Suherdi, *Classroom Discourse Analysis: A Systemiotic Approach*, Bandung: CELTICS, 2009, p. 76.

classroom discourse, a framework of lesson transaction, exchange, move, and act should be implemented.

Based on the previous research stated above, most of them focused on teacher talk. One of the researcher was focused on the teacher talk in university level, and two of them were investigate about teacher talk uses in primary level. The other one is about classroom discourse. To fill the gap, the researcher then decided to analyze both the teacher talk and the student talk in SMAN 02 Bengkulu Tengah, due to fact, there are more complex interaction in Senior High School. Different from the research above, the research chooses Flanders Interaction Analysis Categorization (FIAC) to analyze the data.

**a. The research conducted in this thesis:**

<b>Research and Objects of Research</b>	<b>Goals and Results</b>	<b>Method</b>
SitiNurPatimah. S (2019) <i>The Analysis Of Teacher and Student's Talk in The Classroom Interaction By Using FIACS</i>	<b>Goals:</b> ➤ Finding out the percentage of talking time the teacher and students spent during the classroom interaction at SMA N 02 Bengkulu Tengah.  ➤ Figuring out the characteristics of teacher talk in classroom	Descriptive qualitative method

	<p>interaction at SMA N 02 Bengkulu tengah.</p> <p>➤ Investigating the types of teacher talks used in English classes at SMA N 02 Bengkulu Tengah.</p> <p><b>Result:</b></p> <p>The interaction between teacher and students was limited/ was based on the activities in the textbook. English was rarely used for communication in the classroom.</p>	
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**b. The previously conducted research:**

<b>Research and Objects of Research</b>	<b>Goals and Results</b>	<b>Method</b>



<p><b>Yanfen and Zhao</b></p> <p>(2010): <i>A Study of Teacher Talk in Interactions in English Classes.</i></p> <p><b>Object of the research:</b> University students</p>	<p><b>Goal:</b></p> <p>investigating the ways of the teacher's talk preferred respectively by teachers and students.</p> <p><b>Result:</b></p> <p>In initiating an interaction, the question was more preferred by teachers and the least preferred by students, but it is the most used one. Direction is not preferred by teachers, but more used, and students prefer them to question.</p>	<p>Descriptive qualitative method</p>
<p><b>Silver and Galyna</b></p> <p>(2009): <i>Teacher Talk, Pedagogical Talk, and Classroom Activities.</i></p> <p><b>Object of the research:</b> English Primary Education Students</p>	<p><b>Goal:</b></p> <p>Investigating teacher talk during various types of activities occurring not only in whole class teaching but also in peer work within primary English language lessons in Singapore.</p> <p><b>Result:</b></p>	<p>Descriptive qualitative method</p>

	<p>In the data of this research, classroom talk tends to be determined by the activities teachers introduce in order to achieve their pedagogical goals.</p>	
<p><b>Setiawati (2012):</b><i>A Descriptive Study on the Teacher Talk at EYL Classroom, 2012.</i></p> <p><b>Object of the research:</b> Students at Elementary School</p>	<p><b>Goal:</b> Finding out how teachers make use of their teacher talk naturally in classroom settings.</p> <p><b>Result:</b> The result of this research that the teacher talks serve not only as a medium to achieve young student objectives, but also as a tool to build better dynamic interaction between teacher and students in a classroom setting.</p>	<p>Descriptive qualitative and quantitative research</p>

## CHAPTER III

### METHODOLOGY

#### A. Research Design

Descriptive research provides an answer to the questions of how something happened and who was involved, but not to answer the question why something happened or why someone was involved (explanatory research). Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods.<sup>35</sup> Data gathering techniques such as field research and case studies are for qualitative descriptive research.<sup>36</sup>

Qualitative method in the form of descriptive design will be employed in this study. The design will be used to describe the characteristics of object-study.<sup>37</sup> In this case to describe, what types of teacher talk and learner talk occur in classroom interaction. In order to achieve these goals, the research will conduct in some stages: transcribing, coding, categorizing, comparing and analyzing.

#### B. Research Setting and Participants of the Research

The research site of this study is SMAN 02 Bengkulu Tengah. The school is chosen as the research site since an issues stated that teacher who teach there known as a good teacher model. So, that's choose as a research site.

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<sup>35</sup> Hatch and Farhady, *Research Design and Statistics for Applied Linguistics*, Massachusetts: Newbury House Publishers, Inc, 1982, p. 22.

<sup>36</sup> Strider, *Qualitative Descriptive Research Method*, 2001.[online]. Available at: [www.ehow.co.uk](http://www.ehow.co.uk). Accessed on June 25<sup>th</sup>, 2019.

<sup>37</sup> Alwasilah, *Research Methodology*, 2002.[online]. Available at: [www.repository.upi.edu/operator/uploads/chapter3.pdf](http://www.repository.upi.edu/operator/uploads/chapter3.pdf). Accessed on May 9<sup>th</sup>, 2019.

Sugiyono stated that the population is

generalization area comprising: an object/subject that have certain qualities and characteristics that was determined by the researchers to be learned and then drawn conclusion.<sup>38</sup>

From the three grades at the school, there are three classes of the first grade SMAN 02 Bengkulu Tengah. The students are not assigned into parallel classes of science and social major since they were still at the first year academic. Based on initial information, there are 23 students in a class that will be taught. The researcher chose only one class as a participant, namely X-3.

### **C. Technique of Data Collection**

In collecting the data, this research will use interaction analysis technique. In the interaction analysis, the researcher adopted Flanders' Interaction Analysis Categories (FIAC). This system involves the identification of talk analysis in the classroom in terms of the coding and categorizing the utterances into nine pre-arranged categories as stated previously. It enables the researcher to characterizing kinds of communicative events in the classroom.

### **D. Research Instruments**

The data for this research will be gathered through several instruments. They are: video recording and interview.

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<sup>38</sup>Sugiyono, *Statistik Untuk Penelitian*, Bandung: Alfabeta, 2012, p. 76.

### **a) Video recording**

In gaining the natural interaction between teacher and learners in the classroom, the researcher will use video recording as a technique. The researcher considers this technique as a valuable source of accurate information on patterns of turn-taking, in this case, teacher-student interaction. The reason of using this technique is in line with Burns says that recording can be valuable in furnishing researchers with objective, first-hand data for analyzing data of teacher and students' behavior in the classroom.<sup>39</sup>

Videotaping will be conducted three times, on July and August 2019. Each lesson will be recorded in 2-hour lessons (90 minutes). Nunan supports the use of recorded data that allows for the preservation of the primary data, for example in the form of audio or video recordings.<sup>40</sup> This study will use video recording as a technique for capturing natural interaction used in classroom in detail. The researcher will record the process of teaching and learning English in gathering accurate information about what the teacher's talk and learner's talk constitutes in the classroom. The presence of the observer in the class will do not bother the students. They naturally talk to each other, although they notice that the observer is recording their activities.

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<sup>39</sup> Burns, *Investigating Global Practice in TEYL*, London: British Council Brand and Design, 1999, p. 54.

<sup>40</sup> Nunan, *Research Methods in Language Learning*, New York: Cambridge University Press, 1992, p. 32.

## **b) Interviews**

Besides collecting data through recording and observing the classroom interaction, the researcher will use interview to support both. Alwasilah states that by interviewing the respondent, a researcher can get in-depth information because of the following reasons:<sup>41</sup>

- a) The researcher can explain and paraphrase the questions which cannot be understood by the respondent.
- b) The researcher can give follow-up of questions.
- c) Respondents tend to answer the questions when they are asked.
- d) Respondents can say something in the past and the future.

According to Nunan, the interview can be relatively structured and unstructured.<sup>42</sup> A structured interview is orchestrated around a set of predetermined questions, while an unstructured interview is more like a free following conversation between the interviewer and interviewee.

The researcher will prepare ten questions for interview about teaching and learning process in classroom interaction. For the reason above, the researcher will use structure interview.

