

**AN ANALYSIS OF CLASSROOM INTERACTION BY USING
FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM
(FIACS) TECHNIQUE AT SMPN 28 BANDAR LAMPUNG**

(A Script)

By

Maya Rosa Almira



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG OF UNIVERSITY
BANDAR LAMPUNG**

2016

ABSTRACT

AN ANALYSIS OF CLASSROOM INTERACTION BY USING FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) TECHNIQUES AT SMPN 28 BANDAR LAMPUNG

MAYA ROSA ALMIRA

FIACS techniques are to find out how does the teacher and students' talking time and characteristics in classroom interaction. FIACS suggests that the constant time referring to every three seconds. The researchers who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

The research aimed at finding out what the common interaction that occurred in the classroom using FIACS technique. This research was non experimental descriptive study. The samples of this study were 36 students from the VIII G class. The research of the data was analyzed by using observation, recording, transcribing, coding, and analyzing.

The result showed that giving direction was the most frequently used by the teacher talk. In students talk, student response specific was the most frequently used. Percentage by the teacher talk was giving direction (38.46%) and percentage by the student talk was (39.56%). Based on the observation of the result, the percentage of Indonesian language use was (27.9%) in interaction. It could be concluded that the interaction during teaching learning process in both classes involved the teacher and students.

Keywords: Classroom Interaction, FIACS, Teacher Talk, Student Talk.

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Maya Rosa Almira

A Script

Submitted in a Partial Fulfillment of

The Requirements for S-1 Degree

in

The Language and Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG OF UNIVERSITY
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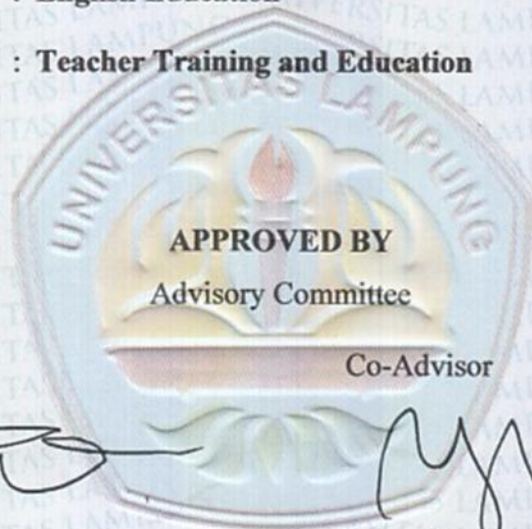
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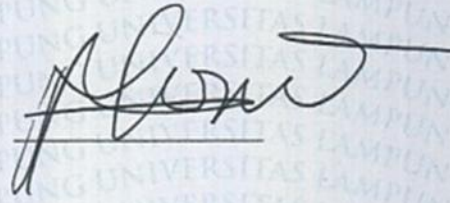
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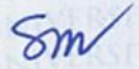
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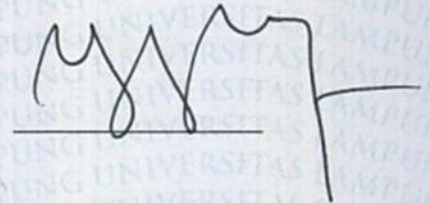
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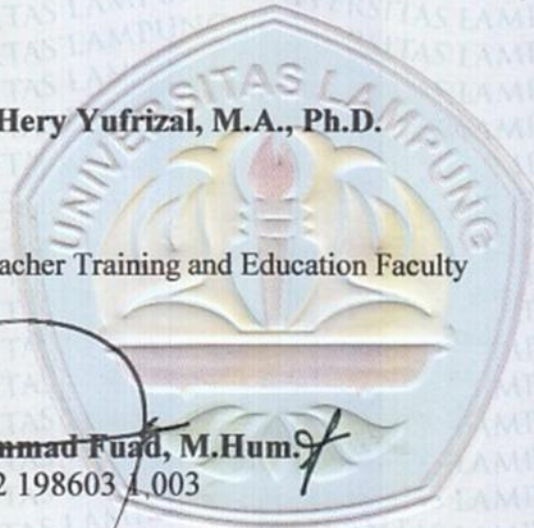


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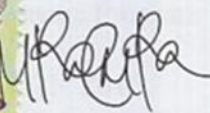
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CURRICULUM VITAE

The researcher name is Maya Rosa Almira. She was born in Bandung on May 22nd, 1994. She is the first child of two children from the greatest parents, Hazairin, SKM., M.M. and Dian Rivia Nawawi, S.Sos and the oldest sister from 2 sisters.

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DEDICATION

By affecting my praise and gratitude to ALLAH SWT for blessing me,

I'd proudly dedicate this script to:

❖ The greatest power and motivation in my life: my beloved Father and Mother,
Hazairin, SKM.,M.M. and Dian Rivia Nawawi, S.Sos.

