#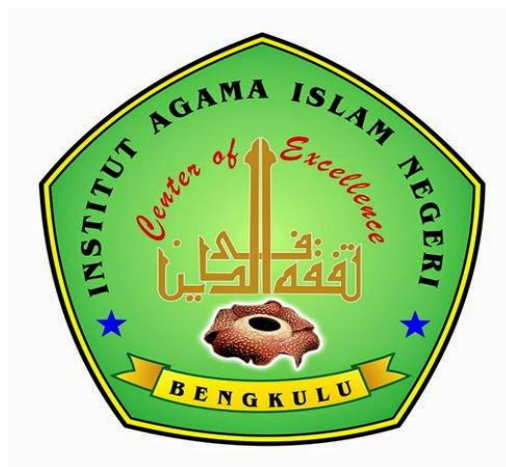 AN ANALYSIS OF CLASSROOM INTERACTION IN ENGLISH FOREIGN LANGUAGE (EFL) CLASSROOM AT THE 11TH GRADE OF SMAN 1 BENGKULU TENGAH

THESIS

Presented as a Partical Requirement for the Degree of Sarjana Pendidikan (S.Pd) of English Education Program

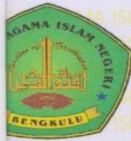
BY :

Raesita Sekar Mentari
NIM. 1611230031

THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) BENGKULU

TARBIYAH AND TADRIS FACULTY

ENGLISH EDUCATION DEPARTMENT

2021

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

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736)51172

Bengkulu

ADVISORS SHEET

Subject   : RAESITA SEKAR MENTARI

NIM   : 1611230031

To: The Dean of Tarbiyah and Tadris Faculty

      IAIN Bengkulu

      In Bengkulu

Assalamu'alaikum Wr. Wb

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

      Name : Raesita Sekar Mentari

      NIM   : 1611230031

      Title   : An Analysis of Classroom Interaction In English Foreign Language (EFL) Classroom at the 11th Grade of SMAN 1 Bengkulu Tengah

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

Wassalamu'alaikum Wr.Wb

Bengkulu,.................

First Advisor,   Second Advisor,

Dr. Syamsul Rizal, M.Pd   **Endang Haryanto, M.Pd**

NIP. 196901291999031001   **NIDN. 2004058601**

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

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

RATIFICATION

This is to certify the thesis entitled : **An Analysis of Classroom Interaction in**

English Foreign Language (EFL) Classroom at the 11th Grade of SMAN 1

Bengkulu Tengah by **Raesita Sekar Mentari** (1611230031) has been approved

by the board of Thesis Examiners as the requirement for the degree of *Sarjana* in

English Education Program.

Chairman
Dr. Alfauzan Amin, M.Ag.   : ....
NIP. 1970110552002121002

Secretary
Randi, M.Pd.   : ....
NIP. 2012068801

Examiner I
M. Arif Rahman Hakim, Ph.D.   : ....
NIP. 199012152015031000

Examiner II
Andri Saputra, M.Sc.   : ....
NIP. 199106262019031014

Bengkulu,............................
Approved by the Dean of Islamic and Tadris Faculty

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005

iii

MOTTOS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Surely with difficulty is ease

(QS : Al-Insyirah)

"Always be yourself no matter what they say and never be anyone else even if the look better than you"

(Raesita Sekar Mentari)

DEDICATION

The researcher would like to dedication this thesis to :

❖ Allah SWT, as the only one my God, the researcher would like to say alhamdulillah to Allah SWT, who has given me blessing, healty, and believes in finishing this thesis.

❖ For both of my unconditional love, my beloved parents, My Father Cucu Sopyan Saori and My Mother Oneng Umu Kulsum, thank you very much for your support, pray, and patience to make my dream come true. You are the greatest gift that God sent to me.

❖ My beloved siblings Andri Tresna Gumilar, Zerisa Dita Anggita (almh), Jerri Erlan Permana, Renata Chika Syahrani, My sister in law Susi Hartina and My niece Hannah Eldira Gumilar thanks for always support me and pray to me.

❖ My Supervisor I, Dr. Syamsul Rizal, M.Pd , and my Supervisor II, Endang Haryanto, M.Pd, Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.

❖ All lecturers who teach in Tarbiyah and Tadris Faculty, Especially in English Program. Thanks for everything you gave to me.

❖ Deeply thanks for my partner Mas Hayyu Asri Sentsimei. Always given me support, advices and always listen to my chatter.

❖ My friends Ratih Ayu Wulandari, Tiara Monika, Titin Istika Sari, Vannesa Clara Syinta, Hapri Octarina, Ayu Mayang Sari, Monica Aprilia, Rika Olan Try, Septria Ambarwati, and Febrina Ayuditya Angraini thank you so much for all support and thanks to be my second family.

❖ All members of English Department (TBI A) 2016.

❖ My beloved almamater IAIN Bengkulu.

PRONOUNCEMENT

I have been marked below:

Name   : RAESITA SEKAR MENTARI

Place, date of birth   : Bengkulu, 02 July 1998

Faculty   : Tarbiyah and Tadris

Study Program   : Tadris Bahasa Inggris

Nim   : 1611230031

Declares that this graduating is written by the researcher herself under the title *"An Analysis of Classroom Interaction in English Foreign Language (EFL) Classroom at 11th Grade of SMAN 1 Bengkulu Tengah"*, and it does not copy from other researcher. Theories and citations are used code of ethics of writing for graduating paper.

Bengkulu,   2021

Raesita Sekar Mentari
NIM. 1611230031

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled *An Analysis of Classroom Interaction In English Foreign Languange (EFL) Classroom at the 11ᵗʰ Grade of SMAN 1 Bengkulu Tengah*. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

1. Prof. Dr. H. Sirajudin, M.Ag, M.H, the Rector of IAIN Bengkulu.
2. Dr. Zubaedi, M.Ag, M.Pd, the Dean of Tarbiyah and Tadris Faculty.
3. Dr. Kasmantoni, M.Si, the head of Tadris Department.
4. Feny Martina, M.Pd. as Chief of English Education Study Program of IAIN Bengkulu.
5. Supervisor I, Dr. Syamsul Rizal, M.Pd and Supervisor II, Endang Haryanto, M.Pd.
6. All English lecturers and administration stafs of IAIN Bengkulu.
7. Eka Saputra, M. Pd, the headmaster of SMAN 1 Bengkulu Tengah.
8. Sri Miliana, M.Pd, the English Teacher of SMAN 1 Bengkulu Tengah.
9. The big family of SMAN 1 Bengkulu Tengah
10. All of my best friends, especially in English Program of IAIN Bengkulu 2016.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu,   Juli 2021
The researcher

Raesita Sekar Mentari
NIM. 1611230031

ABSTRACT

Raesita Sekar Mentari. 2021. An Analysis of Classroom Interaction in English Foreign Language (EFL) Classroom at the 11th grade of SMAN 1 Bengkulu Tengah. Thesis. English Education Study Program, Faculty of Tarbiyah and Tadris, The State Islamic Institute of Bengkulu.

Advisor: 1. Dr. Syamsul Rizal, M.Pd,2. Endang Haryanto, M.Pd

Keywords: Classroom Interaction, Flanders Interaction Analysis Categories (FIAC) System, Features of Interaction, English as Foreign Language (EFL) Classroom, Interaction Analysis.

This research investigates the classroom interaction in English as Foreign Language (EFL) classroom. It is aimed to understand the process of classroom interaction and to know the pattern of classroom interaction in an English as Foreign Language (EFL) classroom at the 11th grade of SMAN 1 Bengkulu Tengah. The method used in this research is qualitative by using observation and questionnaire to collect the data from research subject. This research involves 34 students of the 11th grade of SMAN 1 Bengkulu Tengah. Then, the technique of data analysis that used is Flander Interaction Analysis Categories (FIAC) System and Walsh's Features Interaction. The research of this result shows the process of classroom interaction is still teacher-centered. While the most dominant pattern used in classroom interaction is content cross. Teacher emphasizes on the subject matters with average 50.29%. The students are active enough in the classroom interaction, in average, 20.71% from the total teachinglearning time in students' participation. The students participate in talkresponse and talk-initiation.

ABSTRAK

Raesita Sekar Mentari. 2021. Analisis Interaksi Kelas di Kelas Bahasa Inggris sebagai Bahasa Asing (EFL) kelas 11 SMAN 1 Bengkulu Tengah. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu.

Pembimbing: 1. Dr. Syamsul Rizal, M.Pd,2. Endang Haryanto, M.Pd

Kata kunci: Interaksi Kelas, Sistem Flanders Interaction Analysis Categories (FIAC), Fitur Interaksi, Kelas Bahasa Inggris sebagai Bahasa Asing (EFL), Analisis Interaksi.

Penelitian ini menyelidiki interaksi kelas di kelas Bahasa Inggris sebagai Bahasa Asing (EFL). Hal ini bertujuan untuk memahami proses interaksi kelas dan untuk mengetahui pola interaksi kelas pada kelas Bahasa Inggris sebagai Bahasa Asing (EFL) kelas XI SMAN 1 Bengkulu Tengah. Metode yang digunakan dalam penelitian ini adalah kualitatif dengan menggunakan observasi dan kuesioner untuk mengumpulkan data dari subjek penelitian. Penelitian ini melibatkan 34 siswa kelas XI SMAN 1 Bengkulu Tengah. Kemudian, teknik analisis data yang digunakan adalah Sistem Flander Interaction Analysis (FIAC) System dan Walsh's Features Interaction. Hasil penelitian ini menunjukkan proses interaksi kelas masih berpusat pada guru. Sedangkan pola yang paling dominan digunakan dalam interaksi kelas adalah konten silang. Guru menekankan pada materi pelajaran dengan rata-rata 50,29%. Siswa cukup aktif dalam interaksi kelas, rata-rata 20,71% dari total waktu belajar dalam partisipasi siswa. Pa ra siswa berpartisipasi dalam respon bicara dan inisiasi bicara.

TABLE OF CONTENT

CHAPTER IV : RESULT AND DISCUSSION

CHAPTER V : CONCLUSION AND SUGGESTION

REFERENCES

APPENDICES

LIST OF TABLES

LIST OF DIAGRAMS

CHAPTER I

INTRODUCTION

A. Background of the Problem

As the international language for communication and science, English is used for communication in many countries. According to Ramelan (1992: 2-3), English as a world language is employed to speak , to strengthen and to lock relationship among all countries within the world altogether fields, for instance in tourism, business, science, technology, etc. In view of the importance of it, people from various non-English speaking countries like Indonesia, learn English either as a second or a foreign language (EFL). In stated by Ramelan, Julia Wood (2009: 1) said that communication is a systematic process in which individuals interact with and through symbols to create and interpret meanings. Accordingly, language learning help learners to express ideas and feelings, participate in society, and event find and use analytical and imaginative skills that exist within him.

In Communicative Language Teaching, classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. According to Julia Wood (2009: 3), Classroom interaction makes the students participating in the teaching and learning process. It means that classroom interaction encourages students to involve. Equally important, students are not the only participant in the classroom interaction since the teacher is also a participant. Classroom interaction is an interaction between teacher and students in the classroom where they can create

interaction at each other, based on Zhou, X., & Zhou, Y (2010: 15) . It means that classroom interaction is all of interactions that occur in the learning and teaching process.

And for the real communication, classroom is conceptualized to create a condition in which students can improve their ability in learning English that is for using the English. According to Allwright and Bailey (1991: 18-19), classroom has been defined as the gathering, for a given period of time, of two or more persons (one of whom generally assumes the role of instructor) for the needs of learning.

Interacting in languange classes is an important tool for people to communicate with each other. Without language, it is impossible to make a communication. People can communicate through their though and ideas that delivered by language. English is one of the world language for international communication that will be used for communication in many countries. In language learning, there is another element beside the teacher and learner is process of teaching. Teaching-learning process is a set of interaction between teacher and students. According to Jack C. Richard – Richard Schmidt (2002: 75), The value and quality of intercation in the teaching learning process establish a learning achievement. According to Chaudron, Craig (2004: 23), Interaction between teacher and student is creating from teaching and learning activity. As teaching and learning take place, they are complicated processes.

The use of English language in classroom interaction is important for English Foreign Language (EFL) students. For EFL students, classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually occur inside the classroom. When they are outside the classroom, they are rare to practice the language since they did not have partner to practice their English. Yuanfang (2009: 87), states that English as a Foreign Language in the classroom do not have social function in EFL students' everyday life. It means that they will find difficulty to practice the language outside the classroom since they do not have partner to practice it in their real life. Therefore, EFL teachers have to give chance to the learner to practice the language in the classroom because it will increase their learning and improve their ability in communication.

Additionally, EFL students are required to practice the language in the classroom as possible as they could. Behnam and Pouriran (2009: 117), claim that educational institutions would prefer EFL students practice English language than EFL students who did not practice the language in classroom. It means that the more they practiced, the more they had skill and self- confident in using the language. In fact, the purpose of teaching and learning the language is for communication, (Rashidi, Nasser, 2010: 44). It is true that the educational institution really appreciate at the EFL students who practice the language, (Walsh, S, 2011: 12). Besides that, Mouhanna (2009: 19), contends that using mother's tongue in the classroom was a controversial pedagogical issue. It means that many of EFL teachers do not ask the students to practice the language in the

classroom. Consequently, it will make the teaching and learning the language meaningless. However, asking the EFL students to practice the language is important for them.

After the researcher did in observation, the teaching learning process in SMAN 1 Bengkulu Tengah was not going well. It can be seen that the intercation that occured was that teacher spoke more than the student. And even when learning English that teacher does not use full English, because students can not understand the material provided by the teacher if the teacher used full English. In fact, the type of teacher's talk has a big influnce on making students speak English and Class.

Based the background the researcher is interested to conduct a researcher with entitle "**An Analysis of Classroom Interaction in English Foreign Language (EFL) Classroom at the 11th Grade of SMAN 1 Bengkulu Tengah**.

B. Identification of the Problems

Based on the background above the problems of this research can identify as follows :

1. The teaching learning process was not going well.

2. The intercation that occured was that teacher spoke more than the students.

3. Learning English the teacher does not used full English.

4. Students can not understand the material provided by the teacher used full English.

C. Limitations of the Research

This study was be limited on Analysis of Classroom Interaction in English Foreign Language (EFL) Classroom. The level of will be focused on 11th Grade of SMAN 1 Bengkulu Tengah academic year 2020/2021.

D. Research Questions

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following questions:

1. What is the most dominant pattern used in Classroom interaction at the 11th Grade of SMAN 1 Bengkulu Tengah?

2. How is the teacher – students' interaction during teaching and learning process in the Classroom at the 11th Grade of SMAN 1 Bengkulu Tengah?

E. Objective of The Study

The objectives of this research are to describe the most dominant pattern used in Classroom interaction, and the teacher – students' interaction during teaching and learning process in the Classroom at the 11th Grade of SMAN 1 Bengkulu Tengah.

F. Significant of The Study

The significance of the study is pointed out into two elements. Those are the theoretical significances and the practical significance.

    a. Theoretical Significance

By doing this research, the researcher expects that this paper can then develop and enhance the literary about Classroom Interaction especially related to teaching-learning process.

    b. The Practical Significance

After finishing this paper, the researcher hopes it can give some siginificance for the teacher, students and also the researcher herself.

1. The English teacher This paper could be an additional references for evaluating and improving in conducting Classroom Interaction.

2. The Students This paper helped them to know how their interactive speaking learning process in the classroom so that they could develop it better and more.

3. The Researcher Conducting this research has been developed her knowledge and so experience in doing the research especially in English teaching-learning process.

G. Definition of Key Terms

To avoid misunderstanding of the research, the researcher needed to explain definition of classroom interaction and foreign languagr EFL as follows :

1. Classroom interaction is interactions between the teacher and students that occur in the classroom during the teaching and learning process (Walsh, S, 2012: 13).
2. According to Wright, W.E (2010: 32), English as a Foreign Language, or EFL, refers to learning and using English as an addtional language in a non-English speaking country.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of the Related Theories

1. Definition of Classroom Interaction

In the field of foreign language teaching, classroom interaction is different from everyday interaction. It can be known from the definitions of some experts. According to Richards (2008: 14), classroom interaction is a pattern of verbal and non-verbal communication and the types of social relationships which occur within classroom.In EFL classroom, verbal interaction means a communication which occurs using teacher and students talks. The verbal interaction takes place because of the teacher and learners talk, while non – verbal interaction covers gestures or facial expression by the teacher and learners when they communicate without using words. Chaudron (2007: 24), added that classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback.

In addition, classroom interaction will help students-students to share the information that they get from materials at each other. Maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the

students brave to share what they have known and learn at each other. What's more, classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other, but it is also about a relationship at each student to other students in the classroom. Khadidja insists that classroom interaction will make the students involve in collaborative learning because they talk and share at each other in classroom. It means that the classroom interaction will make the students have a good relationship at each other.

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

Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2003: 22), contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key one who will make the students participate at the classroom interaction actively and purposefully.

Furthermore, classroom interaction has to be managed by the teacher. If the classroom interaction cannot be handled by the teacher, the students will be uncontrolled and noisy. It will make the teaching and learning process fail. Besides that, a good classroom interaction depends on how the teacher gives chance to the students to talk at each other. Ahmed, M.S., Shakoor, M.A., & Khan, A.A (2009: 19), that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will enthusiast to participate at the learning process. Based on the explanation above, classroom interaction is all interaction that occur in the teaching and learning process where the teacher determine the interaction occur in the classroom.

1. Flanders' Interaction Analysis Categories (FIAC)

Ned. A. Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Analysis Categories System (FIACS). Flanders and others developed this system at the University of Minnesota, U.S.A. between 1955 and 1960. Flanders' system is an observational tool used to classify the verbal behavior of teacher and pupils as they interact in the classroom. Flander's instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. Flanders interaction analysis using a coding system to analyze and improve teaching skills.

The teaching learning situations in the classroom involve interaction between the teacher and the student. The success of the teacher may be judge through the degree of effectiveness of his teaching, which may be objectively assessed through his classroom interaction. Social interaction in the classroom is extremely detailed and complicated, in order to effectively observe. According to Allwright and Bailey (2006: 202), Flanders proposed an interactive analysis system FIAC (Flanders Interaction Analysis Categories). FIAC (Flanders Interaction Analysis Categories) is a classroom teacherstudent interaction observation system of teaching. FIAC's role is to use a code system (Coding System) recorded in the classroom interaction between teachers and students an important event in order to analyze the study of teaching behavior, knowledge about the interaction context in the classroom impact of the incident in order to help teachers to understand and thus to improve their teaching behavior.