In this research, the researcher will apply an interview with the teacher. The interview will posed some questions concerning the following reasons:

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<sup>41</sup>Alwasilah, *Research Methodology*, 2002. [online]. Available at: [www.repository.upi.edu/operator/uploads/chapter3.pdf](http://www.repository.upi.edu/operator/uploads/chapter3.pdf). Accessed on May 9<sup>th</sup>, 2019.

<sup>42</sup>Nunan, *Understanding Language Classrooms: A Guide for Teacher Initiated Actions*, London: Prentice Hall International (UK) Ltd, 1989, p. 32.

- 1.The classroom activities
- 2.The teaching methods
- 3.The teacher talks in classrooms (how to accept the feeling, praises or encourages, ask question, lecturing, giving directions, and criticizing students)
- 4.The learner talks in the classroom (how the students' response and ask questions)
- 5.The teacher's efforts encouraging students' communicative competence

In addition, the researcher also will conduct an interview to the five low achieving students and five high achieving students. The researcher chose those ten students, because they have different comprehension of what the teacher conveyed in the classroom and have different comprehension in learning and understanding of the lesson.

The interview will pose some questions concerning with the following reasons:

1. The classroom activities
2. The teacher talks in classroom
3. The learner talks in classroom
4. Their comments about their teacher performance, and the used data methodology
5. Their difficulties in doing the interaction



## **E. Data Analysis Technique**

This research will focus on what the teacher and learner talks occur in the classroom. In order to answer these questions, the researcher will use some steps as follows:

### **1. Transcribing**

One way of handling data collected through the recording is to transcribe the result of recorded classroom interaction. This is done as pre-analysis. The researcher will use the transcriptions since those are the main written source to be analyzed.

In transcribing the data, the researcher will use some strategies from Burns (1999), such as keeping the transcription as simple as possible, labeling the speakers using the letters, numbering the lines or clauses, inserting contextual information to explain essential aspects, e.g. non-verbal interaction and using ordinary orthographic transcription, with conventional punctuation when appropriate. Moreover, the researcher labeled each utterance with 'T', 'S', and 'Ss'.<sup>43</sup> T refers to utterance expressed by teacher; S refers to those from individual learner, and Ss refer to a group of learners.

### **2. Coding**

The interaction analysis system involves the identification of analysis of talk in the classroom in terms of the coding and categorization of utterances according to nine pre-arranged categories. After completing

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<sup>43</sup>Burns, *Investigating Global Practice in TEYL*, London: British Council Brand and Design, 1999, p. 43.

the transcription, the observer will code each number of utterances into the category based on Flanders' Interaction Analysis Categories (FIAC). As mentioned before, the coding process involved two coders besides the observer. Each coder then independently code the transcripts based on the following procedures.

**Table 1.Coding Procedure Flanders Interaction Analysis Categories(FIAC)**

<b>Category</b>	
<b>General</b>	<p>Whenever there is an element of doubt code to the prevailing balance of teacher</p> <ol style="list-style-type: none"> <li>1. Initiation and response</li> <li>2. Rare events should be coded whenever possible</li> <li>3. Categories 1, 2, 3, 9 are expected much less than 5, 6, 7, 8</li> </ol>
<b>1. Accept Feelings</b>	<p>This is a rare event the teacher must actually label the feeling to obtain this code.</p>
<b>2. Praises or Encourages</b>	<ol style="list-style-type: none"> <li>1. Avoid using the code habitually routine superficial exclamations of praise</li> <li>2. Code more than once if extended praise is given</li> </ol>
<b>3. Accepts or</b>	<p>Teacher can respond to pupil's ideas in a number of</p>

<p><b>Uses Idea of Student</b></p>	<p>ways:</p> <ol style="list-style-type: none"> <li>1. Acknowledge-creating a number of ways</li> <li>2. Modify, rephrase</li> <li>3. Apply it to solve a problem or make inferences</li> <li>4. Compare it with other ideas</li> <li>5. Summarize what is said</li> <li>6. Code 3 more than once if extended responses given</li> <li>7. Restrained use in coding 3 appears to enhance its diagnostic utility</li> <li>8. Beware of a teacher making too bigger abstraction from pupil's statement (code 5)</li> <li>9. Beware of teacher ignoring pupils' suggestion and asking for another (code 4)</li> </ol>
<p><b>4. Asks a Question</b></p>	<ol style="list-style-type: none"> <li>1. Teacher must act as if expecting an answer (not a rhetorical question)</li> <li>2. If teacher talk brings others into the discussion</li> </ol>
<p><b>5. Lecture</b></p>	<ol style="list-style-type: none"> <li>1. Lecturing, expressing opinion, giving facts,</li> </ol>

	<p>interjecting thoughts and of handed comments included</p> <p>2. In traditional teaching approaches category 5 will be most common catchall category and incorrect tally for this category unlikely to distort the teacher's profile</p>
<p><b>6, 7 : Gives direction &amp; Criticized or Justifying Authority</b></p>	<ol style="list-style-type: none"> <li>1. Used to indicate close supervision and direction of the teacher</li> <li>2. Used for statements intended to produce compliance. To recognize during coding ask whether compliance will be result of the statement</li> <li>3. Avoid confusion with announcements (code 5)</li> <li>4. Questions during teacher directed drill can be coded 6</li> </ol>
<p><b>8, 9 : Student Response &amp; Student Initiated</b></p>	<ol style="list-style-type: none"> <li>1. Making a choice between code 8 &amp; 9 should relate to the teachers preceding question</li> <li>2. Pupil response to a closed teacher question</li> <li>3. Pupil response to open teacher question</li> <li>4. Students' response 8 can turn into 9 if the students embellish or adds voluntary information or made and independent judgment</li> </ol>

	<ul style="list-style-type: none"> <li>5. Used 8 in all cases where there is doubt about 9</li> <li>6. Category 9 also used for students making target remarks (resistance to compliance)</li> </ul>
<b>10.Silence or Confusion</b>	<ul style="list-style-type: none"> <li>1. Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the researcher.</li> </ul>

### 3. Analyzing

Finally, the results of coding or categorization will be analyzed based on the research questions. The coding will be divided into main data, while data from interviews will be used as additional data.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

The research investigated the classroom interaction at tenth Grade of SMAN 02 Bengkulu Tengah. The first observation was made on June 1st, 2019. The second observation was made on June 3<sup>rd</sup>, 2019 and the last observation was made on June 8<sup>th</sup>, 2019. After recording and encoding the classroom events into ten categories, the researcher concerned with the construction of an interaction matrix table. It consisted of ten rows and ten columns. The category number of the report is tabulated in matrix table. Each number was entered in the form of sequence pairs that used twice; firstly as the first number and secondly as the second number.

#### **A. RESULT**

##### **1. Result from the observation (FIACS)**

This research recorded three meetings of classroom interaction. Conducting Flanders Interaction Analysis resulted in a matrix of classroom interaction. The observation focused on the classroom interaction within three types, they are teacher talk, students talk and silence.

The observations were arranged by Flanders Interaction Analysis Categories System (FIACS). While observation was arranged to obtain the data in order to match the objective of the research. According to FIACS that created by Flanders, there are several categories of classroom interaction. These include on teacher talk are: (1) accept feelings, (2) praise and (or)

encourages, (3) accept or uses idea of pupils, (4) ask question, (5)lecturing, (6) giving direction, (7) criticizing or justifying authority.

Students talks include:(8) students talk response, (9) students talk initiation. The last category is silence, includessilence or confusion which is the 10 categories of FIACS.The researcher will explain each of types teacher talk used by teacher.

#### **a. Dealing with feelings**

The smallest frequency in types of teacher talk that occurred in the class was dealing with feelings. However, these types of teacher talk produced by the teacher in the classes. There were only twelve utterances occurred in three meetings. The teacher produced this type of teacher talk in order to help the students to understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. The example of giving direction made by the teacher is provided below. There were only one utterances of dealing with feelings found in this meeting. The following is one of the examples:

T: Assalamualaikumwr.wb. Good morning everyone?

S: waalaikumsalamwr.wb. Good morning mom.

T: how are you today?

S:I'm fine, and you?

T: I'm fine too, thank you.