❖ My beloved sister: Nabila Pratiwi and all my big family who cannot be
mentioned directly in this script.

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❖ My Almamater, University of Lampung.

MOTTO

If you are grateful, I will give you more

(Q.s. Ibrahim: 7)

By teaching you will learn

By Learning you will teach

(Latin Proverb)

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Hopefully this script would give a positive contribution to the educational development or to those who want to carry out further research.

Bandar Lampung, 29 June 2016

The Researcher

Maya Rosa Almira

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I. INTRODUCTION

This chapter discusses about background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background

In teaching and learning process, speaking is closely related to communication and interaction. One of the most prominent parts in teaching and learning process is classroom interaction. Classroom is real social context in which its elements (teacher and learner) participate in an equally real social relationship, but, in the sense of education, it is an artificial environment for teaching, learning, and using a foreign language.

Interaction simply means a communication which involves more than one person. The importance of interaction is explained by Rivers (1981: 160-162): “Through interaction, students can increase their language store as they listen to or read authentic material, or even the output of their fellow students in discussion, skits, joint problem solving tasks, or dialogue journals. In interaction, students can use all they possess of the language all they have learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language” (Brown, 1994:159).

In the speaking class, interaction should be encouraged to involve the students. In other words, it is the teacher's responsibility to promote the interactive language teaching in the class. In the interaction, however, teacher should not dominate the class, instead facilitate students in practicing speaking as much as they can. As Rivers says: "For the genuine interaction language learning requires, however, individuals (teachers as well as students) must appreciate the uniqueness of other individuals with their special needs – not manipulating or directing or deciding how they can or will learn, but encouraging them and drawing them out (educating), and building up incidentally, classroom interaction that was intended in this research was how the teacher and students participate to talk during teaching and learning process. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction.

The researcher considered that it was necessary to analyze classroom interaction since by analyzing the classroom interaction, the researcher was able to analyze the teachers' and students' interaction process. Therefore, the researcher observed the teaching and learning process at SMPN 28 Bandar Lampung. The researcher was interested to find out the common interaction that occurred in the classroom whether the students participated and involved in the interaction process or not.

Classroom interaction is basically related to teaching style that determines interaction in the classroom. The teachers who apply teacher-centered in the classroom possibly make the students passive in the classroom since the teacher talks all the time. It simply means that the teachers do not give chance to the students to talk. In contrast, students-centered indirectly make the students active since the teacher was as a facilitator.

FIACS technique is to find out how does the teacher's and students' talking time and characteristics in classroom interaction, according to Flander (1970, cited in Kia and Babelan, 2010). The researcher who wants to use FIAC has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIAC suggested that the constant time referring to every three seconds. In addition, it means that the researchers who wanted to use FIACS technique had to use every three seconds to decide which one of the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

In addition, analysis EFL classroom interaction was appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique was appropriate for analyzing the students' and teacher's talk at EFL context since the technique was to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Besides that, Flander (1970, cited in Walsh 2006) divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), student talk (response and initiation), and silence (period of silence or confusion).

Moreover, the researcher chose English teachers and students at SMPN 28 Bandar Lampung in academic year 2015/2016 as the subject of this research. SMPN 28 Bandar Lampung was one of Junior High School in Lampung that were rarely observed by researchers. Besides that, the school was recommended by one of English teacher of the favorite school in Bandar Lampung. The school was interesting for the researcher since the school was rarely observed by researchers. Indeed, the

researcher wanted to find out how much teacher and student talk in the school that was rarely observed by the researchers.

There some students' how used FIACS to analyze teacher and students interaction. Kumpul's (2012) proposed a script with entitled "Classroom Interaction Analysis In Bilingual Science Classes at SMAN 4 Denpasar" This study aimed at investigating the classroom interaction types in RSBI class by using FIAC (Flanders Interaction Analysis Categories) system. The data used by Kumpul's in the form of observation sheet, video recording, note taking, and interview guide. The teacher used 3 subjects that should be taught to the students. They were Biology, Chemistry, and Physics. Each subject was integrated, but still differences in teaching each of them. These were found to be high as this subject is characterized by difficult concept and theories so that teacher needed to give explanations. The teacher usually taught the children by using direct influence. However, the students were active enough in the classroom interaction.

The second study's from Triani's (2013) entitled "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)" found that 1) the realization of verbal classroom interaction, 2) types of teacher talk, 3) teacher talk implication on student's motivation, 4) student talk, and 5) teacher's roles in classroom interaction. Employing a qualitative research design and case study approach, the data for this study were collected in a classroom context where the participants were an English teacher for young learners and her 15 students in one private primary school in Bandung in the form of observation and interview. The results indicated 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.