Flander's coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities. Seven categories are used to categorize various aspects of teacher talk and two are used to categorize student talk. The last category is used when there is silence or confusion in the class. The seven categories assigned to teacher are again divided into direct and indirect influence. Categories 1 to 4 represent indirect influence and categories 5 to 7 represent direct influence. Indirect influence encourages student

participation and freedom of action. Direct influence increases the active control of the teacher and often aims at conformity and compliance.

2. Categories of Flanders Interaction Analysis

Flanders in Allwright and Bailey classified total verbal behavior into 10 categories. Verbal behavior comprises teacher talk, student talk and silence or confusion.

1. Teacher-Talk

Teacher-talk, which is subcategorized into indirect and direct influence;

2. Indirect talk

In this method of analysis, the first four categories represent the teacher's indirect influence.

1. Category 1: Accepts feeling

Accepts feeling i.e. accepting and clarifying the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.

2. Category 2: Praises or encourages

Praises or encourages i.e. praises and encouraging students' action or behavior, jokes that really tension not at the expense of another individual, nodding head or saying, "uh uh" or "go on'' are included.

3. Category 3: Accepts or uses ideas of student

Accepts or uses ideas of student i.e. clarifying, building, or developing idea suggested by students.

4. Category 4: Asks question

Ask question i.e. asking a question about content or procedure with the intent that a student should answer.

3. Direct talk

Next 5th to 7th categories represent the teacher's direct influence.

1. Category 5: Lecturing/ lectures

Lecturing/ lectures, i.e. giving facts or opinions about content or procedure; expressing own ideas and asking rhetorical questions.

2. Category 6: Giving directions

Giving directions, i.e. giving directions, commands, or orders to which a student is expected to comply.

3. Category 7 : Criticizing or justifying authority

Criticizing or justifying authority, i.e. making statements intended to change students from non-acceptable to acceptable pattern, bawling someone out, starting why the teacher is doing what he was doing, and extreme self reference.

4. Student- talk

Student-talk, which are subdivided into student-talk's response and student- talk's initiation.

1) Category 8 : Student-talk's response

Student-talk's response, i.e. a student makes a predictable response to teacher. Teacher initiates the contact or solicits student's statements and sets limits to what the student says.

2) Category 9: Student-talk's initiation

Student-talk's initiation, i.e. talk by students which they initiate, unpredictable statements in response to teacher.

5. Silent or confusion has one category.

1) Category 10: Silence or confusion

Silence or pause or confusion i.e. pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

2. Process of Classroom Interaction

Features of Classroom Interaction

School is an institution with which all citizens in the industrial world have extensive familiarity, and one that frequently attracts

considerable public and political attention. School is one of the public place interaction where pupils come from broadly origin gather altogether and communicate each other especially for the specific purpose namely learning and educational activities. Learning tends to be seen not only as a constructive process that takes place in the mind of the learner but also as a process of meaning-making and enculturation into social practices. The relationship between learners and teachers are more formal and remote in some educational sectors than others. Crucially, in a classroom, it is through language in interaction that we access new knowledge, acquire and develop new skills, identify problems of understanding, deal with ‗breakdowns‘ in the communication, establish and maintain relationships and so on. There are four features of classroom discourse typifying much of interaction: (1) Control of the interaction; (2) Speech modification; (3) Elicitation; (4) Repair.

1. Control of The Interaction

Unequal roles of the participants (teachers and learners) in classroom are one of the most striking features of any classroom, they are asymmetrical. This is true of all classrooms: primary, secondary, tertiary, monolingual, multilingual, with adult, teenager or very young learners that one party is in a position of power or authority; that person has control of the patterns of communication that occur and is able to direct and manage the interaction. In language classrooms, teacher ‗orchestrates the interaction‘. He/she control patterns of communication by managing both

the topic of conversation and turn-taking, while students typically take cues from the teacher through whom pointed directly in the classroom. Even in the most decentralised and teachercentred classroom, teachers decide who speaks, when, to whom and for how long. Teachers are able to interrupt when they like, take the floor, hand over a turn, direct the discussion, switch topics and et cetera.

2. Speech Modification

Everything that occurs in the classroom requires the use of language. Language underpins every action, every activity. During Teaching-Learning activities, interaction in certain takes place in the classroom through communication. It has crucial roles then how the way a teacher deliver the material. In some respects, teachers' use of a more restricted code is similar to the spoken language of parents talking to young children. Typically, a teacher's speech is slower, louder, more deliberate, and makes greater use of pausing and emphasis. Teachers also make a great deal of use of gestures and facial expressions to help convey meaning. Those are speech modificiation. The modification strategies is needed to be used by teachers for a number of reasons as explained by Walsh (2011:4) as follow. The first, to ease the students' understanding. An obvious one is that learners must understand what a teacher is saying if they are going to learn. It is highly unlikely that learners will progress if they do not understand their teacher. The second reason is that, for much of the time, teachers model the language for their students. That is, they

use appropriate pronunciation, intonation, sentence and word stress, and so on in order to give learners an opportunity to hear the sounds of the target language. In many cases and in many parts of the world, a teacher's articulation of a second language may be the only exposure to the language that learners actually receive. It is important, therefore, that the L2 is modelled correctly and appropriately. The third reason for the need of speech modification is the fact that there is so much happening at any one moment in a classroom that teachers need to ensure that the class is following, that everyone understands and that learners don't get lost' in the rapid flow of the discourse.

3. Elicitation Technique

Elicitation techniques are the strategies used by (normally) teachers to get learners to respond. Typically, elicitation entails asking questions. question and answer routines usually dominates the classroom discourse. It is by asking questions that teachers are able to control the discourse. There are so many types of qusetions that usually take place in the classroom. for most of the questions that are asked by the teacher sometimes the answers are already known. Questions like these, where teachers already know the answer (for example, ˍwhat's the past tense of go?') are called display questions since they require learners to display what they know. Display questions serve a range of functions, including: eliciting a response; checking understanding; guiding learners towards a particular response; promoting involvement; concept checking. Essentially, the defining

characteristic of display questions is to check or evaluate understanding, concepts, learning, previous learning and so on. Responses tend to be short, simple, restricted, often comprising one or two words. Aparts from display questions, teachers also asked the questions designed to promote discussion and debate, engage learners, produce longer and more complex responses. These so-called referential questions result in more natural responses. It often begins with wh- question such as who, why, what, etc. Inshort, the use of approppriate strategies requires an understanding of the function of a question in relation to what is being taught. In the other hand, as explained by Molinaria and Mameli, teachers' questions were coded in three categories: authentic questions, close questions and evaluation questions.

- Authentic questions are those for which the asker has not prespecified an answer; as such, they allow a range of responses, often opinions, hypotheses, imaginings, ideas. We further divided this category into three subcategories: those referring to school topics (for example: What do you see in this picture?), those referring to the organization of the activity (for example: Why do you think it is interesting to work in pairs?), those referring to extra-school topics (For example: What did you do in the weekend?).

- Close questions invite an answer that the teacher has predetermined. They comprise two subcategories: factual, asking for information about the topic

(For example: How do you spell home'?), and cued, giving clues to answer (for example: What is the first letter of the word _home').

- Evaluation questions comprise three subcategories: clarification (for example: I don't understand what you mean, can you say it again?), management of behaviour or task (for example: Be careful, what did I say a minute ago?), making connections (for example: Who remembers what we did yesterday?). In another study focusing on improving teachers' use of questions, Thompson (1997) set out and categorise question types as a way of helping them identify options in their teaching. A three-way classification of questions was devised, enabling questions to be analysed according to: a) Form: Closed and Open Questions. Essentially, this is a grammatical categorisation: whether the questions are closed or open, or, more traditionally, yes/no or wh-. The distinction is important since closed questions are easier to answer than open ones; asking a closed question may facilitate involvement in the form of a short answer, which can then be followed with an open wh- question to extend the learner's contribution.

b) Content. The focus of the question may relate to personal facts, outside facts or opinions. While the value of _personalising' questions cannot be denied, since it often results in increased learner investment in the discourse, Thompson argues that personalisation does not necessarily mean that real communication is taking place' (1997:101).

c) Purpose. The distinction here is between questions that are for display and questions that are for communication. According to Thompson, the distinction between display and referential questions is over-stated, the real issue being the extent to which teachers behave as if they know the answer to a question; genuine communication can be facilitated when teachers act as if they do not know the answer to a question or deliberately ask questions (about learners' culture or professional background) to which they do not know the answer.

4. Repair

Repair simply refers to the ways in which teachers deal with errors. According to Van Lier (1988: 276) as noted in Exploring Classroom Discourse by Walsh, apart from questioning, the activity that most characterises language classrooms is correction of errors'. The correction includes direct and indirect error correction and the ways in which teachers identify errors in the discourse. When the leraners do mistakes or errors, the teacher faced to some of basic choices such as ignore the error completely, indicate that an error has been made and correct it, indicate that an error has been made and get the learner who made it to correct it, indicate that an error has been made and get other learners to correct it. These choices correlate very closely to the work of conversation analysts who recognise four types of error correction in naturally occurring conversation: self-initiated self-repair, self-initiated other repair, other-initiated self repair, other initiated other repair.

c. Classroom Interactional Competence (CIC)

Classroom Interactional Competence (CIC) are the ways in which teachers and learners use language to mediate learning. While according to Kramsch (1986: 370) as quoted by Shane Donald in his thesis states that interactional competence is a necessary factor in language learning in order to ‗give the students a truly emancipating, rather than compensating foreign language education'.Therefore, it can be understood that interactional competence is needed as a way to ease and acquit the students to use the language interactionally. The following lists are interactional competences that have been summarized by Walsh (2011: 165), in which he argues for a view of interactionalcompetence as a process of co-construction contingent on the context in which it occurs.

a. Emphasizes the ways in which interactants co-construct meanings and jointly establish understanding.

b. Includes both interactional and linguistic resources, but places more emphasis on the way the interaction is guided and managed through turns-at-talk, overlaps, acknowledgment tokens, pauses, repair and so on.

c. Is highly context-specific: the interactional competence required in one context will not always transfer to another. Different interactional resources will be needed in different contexts.

d. Largely rejects individual performance in favour of collaborative enterprise.

e. Less concerned with accuracy and fluency and more concerned with communication; this means that speakers must pay close attention to each others' contributions and help and support where necessary.

f. Places equal emphasis on attending to the speaker as producing one's own contribution; listening plays as much a part in interactional competence as speaking.

B. Theory of Foreign Language (EFL) Classroom

a. Definition of Foreign Language (EFL) Classroom

According to Peter Jarvis (1990: 653), The term teaching derives many definitions such as explained in International Dictionary of Adult and Continuing Education that teaching is 1) The process of presenting knowledge, skills, attitudes, or values, which can be transmitted to and learned by others (commonly called didactic teaching), (2) A process of questioning, so that the students can learn through the sequence of questions and answers (called Socratic teaching), (3) The creation of situations and experience, through which students have the opportunity to learn (called facilitative teaching), and the last, (4) In a Skinnerian sense, teaching is about arranging the contingencies of reinforcement. Nowadays, teaching English is not only important but a need.

English must be introduced well for the students. The 300 million native speakers of English are to be found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. It was, however, the introduction of English to the indigenous peoples led to the existence today of numerous independent states where English continues in daily use. In the rest of the world, there is English a Foreign Language (EFL).

That is, it is taught social life (Geoffrey Broughton, 2001: 6). In schools, often widely, but it does not play an essential role in national or Indonesia, our country, uses English as Foreign Language. Thus, the existence of English only limited in the classroom or institution. English as Foreign Language (EFL) classroom means a set of classrooms in a school that study English and taught English but English itself does not have any role nationally and daily.

Michael West defined the foreign language in the foreigner is learning English to express ideas rather than emotion: for his emotional expression, he has the mother tongue It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language.

When English become a world language, while the daily social life does not ask to master and use it, thus only high-motivated learner study hard.

English as a Foreign Language (EFL) can be optimal and maximal to be taught in the class if the process of teaching itself is effective. Effective teaching can be defined as teaching that successfully achieves the learning by pupils intended by the teacher. In essence, there are two simple elements to effective teaching: (a) The teacher must have a clear idea of what learning is to be fostered, (b) A learning experience is set up and delivered that achieves this (Kyriacou, 2009: 7). Therefore, it can be concluded that an effective teaching is a teacher best performance of transferring knowledge process that proven by students' learning achievement. The essence of effective teaching lies in the ability of the teacher to set up a learning experience that brings about the desired educational outcomes.

Each pupil must be engaged in the activity of learning. In the other hand, there are many definitions of learning, all reflecting the academic specialisms from which the study is conducted. (1) The process of acquiring knowledge, skills, attitudes, values, beliefs, emotions, senses, etc. (2) The sum total of the process of acquiring knowledge, skills etc, eg a learned person. (3) Sometimes it is wrongly used as a synonym for education, e.g. adult learning. Significantly, it is replacing the term education in the educational vocabulary (Peter Jarvis, 1990: 356) . Pupil learning can be defined as changes in a pupil's behaviour that take place as

a result of being engaged in an educational experience. While effective learning is all of these at their best, plus the monitoring and review of whether approaches and strategies are proving effective for the particular goals and context.

C. Previous Study

The researcher is Nurmasitah (2010). She conducted a research entitled "A Study of Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang". The objectives of her research were to explore the classroom interaction characteristics and to find out whether or not the English classroom activities as used to teach at year ten of Immersion Class at SMAN 2 Semarang have met Walberg's teaching effectiveness. The subject of the research was 30 students and one teacher at year ten of immersion class at SMAN 2 Semarang. She used three instruments to analyze the data; Flanders Interaction Analysis (FIA) to identify the classroom interactions, teaching effectiveness elements based on the Walberg's theory, and Likert Scale to measure the students' opinion results from questionnaire.

The researcher found that 1) the most dominant characteristic in immersion classroom interaction was the content cross (that most of the teaching-learning time was devoted to questions and lectures by the teacher), meaning that most of the teaching-learning time was devoted to

questions and lectures by the teacher, 2) the teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time that showed that the students were active enough in the classroom interaction, meaning that the students were active enough in the classroom interaction, and 3) the teaching effectiveness elements used in the classroom were in the form of academic learning time, use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching, and the democratic classroom.

In addition, based on the students' opinion, the teaching-learning process in the classroom was good enough, however some students felt uncomfortable with the classroom atmosphere and the teacher's discipline of time Moreover, there are two differences between this research and the previous researches. For the first difference is the researcher will do the research in junior high school while both the first researcher did two senior high schools and the second researcher did in an immersion class in which Geography class. The last difference is the researcher does not use teaching effectiveness elements based on the Walberg's theory, and Likert Scale to measure the students' opinion results from questionnaire in analyzing the data that is different instruments from the second researcher.

The researcher by Pujiastuti (2013) in title "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)". The results indicate that all of the teacher talk categories

of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all.

In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It is also found that student's initiation plays a significant part in the classroom interaction. It also analysed by Nugroho (2010) with title "Interaction in English Language Classroom: A Case of Two State Senior High Schools in Semarang in the Academic Year 2009/2010". In detail, the first result of analysis showed that the teacher spent 45.9% of the classroom available time, meanwhile the students took 54.1% of the available time during the interaction in SMAN 3. Meanwhile, during the interaction in SMAN 6 Semarang teacher took 49.7% of the classroom available time while the students only took 49.5% of the available time.

However the amount of student talking time, found at 54.1% (SMAN 3) and at 49.5% (SMAN 6) did not represent the actual amount of talk performed by each student in the classrooms. In this case, it should be less than 49.5% since this amount was found to be the total amount of talk time performed by the students during the classroom interactions. Rini Triani Pujiastuti and Kurniawan Yudhi Nugroho focused on discussing students-teacher interaction. The difference is about the object of the

study. Rini Triani Pujiastuti focused on analyzing interaction in teaching English for young learners, and Kurniawan Yudhi Nugroho analyzing students at senior high school and also made a comparison between two different schools. Both focused on the same subject, student talk and teacher talk. The researcher focuses on analysing the verbal interaction between students and teacher in English learning activities in the eighth grade of junior high school students.

CHAPTER III

RESEARCH METHOD

A. Research Design

Methodology explains how we will conduct the study. Include the proposed research design, the population of concern, the sampling procedure, the measuring instruments, and any other information relevant to the conduct of the study (Donald Ary, 1998: 95). The research methodology was the way of the researcher to get, collect, and gather the data for the research. Anne Lazaraton [from University of Minnesota] in Handbook of Research in Second Language Teaching and Learning explained that, the research methods used to gather data are sufficiently understood and agreed upon (Eli Hinkel, 2007: 209).

Qualitative approach was the methodology used in this research. "Qualitative research is a research methodology that attempting to control contextual factor, but rather seeking through a variety of methods, to understand things from the informant's point of view, creating a rich and in-depth picture of the phenomenon under investigation" (Hossein Tavacoli, 2012: 515). Qualitative research was also defined as a situated activity that locates the observer in the world, consisted of a set of interpretive, mate rial practices that made the world visible. These practices transformed the world. It is served to the world into a series of representations, including field notes,

interviews, conversation, photographs, recording, and memos to the self (Norman K. Denzin and Yvonna S. Lincoln, 2005: 3).

It shows that qualitative research cannot be limited. The researcher held an important part in presenting and serving data based on numerous carefulnesses. That is the reason why the researcher prefer to conduct the research in qualitative. The researcher used case study for conducting this research. According to Nunan (1992, 81), it is most usefully as an intensive studies of a single unit or a small number of the cases. Dawson R Hancock and Robert Algozzine (2006: 15-16), stated that doing case study research means identifying a topic that lends itself to in-depth analysis in a natural context using multiple sources of information.

It is also described that in Introduction to Research in Education by Donald Ary (2004: 452), et. al., case study has multidisciplinary roots (business, law, medicine), focuses on a single unit, produces an in-depth description, is anchored in real life, uses multiple data collection techniques, provides a rich and holistic description of context, issue, the time spent examining the "unit" is important. This research focus on the interaction pattern in classroom, how do the elements interact each other.

B. Place and Time

For conducting this research, the researcher observed at the 11th grade students of SMAN 1 Bengkulu Tengah. It was located in Kembang Seri, Bengkulu Tengah.

C. Subjects of Research

In this research, the number of the 11th grade students of SMAN 1 Bengkulu Tengah. While the researcher took only one class namely XI A as the subject research among other classes. Class XI A consisted of 34 students. The reason for choosing this class was because class XI A showed up more in oral interaction in English than others. In this research used observation and interview instrument. This observation took the subject of 1 class, while the interview was only 4 students and 1 teacher. It was appropriate to the focus of this research analysis, classroom interaction in English as Foreign Language (EFL) classroom.