### **b.Praising or Encouraging**

Praising and encouraging were teacher's statements carrying the value judgment of approval. This type of teacher talk occurred in the classes. The teacher often gave praise and encourage to the students during the class interaction. The teacher's purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process.

The following is an example of praising or encouraging produced by the teacher. There are 16 utterances of praising and encouraging found in this meeting. The following is one of the examples:

T: that's right. Nah sekarang silahkan buka bukunya on page 2. Di sana ada sebuah lagu. Apa judulnya?

S: good morning mom.

T: very good, apa artinya?

S: selamat pagi.

T: Good.

### **c.Using Ideas of the Students**

In a classroom interaction, sometimes the teacher was using ideas of students. This type deals with the teacher responses toward the student's idea. From third meetings observed, it can be found that the teacher produced 45 utterances of using ideas of students in all classes. The teacher purpose in use idea of student is to developing the student's



ideas become clear. The following is an example of using ideas of students produced by the teacher.

S: My favorite food is fried rice

T: Artinya apa ?

S: Makanan kesukaan saya....(bingung)

T: Iyaa apa?

S: Nasi

T: Yang friednya ? ibu kasih clue kalau kita memanaskan wajan kemudian menuangkan minyak goreng disebut apa ?

S: Goreng bu, nasi goreng

T: Very good.

#### **d. Asking Question**

Asking questions was a type of teacher talk that also occurred in all meetings. During the third meetings, the teacher very often produced this type of teacher talk. Based on the transcriptions, there were 71 utterances occurred in all meetings. Asking questions were the second most frequently types of teacher talk that occurred in both of those classes. The example of asking question made by the teacher is provided below:

T: Ok, I am a student of SMA Negeri 02 Benteng. Ada yang tau artinya apa?

S: Saya seorang pelajar SMA Negeri 02 Bengkulu Tengah.

#### **e. Lecturing**

Based on the observation, this type of teacher talk occurred in all meetings. In classroom interaction, the teacher often gave information to the students. It can be shown in form of lecturing. There were 79 utterances made by the teacher during four meetings. The example of giving information made by the teacher is provided below:

T: itu huruf R (/ar/) nah itu bedanya cara pengucapan huruf R dalam bahasa Indonesia dan bahasa Inggris. Jadi symbol titik dua itu menerangkan bahwa cara pengucapannya sampai pada tenggorokan.

#### **f. Giving direction**

It is one type of teacher talk that also occurred in this study. There are 17 utterances occurred in three meetings. Giving direction was one type of teacher talk that frequently occurred during three meetings.

T: Very good. So, it is clear. Ok, now you have already opened your book.

#### **g. Criticizing Students Behavior**

Criticizing student behavior is one type of teacher talk that also occurred in this study. There are only 5 utterances occurred in three meetings.

S: Who are you from?

T: Sebentar bukan who tapi?

S: Where

T: Ya, where silahkan dilanjutkan lagi

#### **h. Students talk responses**

Talk by students in response to teacher's talk. Teacher initiation contact, or students' statement, or structure the situation. Teacher ask question students gives answer to the question.

T: Biasanya apa saja yang disebutkan untuk memperkenalkan diri?

S: Nama, alamat, hobi.

#### **i. Students talk initiation**

Talk by students which they initiate. Expressing own ideas, initiating new topic, freedom to develop and a line of thought, like asking thoughtful questions, going beyond the existing structure.

S: Bu tulis atasnya bahasa Inggris, bawahnya bahasa Indonesia kah bu?

T: Ya boleh, tulis dulu bahasa Inggrisnya di atasnya, dibawahnya terjemahnya. Tapi, hasil akhir tetap tulis di buku masing-masing.

#### **j. Silence**

Silence means pauses in interaction during which there is no verbal interaction. This also include silence in which a piece of audio and visual equipment.

T: Very good. Ya tolong nanti diperhatikan lagi temannya maju. Dihafalkan benar-benar Karna dialognya ini singkat. Sekarang dari kelompok 1 dulu maju, 2 orang perwakilan dari kelompoknya, yang lain harap diperhatikan temannya yang di depan.

S: (Silence)

## 2. The Percentage of Teacher and Students Interaction during Classroom Interaction

### a. Classroom Interaction at first meeting, (80minutes)

From the collected the data, this research recorded three meeting of classroominteraction. Conducting Flanders Interaction Analysis resulted in a matrix of classroominteraction. The matrix is presented in table below.

Table 4.1

Matrix Classroom Interaction

	1	2	3	4	5	6	7	8	9	10	Total
1	4										4
2		2				2		6			10
3								5			5
4				1		1		10			12
5											0
6	1	2						17			20
7											
8		3	8	10		7	1	6		11	46
9					2		1			1	4
10		1				1	1				3
Total	4	10	5	12	8	12	2	26	5	3	114

Notes:

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Accepts feeling                   | 6. Giving directions         |
| 2. Praises or encourages             | 7. Criticizing or justifying |
| 3. Accepts or uses ideas of students | 8. Student-talk response     |
| 4. Asks questions                    | 9. Student-talk initiation   |
| 5. Lecturing                         | 10. Silence                  |

The most dominant in interaction classroom in the first meeting was also teacher's talk. The proportion of teacher talk was 53.50%, it means that the teacher did more giving direction in the classroom. Teacher talk in classroom in the classroom in the first meeting are summarized below : lecturing and Criticizing or justifying authority 0% was the less activities in the teacher's talk. Direct teaching is more dominant used by teacher than indirect teaching in her interaction. Silence or confusion in the first meeting spent 2.63% of the interaction classroom.

**b. Classroom Interaction at second meeting, (80 minutes)**

Table 4.2

Matrix Classroom Interaction

	1	2	3	4	5	6	7	8	9	10	Total
1	4										4
2								3			3
3											0
4	1	2				2		17		3	25

5		1		1			2	28		4	8
6								3			28
7											3
8				16		30	1			3	50
9											0
10				6		7		1	1	1	16
Total	4	3	0	23	35	1	3	50	0	15	137

Notes:

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Accepts feeling                   | 6. Giving directions         |
| 2. Praises or encourages             | 7. Criticizing or justifying |
| 3. Accepts or uses ideas of students | 8. Student-talk response     |
| 4. Asks questions                    | 9. Student-talk initiation   |
| 5. Lecturing                         | 10. Silence                  |

The most dominant in interaction classroom in the second meeting was also teacher's talk. The proportion of teacher talk was 51.82%, it means that the teacher did more in giving direction in the classroom. Teacher talks in classroom in the classroom in the second meeting are summarized below: accepts or uses ideas of students 0% was the less activities in the teacher's talk. Direct teaching is more dominant used by teacher than indirect teaching in her interaction. Silence or confusion in the first meeting spent 11.67% of the interaction classroom.

**c. Classroom Interaction at Third Meeting, (80 Minutes)**

Table 4.3

Matrix Classroom Interaction

	1	2	3	4	5	6	7	8	9	10	Total
1	4										4
2								3			3
3											0
4	1	2				2		17		3	25
5		1		1			2	28		4	8
6								3			28
7											3
8				16		30	1			3	50
9											0
10				6		7		1	1	1	16
Total	4	3	0	23	35	1	3	50	0	15	137

Notes:

- |                                      |                              |
|--------------------------------------|------------------------------|
| 1. Accepts feeling                   | 6. Giving directions         |
| 2. Praises or encourages             | 7. Criticizing or justifying |
| 3. Accepts or uses ideas of students | 8. Student-talk response     |
| 4. Asks questions                    | 9. Student-talk initiation   |
| 5. Lecturing                         | 10. Silence                  |

The most dominant in interaction classroom in the third meeting was also teacher's talk. The proportion of teacher talk was 54.24%, it means that the teacher did more giving direction in the classroom. Teacher talk in the classroom of the third meeting are criticizing or justifying authority 0% was the less activities in the teacher's talk. Indirect teaching is more dominant used by teacher than direct teaching in her interaction. Silence or confusion in the first meeting spent 3.92% of the interaction classroom.

### **3. The Characteristic of teacher talk**

The characteristic of teacher talk in classroom interaction of each meeting in English classes had been presented on the previous data result of this chapter. The interpretation of data results will be presented as follow:

#### **1) The characteristic of teacher talk in the first meeting**

On the first meeting, the most dominant characteristics of teacher talk based on FIACS technique are:

##### **a. Teacher control**

Teacher gives more direction, because on the first meeting the material are dominant to teacher giving direction, like open book. The teacher also given direction to students to follow the teacher read the dialog. In addition, it is to correct the way students pronouncing during the dialogue.



b. Students' participation

Students are quite active in responding to questions asked by teachers, although the answers they use are still using the mother tongue which is also partly mixed with the Indonesian language.

**2) The characteristic of teacher talk in the second meeting**

Characteristics of teacher talk more dominant on second meeting are:

a. Content Cross

By adding the category 4 and 5, we know the Content Cross. The Content Cross shows how the teacher delivers questions and lectures. In the second meeting teacher gives more dominant question. And the questions the teacher asks more about vocabulary, because most students have very little vocabulary, so asking questions are mostly used by teachers at the second meeting.

b. Teacher Control

By adding the percentage category 6 and 7, we know the total of the teacher control. The teacher control shows that the teacher gives commands and reprimands the students. At the second meeting the teachers also keep giving more directives to the students. The directions that are often given are translating the English language dialog into Indonesian.

c. Students Participation

By adding the percentage of category 8 and 9, we know the Student Participation. The students participation shows that the

students give response or ask question to the teacher. Students are also very active in responding to questions asked by teachers, such as about vocabulary. Students are very enthusiastic when given a question about English sentence which they then replied and translated into Indonesian.

### **3) The characteristic of teacher talk in the third meeting**

The third meeting of interaction is more active, the students are more responsive than the previous meetings. So the interaction between teacher and student is good enough even though they are still dominant in mother tongue.

#### **a. Content Cross**

By adding the percentage category 4 and 5, we know the Content Cross. The Content Cross shows how the teacher delivers questions and lectures. The third meeting of interaction is more active, the students are more responsive than the previous meetings. So, the interaction between teacher and student is good enough even though they are still dominant in mother tongue.

#### **b. Students Participation**

By adding the percentage of category 8 and 9, we know the student participation. The students participation show that the students give response or ask question to the teacher. At this meeting students are more active than the first and second

meetings. The direction given by the teacher responded well to the students.

#### 4) Types of teacher talk used the teacher

The teacher performed all types of teacher talk in each meeting. Before explaining each type, the researcher is going to present the frequency of types of teacher talk. The use of teacher talk types used by the teacher was similar in each meeting in English classes. The researcher presenting the table of frequency of teacher talk type

Table 4.4

Types of Teacher Talk

No	Types of Teacher Talk	1st meeting	2nd meeting	3rd meeting	Total
1	Deal with feelings	4	4	4	12
2	Praising or encouraging	10	3	3	16
3	Using ideas of students	5	0	3	8
4	Asking question	12	25	34	71
5	Lecturing	9	35	35	79
6	Giving direction	12	1	4	17
7	Criticizing students response	2	3	0	5
Total	54	71	83	208	

The table above presents the types of teacher talk used by the teacher in English Classes of tenth grade of SMA Negeri 02 Bengkulu Tengah. It can be seen that the teacher used all types of teacher talk based on Brown's theory (2001). It also shows that the teacher produced 208 utterances during the three meetings observed.

The most frequently used types of teacher talk is lecturing with 79 utterances, following by asking question with 71 utterances and giving direction with 17 utterances. In the otherhand, the smallest frequency type of teacher talk that occurred in both of class was dealing with feelings with 12 utterances. So, the types of teacher talk the use by the teacher are controller, director, facilitator and resource.

## **B. DISCUSSION**

Based on the result the observation, it can be seen that the ten categories of interaction analysis such as (1) accept feeling, (2) praises and (or) encourages, (3) acceptor uses ideas of students, (4) ask question, (5) lecturing, (6) giving direction, (7) criticizing or justifying authority. Students talk includes: (8) students talk response, and (9) student talk initiation, (10) silence were applied in the classroom during teacher-learning process. From the interpretation of matrix table that the teacher was talking more than students, it can be seen in the proportion of teacher talks, they are first meeting 53.50% second meeting 51.82%, and third meeting 54.24%.

The result also showed that the teacher was taking most part in the classroom such as giving direction, lecturing and criticizing or justifying authority and praise or encouragement. The teacher active in asking question to the students, the question strategy is to initiate the interaction in the classroom. This will make the students think and use their idea that they had been discussed before. 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. According to David (2007) argues that questions will attract students' attention. Because it will create classroom interaction between teacher and students, a teacher must have skill in asking questions.

According to Eison, 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. This finding the teacher also using the simple sentences or speech modification in English, it is make the students will the understand by easily. Nunan (1989) 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 talk 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 teacher used cooperative learning in classroom work in group. It will be stimulate the students to more active on learning process. The teacher's role at this strategy is as a facilitator. 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. Jones and Jones (2008) maintain that working in the groups will make the students tolerate each other toward their strength and weakness to achieve one purpose.

Based on the results, the most dominant characteristics in the classroom interaction was content cross which the teacher most given the students question to make students more active to interaction with the teacher, teacher control which it is teacher given direction to students like read the dialog without book and translated the dialog, and then the teacher also criticizing if the students have a not true when read the dialog, and the last student participation, it means that student most actively in question and answer activity in classroom interaction. The students were very active in the classroom interaction. The result shows that the students' participation (students' talk response and students' talk initiation) was high from the total teaching-learning time.

The Analysis of Teacher Talk Types includes identifying the different types of Teacher Talk, categorizing the various types of Teacher Talk into ten footing patterns and generalizing the relationship among these footing. Brown said that there are five roles of interaction

teacher. They are as controller, director, manager, facilitator and resource. It means that the teacher facilitate the students involve in the activity, like make students group. Teacher as director, the teacher often gave direction, command and order to the students to which the students were expected to follow the teachers' instruction. Then, the teacher also did their role as resource lecture by giving them some material and information. Therefore, it can be concluded that the classroom interaction that occurred during the teaching-learning process in the classroom at the tenth Grade of SMA Negeri 02 Bengkulu Tengah involved the teacher and the students. The teachers' talk is dominant in interaction during the teaching-learning process even though the students also active enough to talk.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

From the discussion about the result of the research, some points about the meaning of classroom interaction can be concluded. They are as follows.

Both the teacher and the students were aware and understood that interaction was important in English learning. They also understood that to be able to interact well, they needed to practice. But, the understanding was not supported by what they did in classroom. The teacher did not give much interactive activity in class. It seemed that the teacher did not believe in the students' competence. There was not much chance for the students to interact either to the teacher or to the other students. The students were not active in practicing their English by asking questions or expressing their idea or opinion. The classroom condition did not make the students feel comfortable to interact in English. Feeling lack of vocabulary, afraid of making mistake, having no self confidence, and feeling ashamed were the students' barrier.

The interaction between the teacher and the students was limited/was based on the activities in the textbook. Reciprocal interaction in the use of English in communication did not happen. However, the use of media, like computer programs and various



textbooks, increased the students' motivation to participate in the class activity. The media and the activities gave the students reasons to interact.

English was rarely used for communication in the classroom. The teacher and the students never spoke English. The teachers explained the material, gave instructions, and asked questions mostly in Indonesian. If the teachers used English expression, they followed it with the Indonesian translation. In the teachers' opinion, if they used English all the time without translation, the students would know nothing.

The communication among the students was also in Indonesian. The use of English by the students was very limited when they practiced the lesson or dialogue asked by the teacher. In making the students more active in class activity, the teacher pointed to or called certain student(s). Time for voluntary students to participate in class activity was also given. But, it was only certain student(s) who participated in class.

The teacher interacted with the whole class by accepting feeling, praising or encouraging, accepting or using ideas of the students, asking questions, lecturing, and giving directions. The teacher accepted the students' feeling when they expressed greeting in the beginning and the closing of the class. The teacher accepted or used

the students' ideas when they invited the students to participate in class discussion.