D. Instruments of Research

1. Observation Sheets

The researcher observed data and analyzed the interaction using *Flander's Interaction Analysis Categories (FIAC)*. FIAC was the suitable method to analyze the verbal interaction in the classroom. It produced the objective results toward students and teacher‟s behavior during teaching-learning process by categorize each interaction into a tabulation matrix per 3 second.

There were four steps for analyzing interaction pattern among teacher and students. The four steps were follow.

a. Encoding Process;

The observer translated the observed behavior into a descriptive code. Each verbal behavior was recorded as a

number. Because of the complexity of the problems involved in categorisation, below were beneficial to aid in developing consistency in trying to categorise the teacher behaviour.

Rule 1: When not certain to which of the which of the two or more categories a statement belongs, the category that was the numerically farthest from category 5 was chosen. This is true except when one of the categories in doubt is under category 10, which is never chosen, if there is an alternate category under consideration.

Rule 2: If the primary tone of teacher's behaviour has been consistently direct, or consistently indirect, we do not shift into the opposite classification unless a clear indication of shift is given by the teacher.

Rule 3: The observer must be overly concerned with his own biases or with the teacher's intent. For example, if, when the teacher attempted to be clever, pupils saw his statements as criticism of a pupil, observer used category 7, rather than category 2. Sarcastic behaviour is also included in category 7. This rule has a particular value when applied to the problem of helping teachers to get insight into their own behaviour. The observer asked himself the question

simply, "What category best describe the particular bit of interaction?"

Rule 4: If more than one category occurred during the three seconds interval, then all categories used in that interval were recorded and thus each changed in category was recorded. If no change occurred within three seconds, that category number was repeated.

Rule 5: if a silence was longer than three seconds, it was recorded as a 10. (This rule is listed because observers generally ignore short periods of silence). The category 10 was also used when two or more persons were talking at once and when there was slight of confusion in the classroom, so that the observer could not identify a single speaker. Breaks in the interaction in the form of silence or confusion were also classified in category 10. The followings were also some ground rules from Flander to decide the proper categorization of the interactive behaviours.

Rule 6: When the teacher calls on a child by name, the observer ordinarily records as 4.

Rule 7: If there is discernible period of silence, record one 10 for every 3 seconds of silence, laughter, board work, etc.

Rule 8: Statements such as „uh hah‟ yes, all right, okay, which occur between two 9s are recorded as 2.

Rule 9: A teacher‟s joke which is not made at the expense of the children is a 2. If the joke makes fun of a child, then it is coded as a 7.

Rule 10: An 8 is recorded when several students respond in union to a narrow question.

After understanding the rules above, the researcher made a numerical column, then she sat and observed from the back of classroom. The example of data transcription can be seen in the example table below. The example of data transcription can be seen in the example table below.

Table Classroom Interaction Transcription

Actual Classroom Verbal Interaction	Recorded as
Teacher : What is the function of a knife?	4
Students: hmm… for cutting something, Mrs.	8
Teacher : Yes, right!	2

Each number describes the type of verbal interaction and who is speaking. Every time the verbal interaction change, a new number is recorded. If the same verbal interaction continues for more than three seconds, the same number will be recorded.

a. Decoding/Plotting the coded data into a matrix;

The matrix consists of ten columns and ten rows. Each column and row represents one of the ten categories of the Flanders's coding system. Constructing an interaction matrix from raw data is relatively straight-forward. To plot the numbers recorded in step 1 on a matrix, placement number of first pair is on row 4 and column 8, and second pair is on row 8 and column 9, and so on. The first pair represents one point on the matrix; the second pair represents another point on the matrix, and so on.

b. Analysing the matrix;

Based on matrix, it can be indicated interaction plot between student and teacher, pupil initiation ratio, teacher response ratio, and et cetera. Analyzing matrix can be done by count the following criteria.

1) Content Cross:

A heavy concentration in a column 4 and 5 and row 4 and 5 indicates teacher dependence on questions and lectures.

2) Teacher Control:

A concentration on column and row 6 and 7 indicates extensive commands and reprimands by the teacher.

3) Teacher Support:

A heavy concentration of tallies in column and row 1, 2, and 3 indicates that the teacher is reinforcing and encouraging students" participation. The sum of column 1,2,3 is to be divided by the sum of column 6,7. If the ratio more than 1 then the teacher is said to be good. The result represents the positive and negative reinforcement.

4) Student Participation:

A concentration of tallies in column 8 and 9 reflects student responses to the teacher's behaviour.

c. Analysing the additional data

The additional data were the data got from the matrix to know further about the characteristics showed in classroom interaction process. The additional data were below.

(1) Teacher's Talk:

Teacher Talk indicates teacher's verbal activities in teaching – learning process. It is represented by a concentration in column 1 – 7.

(2) Silence:

Column 10 represents how much the time spent in silence and confusion.

(3) Direct Influence and Indirect Influence:

The sum of column 1,2,3,4 divided by the sum of columns 5,6,7 gives this ratio. If the ratio is 1 or more than 1, the teacher is said to be indirect in his behaviour.

2. Interview Analysis

The researcher used open interview to measure the students" opinion about teacher performance and classroom activities in teaching-learning process. Open interview allowed people to express what they think in their own words. Thus, the open-ended question enable the students to as respondents to answer in as much detail as they likes in their own words. To know in-depth how was the interaction patterns held in the classroom, open interview worked better. The researcher described students" opinion on descriptive analysis model. In this research, The interview consisted of 8 statements and measured with the open-ended questions. Below is the form of interview.

1. Are the teachers on time in starting and ending the teaching and learning process?

2. How do teachers use teaching and learning time efficiently in the classroom (the portion between explaining, asking questions, giving assignments, discussion, etc. is balanced)?

3. If there are students who do not understand the subject matter or do not understand the subject matter, what do the teachers usually do?

4. How does the teacher ask questions to students? Does the teacher provide "keywords" or "help words" to answer the question?

5. If the answers from students are incorrect or incorrect, how will the teacher respond?

6. Does the teacher use a lot of time in the class to explain the material and give questions to students?

7. Are students given freedom and lots of discussion and answer questions from the teacher?

8. What is the atmosphere in the classroom during the teaching and learning process?

E. **Data Collection Techniques**

Related to this research, it is the major data, for analysing the classroom interaction the researcher used document analysis from observation and questionnaire in SMAN 1 Bengkulu Tengah for collecting data as follow.

a. Observation

Observation offered the researcher the opportunity to gather „live" data from naturally occurring social situations. Robson said, "what people do may differ from what they say they do, and observation provides a reality check", in addition, Cooper and Schindler explained observation also enables a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, expected or go unnoticed. The researcher observed the interaction between teacher and

students in teaching – learning process using Flanders Interaction Analysis Category (FIAC) System. Besides, the researcher also observed the teacher's interaction performance during classroom by considering Theory of Feature of Classroom Discourse from Steve Walsh.

This observation had been done to explore the classroom interaction characteristics in English teaching – learning process. Camera video was be settled in the best position to record the classroom interaction, while the researcher sat at the back of the classroom to take back up notes on students" responses which were otherwise not recorded in camera.

The observation was hold for 135 minutes (8.100 seconds) in three meetings. In each class period of 45 minutes (2.700 seconds), observation period comprised 20-30 minutes (1.200-1800 seconds). Each category represents three seconds and time period was observed randomly.

b. Interview

This technique is used to obtain data related to the process of classroom interaction in teaching and learning English between teachers and students during and after the action is carried out. The researcher has interviewed four students and one English teacher to find data related to their perspectives before and after implementing the action and also to validate the results. This will be carried out

before the students' teaching and learning process of English in the classroom is completed and before the two observations of classroom interactions are carried out.

This interview is an open-ended interview in which the participants can voice their experiences as well as possible without being limited by any perspective from the researcher or the findings of previous research. In this interview the researcher asked five questions to the students and three questions to the teacher. During the interview process, the researcher recorded all the conversations while the interviews were conducted using a voice recorder.

This interview was conducted once, before observing class interactions. After the researcher got the data from the interview, the data was continued in the data reduction process in data analysis techniques. After that the data is compiled into written text and displays the data with data analysis techniques, also compared with observation data and questionnaires to draw conclusions in the process of drawing conclusions and verification in data analysis techniques.

F. Technique of Data Analysis

The technique of data analysis in this research was Miles and Huberman Model of data analysis. There were three main components data analysis. They were data reduction, data display and conclusion.

1. Data Reduction

Not all the obtained data of the research were important. It means that the important information must be taken and un important information must be ignore. In the process of the data reduction, the researcher elected, focus, simplify, and abstract the data in the interview. The data reduction is done during the research activities.

In this case, the researcher reduce the information during the reserach activities if the data is unimportant or do not support the data of the researcher need.

2. Data Display

Display the data mean describe the data in the form of description or narration. As the second component in analyzing the data, this technique was use in arranging the information, description, or narration to draw the conclusion. By display the data, the researcher consider what he/she should do, he/she can analyze or take the other action based on his/her understanding.

3. Conclusion

     The third activity is draw conclusion. In this research, conclusion was drawn continously throught the course of the research. The researcher tended to accumulate and formulate his/her interpretations as he go along. The researcher wrote up not only what he/she seen but also his/her interpretation of the observation.

CHAPTER IV
RESULT AND DISCUSSION

A. The most dominant pattern used in Classroom interaction at the 11th Grade of SMAN 1 Bengkulu Tengah

This research explored the classroom interaction that representing the teacher performance and the interaction among elements of classroom (teacher-students, students-students and students-teacher) in English as Foreign Language (EFL) Classroom. In this chapter, the researcher presented and described in detail the results of observation conducted in SMAN 1 Bengkulu Tengah.

1. Variables of Classroom Interaction Patterns

Based on technique of collecting data, this research recorded three meetings of classroom interactions. Each meeting was observed in 20-30 minutes" length. The researcher transcribed the interaction process during learning-teaching activity in classroom and translated into descriptive code then analysed using Flander Interaction Analysis Categories (FIAC) System. Every meeting comprised four steps below.

1) Transcribing and coding the classroom interaction (the transcription of interaction process was attached completely in appendixes);

2) Translating descriptive code into structural matrix;

3) Analysing matrix (Cross Content, Teacher Control, Teacher Support, Students" Participation)

4) Analysing additional data (Teacher"s talk, Lecturing, Direct-

Indirect teaching, Silent).

1.1. First Meeting

The first step to analyse classroom interaction in the first meeting was transcribing the interaction from recorded-video, then classifying into ten categories of Flanders Interaction Analysis Category (FIAC) System.

After conducting step 1, step 2 resulted a matrix of classroom interaction. The matrix was presented in table below.

Table 4.1 Patterns of Classroom Interaction Matrix of the Eleventh - Grade of SMAN 1 Bengkulu Tengah by Interaction Categories (IC 1-10) – (1st Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	3					3					**6**
2					9	6					**15**
3				3	12						**15**
4				9		3		219		21	**252**
5		6		54	285	3					**348**
6	3			15	12	9		3		6	**48**
7					6		6			3	**15**
8		9	15	159	21	15				3	**222**
9											**0**
10				12	3	9	9			246	**279**
TOTAL	6	15	15	252	348	48	15	222	0	279	**1200**

Table 4.1 presented each of ten categories on a structural matrix. Total 1200 meant 1200 seconds, it was sum of 20 minutes in first meeting. If the result of classroom interaction matrix analysis above was converted into percentage, then it will be presented in the following table.

Table 4.2 The Result of Classroom Interaction Analysis (1ˢᵗ

Meeting)

NO	CATEGORIES	DURATION/SECOND	PERCENTAGE
1	Accepts Feeling	6	0.5 %
2	Praises or Encourge	15	1.25 %
3	Accepts or Uses Ideas of Students	15	1.25 %
4	Ask Question	252	21%
5	Lecturing	348	29%
6	Giving Direction	48	4%
7	Criticizing or Justifying Authority	15	1.25%
8	Students Talk-Response	222	18.5%
9	Students Talk Initiation	0	0%
10	Silence or Confusion	279	23.25%

The data was presented in the following diagram

Diagram 4.1. Classroom Interaction Analysis (1st Meeting)
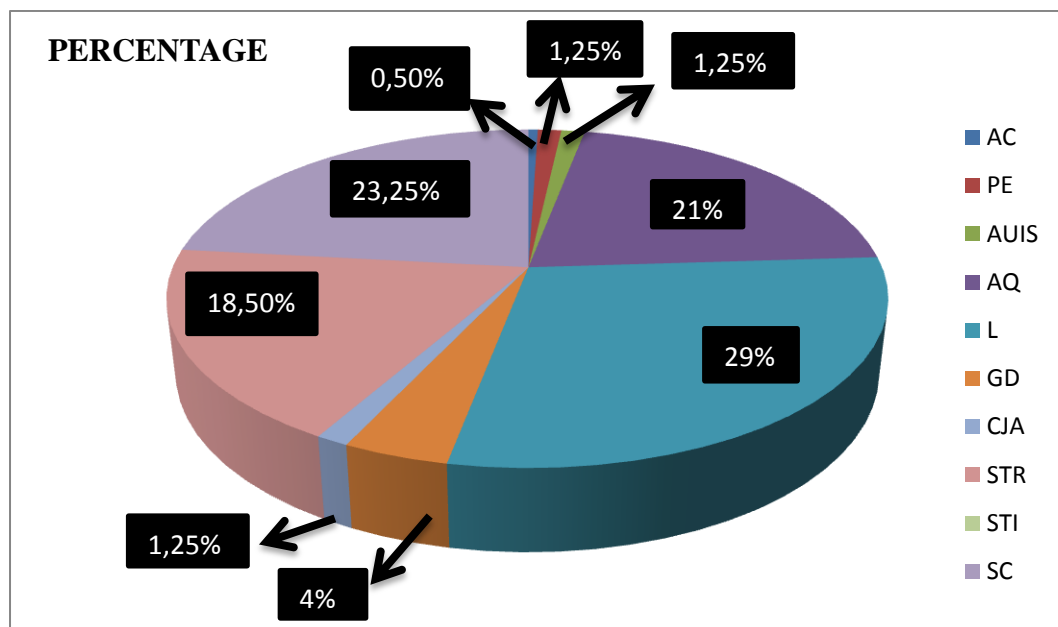
Data of classroom interaction between teacher and students in the first meeting above described that during the learning-teaching process in EFL classroom, Lecturing (L) and Silence or Confusion (SC) dominated classroom

with each total tally was 348 and 279 or 29% and 23.25%. For the two next tallies that also got many values in this meeting were Ask Questions (AQ) 252 or 21% and Students‟ Talk- Response (TPR) 222 or 18.50%.

These numbers represented that the process of question-answer between students and teacher was many enough although it only focused on short answer and „yes/no question‟ even the proportion of teacher's question was more than students‟ responses. From the table above also described the two lowest tallies were Students‟ Talk-Initiation (STI) 0 second or 0%, then Accept Feeling (AF) 6 seconds or 0.5%. it meant the teacher almost dominated the whole class. The absence of Students‟ Talk-Initiation indicated that the classroom interaction in the first meeting limited only on teacher transferred and student-received.

This condition was also proven by the high value of Silence and Confusion (CS) mentioned before. The students stayed enjoy on keeping silent and feeling confuse in the class, they did not understand what was the teacher saying or even they had no motive to say. In the other hand, three categories showed the equivalent sum on the matrix. Praises or Encourages (PE), Accepts or Uses Ideas of Students (AUIS), and Criticizing or Justifying Authority (CJA) each of them got 15 seconds or 1.25%.

From the result, it showed that the teacher spent a little time in giving directions and criticizing or justifying activity, the teacher also was rarely in praising or encouraging the students even for accepting or using students" ideas. Continuing to the next step 3, the researcher explained the result of classroom interaction matrix by analysing content cross, teacher controls, teacher supports and students" participation in detail below.

a. Content Cross

Table 4.3 Content Cross of Classroom Interaction (1st Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	3					3					6
2					9	6					15
3				3	12						15
4				252	+	348	=	600			252
5				21%	+	29%	=	50%			348
6	3			15	12	9		3		6	48
7					6		6			3	15
8		9	15	159	21	15				3	222
9											0
10				12	3	9	9			246	279
TOTAL	6	15	15	252	348	48	15	222	0	279	1200

Blocked table on tallies in columns and rows 4 − 5 of the matrix indicated heavy concentration of teacher's dependence on questions and lecturing. The total times used by the teacher to ask to the students during learning-teaching process was 21% or 252 seconds. It meant the teacher asked the students for about 84 questions in 20 minutes of teaching times. Then, process of classroom interactionin first meeting was dominated by lecturing times, it was held for 345 seconds or 29% from sum total of learning teaching times. Thus, the value of content cross in

first meeting was 600 or 50%, it proved that typical of this learning model was still teacher-centred when the teacher talked more and the students less.

c. Teacher Control

Teacher Control profile indicated extensive commands and reprimands by the teacher. It is represented by a concentration of tallies in columns and rows 6–7. In the following table is the result of teacher control proportion in first meeting.

Table 4.4 Teacher Control of Classroom Interaction (1st Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	3					3					**6**
2					9	6					**15**
3				3	12						**15**
4				9		3		219		21	**252**
5		6		54	285	3					**348**
6					48	+	15	=	63		**48**
7				4%	+	1.25%	=	5.25%		3	**15**
8		9	15	159	21	15				3	**222**
9											**0**
10				12	3	9	9			246	**279**
TOTAL	**6**	**15**	**15**	**252**	**348**	**48**	**15**	**222**	**0**	**279**	**1200**

The results 63 seconds or equivalent with 5.25% showed the quality of teacher control was law. In comparison to cross content, it meant, in the first meeting, the teacher more focused on how thematerial lesson transferred than how it would be received.

d. Teacher Support

Teacher Support profile indicated teacher's reinforcing and encouraging. It is represented by the tallies concentration in columns and rows 1 – 3.

Table 4.5 Teacher Support of Classroom Interaction (1ˢᵗ Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1											6
2				6	+	15	+	15	=	36	15
3			0.50%	+	1.25%	+	1.25%	=	3%		15
4				9		3		219		21	252
5		6		54	285	3					348
6	3			15	12	9		3		6	48
7					6		6			3	15
8		9	15	159	21	15				3	222
9											0
10				12	3	9	9			246	279
TOTAL	6	15	15	252	348	48	15	222	0	279	1200

A heavy concentration of tallies in column and row 1, 2, and 3 indicated that the teacher was reinforcing and encouraging students" participation. In this first meeting, only 36 seconds or 3% of sum total 1200 seconds used by teacher stimulated students" participation.