Lecturing was happened when the teacher presented or explained the material, discussed a dialogue or a picture. When the students did or talked something unrelated to the topic discussed, the teacher reminded them. Students' gestures were also found as their responses to the teachers' act or talk. The teacher interacted with individual student by accepting feeling, praising or encouraging, accepting or using ideas of the student, asking questions, lecturing, and giving directions, reminding noisy student, and helping the student's work.

The teacher accepted the students' feeling when s/he greeted the students and checked their attendance. The teacher accepted or used the students' ideas when s/he accepted the ideas or answers in class discussion. The student interacted with the teacher by giving response to the teacher's questions and giving initiation.

The students' silence was often happened when they were asked by the teacher. The students did not directly answer or respond to the teacher's questions. The students' responses were in the form of responding to the teacher's greeting, answering the teacher's questions, and responding to the teacher's directions. The students' initiation was asking questions about unclear writing, instruction of an activity, or difficult words or expressions.

The interaction among the students happened most of the time. But, mostly it was not about the English lesson. In relation to the English lesson, the students interacted with their friends by talking about the activity asked by the teacher, discussing the teacher's questions, and asking about difficult words or expressions. Students' act was also found as their responses to the teacher's act or talk.

The conclusion looks common knowledge. Most teachers may know this already, but maybe only some of them realize these in their forthought. These aspects, i.e. the teacher-student and student-student interactions, need to be considered before teaching as a part of the lesson planning process.

## **B. SUGGESTION**

Based on the findings and the conclusion, there are some suggestions for relevant parties to increase the quality of the English classroom interaction. They are as follows:

1. More communicative classroom activities are needed to be given to the students. The activities should give more chance for the students to interact either to the teacher or to the other students. It helps to increase the students' confidence to interact in English. Activities like role plays, information gaps, small group, or pair work can be included. These activities also maximize the opportunities to practice as more learners speak for more of the time. These activities provide the students with a reason to speak and listen.

2. Various English textbooks are needed. Students can enrich their knowledge by studying from various textbooks.
3. The teacher and the students, together, create a classroom situation that makes the students feel comfortable to initiate an interaction using English. The teacher needs to be more frequent using English in class. The use of direct translation can be reduced.
4. The teacher's encouragement to the students' progress is needed to be improved. The encouragement can motivate the students to be more active in learning. Giving lots of praise and giving feedback on task achievement raise the students' confidence. Since the class consists of students with mixed ability, tasks with different levels can be provided to give various and challenging activities for students. Students can interact at an appropriate level.

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## **Appendix**

### **Transcript of Teacher Talk**

Observation Day 1

Date: Wednesday, July 31, 2019

Time: 07.30-10.30 wib. (2x90 minutes)

Topic: Introducing oneself.

Student attendance: 100% (23 out of 23 pupils)

Timeline:

(00.00.01-00.02.00)

T: Assalamualaikum Wr. Wb.

S: Waalaikumsalam Wr. Wb.

T: Good morning, students?

S: Good morning, mam.

(00.02.00-00.05.00)

T: How are you, students?

S: Fine, mam. How about you?

T: I am great. So, today is the first meeting this semester. I hope you have more motivation than you did in the last semester.

S: Yes mam.

(00.05.00-00.10.00)

T: Kita akan belajar tentang pengenalan diri ya. Semuanya siap untuk belajar?

S: Siap mam.

T: Biasanya apa saja yang disebutkan nuntuk memperkenalkan diri?

S: Nama, alamat, hobi.

T: Ok, I am a student of SMA Negeri 02 Benteng. Ada yang tau artinya apa?

S: Saya seorang pelajar SMA Negeri 02 Bengkulu Tengah.

T: Nah, itu adalah salah satu contoh mengkespresikan diri. Sekarang, kalau kita ingin bertanya kepada seseorang, darimana asal kamu? Bagaimana bahasa Inggrisnya?

S: Who are you from?

T: Sebentar bukan who tapi?

S: Where

T: Ya, where. silahkan dilanjutkan lagi.

S: Where do you live?

T: Apa artinya?

S: Dimana kamu tinggal?

T: That is right. Sekarang, silahkan dibuka bab 1 dan kalian baca-baca ya.

S: Baik mam.

(00.10.00-00.26.00)

T: Silahkan didiskusikan dengan kawan sebangku kalian. Disitu ada beberapa frasa dan ungkapan yang biasa digunnakan dalam percakapan introduction. Mam beri waktu 10 menit untuk diskusi dan 6 menit untuk mmbuat percakapan pendek bersama teman kalian tentang perkenalan. Do you understand?

S: Yes, we do, mam.

(The teacher was checking the students out if they encountered some obstacles in accomplishing the task)

(00.26.00-00.30.00)

T: Oke, waktunya sudah habis. Mam lihat tadi ada beberapa siswa yang kurang aktif. Ada yang tidak berkolaborasi dengan baik dengan kawan sebangkunya. Mam harap kalian bisa meningkatkan kerja sama besok-besok kalau ada tugas seperti ini.

S: Mam (raising hand)

T: Yes, any questions?

S: Mam percakapannya minimal berapa banyak mam?

T: Minimal empat kali percakapan ya. gunakan ekspresi yang ada di buku. Silahkan dipraktikan di depan kelas kalau kalian sudah selesai.

(00.30.00-00.45.00)

S: Mam, I have a question mam..

T: Yes, please?

S: Mana yang benar mam? Are you a student, atau are you student, mam?

T: Ada berapa orang yang ditanyai?

S: One person mam.

T: Berarti yang benar adalah, are you a student? Karna itu singular. Paham sejauh ini?

S: Yes, I understand mam.

T: Is there any other question?

S: Silence.

T: Are you ready to practice the conversation in front of the class?

S: We are ready mam.

T: Oke, kelompok satu. Very good, please come forward!

S: Practicing their conversation.

(00.45.00-00.50.00)

T: Very good. Ya tolong nanti diperhatikan lagi temannya maju. Dihafalkan benar-benar Karna dialognya ini singkat. Sekarang dari kelompok 1 dulu maju, 2 orang perwakilan dari kelompoknya, yang lain harap diperhatikan temannya yang di depan.

S: (Silence)

T: Oke. Di halaman 4 ada latihan tentang percakapan. Silahkan dijawab pertanyaan yang ada di bawahnya. Dikerjakan sendiri-sendiri ya.

S: Mam, tulis atasnya bahasa Inggris, bawahnya bahasa Indonesia kah bu?

(00.50.00-00.80.00)

T: Ya boleh, tulis dulu bahasa Inggrisnya di atasnya, dibawahnya terjemahnya. Tapi, hasil akhir tetap tulis di buku masing-masing. Mam tunggu 30 menit untuk mengerjakan ya?

S: Yes mam.

The teacher was checking out if the students were all ready and did understand the instruction well by walking around the class. After 30 minutes, the teacher informed the students that time was over.

(00.80.00-00.90.00)

T: Alright, time's up. Please submit your individual worksheet!

S: Wait mam. Belum selesai mam.

T: Okay, mam tunggu. You have additional five minutes to finish.

S: Thank you mam.

After all students had handed in their assignment, the teacher moved the focus to the reflective session.

(00.90.00-00.100.00)

T: Sejauh ini, apakah kalian mengalami kendala dengan materi yang sudah diajarkan?

S: Masih sedikit kosa kata mam. Selain itu, pengucapannya itu susah mam.

T: Kalian harus rajin belajar jika ingin bisa berbahasa Inggris dengan baik. Nah, sejauh ini, apa yang kalian dapatkan dari hasil belajar hari ini?

S: About introduction mam.

S: Tentang perkenalan diri dan cara mendapatkan info dari orang baru mam.

T: Okay, very good answers from both of you. Any other students want to give their opinion?

S: Silence.

T: Okay, please raise your hand if any.

S: Mam, I think today is very good, karna saya bisa mengerti tentang penggunaan bahasa Inggris yang baik, mam.

(00.100.00-00.180.00)

T: Okay, thank you. Nah sekarang mam tambahkan. Jadi, dalam bahasa Inggris ada banyak ekspresi yang bisa kita gunakan untuk memperkenalkan diri dan juga meminta informasi dari orang lain tanpa menyinggung perasaan mereka. Kita tidak diperkenankan untuk menanyakan usia, berat badan, penghasilan, serta agama. Do you understand?

S: We understand, mam.

T: Ada yang ditanyakan lagi?

S: Nothing mam.

T: Kalau tidak ada, mari kita tutup belajar hari ini dengan mengucapkan hamdalah bersama-sama.

S and T: Alhamdulillahirobbilalamiin.

T: Thank you very much for your attention, wassalamu'alaikum Wr. Wb.

S: Wassalamualaikum Wr. Wb.

## Transcript of Teacher Talk and Students Talk

Observation Day 2

Date: Wednesday, August 7, 2019

Topic: Favourite Food

Time: 07.30-10.30 (2x90 minutes)

Student attendance: 100% (23 out of 23 pupils)

(The teacher was entering the class, then as usual, she asked the class captain to lead the praying before the class began. Then the teacher started the lesson by greeting the students)

(00.00.00-00.05.00)

T: Assalamualaikum wr. wb.

S: Waalaikumsalam wr. wb.

T: Good morning, students?

S: Good morning, mam.

T: How are you today?

S: Great, mam. How about you mam?

T: I am fine too. Baiklah anak-anak, sebelum ibu memulai pelajaran, ibu akan membacakan absen dulu. Apakah ada yang tidak masuk hari ini?

S: Nothing mam.

(00.05.00-00.10.00)



T: apa? Nothing? Bukan nothing, tapi nobody. Nobody is absent. Jadi hari ini masuk semua ya?

S: Yes, mam.

(After the checking out of students' attendance list, the teacher get the focus to the lesson)

T: Apakah ada pekerjaan rumah yang ibu berikan minggu lalu?

S: Tidak ada mam. Kan tugasnya dikumpul langsung mam.

T: Okay, tugas kalian sudah ibu periksa dan alhamdulillah rata-rata nilainya pas-pasan.

S: Silence

(11.10.00-00.20.00)

T: Please raise your hand if you still remember what we have learned from the last meeting in the class.

S: Kita belajar tentang lagu mam. Menyanyikan lagu Good Morning dan menangkap maknanya.

T: Very good. Now please open your textbooks, and find page nine, okay?

S: Sudah mam.

T: What did you find there?

S: Tentang favorite food mam

T: Nah, semua dari kalian pasti mempunyai makanan dan minuman favorit. Apa makanan favorit kalian? Oh iya, in English ya!

S 1: I like rendang mam.

S 2: My favorite food is bakso mam.

S 3: Sate mam.

(00.20.00-35.00)

T: Very good. Masing-masing dari kalian sudah menggunakan ekspresi yang benar untuk mengekspresikan makanan kesukaan. Silahkan kalian lihat di buku tentang ekspresi yang biasa digunakan untuk mengungkapkan makanan kesukaan kalian.

S: Ready mam.

T: Mam beri waktu 15 menit untuk memahami dan berdiskusi dengan teman kalian, serta membuat percakapan singkat menggunakan ekspresi tersebut.

During the time of 15 minutes long, the teacher was walking around the class an offering help for those who had difficulties in understanding the expressions.

S: Mam, kalau makanan favorit lebih dari satu bagaimana mam?

T: Kalau bentuk plural, berarti kalian harus menggunakan 's' ya. Misalnya, my favorite food are fried egg, roasted beef, and boiled potato.

S: Thank you mam.

(00.35.00-00.40.00)

T: Sekarang, waktunya untuk mempraktikkan percakapan pendek di depan kelas ya. Ada yang mau menjadi volunter? Atau ibu yang tunjuk?

S: Tunjuk saja mam.

T: Mam tunggu sampai hitungan ke 10. One, two, three, four five, six, seven, eight, nine, ten! Ayo maju Randi dan Arya.

S: Clapping their hands.

T: Silahkan maju dan praktikan di depan kelas.

S: Yes, mam.

(00.40.00-00.60.00)

Randi and Arya practiced the conversation.

Randi: Hai Arya, what is your favorite food?

Arya: My favorite food is Rendang.

T: Arya please ask Randi back with a question, how about you? What is yours?

Arya: How about you Randi? What is your favorite food?

Randi: I like soto very much.

T: Okay, thank you very much for Arya and Randi. Please sit down. Coba siapa lagi yang mau maju?

S: Silence.

T: Kira-kira kalian sudah paham belum?

S: Yes mam.

T: Ada yang mau ditanyakan?

S: Silence.

T: Baiklah, sekarang ibu yang bertanya. Ayu, what is your favorite food?

S: My favorite food is fried rice

T: Artinya apa ?

S: Makanan kesukaan saya....(bingung)

T: Iyaa apa?

S: Nasi

T: Yang friednya? Ibu kasih clue. Kalau kita memanaskan wajan kemudian menuangkan

minyak goreng disebut apa ?

S: Goreng bu, nasi goreng

T: Very good. Sekarang silahkan dilihat di halaman selanjutnya. Kalian akan menemukan soal yang berkaitan dengan materi yang sudah diajarkan. Silahkan dikerjakan. Waktunya 40 menit mulai dari sekarang.

(00.60.00-00.100.00)

S: Mam, soalnya juga ditulis atau hanya jawaban saja mam? Kan banyak mam?

T: Jawaban dan soalnya ditulis yaa.

S: Siap mam.

The teacher was waiting for the students to finish their work. The teacher was observing the class and providing assistance for those who had difficulties.

T: The time is over, everyone! Please hand in your work!

S: sebentar lagi mam.

T: Sudah lebih dari 40 menit. Harap dikumpulkan hasil kalian.

S: Okay mam.

After all students had submitted their answers, the class came to the reflection phase.

(00.100.00-00.180.00)

T: Apa yang kalian dapatkan dari pelajaran hari ini?

S: Kami tau cara mengungkapkan dalam bahasa Inggris tentang makanan kesukaan kami, mam.

T: Ada yang lain?

S: Silence.

T: Baiklah, mam akan menambahkan. Jadi, berkomunikasi yang baik, terutama dalam bahasa Inggris, membutuhkan pengetahuan bahasa. Contohnya, dalam mengekspresikan makanan kesukaan, kita perlu tau menggunakan bahasa yang sesuai. Ada pertanyaan?

S: Silence.

T: Okay, let's close our lesson today by saying hamdalah.

S and T: Alhamdulillahirobbil aalamin.

T: Wassalamu'alaikum Wr. Wb.

S: Waalaikumsalam Wr, Wb. Mam.

## Transcript of Teacher Talk and Students Talk

Observation Day 3

Date: Wednesday, August 14, 2019

Topic: Let's sing together

Time: 07.30-10.30 (2x90 minutes)

Student attendance: 100% (2 out of 21 pupils)

The teacher was entering the class, then she asked the class captain to lead the praying before the class began. Then the teacher started the lesson by greeting the students.

(00.00.00-00.10.00)

T: Assalamualaikum wr.wb. Good morning everyone?

S: waalaikumsalam wr.wb. Good morning mom.

T: how are you today?

S: I'm fine, and you?

T: I'm fine too, thank you. Before we start the lesson, I want to know if you have homework from the last meeting.

S: Silence

T: Ibu bertanya ke kalian loh. Apakah ada pr hari ini?

S: Tidak ada mam.

T: Are you sure?

S: Yes mam. Kami hanya disuruh mempelajari materi yang minggu kemarin diajarkan. Tentang passive sentence mam.

(00.10.00-00.20.00)

T: Okay. Apakah kalian sudah benar-benar paham dengan materi minggu kemarin.

S: Silence.

T: Kok diam semua. Ibu anggap sudah paham kalau begitu.

S: Iya mam.

T: Iya paham atau iya apa?

S: yes we understand mam, Insya'allah.

T: Sekarang, kita akan fokus pada materi selanjutnya. Sekarang ibu bertanya, kegiatan apa sajakah yang bisa membantu kita meningkatkan kemampuan bahasa Inggris kita?