In order to know whether the positive or negative reinforcement, the total tallies on column 1,2,3 was divided by the sum of column 6,7. Sum of column 1,2,3 : 6 + 15 + 15 = 36 36/63 = 0.57 Sum of column 6,7 : 48 + 15 = 63 The

—

results 0.57 or lack than 1 represented the negative reinforcement. The ratio indicated the teacher was said not to be good.

d. Students' Participation

A concentration of tallies in column 8 and 9 reflects student responses to the teacher"s behaviour. The following table presented students" participation in the first meeting of observation.

Table 4.6 Students' Participation of Classroom Interaction (1st Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	3					3					6
2					9	6					15
3				3	12						15
4				9		3		219		21	252
5		6		54	285	3					348
6	3			15	12	9		3		6	48
7					6		6			3	15
8				222	=	18.50%					222
9											0
10				12	3	9	9			246	279
TOTAL	6	15	15	252	348	48	15	222	0	279	1200

Students" Talk-Response (STR) was predictable responses from students to teacher. Teacher initiated the contact or solicited students to state and respond. While Students" Talk-Initiation (STI) was the response to teacher and students initiated. There was no students" initiation absolutely in the first meeting.

The students only responded the teacher's yes/no questions or teacher's jumble-sentence. Teacher initiated, students responded. Teacher did not, so did not the students. For conducting the last step 4, the researcher analysed the additional data to know further about the classroom interaction in EFL Classroom. The additional data were presented below.

a. Teacher's Talk

Teacher's Talk indicated teacher's verbal activities in teaching – learning process. It is represented by a concentration in column 1 – 7. The sum total of teacher's talk is counted below.

Column 1-7 : 6 + 15 + 15 + 252 + 348 + 48 + 15 = 699

Percentage : 699 x 100: 1200 = 58.25 %

b. Lecturing

Lecturing indicates teacher's activities in explaining, giving facts or opinion about content or procedure with his own ideas; asking rhetorical questions. It is represented by a concentration in column 5.

Column 5 : 6 + 54 + 285 + 3 = 348

Percentage : 348 x 100: 1200 = 29%

c. Direct and Indirect Teaching

In teacher talk, there were two teacher's influences; direct and indirect influence. Direct influence determined the degree of teacher direct teaching, while indirect influence determined the degree of teacher indirect teaching. Direct influence was

represented by a concentration of tallies in columns $5 - 7$ divided by those columns $1 - 7$ and indirect influence is represented by a concentration of tallies in columns $1 - 4$ divided by those columns $1 - 7$. The sum of column 1,2,3,4 divided by the sum of columns 5,6,7 gives this ratio. If the ratio was 1 or more than 1, the teacher was said to be indirect in his behaviour.

Direct Influence:

Columns 5,6,7 : $348 + 48 + 15 = 411$

Columns 1-7 : $6 + 15 + 15 + 252 + 348 + 48 + 15 = 699$

Direct Influence : $411/699 = 0.5879 (58,79\%)$

Indirect Influence:

Column 1-4 : $6 + 15 + 15 + 252 = 288$

Column 1-7 : $6 + 15 + 15 + 252 + 348 + 48 + 15 = 699$

Indirect Influence : $288/699 = 0.4120 (41,20\%)$

Direct/Indirect Influence:

$= 0.7007$, the ratio was less than 1, thus the teacher was said to be direct in his behavior

d. Silent

Silent indicated pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer during teaching $-$ learning process. It was represented by a concentration in column 10. Below is the result of silent proportion in first meeting.

Columns 10 : $12 + 3 + 9 + 9 + 246 = 279$

Percentage : 279 x 100: 1200 = 23.25%

1.2. Second Meeting

In the second meeting, the teacher explained about "Congratulation to Someone." The observation period spent in this meeting was same, 20 minutes or 1200 seconds. Conducting step 1, the researcher also attached the transcription code of the second meeting observation in appendix 2 clearly complete. Then, matrix of classroom interaction was resulted as the next step. The matrix was presented in table below.

Table 4.7 Patterns of Classroom Interaction Matrix of the Eleventh - Grade of SMAN 1 Bengkulu Tengah by Interaction Categories (IC 1-10) – (2nd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6	3			3			3		3	18
2		3		6	9	6		9	9	9	51
3		3	3	18	24	3		3		18	72
4		6		36	9	9	3	186		18	267
5	3	3		42	213	21		6		12	300
6	6	3		6	15	27		6		12	75
7				3			12	3			18
8	3	12	57	135	6	3	3	18		3	240
9			12	3					3		18
10		18		18	21	6		6	6	66	141
TOTAL	18	51	72	267	300	75	18	240	18	141	1200

Table 4.7 presented structural matrix of ten categories of classroom interaction in the second meeting. In the following table below also presented the converted data into percentage.

Table 4.8 The Result of Classroom Interaction Analysis (2nd Meeting)

NO	CATEGORIES	DURATION/SECOND	PERCENTAGE
1	Accepts Feeling	18	1.5 %
2	Praises or Encourge	51	4.25 %
3	Accepts or Uses Ideas of Students	72	6 %
4	Ask Question	267	22.25%
5	Lecturing	300	25%
6	Giving Direction	75	6.25%
7	Criticizing or Justifying Authority	18	1.5%
8	Students Talk-Response	240	20 %
9	Students Talk Initiation	18	1.5 %
10	Silence or Confusion	141	11.75 %

The data was also presented in the following diagram:

Diagram 4.2 Classroom Interaction Analysis (2st Meeting)
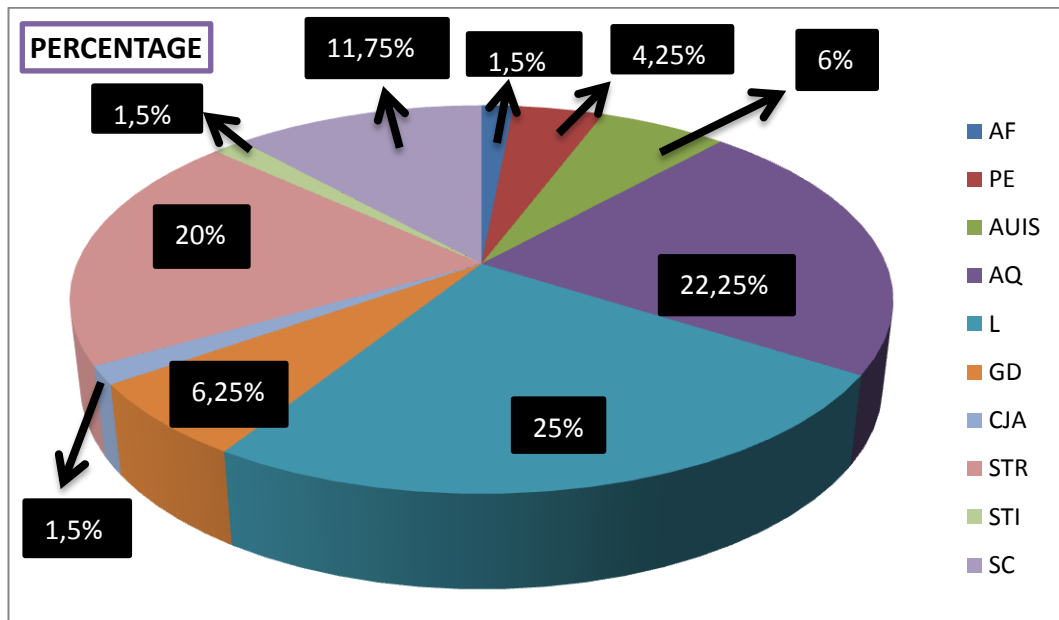
The characteristic patterns on the second meeting was not too different than before. Lecturing (L) still on the top and dominated the classroom interaction, 25% or 300 seconds for explaining content. Meanwhile, the lowest tallies were Accepts Feeling (AF) Criticizing or Justifying Authority (CJA) and Students Talk Initiation (STI), each of them was 1.5% or spent for about 18 seconds.

The researcher observed the second meeting seemed better because the communication in the classroom was more interactive. It seemed from the involvement of students whether in responses or initiation improved. If the percentage of Students" Talk Response (STR) before was 18.5% but now 20% and also Student's Talk Initiation (STI) from 0% to 1.5%. In the other hand, the

improvement significantly showed by category 3 Accepts or Uses Ideas of Students (AUIS) from 1.25% to 6% or from 15 seconds to 72 seconds.

This meant the teacher tried to more adapted himself to respect the students‟ ideas and opinion. It was a good idea, because paying attention to the students initiated them to deliver their ideas and the improvement of STI as the effect of it. Almost all of categories were improved in the second meeting. The next differences in this meeting was that the teacher used media for supporting learning activity. The teacher made presentation slides and provided a video related to the delivered material. Thus, the students were focus on the monitor and watching video and this way, for the researcher, was the effective way to reduce students‟ noisy and confusion.

The total sum of Silence and Confusion (SC) in this meeting only 141 seconds or 11.75% from 279 seconds or 23.25% before. The existence of media also made teacher payed attention more, because the teacher tried to make sure his students to focus on slide. It seemed from the increase of category 6 Giving Direction (GD) from 4% to 6%. Another effect of the existence of media also made not only the students to be more active but also the teacher seemed often ask the students questions (22.25%) then encourage and praise (4.25%) the students as appreciation. Based on the structural matrix before, the researcher continued the next step 3, by arranging it into content cross, teacher controls, teacher supports and students‟ participation in detail below.

a. Content Cross

Table 4.9 Content Cross of Classroom Interaction (2nd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6	3			3			3		3	**18**
2		3		6	9	6		9	9	9	**51**
3		3	3	18	24	3		3		18	**72**
4		6		36	9	9	3	186		18	**267**
5	3	3		42	213	21		6		12	**300**
6					75	+	18	=	93		**75**
7				6.25%	+	1.5%	=	7.75%			**18**
8	3	12	57	135	6	3	3	18		3	**240**
9			12	3					3		**18**
10		18		18	21	6		6	6	66	**141**
TOTAL	18	51	72	267	300	75	18	240	18	141	**1200**

The teacher for asking question and lecturing decreased significantly, from 50% of whole teaching to only 47.25%. This result, in the second meeting, indicated the teacher detract his domination in the class. Thus, the process of interaction was heterogenic.

b. **Teacher Control**

Table 4.10 Teacher Control of Classroom Interaction (2ⁿᵈ Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6	3			3			3		3	**18**
2		3		6	9	6		9	9	9	**51**
3		3	3	18	24	3		3		18	**72**
4		6		36	9	9	3	186		18	**267**
5	3	3		42	213	21		6		12	**300**
6					75	+	18	=	93		**75**
7				6.25%	+	1.5%	=	7.75%			**18**
8	3	12	57	135	6	3	3	18		3	**240**
9			12	3					3		**18**
10		18		18	21	6		6	6	66	**141**
TOTAL	18	51	72	267	300	75	18	240	18	141	**1200**

The proportion of teacher control in the second meeting showed a progress. It increased 2.5% from 5.25% to 7.75%. Although it was still far to be compared to cross content proportion, this progress represented the interaction in the classroom seemed more spread evenly on the step by step.

c. Teacher Support

Table 4.11 Teacher Support of Classroom Interaction (2nd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1											18
2				18	+	51	+	72	=	141	51
3			1.5%	+	4.25%	+	6%	=	11.75%		72
4		6		36	9	9	3	186		18	267
5	3	3		42	213	21		6		12	300
6	6	3		6	15	27		6		12	75
7				3			12	3			18
8	3	12	57	135	6	3	3	18		3	240
9			12	3					3		18
10		18		18	21	6		6	6	66	141
TOTAL	18	51	72	267	300	75	18	240	18	141	1200

The teacher's reinforcement and encouragement represented by the blocked tallies above was 11.75%. or 141 seconds of whole 1200 seconds during the class. This result also increased than the meeting before that was only 3% or 36 seconds. In the second meeting, teacher showed his respect and appreciation more. There were also many hope as motivation given by the teacher.

The proportion on Accept Feeling category explained how care the teacher"s behaviour care about his students although positive or negative feeling were included. In the other hand, to know positive or negative reinforcement, the total tallies on column 1,2,3 was divided by the sum of column 6,7.

Sum of column 1,2,3 : 18 + 51 + 72 = 141

Sum of column 6,7 : 18 + 75 = 93 141/93 = 1.51

The results 1.51 or more than 1 represented the positive reinforcement. The ratio indicated the teacher was said to be good.

d. Students' Participation

The following table presented students" participation in the second meeting of observation.

Table 4.12 Students' Participation of Classroom Interaction (2nd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6	3			3			3		3	**18**
2		3		6	9	6		9	9	9	**51**
3		3	3	18	24	3		3		18	**72**
4		6		36	9	9	3	186		18	**267**
5	3	3		42	213	21		6		12	**300**
6	6	3		6	15	27		6		12	**75**
7				3			12	3			**18**
8				240	+	18	=	258			**240**
9			20%	+	1.5%	=	21.5%				**18**
10		18		18	21	6		6	6	66	**141**
TOTAL	18	51	72	267	300	75	18	240	18	141	**1200**

In the second meeting, the significance progress showed by Students" Talk Initiation (STI), although only 18 seconds or 1.5% students initiated learning activity. Responses given by the students also increased from 18.25% to 20%. The interaction was more alive cause of the activeness of students. For conducting the last step 4, the researcher analysed the additional data to know further about the classroom interaction in EFL Classroom. The additional data were presented below.

a. Teacher's Talk

The sum total of teacher's talk is counted below. Column 1-7 : 18+51+72+267+300+75+18 = 801 Percentage : 801 x 100: 1200 = 66.75%

b. Lecturing

It is represented by a concentration in column 5.

Column 5 : 3+3+42+213+21+6+12 = 300

Percentage : 300 x 100: 1200 = 25%

c. Direct and Indirect Teaching

The sum of column 1,2,3,4 divided by the sum of columns 5,6,7 gives this ratio. If the ratio was 1 or more than 1, the teacher was said to be indirect in his behaviour.

Direct Influence:

Columns 5,6,7 : 300 + 75 + 18 = 393

Columns 1-7 : 18+51+72+267+300+75+18 = 801

Direct Influence : 393/801 = 0.4906 (49,06%)

Indirect Influence:

Column 1-4 : 18+51+72+267 = 408

Column 1-7 : 18+51+72+267+300+75+18 = 801 Sum of columns 1-4

Sum of columns 5-7 408 393

Indirect Influence : 408/801 = 0.5093 (50.93%)

Direct/Indirect Influence:

= 1.0381, the ratio was more than 1, thus the teacher was said to be indirect in his behaviour.

d. Silent

Silent was represented by a concentration in column 10. Below is the result of silent proportion in first meeting.

Columns 10 : 18 + 18 + 21 + 6 + 6 + 6 = 141

Percentage : 141 x 100: 1200 = 11.75%

1.3 Third Meeting

The observation period in the third meeting spent 1398 seconds or about 23 minutes. As the first step, the researcher transcribed the whole interaction and coded into ten categories. It also was attached in appendixes completely. The next step 2, the descriptive code was translated into structural matrix presented in table below.

Table 4.13 Patterns of Classroom Interaction Matrix of the Eleventh - Grade of SMAN 1 Bengkulu Tengah by Interaction Categories (IC 1-10) – (3rd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6			3							9
2		3		6	9	6					24
3			3	15	12					3	33
4				27	21			225		24	297
5				87	330	12		12		12	453
6				9	9			9		3	30
7					3						3
8		21	30	132	45	6	3			6	243
9											0
10				24	27	3				252	306
TOTAL	9	24	33	297	453	30	3	243	0	306	1.398

Table 4.13 presented structural matrix of ten categories of classroom interaction in the second meeting. In the following table below also presented the converted data into percentage.

Table 4.14 The Result of Classroom Interaction Analysis (3rd Meeting)

NO	CATEGORIES	DURATION/SECOND	PERCENTAGE
1	Accepts Feeling	9	0.64 %
2	Praises or Encourge	24	1.71 %
3	Accepts or Uses Ideas of Students	33	2.36 %
4	Ask Question	297	21.24 %
5	Lecturing	453	32. 40 %
6	Giving Direction	30	2.14 %
7	Criticizing or Justifying Authority	3	0.21 %
8	Students Talk-Response	243	17.38 %
9	Students Talk Initiation	0	0 %
10	Silence or Confusion	306	21.88 %

The data was also presented in the following diagram:

Diagram 4.3 Classroom Interaction Analysis (3rd Meeting)
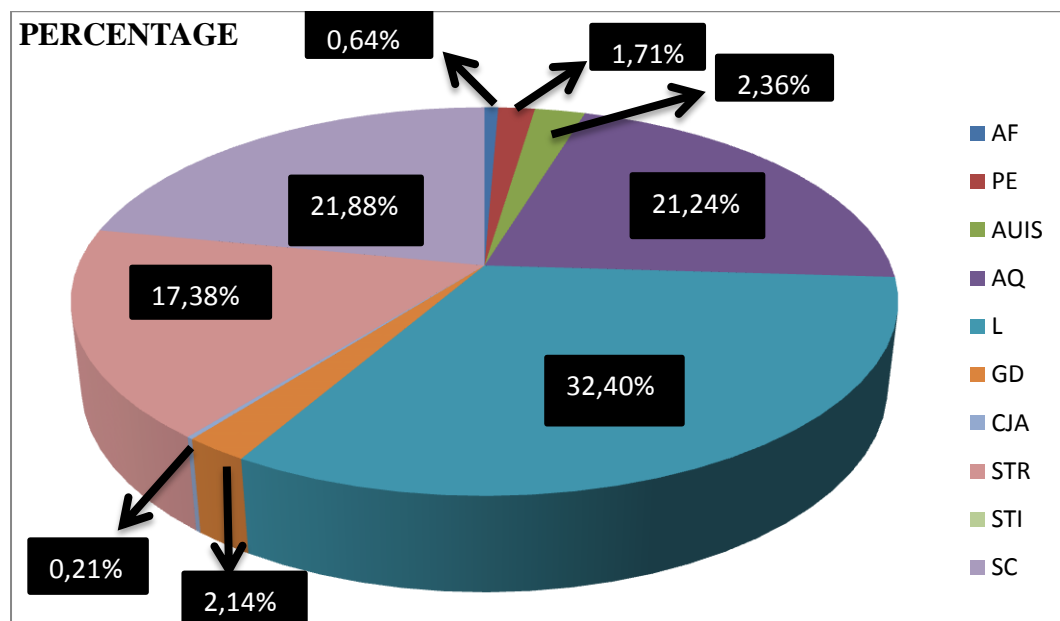
The teacher explanation was inserted by teacher's question and responded by the student (STR) for about 17.38% or 243 seconds. Some questions were not answered and only responded by silence. In this third meeting, silence and confusion (SC) number were 21.88%. It was the longest silence and confusion in comparison to two meetings before. In the other hand, other categories such as Accepts Feeling (AF) 0.64 %, Praise or Encouraging (PE) 1.71 %, Accepts or Uses Ideas of Students (AUIS) 2.36 %, Giving Direction (GD) 2.14 %, and Criticizing or Justifying Authority (CJA) 0.21 %, each of them got low proportion.

Based on the structural matrix before, the researcher continued the next step 3 presented in detail the characteristic of classroom interaction pattern into content cross, teacher controls, teacher supports and students" participation below.

a. Content Cross

Table 4.15 Content Cross of Classroom Interaction (3rd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6			3							9
2		3		6	9	6					24
3			3	15	12					3	33
4				297	+	453	=	750			297
5			21.24%	+	32.40%	=	53.64%				453
6				9	9			9		3	30
7					3						3
8		21	30	132	45	6	3			6	243
9											0
10				24	27	3				252	306
TOTAL	9	24	33	297	453	30	3	243	0	306	1.398

More than half of whole learning-teaching time spent by the teacher for lecturing and asking question. It increased to be 53.64% from 47.25% in the meeting before. The teacher explained about „Yes or No Question in Simple Present Tense". This material content made the teacher spent his time about 32.40% for explaining and even inserted questions only to ensure about students" involvement and understanding in 297 seconds.

b. Teacher Control

Table 4.16 Teacher Control of Classroom Interaction (3ʳᵈ Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6			3							9
2		3		6	9	6					24
3			3	15	12					3	33
4				27	21			225		24	297
5				87	330	12		12		12	453
6					30	+	3	=	33		30
7				2.14%	+	0.21%	=	2.35%			3
8		21	30	132	45	6	3			6	243
9											0
10				24	27	3				252	306
TOTAL	9	24	33	297	453	30	3	243	0	306	1.398

Categories 6 included teacher's command and direction, while categories 7 was teacher's time to criticize or justify the authority such as correcting students" mistake answer. The total sum of category 6 and 7 was rhe proportion of teacher control. In this last third meeting, role of teacher in controlling students only 2.35% as the lowest control than two meetings before, 5.25% and 7.75%.

c. Teacher Support

Table 4.17 Teacher Support of Classroom Interaction (3rd Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1				9	+	24	=	33	=	66	9
2			0.64%	+	1.71%	+	2.36%	=	4.71%		24
3											33
4				27	21			225		24	297
5				87	330	12		12		12	453
6				9	9			9		3	30
7					3						3
8		21	30	132	45	6	3			6	243
9											0
10				24	27	3				252	306
TOTAL	9	24	33	297	453	30	3	243	0	306	1.398

Category 1, 2 and 3 indicated teacher's reinforcement and encouragement in the third meeting. During 1398 seconds of learning teaching time, the total number of three categories as teacher's support was 4.71% comprised of 0.64% Accept Feeling (AF), 1.71% Praise and Encouraging (PE) and 2.36% Accept and Use Students" Idea (AUSI). Teacher's support on the second meeting was 11.75%, It was decreased point. In the other hand, to know positive or negative reinforcement showed by teacher, the total tallies on column 1,2,3 was divided by the sum of column 6,7.

Sum of column 1,2,3 : 9 + 24 + 33 = 66

Sum of column 6,7 : 30 + 3 = 33 66/33 = 2

The results 2 or more than 1 represented the positive reinforcement. The ratio indicated the teacher was said to be good.

c. Students' Participation

The following table presented students" participation in the third meeting of observation.

Table 4.18 Students' Participation of Classroom Interaction (3ʳᵈ Meeting)

Categories	1	2	3	4	5	6	7	8	9	10	TOTAL
1	6			3							**9**
2		3		6	9	6					**24**
3			3	15	12					3	**33**
4				27	21			225		24	**297**
5				87	330	12		12		12	**453**
6				9	9			9		3	**30**
7					3						**3**
8				243	=	17.38%					**243**
9											**0**
10				24	27	3				252	**306**
TOTAL	9	24	33	297	453	30	3	243	0	306	**1.398**

In the third meeting, students" participation only comprised of Students" Talk Response (STR) for about 243 seconds or 17.38%. There was no initiation of students. However, students were active enough when teacher asked them. There were only some period of time when the teacher gave questions but did not give a time to students to respond. For conducting the last step 4, the researcher analysed the additional data to know further about the classroom interaction in EFL Classroom. The additional data were presented below.

a. Teacher's Talk

The sum total of teacher"s talk is counted below.

Column 1-7 : 9 + 24 + 33 + 297 + 453 + 30 + 3 = 849

Percentage : 849 x 100: 1398 = 60.72%

b. Lecturing

It is represented by a concentration in column 5.

Column 5 : 87 + 330 + 12 + 12 + 12 = 453

Percentage : 453 x 100: 1398 = 32.40%

c. Direct and Indirect Teaching

The sum of column 1,2,3,4 divided by the sum of columns 5,6,7 gives this ratio. If the ratio was 1 or more than 1, the teacher was said to be indirect in his behaviour.

Direct Influence:

Columns 5,6,7 : 453 + 30 + 3 = 486

Columns 1-7 : 9 + 24 + 33 + 297 + 453 + 30 + 3 = 849

Direct Influence : 486/849 = 0.5724 (57.24%)

Indirect Influence:

Column 1-4 : 9 + 24 + 33 + 297 = 363

Column 1-7 : 9 + 24 + 33 + 297 + 453 + 30 + 3 = 849

Indirect Influence : 363/849 = 0.4275 (42.75%)

Direct/Indirect Influence:

= 0.746, the ratio was more than 1, thus the teacher was said to be direct in his behaviour.

d. Silent

Silent was represented by a concentration in column 10. Below is the result of silent proportion in first meeting.

Columns 10 : 24 + 27 + 3 + 252 = 306

Percentage : 306 x 100: 1398 = 21.88%

From the discussion, it can be concluded that the classroom interaction at the second-grade students of SMAN 1 Bengkulu Tengah had the same characteristics in each meeting. The teacher was still the dominant in the teaching-learning. Teacher spent more time in teaching learning process than the students. He usually taught the students by using direct influence, only on the second meeting teacher used indirect influence. However, the students were active enough in the classroom interaction. It can be seen from the results of the students" participation.

B. The teacher – students' interaction during teaching and learning process in the Classroom at the 11th Grade of SMAN 1 Bengkulu Tengah

In order to know how the process of classroom interaction in the second-grade students of SMAN 1 Bengkulu Tengah, the researcher used four features of classroom discourse that typifying much of interaction from Steve Walsh (2011), there were (a) Control of Interaction; (b) Speech Modification; (c) Elicitation Technique; and (d) Repair.

The data result of the observation would be descriptively described in detail from each meeting.

2.1. First Meeting

a. Control of Interaction

In the first meeting of the observation at the eleventh - grade students of SMAN 1 Bengkulu Tengah, the teacher explained about Descriptive Text. This meeting was begun by board work by the teacher for about 230 seconds while the students were focusing on their writing. This situation then continued with explanation time by the teacher too. More than half of meeting for about 58.25% (699 seconds) spent by teacher talk with the proportion of lecturing time is bigger than question-answer time, 29% to 21%. Therefore, in first meeting, teacher „orchestrated the interaction". He controlled patterns of communication by managing both the topic of conversation and turn-taking, while students gave only yes or no on their responses. The roles of the teacher in which orchestrated the interaction could be looked at table 4.19 below, students and teacher were discussing about descriptive text.

Table 4.19 Control of Interaction (1st Meeting)

Teacher	*Kata sifat ya, atau kulitnya berwarna apa ya gitu-gitu itu masuknya* psychical appearances. *Ini masuk nanti kepada* simple present and identification *masuknya pada* description and *kalau ini masuknya kepada* identification. You understand?
Students	Yes
Teacher	Any question?
Students	No
Teacher	OK, look at here! The names. Specific *personnya adalah* Jenny. Jenny *ini masuknya kepada* who *ya.* *Ya* Jenny *psychicalnya apa appearancenya*, skinny white, hair black, eyes black, pointed nose. High one hundred and sixty centimetres, *seratus enam puluh senti meter. Itu termasuk* psychical appearances. *Untuk mendukung ya untuk mendukung* e. . . specific person *tadi.* *Kalo misalnya kita menyebutkan Jenny saja.* Jenny. What kind of Jenny *gitu kan*? Jenny *apa gitu kan? Maka itu belum dikatakan sebagai* descriptive text. *Ketika kita menerangkan Jenny itu lahirnya tanggal sekian, tinggiya sekian kan terus berat badan sekian, warna kulitnya seperti ini, warna rambutnya seperti ini. Nah, itu yang disebut sebagai* descriptive text. *Sifatnya bagaimana?* How about his adject. . . how about the characters? Humble, kind, friendly. *Nah itu masuk kepada* adjective the grammatical focus. Do you understand?
Students	Yes

Based on the conversation above, we have seen that teacher controlled the interaction. There was a gap in length of time spent for explaining to interacting. Asking the students closed-questions repeatedly only directed them to answer yes or no, no feedback and no opportunity for them to comment. Moreover, the null of students" initiation during the learning indicated the teacher was the one and only like orchestrated the classroom interaction.

b. Speech Modification

How the way a teacher delivering the material had crucial roles in the class. The teacher had a responsibility to ensure that his students did not get lost of the material delivered by him. Therefore, speech modification was very needed to gain it. In this first meeting, the teacher tried to modify his delivery style by combining English with Bahasa. It was felt necessary when the teacher got his students on the confusion and looked not understand at all of the material discussed. In the other hand, combining language was not only and the one modification made by the teacher in this first meeting.

The teacher also gestured his body, pointed the white board, stride back and ahead, right and left and et cetera to help convey meaning even often he repeated his sentence. The researcher observed that when the teacher used word „*ya*" in many or almost in every sentence was the teacher's way to ensure his students stayed on learning.

c. Elicitation Technique

Elicitation techniques understood as the strategies used by (normally) teachers to get learners to respond. Usually, asking questions or question-answer routines dominated the classroom. From the matrix mentioned before in this chapter, the total tallies of Ask Question (category 4) was 252 seconds or 21%. Otherwise, the total tallies of Students" Talk-Responses (category 8) was 222 second or only 18.5%. When teacher"s questions percentage was bigger than students" response, there was a gap or confusion period where the students" got lost of their learning. In this first meeting, the teacher tended to use display

question to elicit the students" response. Display questions required learners to display what they knew.

It purposed to check or evaluate understanding, learning concepts, previous learning and also used by the teacher to guide the students towards a particular response and to promote students" involvement. In certain, sesponses also tended to be short, simple, restricted, often comprising one or two words. Table of conversation below showed eliciting techniques.

Table 4.20 Eliciting Techniques (1st Meeting)

Teacher	So, as we know, that. . . descriptive text is a text, that explaining. . . What does mean explaining?
Students	*Menjelaskan*
Teacher	Something?
Students	*Sesuatu*
Teacher	Or someone?
Students	*Seseorang*
Teacher	Is focusing explaining something or some. . .
Students	Someone.

d. Repair

Repair simply referred to the ways in which teachers deal with errors. How the teacher's ways when found students" error. When the learned did mistakes or errors, the teacher faced to some of basic choices such as ignore the error completely, indicate that an error had been made and correct it, indicate that an error had been made and get

the learner who made it to correct it, indicate that an error had been made and get other learners to correct it. In this first meeting, the ways of the teacher correcting students" mistakes was indicating that an error had been made and learners to correct it together but then the teacher corrected by himself.

2.2 Second Meeting

a. Control of Interaction

The quality of interaction in EFL Classroom for the second meeting was still dominated by the teacher. For the 47.25% of whole learning time spent by teacher talk. The proportion of students" participation and teacher's role were unbalance. In the other hand, although the proportion of each category almost never spread evenly, so far in the second meeting the students got more gorgeous to speak up their mind when teacher fed them.

The students begun more aware of their role not only as object but also as subject of learning itself. This awareness seemed when the teacher encouraged the students to deliver their opinion. The following table presented the students" response and initiation.

Table 4.21 Control of Interaction (2nd Meeting)

Teacher	*Kira-kira kegiatan apa sih yang ada hubungannya dengan gambar salaman*?
Silence	...
Teacher	Okay... (permit the students to answer when they up their hand)

Students	*Mengucapkan selamat.*
Teacher	*Ya ucapan selamat.* Good! What else? *yang lain kira-kira apa lagi*? *Ya*
Students	Congratulation
Teacher	Congratulation. Goods! *Ya benar.*
Silence	...
Teacher	What else?
Students	*Meminta maaf*
Teacher	Hah?
Students	*Minta maaf*
Teacher	*Meminta maaf. Bagus!*

The students, as represented on the table 4.21 above, were enthusiastic to respond when their teacher speak or encourage them. Every answer presented in the table was from different student. However, in the second meeting, the students got and sowed more theirs to speak up.

b. Speech Modification

Speech modification showed more heterogenic in the second meeting by teacher on intonation, gesture and also expressions. The pressure, exposure and also stress when pronounced the word or the sentence made the class more alive and engaged the students to pay attention. The expressive intonation could be felt on the conversation in the following table.

Table 4.22 Speech Modification of Classroom Interaction (2ⁿᵈ Meeting)

Teacher	*ini dialog antara Kathy dan George. perhatikan!* ... *Kathy berkata*: "Hi, George! you look so happy. What"s up to you? *Hi, George! kamu kelihatannya bahagia sekali, ada apa?* *George mengatakan,* "hmmm I wish the Science Olympad". *Saya memenangkan olimpiade.* *Di balas oleh Kathy*, "Ouwh, congratulation George! We expect yo will be success."

The way teacher pronounced the conversation between George and Kathy also determined the way the students receive the material, happy, bored and et cetera.

c. Elicitation Technique

In the second meeting, the teacher used a different style as the technique to elicit the students" participation in the class. Technique of elicitation was not only asking question but also the existence of media that can press the students" engagement and involvement towards lesson.

The media used by teacher in the second meeting was presentation material slide that containing video, note of lessons, and et cetera. By watching video and picture on the slide, the students keep on focus during the learning in EFL classroom.

d. Repair

  The way teacher to repair students" mistake in the second meeting, he tended to repeat the question as a pressure to ensure the students about the answer. But not only when students did mistake, the same manner also done by the teacher even the students" answer were true. This style was purposed to be used for testifying the students" belief and confidence about their answer.

2.3 Third Meeting

a. Control of Interaction

  Every meeting has each unique thing. The proportion of interaction was heterogenic and also unconjecturable spread. In the third meeting, students got more support or suggestion and even a command from the teacher to listen him well during the class. The effect of it changed the classroom atmosphere to be more alive with the shout and aloud voice of students when they answer or respond their teacher.

  But then, for about ten minutes later, the burning atmosphere of the classroom was dreary at all. The teacher could not control the atmosphere of his class only by suggestion in the first class started, while in the minutes later the teacher was only busy with his explanation and ignoring the dreary atmosphere felt in the class.

b. Speech Modification

  In the third meeting, teacher repeated many sentences when explain the material. He tried to ease the students" understanding by doing

that. In the other hand also, the teacher gave more time to the students to finish their writing and read it comprehensively. However, the students spent too many times to finish the board work, and also the teacher way by giving more time to read comprehensively was only increased silence and confusion time, because the students did not really read it. Some of them were busy with other activities like scrabble or chit-chat with their seatmate.

c. Elicitation Technique

The interaction in the third meeting was still dominated by the teacher. But however, the teacher did not forget to always involve his students. One of the special way teacher did in the third meeting to elicit students" participation was he gave opportunity to go before the class for answering the question written in the white board. It was a good idea the researcher found in the classroom. Some of students was enthusiastic to try it. In the other hand, there was no perfect of everything, the limited of time made the teacher limited to provide the opportunity to the students. Thus, only three students got it.

d. Repair

The characteristic of repairing was not too different in every meeting. The teacher repeated the question to indicate the mistakes done by the students. Then, let them to correct it. However, the teacher also often corrected the students, mistakes directly when he found it. The

mistakes found by the students usually about their misunderstanding of teachers'' delivering.

Teacher's Performance in Classroom Interaction

Interaction Activity

In this research, the researcher used open-ended question to understand the teacher's performance in classroom interaction activity. This question refers to Steve Walsh's theory of teacher's performance in classroom interaction. The researcher asked 4 students and 1 teacher in eleventh grade class of SMAN 1 Bengkulu Tengah to fill up the interview about classroom activities and English teacher performance in teaching learning process. The data resulted was interpreted as follow:

1. **Interviewer :** "Does the teacher start and finish the teaching-learning process on time?" (*Apakah guru tepat waktu dalam memulai dan mengakhiri proses belajar mengajar?*)

   Student 1 : Yes, on time (Iya tepat waktu)

   Student 2 : Yes, on time, but there are also teachers who sometimes add hours to explain the material. (iya tepat waktu, tetapi ada juga guru kadang menambah jam untuk menjelaskan materi).

   Student 3 : Yes but sometimes no (iya tapi kadang juga tidak)

   Student 4 : Just in time if nothing else needs to be added.(tepat waktu jika tidak ada yang perlu di tambahkan lagi).

Most of students agreed that the teacher started and finished the learning teaching activity on time. But however, there was sometimes when the teacher came lately if there was a conjecturably thing and also the teacher asked more time to finish his explanation.

2. **Interviewer : "**How is the teacher's way using teaching-learning time in the class efficiently?" (*Bagaiamana cara guru menggunakan waktu belajar mengajar secara efisien di dalam kelas (porsi antara menerangkan, memberikan pertanyaan, memberikan tugas, diskusi, dll seimbang)?)*

Student 1 : Teachers are balanced in teaching us (guru seimbang dalam mengajarkan kami)

Student 2 : Balanced, if the teacher has explained the material being taught, usually the teacher immediately asks us questions. (seimbang, jika guru sudah menjelaskan materi yang di ajarkan, biasanya guru langsung mengajukan pertanyaan kepada kami)

Student 3 : Yes, the teacher explains and gives us assignments to do.(iya , guru menjelaskan dan memberikan tugas untuk kami kerjakan).

Student 4 : Yes balanced. (iyah seimbang).

Most of the students also answered the balance of proportional teaching from their teacher. The teacher explained the material, asked question, and gave the assignment but sometimes they got little time for discussion. Some students also explained that the teacher divided every meeting to one section. Example for the first meeting the teacher

used all the time to explain, in the next meeting for discussion, or assignment and so on.

3. **Interviewer : "**If the students do not understand, what does the teacher do?" (*Jika ada siswa yang kurang atau tidak paham terhadap materi pelajaran, apa yang biasanya guru lakukan?)*

   Teacher : as a teacher I will re-explain the material that is not understood by students, so that students can get results from the material I teach.(sebagai guru saya akan menjelaskan ulang tentang materi yang tidak dipahami oleh siswa, agar siswa bisa mendapatkan hasil dari materi yang saya ajarkan).