S: Banyak mam. I always listen to music mam.

T: that's right. Nah sekarang silahkan buka bukunya on page 2. Di sana ada sebuah lagu. Apa judulnya?

S: good morning mom.

T: very good, apa artinya?

S: selamat pagi.

T: Good. Everybody please read the lyrics and please explain what is the song about! You have ten minutes to discuss it with your friends.

S: Mam, boleh membuka kamus mam?

T: Yes please. Silahkan menggunakan kamus jika tidak tau artinya.

S: Thank you mam.

(00.20.00-00.30.00)

For ten minutes the teacher was walking around the class, observing the students and helping them dealing with difficulties the encountered in understanding the lyrics.

(00.30.00-00.35.00)

T: Everybody please clap your hand!

S: clapping their hands. Then, everyone was silent.

T: Nah, you have discussed the song lyrics with your classmates. Siapa yang mau menjadi sukarelawan untuk maju dan menjelaskan?

S: Silence.

T: Don't be afraid. Your willingness will be highly appreciated.

S: Mam.

T: Very good. Please come forward.

S: Mam, boleh membawa catatan kan mam?

T: Yes, of course.

(00.35.00-00.40.00)

S: The student spoke in front of the class for 5 minutes.

(00.40.00-00.50.00)

T: Ibu perhatikan itu yang di belakang tadi agak ribut ketika kawannya menjelaskan. Sekarang ibu minta yang di ujung maju.

S: Silence.

T: Ayo maju. Ulangi penjelasan kawannya tadi.



S: Belum siap mam.

T: Makanya, kalau temannya menjelaskan, kita harus memperhatikan dengan baik, oke?

S: Baik mam.

T: Jangan diulangi lagi. Nah sekarang ibu mau bertanya, apakah ada yang tau nada dari lirik lagu Good Morning?

S: Silence again.

T: Tidak ada yang tau? Atau tidak ada yang berani?

S: Mam, saya tau tapi agak lupa mam.

T: Okay, we are going to sing the song together. Ibu minta yang tau nadanya bernyanyi lebih kencang.

S: Yes mam.

(00.50.00-00.60.00)

After 10 minutes, the singing was over. The teacher got the students' focus back to the textbook.

(00.60.00-00.90.00)

T: Ayo, sekarang kalian kerjakan ya soal yang ada di buku. Jika kalian menemukan kesulitan, silahkan ditanyakan.

S: Mam, ini tugas individu atau berdua mam?

T: That is individual work. Harus dikerjakan sendiri. Sekarang pukul 08.30, berarti dikumpul pukul 09.00. Any questions?

S: Silence

T: Oke, silahkan dikerjakan.

After 30 minutes, the teacher checked the students if they had finished the task.

(00.90.00-00.100.00)

T: Time is up. Please submit your works, everyone!!

S: the students were hurrying up finishing their assignment.

T: Sekarang, kita akan melakukan refleksi dari yang sudah kita pelajari ya. Kira-kira apa yang kita dapatkan dari materi hari ini?

S: Kita bisa belajar dari lagu untuk meningkatkan bahasa Inggris kita mam.

T: Thanks. Good idea. Ada yang lain?

S: Liriknya mengajarkan kita untuk selalu peduli dengan orang yang kita cintai mam. Selalu memberikan yang terbaik.

T: Semua yang disampaikan oleh teman kita tadi benar ya. Tapi ada yang lebih penting, yaitu pengorbanan yang kita lakukan untuk orang lain harus kita lakukan dengan tulus. Dalam lirik tersebut ada yang berbunyi, forgiveness heals all the pain, and sincerity drive all the desperation away. Ibu harapkan juga kalian semakin semangat belajar bahasa Inggris. Belajar melalui musik juga akan membuat kalian merasa lebih bersemangat. You can learn with joy by doing something exciting and interesting.

S: Iya mam.

(00.100.00-00.180.00)

T: So far, any questions?

S: Tidak ada mam.

T: Baiklah kalau begitu. Waktunya juga sudah habis. Let's close our lesson by saying hamdallah.

S and T: Alhamdulillahirobbil alamiin.

T: Mungkin itu saja yang bisa ibu sampaikan. Thank you very much for your kind attention. Ibu minta maaf kalau ada kesalahan. Wassalamualaikum wr.wb.

S: Waalaikumsalam wr.wb. See you mam.

**Table 1.1 Flanders Interaction Analysis Categories (FIAC) of Teacher Talk**

<p><b>Teacher Talk</b></p>	<p><b>Indirect Influence</b></p>	<p><b>A. Accepts Feeling:</b></p> <ul style="list-style-type: none"> <li>✓ <i>S: Mam, yang belakang enggak mau diam dari tadi mam. Sulit konsentrasi mam.</i></li> <li>✓ <i>T: Ayo yang belakang tolong diam jangan berisik ya. semuanya harus saling mensupport.</i></li> <li>✓ <i>S: Mam, saya suka dengan materi yang mam berikan mam. Penjelasannya lebih simple dan lebih mudah dipahami mam.</i></li> <li>✓ <i>T: Iya semoga kalian bisa cepat menangkap apa yang mam sampaikan.</i></li> <li>✓ <i>Randi, tenangkan diri, oke. Ambil udara dalam-dalam.</i></li> <li>✓ <i>Semuanya baik-baik saja kok. Ayo semangat!!</i></li> <li>✓ <i>S: Mam, soalnya terlalu sulit mam. Pusing mam enggak tau artinya mam.</i></li> <li>✓ <i>T: Kalian pasti bisa kok. Jangan</i></li> </ul>
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		<p><i>pesimis dulu, kalian kalau mau berusaha lama-lama jadi mudah jawabnya.</i></p> <p>✓ <i>S: Mam tolonglah mam, jangan banyak-banyak tugas nya mam. (showing disappoinment)</i></p> <p>✓ <i>T: Oke, tugasnya mam kurangi tapi kalian harus mengumpul seminggu lebih cepat. Jadi hanya satu minggu waktunya ya.</i></p> <p>✓ <i>S: Iya mam.</i></p> <p>✓ <i>T: Kenapa kalian lesu? Kalian sudah tau hasil ulangan harian kalian? Walaupun nilai kalian tak terlalu memuaskan tapi mam bangga karna kalian sudah menunjukkan kejujuran. Kalian hanya perlu belajar lebih giat lagi ya?</i></p> <p>✓ <i>S: Baik mam..</i></p> <p><b>B. Praises or Encourages:</b></p> <p>✓ <i>Very good. Sangat baik sekali ya.</i></p> <p>✓ <i>Itu adalah contoh yang bagus.</i></p> <p>✓ <i>Excellent!! Mam yakin pasti kamu</i></p>
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		<p><i>sudah membaca-baca materi di rumah sebelum materinya dibahas.</i></p> <p>✓ <i>T: Very good. Now please open your textbooks, and find page nine, okay?</i></p> <p>✓ <i>T: Very good. Masing-masing dari kalian sudah menggunakan ekspresi yang benar untuk mengekspresikan makanan kesukaan. Silahkan kalian lihat di buku tentang ekspresi yang biasa digunakan untuk mengungkapkan makanan kesukaan kalian.</i></p> <p>✓ <i>T: Nah, ini adalah contoh dari murid teladan. Dia selalu menaati peraturan dengan membawa kamus setiap mata pelajaran bahasa Inggris. Kalian harus mencontoh Redho ya? minggu depan semuanya wajib membawa kamus.</i></p> <p><b>C. Accepts or uses the ideas of student:</b></p> <p>✓ <i>Menurut Diana, menanyakan usia dalam bahasa Inggris tidak boleh karna itu membuat lawan bicara tidak</i></p>
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		<p><i>nyaman. Itu benar. Jadi kita harus tau itu.</i></p> <p>✓ <i>Ya, jadi benar bahwa dalam bahasa Inggris tidak semua kosa kata bentuk verb nya beraturan. Misalnya, speak-spoke-spoken.</i></p> <p>✓ <i>S: Mam, kata kerja bisa menjadi kata sifat ya mam. Seperti fried-rice mam.</i></p> <p>✓ <i>T: Ya, you are right. Bentuk kata kerja ketiga dinamakan past participle, ya. tapi perlu diingat hanya kata kerja transitif saja yang bisa ya.</i></p> <p>✓ <i>S: Mam, bagaimana kalau seandainya tugasnya dibuat tugas kelompok saja mam. Kan kalau bekerja sama lebih semangat dan kami bisa bagi tugas mam?</i></p> <p>✓ <i>S: Baiklah, ibu setuju dengan ide kalian. Tapi ingat, semuanya harus jelas perannya apa, dan harus ikut bekerja.</i></p> <p><b>D. Asks the questions:</b></p> <p>✓ <i>kalian mempunyai kesulitan?</i></p>
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		<ul style="list-style-type: none"> <li>✓ <i>Bagaimana kira-kira soal yang ibu berikan?</i></li> <li>✓ <i>T: Apakah ada apakah ada yang ditanyakan?</i></li> <li>✓ <i>Apakah pekerjaan rumah yang ibu berikan minggu lalu?</i></li> <li>✓ <i>S: Tidak ada mam. Kan tugasnya dikumpul langsung mam.</i></li> <li>✓ <i>T: Please raise your hand if you still remember what we have learned from the last meeting in the class.</i></li> <li>✓ <i>S: Kita belajar tentang lagu mam. Menyanyikan lagu Good Morning dan menangkap maknanya.</i></li> </ul>
	<p><b>Direct Influence</b></p>	<p><b>E. Lecturing:</b></p> <ul style="list-style-type: none"> <li>✓ <i>T: Baiklah, dalam bahasa Inggris ada beberapa cara yang digunakan untuk memperkenalkan diri, yaitu dengan memberikan informasi nama, tempat tinggal, tanggal lahir, pekerjaan ataupun lainnya. Semua itu dilakukan agar kita dapat berkomunikasi dengan baik dan bisa mempunyai hubungan</i></li> </ul>