   The teacher repeated the explanation or the missing material which student did not understand. The way teacher explain was easier and more understandable by the students. In other word, the teacher preferred to use simple example and simple language to explain. The teacher would explain more, more and more until the students understood.

4. **Interviewer : "**How is the teacher's way in asking question? Does he give "key word" to answer the question?'' *(Bagaimanakah cara guru dalam memberikan pertanyaan kepada siswa? Apakah guru memberikan "kata kunci" atau "kata bantu" untuk menjawab pertanyaan tersebut?)*

   Teacher : when I finish explaining the material, usually I immediately give questions to students, when students can't answer I will provide keywords for the answers. (ketika saya selesai menjelaskan materi,

biasanya saya langsung memberikan pertanyaan kepada siswa , ketika siswa tidak bisa menjawab saya akan memberikan kata kunci untuk jawabannya).

The teacher preferred to guide the students when they tried to answer his question by mentioning the first word. He only gave the key word when the students got trouble of answering.

5. **Interviewer :** "If the students" answer is true or false, how does the teacher respond?*(Jika jawaban dari siswa kurang benar atau salah, bagaimana respon guru?)*

Teacher : there are several ways for me when students answer questions, sometimes I will ask one student but if the student can't answer or answers wrong then I will give the question to another friend.(ada beberapa cara saya ketika siswa menjawab pertanyaan, kadang saya akan menanyakan ke satu siswa tetapi jika siswa tersebut tidak bisa menjawab atau salah menjawab maka saya akan memberikan pertanyaan tersebut kepada temannya yang lain).

When the teacher found mistakes of his students, the teacher responded on some ways. First, the mistakes-student was asked more by the teacher. Then, if the students answered wrongly more than twice, the teacher permit other students to answer the same question and correct their friends" mistakes. In the other hand, the teacher sometimes corrected his students" mistake directly.

6. **Interviewer :** *"*Does the teacher spend many times for explaining and asking question to the students?" *(Apakah guru banyak menggunakan waktu di dalam kelas untuk menerangkan materi dan memberikan pertanyaan kepada siswa?)*

    Student 1 : Yes, but sometimes no, the teacher must also give jokes so we don't get bored.(iya, namun terkadang tidak, harus guru juga memberikan lelucon agar kami tidak bosan).

    Student 2 : Yes, more explaining than asking questions.(iya lebih banyak menjelaskan dibandingkan memberi pertanyaan).

    Student 3 : Depending on each teacher, there are teachers who after explaining and then asking questions, but there are also those who only explain.(tergantung gurunya masing-masing, ada guru yang setelah menjelaskan lalu memberi pertanyaan, tapi ada juga yang hanya menjelaskan saja).

    Student 4 : Yes, sometimes just explain, sometimes there are also questions. (iya terkadang menjelaskan saja, kadang ada juga memberi pertanyaan).

    Most of the students" answered the balance of teacher's performance in giving question and explanation. But however, there were also some students said that the teacher spent so many times for explaining only, they also suggested and hoped the teacher gave some jokes in order the students did not bore.

7. **Interviewer :** *"*Were the students given a freedom for discussion and answering teacher's question?" (*Apakah siswa diberi kebebasan dan banyak berdiskusi dan menjawab pertanyaan-pertanyaan dari guru?)*

Student 1 : Sometimes the teacher gives time to answer questions and discuss. (kadang guru memberikan waktu untuk menjawab pertanyan dan berdiskusi).

Student 2 : Yes, but sometimes the teacher just explains the material. (iya, tapi terkadang juga guru hanya menjelaskan saja materi).

Student 3 : Yes, but not all the time (iya, tapi tidak setiap saat)

Student 4 : Yes, the teacher gives time to answer questions and discuss, but there are times when the teacher only explains the material.(iya guru memberikan waktu untuk menjawab pertanyan dan berdiskusi, tapi ada saat guru hanya menjelaskan saja materi).

Some students said that so little time provided by the teacher to discuss. Their teacher more focus on his material explanation. They had no freedom to express and showed up what their mind. But in the other hand, many students did not agree about it. They felt that the teacher gave the freedom and enough time to discuss in the classroom.

8. **Interviewer :** "How is the classroom atmosphere during teaching learning process?" (*Bagaimanakah suasana di dalam kelas selama proses belajar mengajar?*)

    Student 1 : The class is funny, fun, orderly, fun, peaceful.(enak, kelasnya lucu, asyik, tertib, menyenangkan, damai).

    Student 2 : Happy, but if it's been too long it becomes boring and sleepy. (senang, tapi kalau sudah terlalu lama jadi membosankan dan ngantuk).

    Student 3 : Excited, because the class is comfortable, clean and fun. (semangat, karena kelas nyaman, bersih dan menyenangkan).

    Student 4 : Happy, peaceful, orderly, but sometimes also boring.(senang, damai, tertib, tapi kadang juga membosankan).

    The students answer in this question were heterogenic. They said the classroom was cute, fun, orderly, enjoyable, peace, comfortable, clean, sometimes quieted and crowded, boring, sleepy and et cetera. But, most of them felt comfortable to study there. Based on result and discussion above, the characteristic of speaking function in each meeting was talk as transaction. It referred to situation where the teacher focused on what was said or done. The central focus of teaching was always ensured the students to understand clearly and accurately, rather than the how they interact socially with each other.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data analysis and the results of the research at the Eleventh Grade of SMAN 1 Bengkulu Tengah, following conclusions were drawn.

1. The process of classroom interaction comprised of four features which typified interaction made by Steve Walsh (2011). Control of interaction, speech modification, eliciting technique and repair were done in the class. Most of four features were dominated by the teacher.

2. The interaction process in this classroom was in three-way communication; there were interaction between teacher-students, students-teacher, and students-students.

3. The most dominant pattern used in classroom interaction was content cross. The result reflected that the half of the teaching learning time (50.29% in average) was devoted to questions and lectures by the teacher. Teacher emphasized on the subject matters.

4. The students were active enough in the classroom interaction. The results showed, in average, 20.71% from the total teaching-learning time was devoted to students' participation. The students participated in talk-response and talk-initiation.

5. Based on the data results from the questionnaire, it could be concluded that the students responded positively to some extents in the teaching-learning process. However, there were some statements got a negative response from students. They said that there was so little time for discussion and no joke in the classroom.

B. Suggestion

1. Suggestions for the Teacher

The results of the research indicated that the classroom interaction in each meeting had similar pattern; content cross and teacher's talking were the dominant characteristics. Otherwise students' opportunities to be more active were not explored. Therefore, there were some suggestions for the teacher to realize the effective classroom interaction so that the teacher can develop his teaching method.

First, it is better if the teacher not only spends the teaching learning time by explaining the content, but also provides the time for discussion and insert more joke or intermezzo during the classroom, so that the students can explore their thinking and enjoy the learning teaching process.

Second, it is also better when the teacher uses media to support the learning-teaching process, such as teacher did in the second meeting. The existence of media (In focus, picture, video or et cetera) can increase students' engagement and decrease board work's teacher.

2. For the Next Researcher

This research was a preliminary research of classroom interaction study. It was focused on the characteristic and patterns used in classroom interaction by using ten categories of Flanders Interaction Analysis.

The next researcher could carry out the research about type of students' silence and its causality in classroom interaction in order to decrease the passive interaction.

REFERENCES

Algozzine, R., & Dawson, R, H. (2006). *Doing Case Study Research: A Practical Guide for Beginning Researches,* (New York: Columbia University.

Bee, L. S., & Hai, H.K. (2006). *Study of Teacher-Student Interaction in Teaching Process and its Relation with Students Achievement* in Primary Schools, Malaysia.The Social Sciences.

Bailey, M. K., & Allwright, D. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*, New York: Cambridge University Press.

Craig, Chaudron. (2004). *Second Language Classroom: Reasearch on Teaching Learning*, Cambrige: Cambrige University Press. Retrieved from: https://quod.lib.umich.edu/cgi/t/text/text

Chaudron, C. (1998). *Second Language Classrooms*. Research on Teaching and Learning.Cambridge: Cambridge University Press.

Creemers, M. P. B. (1994). *The efective classroom*, London: Cassell.

Jarvis, Peter. (1990). *International Dictionary of Adult and Continuing Education, London*: Kogan Page Ltd. Retrieved from: https://www.routledge.com/An-International-Dictionary-of-Adult-and-Continuing-Education/Jarvis

Kyriacou, C. (2009). *Effective Teaching in Schools:* Theory and Practice, Delta Place: Nelson Thornes Ltd.

Khan Ahmed, A. A, & Shakoor, M. (2009). *Evaluation of the Effect Short Wave Diathermyin Patients with Cronic Low Back Pain. Bangladesh Bangladesh*: Publisher media. Retrieved from: https://pubmed.ncbi.nlm.nih.gov/19637541/

Mouhanna. (2009). *"Police Responses Riots : Case Studies From France, London, Ferguson"*. Retrieved from: https://ses.library.usyd.edu.au/bitstream/handle/2123/8283/Sabine%20Prahl.pdf;jsessionid

Nunan, David. (1992). *Research Method in Language Learning*, (New York: Cambridge University Press.

Nasser, Rashidi. (2010). *Analyzing Pattern of Classroom Interaction in EFL Classroom in Iran*. The Journal of Asia TEFL, Shiraz University.

Pouriran, Y., & Behnam. (2009). Classroom Discourse: Analyzing Teacher/Learner Interactions in Iranian EFL Task-Based Classrooms, Porta Linguarum.Retrievedfrom:https://www.academia.edu/7113895/Classroom_Discourse_Analyzing_Teacher_Learner_Interactions_in_Iranian_EFL_Task_Based_Classrooms

Ramelan. (1992). *Introduction to Linguistics Analysis*, Semarang: IKIP Semarang Press.

Richard, S., & Jack C. (2002). *Longman Dictionary of* : *Language Teaching and Applied Linguistics* London: Pearson Education Limited. Retrievedfrom:https://www.academia.edu/44568181/Longman_Dictionary_of_Language_Teaching_and_Applied_Linguistics

Walsh, S. (2011). *Construction or obstruction: Teacher talk and learner involvement in the EFL classroom*, Language Teaching Research.

Walsh, S. (2012). *Conceptualizing classroom interaction competence*: Language in action, New York: Rout ledge.

Wright, E. W. (2010). *Foundations for Teaching English Language Learners:* Research, Theory, Policy, and Practice, Philadelphia: Caslon Publishing. Retrieved from: https://silo.tips/download/foundations-for-teaching-english-language-learners

Wood, J. T. (2009). *Communication in Our Lives* 5th ed, USA: Wadsworth Cengage Learning.Retrieved from: https://silo.pub/communication-in-our-lives.html

Yuanfang, A. Y. (2009). *Study of Foreign Language Learning Motivation and Achievement*: from a perspective of sociocultural theory, CELEA Journal,32.Retrievedfrom:http://ejournal.idia.ac.id/index.php/maharot/article/view/184

Zhou, Y., & Zhou, X. (2010). *An investigation and analysis of teacher talk of college English teacher*. Foreign Language Teaching and Research. Retrieved from: http://repository.iainbengkulu.ac.id/4703/1/IIM22.pdf

APPENDICES

Transcription of Verbal Interaction (1st Meeting)

Subject	Actual Classroom Verbal Interaction	Recorded As
Teacher	Assalamu'alaykum Warahmatullahi Wabarokatuh	1
Student	Wa'alaykumsalam warohmatullahi wa barokatuh	1
Teacher		6
Student	Okay, let's start our lesson by saying basmalah	8
Teacher	Bissmillahirrohmanirrohim	10, 10, 10,
Students	(opening notebook and writing on whiteboard)	10, 10, 10, 10, 10,10, 10. . .
Teacher	(writing) (this silence was holding for 210 seconds, so there are 70 times for category ten) Close the first the book! I will explain about text. Many text in our lesson, one of them . . . are descriptive text *ya*. You know about narrative text, descriptive text, recount text then procedure text. That"s all we call by text in English. That same with in Bahasa Indonesia. We call it by e. . . what. . . kind of text in English. That same. Now today will describe about descriptive text in	6 5 5 5 5 5 5 5 5 5 5 5 5 4
Students	simple way. To understand it it. How to understand it.	8
Teacher	In simple way. Understand about descriptive text.	4
Students	So, as we know, that. . . descriptive text is a text,	8
Teacher	that explaining. . .	4
Students	What does mean explaining?	8
Teacher	*Menjelaskan* (together)	4

Students	Something?	8
Teacher	*Sesuatu* (together)	4
		4
	Or someone?	6
		4
	Seseorang (together)	
Students	Is focusing explaining something or some. . .	10
		10
	Someone (together)	10
		10
	Generally. Generally, or specifically?	
Teacher	Do you know generally or specifically? About descriptive.	4
	This is for you,	4
	generally or more specifically?	
Students		10
	Generally …	
Teacher	…	4
	Specifically…	
Students	….	10
Teacher		5
	What is the different between descriptive text and	5
	report text?	5
		5
		5
	...	5
		5
	Hah?	5
		5
	...	5
		5
	Example, I give you example e. . .I. . .	4
	I example in one sentence e. . . you differ	
Students	please	10
	in one sentences the sentence e. . .	10
	book is the tool for writing something	
Teacher	book is the tool for writing something	7
	second sentence, I have a book, that book	5
	that my book is e. . . made from chocolate	5
	example	4
	saya punya buku, bukunya terbuat dari coklat	
Students	*,*	5
	yang satu lagi buku adalah alat untuk	

Teacher	*menulis,*	5
	untuk men. . . alat untuk menulis	4
	maka dari kedua text itu, dari dua kalimat tiu	8
	mana yang termasuk pada descriptive text?	3
		5
	The first . . .	
Students	The second . . .	5
Teacher	I repeat again, I repeat again	5
	The book is the tool for writing something.	4
	First sentence *berarti ya. . .*	8
	Buku adalah alat untuk menulis . . .	
Students		3
	Sesuatu	4
Teacher	*Sesuatu.*	10
	The second sentence, the second example I	
Students	have a	10
	book,	4
	my book made from chocolate *ya,*	
Teacher	*buku saya terbuat dari . . .*	10
Students	*Coklat*	10
Teacher	*Coklat,*	7
	So where does from these sentence *ya* indicate	10
	descriptive text?	7
		7
	The first . . .	7
	the second. . .	5
		5
	The first *apa* the second?	5
		5
	The second. . .	5
	the first. . .	5
Students	First first *aja,*	4
Teacher	First. . . second. . .	8
Students	Okay, to know that answer *ya. . .*	4
	I will explain about this and then	
Teacher	you can make conclude about that sentence	8
	ya.	
	Okay, I repeat again that Descriptive text this	5
	is. . . that	5

Speaker	Text	
Students	sentence, just look up the white board.	4
	What does the . . . descriptive and report.	
Teacher	Okay descriptive text is a text I said to you	8
	before	5
	is a text that explaining *ya* that the text ,	5
	text explaining something *menempatkan*	5
	sesuatu	4
Students	or someone . . .	
		8
	Seseorang	
Teacher		
	The purpose. . . what the mean the purpose?	8
Students		
	Tujuan . . .	4
Teacher		
and	*Tujuan dari* text *itu adalah* to give	5
Students	information about person,	5
	things. . .	5
	Things, animals and other.	
Teacher	*Itu generalnya.*	
	That the purpose of the text *ya* the pur. . .	4
Students	if, if you find the question what the purpose of	
	the text	8
Teacher	descriptive text is. .	
		5
	To give information about person, things,	5
	animals and	5
	other.	6
		5
	Understand?	5
		5
	Yes	5
		5
	Descriptive text is a text that explaining	5
	something or	5
	someone. The purpose of the text is to give	5
	information	4
	about person, animals, and other. (students	
Students	and teacher	8
	are reading together)	
Teacher		2
	You understand?	5
		5
	Yes	5

		5
	Menerangkan tentang sesuatu atau seseorang.	5
	*Ter*us	5
	the general structure of we analyse the text.	5
	General structure and grammatical focus.	5
	Look at for general structure.	5
	There are identification and description.	5
	That identi. . . identification is talk about	5
	where and	5
	who	5
	will be discuss *ya membicarakan dimana*	5
	dan siapa yang akan dibicarakan.	4
	And then for description, part of what we	8
	discuss *ya.*	
Students	*Bagian dari apa yang kita bicarakan*	3
	qualitynya apa kualitasnya apa,	
Teacher	Understand?	5
		5
	Yes	4
		8
	Okay,	
Students	for gram. . .grammatical focus there was three	5
	grammatical focus. For the first, focus on	
Teacher	specific	4
	person,	5
	that for example Andi, Jonny, Sumanto,	5
	Sumantri, Jono	5
	ya called it by focus on specific person.	5
	We must know first what e. . . thing what e. . .	
	and who will be discuss in the descriptive text.	8
Students	*Kita harus tau dulu apa yang kita terangkan*	
	dari spesifik personnya.	4
Teacher	*Kalau mau nerangin misalkan sesuatu maka*	
	sesuatunya masukan spesifiknya in	8
Students	grammatical focus.	
	Yang kedua grammatical focus for descriptive	6
Teacher	text is	5
	simple present, daily life or fact *ya.*	5
	Daily life what is daily life?	5
		5
	Kebiasaan sehari-hari	5
		5
	Ya, kebiasaan sehari-hari atau faktanya.	5
	Adjective *yang terakhir, memiliki kata*	5
	sifat.Seseorang	5
	yang diceritakan itu apa misalkan baik hati	2

	kind,	5
	bersahabat. . .	5
	Friendly	5
		5
	Kata sifat ya, atau kulitnya berwarna apa ya gitu-gitu	5
		5
	itu masuknya psychical appearances.	5
	Ini masuk nanti kepada simple present and	5
	identification *masuknya pada* description and	5
	kalau ini masuknya kepada identification.	5
	You understand?	4
Students	Yes	8
Teacher	Any question?	2
		6
Students	No	4
	OK, look at here!	
	The names. Specific *personnya adalah* Jenny.	
Teacher	Jenny *inimasuknya kepada* who *ya.*	8
	Ya Jenny *psychicalnya apa appearancenya,* skinny	
	white, hair black, eyes black, pointed nose.	
	High one hundred and sixty centimetres,	5
Students	*seratus enam puluh senti meter.*	5
	Itu termasuk psychical appearances. *Untuk*	5
Teacher	*mendukung ya untuk mendukung* e. . . specific person *tadi.*	4
	Kalo misalnya kita menyebutkan Jenny saja. Jenny.	8
Students	What kind of Jenny *gitu kan*? Jenny *apa gitu kan?*	3
		5
Teacher	*Maka itu belum dikatakan sebagai* descriptive text	5
		4
	Ketika kita menerangkan jenny itu lahirnya tanggal	8
Students	*sekian, tinggiya sekian kan terus berat badan sekian,*	4
	warna kulitnya seperti ini, warna rambutnya seperti	8
Teacher	*ini. Nah, itu yang disebut s*ebagai descriptive text.	5
	Sifatnya bagaimana? How about his adject. . . how	5
Students		5
	about the characters? Humble, kind, friendly.	5

	Nah itu masuk kepada adjective the grammatical focus.	5
		5
	Do you understand?	5
		5
	Yes	5
		5
	Okay,	5
	Let˚s we make it in one sentence.	5
	Jenny was born in Bandung, Jenny *telah*	5
	dilahirkan di.	4
	. .	
	Bandung	
Students		8
Teacher		3
	In sixteenth April nineteen ninety-two. *Di*	5
	bulan April	5
	tanggal enam belas sembilan belas Sembilan	5
	tiga. .	5
	.sembilan dua. Her nickname is Jane.	5
	Apa tuh nickaname?	2
		5
	Nama panggilan	5
		5
	Ya, nama panggilannya adalah Jane.	5
	Ini masuknya kepada identification. *Karena*	4
	explain who or where *ya*	8
	tentang siapa di sini?	
Students		4
	Jenny	
Teacher		8
	Tempatnya dimana?	
Students		4
	Bandung	
Teacher		8
	We explain it more specific about someone or	2
	something.	6
	Kita menerangkan lebih spesifik tentang	4
	seseorang	
Students	about someone or something.	8
	Kita menerangkan lebih spesifik tentang	
Teacher	*seseorang.*	4
	Tapi ini belum dikatakan sebagai descriptive	4
	text	
Students	complete. *Baru sampai sini, kita belum bicara*	8
	descriptionnya ya qualiesnya, partnya gitu	

Teacher	*kan ya. Itu masuk ke dalam* psychical appearances and character.	6
	We explain about psychical appearances.	6
	Jenny she was. . . she has skin white skin, she	5
	has black hair and she has black eyes. She has	5
	pointed-nose. What is pointed-nose?	5
		5
		4
Students	*Hidung yang mancung*	8
Teacher	*Ya, hidung mancung ya,*	6
	e. . .and e. . . her high one hundred sixty	6
	centimetres.	6
	We call it psychical appearances.	4
	And then we, we, we explain about e. .	
Students	.characteristic	8
	what e. . .humble, kind, friendly,	
Teacher	*itu karakteristiknya dia, dia bersahabat, baik, gitu kan*	6
	ya?	10
	Itu termasuk pada karakteristik and	10
Students	when we combine the name, the psychical	6
	appearances, and character.	(10,10,10,10,
	We call it by descriptive text.	10,10,10,10)
	Understand?	
Teacher		
	Yes	4,8,4,8,4,8….
	Any question?	
	No	4
		10
	Okay,	
Teacher	we make about this.	6
	Jadi, kalo di ujian nanti ditanya apa itu	6
	descriptive	4
	text?	
Students		8
	Is a text that explaining about someone or	
Teacher	something.	6
Students	*Kalau ditanya* what is the purpose of	1
	descriptive text?	
	To give information about person, Things…	
	Animals or others.	

	Tell me please the kind. . .the generic. . .the generic structure of descriptive text. There are two generic structure of descriptive text, the first is identification, describe where or who and the second is description, describe about part or quality. Understand? Yes Give the example in the text! You can make like my example *ya. Kamu bisa buat* *seperti ini.* Understand? Yes Write down and finish it, please! . . . . After that, I will give you e… some exercise. . . . (checking the students" attendance) (there are 38 students, and the teacher called them one by one) (it was holding for 254 seconds and produced 85 times question and answer) Finish? (the bell is ringing) Because the time is over, and for the next time I will give exercise about this. Understand? Yes	

	Let's close by saying hamdalah	
	Alhamdulillahirobbil'alamin	

Transcription of Verbal Interaction (2nd Meeting)

Subject	Actual Classroom Verbal Interaction	Recorded as
Teacher	Good morning	1
Students	Morning	8
Teacher	How are you this morning?	4
Students	I am fine, thank you,	8
	and you?	8
Teacher	I am very well, thank you	2
	Are you ready to study now?	4
	Yes.	8
Teacher	Alright, before we study let"s we pray together	6
	Attention, please! Before we study let"s pray	8
	together.	
	Pray begun!	
	…	10
Students	Okay, Greet to the teacher!	8
	Assalamu"alaikum wr.wb.	1
		1
Teacher	Wa"alaykumsalam Wr. Wb.	2
	Alright, thank you.	6
	Now I"ll check your presence.	
	(checking the students" attendance)	4,8,4,8,4,8,,,
	(it was holding for 180 seconds and produced 60	
	times question and answer)	
Teacher	Okay, thank you.	2
	Now please open your e...	6
	students" worksheet!	6
	Open your LKS!	5
	You"ll try to observe chapter one.	5
	Kita akan membahas sekarang	5
	chapter satu, bab pertama ya Lihat	6
	dulu LKS nya biar kelihatan	
	sedikit.	2
	Okay	
		(10,10,10,10,10)

Speaker	Utterance	
Teacher	(The teacher was preparing the Projector Slide)	
		6
	Okay, Now we continue the chapter one.	5
		5
	Before we continue your study.	5
	Sebelum kita mulai materi ini, I have two pictures, the picture number one,	5
		6
		6
	this is the picture number one. Observe it!	5
	Coba cermati gambarnya!	6
		6
	and.. this is the picture number two.	6
	Coba cermati gambar ke dua ya …	6
	And then try to find out	(10,10,10)
	what situation related to the picture!	
	Now in your mind, try to think.	4
	….	4
	What is the situation related to the picture?	
	Kira kira gambar apa tadi yang pertama?	10
	….	4
Students		8
	Pertama? orang ber..	3
Teacher		3
	Salaman	
		10
Teacher	*Ya*, picture number one is *salaman*, is shaking hand	
	....	4
Students		8
	And then the picture number two?	
Teacher		3
	Pelukan	3
		10
Teacher	*Ya…*	
	is *pelukan*	4
	....	4
		4
	Okey now, what situation is usally related to	4
	the picture number one ?	
		10

	Kira-kira kegiatan apa sih yang ada hubungannya	2
Teacher	*dengan gambar salaman*?	9
	…	3
Students		2
Teacher	Okay...	2
	Mengucapkan selamat	
	Ya ucapan selamat. Good!	9
Students	What else? *yang lain kira-kira apa*	3
Teacher	*lagi*?	10
	Ya	4
		9
Students	Congratulation	
	Congratulation. Goods! *Ya benar.*	4
Teacher		8
Students	…	3
Teacher	What else?	4
	Meminta maaf	7
		8
	Hah?	2
Students	*Minta maaf*	8
Teacher	*Meminta maaf. Bagus!*	3
Students	What else?	10
Teacher	*Baru bertemu pertama kali?*	6
	Kenalan	4
	Hmm?	4
	Kenalan	4
	Yaa, berkenalan.	4
	…	
	Okay, next …	10
	what is the situation related to the picture number two?	
	Kira-kira gambar dua yang apa	9
Students	*hubungannya*	4
Teacher	*dengan gambar dua?*	8
Students	...	3
Teacher		10
	Expressing birthday	2
	Ya?	10
	Expressing birthday	9
Students	*Ya*, Greeting to the birth day	3
Teacher	....	10
	What that the else? *apalagi?*	2
	…	9
Students	*Orang sedih*	3
Teacher	*Ya, sedih.*	
	...	10

	Apalagi? lagi satu aja.	
	Minta maaf	
	Minta maaf	5
		5
	…	5
		5
	Ya, kalau kita lihat cukup tadi tiga pendapat.	5
	Melihat dari gambar tadi, berarti materi kita banyak sekali hari ini, ada minta maaf, ada ini ada itu.	5
		10, 10
		5
	Sekarang untuk lebih jelas tentang materi kita, e....	6
	we have a picture show.	6
	(the teacher was trying to display video)	4
	we have video show, I have one video for you	
	and then…try to find out	6
	what is the situation related to the video!	10,10,10,10
	Kira-kira situasi apa yang berhubungan dengan	5
	video?	10
	Let"s show the video	
	(it was holding for 150 seconds or 50 times)	5
	Okay, that is the video show.	4
	....	4
	Ya that is the video show.	10
	Now, what is the situation related to the video?	2
Students	Kira-kira berhubungan dengan apa video tadi?	8
Teacher	(Bell was ringing)	7
	Ya	7
		4
	Expressing congratulation birthday	2
	Ya, expressing congratulation, not birthday.	
	Expression congratulation.	10
	What the else? Apalagi?	2
Students	Who wanna try?	4
Teacher	...	2
Students		8
		4
		6
		4

Teacher	Hmm.. who wanna try?	8
Students	*Kira-kira apalagi?*	3
Teacher	*Ya…*	8
Student	*Ucapan selamat*	2
Teacher	*Ya?*	4
	Ucapan selamat	10
	Apa?	2
	Ngucapin selamat	5
	Yaa, ngucapin selamat.	5
	Ngucapin syeamat.	4
	Gapapa, good.	
	Apalagi? *Ada*? *Kira-kira ada lagi*?	
	…	8
Students	Okay..	4
Teacher	Dari dua itu sudah kelihatan ... yaa.	8
Students	Kalian berani	3
Teacher	mengatakan ucapan selamat karena tadi	5
	habis dia nelpon bilang apa?	4
Students		8
Teacher	Congratulation	3
	Bilang?	5
	Congratulation	5
	Yaa, saat dia nelpon bilang „congratulation‟. Disusul lagi dia ke rumahnya bawa kado lalu?	5
	Berpelukan	4
Students	Berpelukan, itu adalah bentuk ucapan selamat.	8
Teacher	Jadi, materi kita hari ini adalah ucapan selamat.	3
	So, our lesson today is...	5
Students	is about…yaa our lesson today is...is...	4
Teacher	Congratulation	8
	Congratulation	3
	Expectation	5
	Expectation, and...	5
	And hope	
	Yaa, congratulation, expectation and hope.	5
	.. ya itulah materi kita hari ini, bagaimana kita	5
	mengucapkan selamat dan disertai dengan harapan	5
	kita.	5
		5

Teacher	Namun sebelum lanjut ke materi,	5
	mari kita ulas dulu apasih	5
	kompetensi dasar	5
	yang diminta dalam peajaran ini.	5
	... ya...	5
	there are two basics competence.	5
	Ringkasnya saya sampaikan ada	5
	dua kompetensi	5
	dasar yang diminta di pelajaran ini.	5
	Yang pertama kalian memahami	6
	tentang ucapan	
	selamat dan harapannya.	
	Memahami itu.	
	Kedua, kalian bisa berbicara	10
	spoken, bisa	
	ngucapin selamat sama orang lain	5
	dan juga bisa	
	menulis teks ucapan selamat.	10,10,10,,,
	Kalian bisa menulis teks ucapan	
	selamat.	
	Itulah competensi dasar tujuan	5
	pembelajaran	5
	yang akan kita capai.	5
	Ya, sekarang mari kita ulas satu	5
	persatu.	5
	.....	4
	Now we start by congratulation	8
Students	(the teacher was erasing the	4
Teacher	whiteboard, it spent 43	8
Students	seconds or about 14 times)	3
Teacher		4
	Now, I will tell you the first what is	8
Students	about congratulation.	5
Teacher	Congratulation is an expression to	5
	give a honour as a happiness ya...	
	give a honours as a happiness.	
	Ucapan selamat hanya boleh	
	diberikan pada saat suasana ba...	2
	ba...	5
	Hagia.	6
	Ba..	5
	Bahagia	5
	Bahagia,	4
	apakah sedih boleh?	4
	Engga	5
	Misalkan ada ayahnya teman kamu	5

	meninggal,	5
	jangan pernah ucapkan, "selamat	5
	ya ayah kamu	5
	meninggal."	5
	... (the students were laughing)	5
	Ngga mungkin, itu salah.	5
	Itu lihat!	5
	Congratulation is an expression to	5
	give a honour as a happinesso	5
	someone.	5
	Ungkapan apa saja yang akan kita	
	katakan kalau akan	
	mengungkapkan ucapan selamat?	
	Number one is congratulation.	
	Cukup, cukup ya congratulation.	
	Ingat disertai jabatan tangan. Ya	
	atau	
	congratulation on atau	
	congratulation for your…	
	"Hi, congratulation for your	
	birthday." Boleh...	
	Ada dua kata baru kalau anda	4
	menyaksikan film film Eropa, misal	8
	kalo ketemu mungkin	3
	mahasiswanya berprestasi,	5
	"I got the best winner." "Ouw	5
Students	fantastic!"	
Teacher	Fantastic similar with	5
	congratulation. Also Well	5
	done!	5
	Well done is also expression of	5
	congratulation.	5
	Jadi, untuk mengungkapkan	5
	ucapan selamat boleh	5
	mengucapkan congratulation,	5
	congratulation on,	5
	congratulation for... atau boleh	5
	juga well done	5
	atau...	5
	Fantastic!	5
	Fantastic, ya...	5
	kemudian congratulation tidak	4
	boleh lepas dari expectation, *baik*	4
	di luar negeri maupun Indonesia	5
	setiap ucapan selamat pasti ada	5
	semoga.	5

	"Selamat ulang tahun, semoga panjang umur."	5
		5
	"Selamat menempuh hidup baru.	5
	Semoga	5
	langgeng"	
	dan sebagainya pasti ada. Pasti ada. Itu ngga	
	mungkin tidak.	
	Jadi, congratulation can be stated by expectation.	
	So, expectation is when you expect good things.	
	Expectation *harapan adaLah ketika kita*	
	mengharapkan sesuatu yang baik untuk terjadi	
	pada orang itu nanti.	4
	Hope, what something is happen to	8
Students	be true.	4
Teacher	*Dia memperoleh sesuatu yang baik.*	8
Students	*Bagaimana cara mengungkapnkan harapan dalam*	3
Teacher	*harapan dalam*	4
	Bahasa Inggris?	4
	Boleh mengatakan dengan I expect,	10
	boleh I hope	5
	atau hopefully. *Misalnya...*	5
	"Oouh congratulation for best winning!	5
		5
	I hope you will be success."	5
	I hope you will be success.	5
	"Oooh happy birthday! I expect yo will be success.	5
	Boleh I hope, *boleh* I expect *boleh* hopefully.	5
	Bisa diterima	
	Bisa	4
	Bisa diterima?	8
Teacher	*Bisa*	3
Students	*Ya,*	5
Teacher	*nah sekarang bagaimana sih contoh daripada ungkapan ucapan selamat?*	610
	…	5
	Ada beberapa contoh. Yang	5
	pertama saya berikan	5
		5

	contoh dalam bentuk conversation.	5
	Yaitu dialog	5
	ber…berbanyak. Dialog berbanyak	5
	namanya	5
	conversation.	5
	Yang depan ada rina kemudian ada siti, ada udin,	4
	berbanyak.	
	Dialog begitu namanya	
	conversation.	
	Yang kedua, ada yang namanya dialog.	
	Kalau dialog percakapan ber…	8
	Dua	4
Students	*Berdua,*	8
Teacher	*ini dialog antara Kathy dan*	3
Students	*George.*	5
Teacher	*perhatikan!*	1
	...	5
	Kathy berkata: "Hi, George! you look so happy.	5
	What"s up to you?	6
	Hi, George! kamu kelihatannya bahagia sekali, ada	5
	apa?	5
	George mengatakan, "hmmm I wish the Science	4
	Olympad". *Saya memenangkan olimpiade.*	4
	Di balas oleh Kathy, "Ouwh, congratulation	6
Student	George!	8
Teacher	We expect yo will be success."	3
	Setiap ucapan selamat dibalas dengan…dengan…	4
		8
Student	*Terimakasih*	3
Teacher	*Terimakasih…in English?*	4
	Thankyou	
	Thankyou,	10
	itu contoh dari e.. dialog.	4
Teacher	*Nanti mudah-mudahan bisa*	8
Students	*membuat dialog.*	3
Teacher	Ada lagi contoh yang nulis.	4
	*Ya…*there is a congratulation card.	8
		3

Teacher	Perhatikan contohnya! *Ini adalah contoh* congratulation card *yang pertama.* *Ini suasananya dalam keadaan bagaimana*?	5 4 8
Students	*hh?*	4
Teacher	*Jelaskan!*	8
Studenrs	*Mendapatkan pekerjan*	3
Teacher	*Ya...ini ketika mendapatkan pekerjaan.* *Contoh kedua,* what is the situation? *Mendapatkan bayi pertama* *Ya?* *Mendapatkan bayi pertama* *Yaa...mendapatkan bayi pertama.* First baby. How about this? ..... *Ya?* *Lulus ujian.* *Ya,lulus ujian. Bisa juga diberikan ucapan selamat.* and the last… *Pernikahan* *Ya,* on the situation of marriage or wedding. In Bahasa Indonesia *adalah pernikahan.* *Bisa diterima contoh-contoh tadi?* *Bisa* *Jelas?* *Jelas* Okay If you are clearly, now please make a group of four	6

Transcription of classroom Interaction (3rd Meeting)

Subject	Actual Verbal Interaction	Recorded As
Teacher	Assalalmu"alaykum warohmatullahi wa	1
Students	barokatuh	1
Teacher	Wa"alaykumsalam warohmatullahi wa	4
Students	barokatuh	8
Teacher	How are you this morning?	2
	Yes	4
Students	Hmm,	8
	how are you this morning?	2
Teacher	It"s good	2
	… (the students were laughing)	6
	Okay,	4
Students	Listen me please well when I teach you!	8
Teacher	Do you understand?	5
	Yes	5
	Today e…we will talk about,	5
	study about simple present yes or no	5
	question *ya*.	5
Teacher	There are what have I said before,	5
	there are two way how to make question *ya*.	5
		5
	The way how to…	5
	so that question will become in English.	5
	There are the question preceded by double-	5
	eits question	5
	and preceded by auxiliary question.	5
	But today,	5
	we will study about…about are *ya*	
	about yes or no question in simple present	
	double you eits question	
	the first we will study about simple present	10,10
	yes or no question	5
	…	5
	How to make the .. the question	5
	from the simple present	5
	By answer yes or no	5
	that I said to you before,	5
	every question always preceded by auxiliary	5
	question	5
	and preceded by double you eits question	5
	but different answer	5
	if the question preceded by auxiliary verb,	5
	that question will be answer by yes or no.	