		<p><i>baik dengan orang tersebut.</i></p> <p>✓ <i>T: Okay, thank you. Nah sekarang mam tambahkan. Jadi, dalam bahasa Inggris ada banyak ekspresi yang bisa kita gunakan untuk memperkenalkan diri dan juga meminta informasi dari orang lain tanpa menyinggung perasaan mereka. Kita tidak diperkenankan untuk menanyakan usia, berat badan, penghasilan, serta agama. Do you understand?</i></p> <p><b>F. Giving direction:</b></p> <p>✓ <i>Dalam soal tersebut, kalian disuruh untuk melengkapi kalimat yang rumpang. Silahkan dikerjakan ya. Pilihan kata nya ada di dalam kotak dibawah nya.</i></p> <p>✓ <i>T: Ayo, sekarang kalian kerjakan ya soal yang ada di buku. Jika kalian menemukan kesulitan, silahkan ditanyakan.</i></p> <p>✓ <i>S: Mam, ini tugas individu atau berdua mam?</i></p>
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		<p>✓ <i>T: Mam beri waktu 15 menit untuk memahami dan berdiskusi dengan teman kalian, serta membuat percakapan singkat menggunakan ekspresi tersebut.</i></p> <p><b>G. Criticizing or justifying authority:</b></p> <p>✓ <i>Ayo yang di belakang jangan ribut. Silahkan dikerjakan. Kalian tidak akan selesai nanti kalau ribut terus.</i></p> <p>✓ <i>T: I am fine too. Baiklah anak-anak, sebelum ibu memulai pelajaran, ibu akan membacakan absen dulu. Apakah ada yang tidak masuk hari ini?</i></p> <p><i>S: Nothing mam.</i></p> <p>✓ <i>T: apa? Nothing? Bukan nothing, tapi nobody. Nobody is absent. Jadi hari ini masuk semua ya?</i></p> <p>✓ <i>T: Ibu perhatikan itu yang di belakang tadi agak ribut ketika kawannya menjelaskan. Sekarang ibu minta yang di ujung maju.</i></p> <p>✓ <i>S: Silence.</i></p>
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		<p>✓ <i>T: Makanya, kalau temannya menjelaskan, kita harus memperhatikan dengan baik, oke?</i></p> <p>✓ <i>S: Baik mam.</i></p>
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**Table 2.1. Flanders Interaction Analysis Categories (FIAC) of  
Students Talk**

Student Talk	<p><b>A. Student talks-response:</b></p> <ul style="list-style-type: none"> <li>✓ <i>T: Biasanya apa saja yang digunakan untuk memperkenalkan diri?</i></li> <li>✓ <i>S: Mam. (Raising hand). Nama, alamat, dan hobi mam.</i></li> <li>✓ <i>T: Kalian harus rajin belajar jika ingin bisa berbahasa Inggris dengan baik. Nah, sejauh ini, apa yang kalian dapatkan dari hasil belajar hari ini?</i></li> <li>✓ <i>S: About introduction mam.</i></li> <li>✓ <i>S: Tentang perkenalan diri dan cara mendapatkan info dari orang baru mam.</i></li> <li>✓ <i>T: Okay, please raise your hand if any.</i></li> <li>✓ <i>S: Mam, I think today is very good, karna saya bisa mengerti tentang penggunaan bahasa Inggris yang baik, mam.</i></li> <li>✓ <i>T: Sekarang, kita akan fokus pada materi selanjutnya. Sekarang ibu bertanya, kegiatan apa sajakah yang bisa membantu kita meningkatkan kemampuan bahasa Inggris kita?</i></li> <li>✓ <i>S: Banyak mam. I always listen to music mam.</i></li> <li>✓ <i>T: that's right. Nah sekarang silahkan buka bukunya on page 2. Di sana ada sebuah lagu. Apa judulnya?</i></li> <li>✓ <i>S: good morning mom.</i></li> <li>✓ <i>T: very good, apa artinya?</i></li> <li>✓ <i>S: selamat pagi.</i></li> </ul>
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- ✓ *T: Tidak ada yang tau? Atau tidak ada yang berani?*
- ✓ *S: Mam, saya tau tapi agak lupa mam.*
- ✓ *T: Please raise your hand if you still remember what we have learned from the last meeting in the class.*
- ✓ *S: Kita belajar tentang lagu mam. Menyanyikan lagu Good Morning dan menangkap maknanya.*
- ✓ *T: Nah, semua dari kalian pasti mempunyai makanan dan minuman favorit. Apa makanan favorit kalian? Oh iya, in English ya!*
- ✓ *S 1: I like rendang mam.*
- ✓ *S 2: My favorite food is bakso mam.*
- ✓ *S 3: Sate mam.*
- ✓ *S: We understand, mam.*
- ✓ *T: Ada yang ditanyakan lagi?*
- ✓ *S: Nothing mam.*
- ✓ *T: Ok, I am a student of SMA Negeri 02 Benteng. Ada yang tau artinya apa?*
- ✓ *S: Saya seorang pelajar SMA Negeri 02 Bengkulu Tengah.*

**B. Student talk-initiation:**

- ✓ *S: Mam, mengapa dalam bahasa Inggris ada kata kerja regular dan irregular verb mam? Kalau irregular kita harus menghafal ya mam?*
- ✓ *S: Mam, boleh membuka kamus mam?*
- ✓ *T: Yes please. Silahkan menggunakan kamus jika tidak tau artinya.*
- ✓ *S: Thank you mam.*

**C. Silence or confusion:**

✓ *T: Okay, very good answers from both of you.  
Any other students want to give their opinion?*

✓ *S: Silence.*

✓ *T: Okay. Apakah kalian sudah benar-benar  
paham dengan materi minggu kemarin.*

✓ *S: Silence.*

✓ *T: Nah, you have discussed the song lyrics with  
your classmates. Siapa yang mau menjadi  
sukarelawan untuk maju dan menjelaskan?*

✓ *S: Silence.*

✓ *T: Ibu perhatikan itu yang di belakang tadi  
agak ribut ketika kawannya menjelaskan.  
Sekarang ibu minta yang di ujung maju.*

✓ *S: Silence.*