	I will give you one sentence.	5
	One sentence	5
	"I go to school"	5
	The second sentence,	6
	"he goes to school"	5
	Look at these sentences!	5
	The first sentence and second sentence	5
	The first sentence is simple present,	5
	because simple present is it verb into that into subject	4
Students Teacher	And the form of simple present is subject, verb one and…	8
	Object.	3
	Object	5
	First. And then to make question	5
	by answering yes or no question,	5
	we need e… know first e… the sentences, and we…we must know first the subject in English.	4
Students	There are I you…	8
	They we	10
	He, she, it (students and teacher were reading together)	4
Teacher	*Jadi di dalam Bahasa Inggris itu ada berapa subject?*	5
	One two three four five six seven subject.	5
	Dan nanti mereka-mereka ini punya pasangan yang berbeda-beda	5
	In the auxiliary...especially in the subject to make question yang jawabannya yes or no question	4
Student Teacher Students Teacher	*Jadi kalau* I You They We *pasangan auxiliarynya adalah*?	8
	Do	4
	He She It?	8
	Does	5
	So why I make two sentence *gitu,*	5
	kita akan membuat dua kalimat,	5
	Karena akan berbeda unsur di…will be different	5
	auxiliary be used that in that sentence.	5
	E…*Kalau yang pertama auxiliarynya apa,*	5
	kalau yang kedua auxiliarinya apa	5
	We focusing *untuk* how to make a question	5

Speaker	Utterance	
	pertanyaan kalo kita tidak tau bentuk kalimatnya seperti apa.	4
	Jadi salah satu ciri dari simple resent adalah, using	10
	base verb	5
	Apa itu base verb?	5
	…	5
	or we call it by verb one, and then	5
		5
	it always preceded by subject,	5
	all subject preceded base verb…verb one.	5
	This subject, this is base verb,	4
	verb one, by verb one.	4
	Of course, this is positive…sentence	10
	and this is positive sentence.	5
	And then how to make the question	5
	from these statements *ya?*	5
	…	5
	For number one, "I go to school"	5
	if you make the question yes or no question	5
	in the simple present. We must preceded	5
	in the first sentence in the question by using	5
	auxiliary	5
	ya	4
	harus diawali dengan auxiliary.	
	But we…we see first	
	what kind of subject in that sentence,	
Student	*subjectnya mana di dalam sentence itu.*	8
	Kalau subjectnya I, *berarti auxiliraynya?*	5
		5
		5
	Do	10
Teacher	Maka if the question in that sentence preceded	5
		5
	by auxiliary do, *maka* do you,	5
	do you go to school?	5
	….	4
Students	That always preceded by auxiliary,	8
Teacher	*Kalo pertanyaan dalam bentuk* simple present	4
		5
	dalam bentuk yes or no question	
Students	*pertanyaan itu selalu diawali oleh* do.	4
Teacher	You understand?	8
Students	Yes	4
Teacher	And how to answer it?	8
	Of course, every question preceded by	5
	auxiliary	5

	always answer by yes or …	4
	no …	8
Students	If we answer it by yes…	5
Teacher	Yes I do	5
	we just … we just only to the sentence, the sentence,	5
	yes, I go to school	5
	Understand?	5
	Yes	8
	Or we can make it more simple, the answer.	5
	Lebih simple lagi apa kamu singkat saja,	5
	it simple answer jadi cuma	
Teacher	we just only say "yes, I do"	4
Students	But in the complete sentence, we may use the auxiliary,	8
Teacher	Yes, I go to school.	4
	But when you make it in the simple answer	10
Teacher	you just only write yes I do.	4
		10
Teacher		5
	You Understand?	5
	Yes	5
	Any question?	6
	..	4
	Ada *pertanyaan?*	4
	..	5
	Kalau singkat jawabannya itu	5
	bisa menggunakan yes I *do atau yang*	5
	lengkap	5
	tinggal kamu liat tergantung kalimatnya.	5
	Okay, make it first!	5
	and how to make in negative answer?	5
	Bagaimana cara membuata jawaban itu	5
	menjadi	4
	negative?	8
Students	*kalo* positive *sih gampang*	5
Teacher	*tinggal kamu liat aja bentuk kalimatnya saja,*	5
	kalau negative pasti selalu e… ada kata-kata	4
	negativenya dalam auxiliarynya.	8
Students	For example, it preceded by no,	2
Teacher	I do not go to school.	5
	We just only put „do not" in the sentence	5
	and then the answer is negative answer.	5
	You understand?	5
	Yes.	10
		5

Speaker	Text	Number
	But when you want make it into simple answer,	4
	we write No, I don't or no I do not.	10,10
	You understand?	4
Students	Yes	10
Teacher	Okay,	
	I want give you other example.	5
	The answer it by simple present yes or no question.	5
	For example,	4
	…	
Students	e… we speak English.	8
Teacher	How to make it in question?	3
		5
	..	5
Students	Hah?	8
Teacher	..	3
		4
Students	Do you speak English?	8
	Because the question from simple present always preceded by aux…	4
Teacher	… iliary …	10
	always preceded it by auxiliary	5
Students	*sama ini juga ya, cuma tergantung pasangannya.*	4
Teacher	*Kalo misalnya pasangannya* I You They We,	8
Students		3
Teacher		4
	Do	8
Students	*auxiliarynya* Do	3
Teacher	and he she it?	4
Students	Does	8
Teacher	How this question?	6
	…	8
Students	Do you speak English…	3
Teacher	How the answer by yes?	4
	Yes, we do	8
	Yes, we do. *Itu simple answer ya*	3
Students	And how to make it more complete answer?	10,10
Teacher	Yes, we speak English	
	It yes answer	4
	And how to make it into negative?	8
	No, we don't speak.	5
	Simple answer!	5
	No, we don't	4
	No, we don't, *ya…*	5
		5

	How about e… *apasih* complete answer?	5
	No, we don"t speak English.	5
	No, we don"t speak English.	5
	…	5
	You understand?	4
	Yes	
Students	That we, we use the subject	8
Teacher	*Itu kalau subjectnya* I You They We *berarti*	5
	auxiliary	4
Students	*nya* do	8
Teacher	And How to make it in the auxiliary does?	4
Students		8
Teacher	*Ini kadang yang menjadi permaslahan,*	4
	dalam auxiliary does, *suka lupa,* e…	4
	apa kalimat yang tidak ada kata verbnya.	4
Students	I give you example other	10
Teacher	He goes to school	4
	This is positive statements	5
	You understand?	5
		4
Students	Yes	8
Teacher	This negative statements,	5
	He doesn"t go…	6
	Goes	5
	doesn"t go *apa* doesn"t goes?	5
	Doesn"t goes	5
	huh?	5
	Where is the true?	5
	Go.. goes?	5
	Go… goes	5
	Why you use go?	4
Students	*Karena diawali oleh* auxiliary does,	8
Teacher	*kalau diawali* auxiliary does,	4
Students	*maka* goes *nya tetap* …	8
Teacher	Go	5
	verb one, always preceded by auxiliary does	5
Students	look at the second simple sentence!	8
Teacher	He goes to school,	4
Students	this we got auxiliary does,	8
Teacher	so we you can verb one, it preceded by verb	4
Teacher	one s,	4
Students	in positive in negative, we will use doesn"t.	8
Teacher	and then the verb one there is no changes in	3
	the verb,	4
Students	in positive the verb is preceded by s.	8
Teacher	Understand?	2
	Yes	

Speaker	Utterance	
	So, how the sentence?	5
	He does not go	5
	This is negative sentence	4
Students	He does not go	8
Teacher	Doesn't	5
	He doesn't go?	4
Students	He doesn't go to school	8
Teacher	How to make it in simple?	6
Students	No, he…	8
Teacher	He doesn't.	7
	Yes. He doesn't	5
Students	You understand?	5
Teacher	Yes	4
Students	Okay	8
Teacher	I wil give other answer, e… other example	5
	I give u one sentence	4
Students	Tukul, you know tukul?	8
	Yes. Tukul Arwana	2
Teacher	Tukul eats meat	6
Students	This is positive or negative?	8
Teacher	Positive	4
Teacher	Make it into negative question!	5
	Tukul…	4
Students	Make it in the question	8
Teacher	Every question is always preceded by auxiliary	5
	Does tukul eats	5
	Eats or eat?	5
	Eat	5
	Does tukul eat meet?	5
	Is tukul your brother?	5
Students	Yes brother	5
Teacher	(the students were laughing)	8
Students	Okay answer it by positive answer!	4
Teacher	Yes, tukul eats meat	8
	Where from you know this answer?	5
Students	You just only see the sentence.	4
Teacher	You understand?	8
	Yes	3
	You just put yes, *tapi bukan yes aja,*	5
	tapi kalau positive kamu lihat disini	5
Students	*Karena kan gimana kalo kamu lupa positive ini,*	4
Teacher	*jadi kalua kamu ingin mendapatkan*	8
	if you wanna write the negative answer	2
	just only change it into negative sentence	4
		4
		4

	Tukul doesn't eat	10
	Eats	4
	Eat or eats?	4
Students	Eat	8
Teacher	Eat meat, this is negative statements,	3
Students	Understand?	5
	Yes	5
Teacher	Yes, this is answer for negative answer.	4
	No, he *ya*	8
Students	*Ya,* He doesn't eat meat.	3
Teacher	You understand?	5
	Yes	5
	Okay,	5
	Any question?	5
	About how to make question yes or no	5
	question in simple present?	5
		4
	…	8
	Ada yang *engga paham?*	3
	Paham semua ya?	4
Students	*Paham*	8
Teacher	Okay, very easy.	2
Students	This is base of English *ya*. How to answer	6
Teacher	question	
	by preceded by auxiliary verb in simple	
	pre…	10,10
Teacher	sent.	6
	Present	
	Intinya kalo pertayaan itu diawali oleh	4,8,4,8,4,8
	auxiliary verb	
	ya	
Teacher	does or do especially in simple present	4
Students	it's always answer by yes or no.	8
	Tidak perlu penjabaran. Makanya kalau itu	
	jawabnnya yes or no saja. pasti itu.	10,10,10,10
	Kalau diawali oleh auxili…	
	Iary.	
	Auxiliary.	10
Teacher	You understand?	5
	Yes	6
Students	Okay,	1
	now write it, please!	
	...	
	Okay while you are writing I will read the	
	presence.	
	(the teacher was checking students'	
	attendance for 186	

	seconds, thus it held 62 times)	
	Have you finished?	
	Not yet…	
	……..	
	(the teacher was waiting the students to	
	finish their note	
	for 240 seconds, it 80 times)	
	The bell was ringing	
	Okay, time is over.	
	Let's close by reading hamdalah	
	Alhamdulillahirobbil'alamin	

Observational Sheet of Flander Interaction Analysis Category (FIAC)
System
SMAN 1 BENGKULU TENGAH

Teacher :

Date :

Class :

Time : 1st/2nd/ 3rdMeeting

No	Rule
1	When not certain to which of the which of the two or more categories a statement belongs, the category that was the numerically farthest from category 5 was chosen. This is true except when one of the categories in doubt is under category 10, which is never chosen, if there is an alternate category under consideration.
2	If the primary tone of teacher's behaviour has been consistently direct, or consistently indirect, we do not shift into the opposite classification unless a clear indication of shift is given by the teacher
3	The observer must be overly concerned with his own biases or with the teacher's intent. For example, if, when the teacher attempted to be clever, pupils saw his statements as criticism of a pupil, observer used category 7, rather than category 2. Sarcastic behaviour is also included in category 7. This rule has a particular value when applied to the problem of helping teachers to get insight into their own behaviour. The observer asked himself the question simply, "What category best describe the particular bit of interaction?"
4	If more than one category occurred during the three seconds interval, then all categories used in that interval were recorded and thus each changed in category was recorded. If no change occurred within three seconds, that category number was repeated.
5	if a silence was longer than three seconds, it was recorded as a 10. (This rule is listed because observers generally ignore short periods of silence). The category 10 was also used when two or more persons were talking at once and when there was slight of confusion in the classroom, so that the observer could not identify a single speaker. Breaks in the interaction in the form of silence or confusion were also classified in category 10. The followings were also some ground rules from Flander to decide the proper categorization of

	the interactive behaviours.
6	When the teacher calls on a child by name, the observer ordinarily records as 4.
7	If there is discernible period of silence, record one 10 for every 3 seconds of silence, laughter, board work, etc.
8	Statements such as „uh hah" yes, all right, okay, which occur between two 9s are recorded as 2.
9	A teacher's joke which is not made at the expense of the children is a 2. If the joke makes fun of a child, then it is coded as a 7.
10	An 8 is recorded when several students respond in union to a narrow question

Categories	1st	Ten	Minutes	2nd	Ten	Minutes	3rd	Ten	Minutes
1 (Accepts Feeling)									
2 (Praises or Encourge)									
3 (Accepts or Uses Ideas of Students)									
4 (Ask Question)									
5 (Lecturing)									
6 (Giving Direction)									
7 (Criticizing or Justifying Authority)									
8 (Students Talk-Response)									
9 (Students Talk Initiation									
10 (Silence or Confusion)									

INTERVIEW

1. **Interviewer :** "Does the teacher start and finish the teaching-learning process on time?" (*Apakah guru tepat waktu dalam memulai dan mengakhiri proses belajar mengajar?*)

   Student 1 : Yes, on time (Iya tepat waktu)

   Student 2 : Yes, on time, but there are also teachers who sometimes add hours to explain the material. (iya tepat waktu, tetapi ada juga guru kadang menambah jam untuk menjelaskan materi).

   Student 3 : Yes but sometimes no (iya tapi kadang juga tidak)

   Student 4 : Just in time if nothing else needs to be added.(tepat waktu jika tidak ada yang perlu di tambahkan lagi).

2. **Interviewer : "**How is the teacher's way using teaching-learning time in the class efficiently?" (*Bagaiamana cara guru menggunakan waktu belajar mengajar secara efisien di dalam kelas (porsi antara menerangkan, memberikan pertanyaan, memberikan tugas, diskusi, dll seimbang)?*)

   Student 1 : Teachers are balanced in teaching us (guru seimbang dalam mengajarkan kami)

   Student 2 : Balanced, if the teacher has explained the material being taught, usually the teacher immediately asks us questions. (seimbang, jika guru sudah menjelaskan materi yang di ajarkan, biasanya guru langsung mengajukan pertanyaan kepada kami)

Student 3 : Yes, the teacher explains and gives us assignments to do.(iya , guru menjelaskan dan memberikan tugas untuk kami kerjakan).

Student 4 : Yes balanced. (iyah seimbang).

3. **Interviewer : "**If the students do not understand, what does the teacher do?" (*Jika ada siswa yang kurang atau tidak paham terhadap materi pelajaran, apa yang biasanya guru lakukan?)*

Teacher : as a teacher I will re-explain the material that is not understood by students, so that students can get results from the material I teach.(sebagai guru saya akan menjelaskan ulang tentang materi yang tidak dipahami oleh siswa, agar siswa bisa mendapatkan hasil dari materi yang saya ajarkan).

4. **Interviewer : "**How is the teacher's way in asking question? Does he give "key word" to answer the question?'' *(Bagaimanakah cara guru dalam memberikan pertanyaan kepada siswa? Apakah guru memberikan "kata kunci" atau "kata bantu" untuk menjawab pertanyaan tersebut?)*

Teacher : when I finish explaining the material, usually I immediately give questions to students, when students can't answer I will provide keywords for the answers. (ketika saya selesai menjelaskan materi, biasanya saya langsung memberikan pertanyaan kepada siswa , ketika siswa tidak bisa menjawab saya akan memberikan kata kunci untuk jawabannya).

5. **Interviewer :** *"*If the students" answer is true or false, how does the teacher respond?*(Jika jawaban dari siswa kurang benar atau salah, bagaimana respon guru?)*

   Teacher : there are several ways for me when students answer questions, sometimes I will ask one student but if the student can't answer or answers wrong then I will give the question to another friend.(ada beberapa cara saya ketika siswa menjawab pertanyaan, kadang saya akan menanyakan ke satu siswa tetapi jika siswa tersebut tidak bisa menjawab atau salah menjawab maka saya akan memberikan pertanyaan tersebut kepada temannya yang lain).

6. **Interviewer :** *"*Does the teacher spend many times for explaining and asking question to the students?" (Apakah guru banyak menggunakan waktu di dalam kelas untuk menerangkan materi dan memberikan pertanyaan kepada siswa?)*

   Student 1 : Yes, but sometimes no, the teacher must also give jokes so we don't get bored.(iya, namun terkadang tidak, harus guru juga memberikan lelucon agar kami tidak bosan).

   Student 2 : Yes, more explaining than asking questions.(iya lebih banyak menjelaskan dibandingkan memberi pertanyaan).

   Student 3 : Depending on each teacher, there are teachers who after explaining and then asking questions, but there are also those who only explain.(tergantung gurunya masing-masing, ada guru yang setelah

menjelaskan lalu memberi pertanyaan, tapi ada juga yang hanya menjelaskan saja).

Student 4 : Yes, sometimes just explain, sometimes there are also questions. (iya terkadang menjelaskan saja, kadang ada juga memberi pertanyaan).

7. **Interviewer :** *"Were the students given a freedom for discussion and answering teacher's question?"* (*Apakah siswa diberi kebebasan dan banyak berdiskusi dan menjawab pertanyaan-pertanyaan dari guru?*)

Student 1 : Sometimes the teacher gives time to answer questions and discuss. (kadang guru memberikan waktu untuk menjawab pertanyan dan berdiskusi).

Student 2 : Yes, but sometimes the teacher just explains the material. (iya, tapi terkadang juga guru hanya menjelaskan saja materi).

Student 3 : Yes, but not all the time (iya, tapi tidak setiap saat)

Student 4 : Yes, the teacher gives time to answer questions and discuss, but there are times when the teacher only explains the material.(iya guru memberikan waktu untuk menjawab pertanyan dan berdiskusi, tapi ada saat guru hanya menjelaskan saja materi).

8. **Interviewer :** "How is the classroom atmosphere during teaching learning process?" (*Bagaimanakah suasana di dalam kelas selama proses belajar mengajar?*)

Student 1 : The class is funny, fun, orderly, fun, peaceful.(enak, kelasnya lucu, asyik, tertib, menyenangkan, damai).

Student 2 : Happy, but if it's been too long it becomes boring and sleepy.

(senang, tapi kalau sudah terlalu lama jadi membosankan dan ngantuk).

Student 3 : Excited, because the class is comfortable, clean and fun.

(semangat, karena kelas nyaman, bersih dan menyenangkan).

Student 4 : Happy, peaceful, orderly, but sometimes also boring.(senang,

damai, tertib, tapi kadang juga membosankan).