They were differences and similarity between those researches. Firstly, the subject of Kumpul's research was the student at SMAN 4 Denpasar, meanwhile the subject of Triani's research was classroom interaction at Private Primary School. Secondly, Kumpul's research used observation sheet, video recording, note-taking, and interview guide to get the data, on the other hand Triani's research used observation and interviewer where the participants were an English teacher for young learners and her 15 students in one private primary school in Bandung. Those researches above not only have differences, but also those researches have similarity. The similarity of those researches was the using of FIAC (Flanders Interaction Analysis Categories) system to analyze classroom interaction in English Foreign Language (EFL).

For justification, there were three points that distinguishes this research with those previous researches. Firstly, this research intended to find out the process of teacher and students' talking time in speaking classroom interaction at SMPN 28 Bandar Lampung. Meanwhile, the previous research discussed about the classroom interaction analysis that was used by Senior High School students and ELT learners. Secondly, this research used observation and recording to collect the data. Meanwhile, in the Kumpul (2012) research, she used observation sheet, video recording, note taking, and interview to collect the data. In addition, in Triani (2013) research used observation and interview to collect the data.

Based on the explanation above, the researcher wanted to conduct a research entitled “An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMPN 28 Bandar Lampung In 2015/ 2016 Academic Year”.

1.2. Research Questions

In references to the background above, the following problems are:

1. How are the teacher talk and student talk in the classroom interaction during teaching learning process in speaking classroom at the eighth grade of SMPN 28 Bandar Lampung in 2015/2016 academic year?
2. What is the teacher talk and student talk percentages in the classroom interaction during teaching learning process in speaking classroom at the eighth grade of SMPN 28 Bandar Lampung in 2015/2016 academic year?
3. What is the percentages of the students’ use of Indonesian language in the classroom interaction during teaching learning process in speaking classroom at the eighth grade of SMPN 28 Bandar Lampung in 2015/2016 academic year?

1.3. Objectives of The Research

Based on the statement of the research problem above, the objective of the research is as follows:

1. To find out the process of teacher talk and student talk interaction in speaking class during teaching learning.

2. To find out the teacher talk and student talk percentages in the classroom interaction during teaching learning process in speaking classroom.
3. To find out the students' Indonesian language percentages in the classroom interaction during teaching learning process in speaking classroom.

1.4.Uses of The Research

It is expected that uses of this research will result the following points:

1. Theoretically

This research would complement previous research and theories about teacher talk and students talk. Moreover, this research could be used as a reference for those who will do further research regarding teacher talk and students talk in classroom interaction.

2. Practically

The results could be used as a logical consideration for the teachers to practice the students in order to make the students more active in classroom. This research is also useful to improve the student's speaking performance.

1.5. Scope of The Research

The researcher focused on the analysis teaching learning process and the researcher limited this research on the process of teaching in analyzing students' responds toward the instruction given by the teacher. The researcher became a non-participant observer who observed the classroom interaction in the process of teaching spoken

language. The patterns of interaction would investigate when the teacher talk and the student talk during teaching learning process in classroom interaction.

1.6. Definition of Terms

To avoid misunderstandings of the research, the researcher needed to explain definition of classroom interaction and FIACS technique as follows:

- Classroom interaction is interactions between the teacher and students that occur in the classroom during the teaching and learning process. Dagarin (2004).
- FIACS technique is a tool research to improve the teacher's teaching style in order to make the students active in the classroom. Hai and Bee (2006).

II. LITERATURE REVIEW

This chapter reviews the theories that support the research. It consists of definition of classroom interaction, roles of classroom interaction, aspect of classroom interaction, the role of the teacher, the role of the learner, strategies for helping students to involve in classroom interaction, Flander Interaction Analysis Categories System (FIACS) technique, strength of FIACS, and theoretical assumption.

2.1. Classroom Interaction

In Communicative Language Teaching (CLT), classroom interaction is really encouraged to occur in the EFL classroom. Classroom interaction will make the students interested in communicating at the classroom. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

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

Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. It is because 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 which will make the students participate at the classroom interaction actively and purposefully.

The Cambridge Advanced Learner's Dictionary defines interaction as when two or more people or things communicate with or react to each other. In addition, Brown (2001: 165) describes the term of interaction "as the heart communication; it is what communication is all about". Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. Dagarin (2004: 128) argues that classroom interaction is "two ways process between the participants in the language process, the teacher influences the learners and vice versa". Furthermore, interaction in the classroom is categorized as the pedagogic the interaction which means the interaction in the teaching and learning process (Sarosdy et al, 2006).

In conclusion, classroom interaction is all interaction that occurs in the teaching and learning process where the teacher determined the interaction existing in the classroom.

2.2. Roles of Classroom Interaction

Interaction in the classroom plays a significant role in acquiring and learning the target language. These are several roles for interacting using the target language in the classroom.

A. Increasing Students' Language Store

Rivers (1987) notes that:

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students, in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language— all they have learned or casually absorbed -in real life exchanges.” (Rivers, 1987: 4-5)

The authentic material is not only the language output provided by the audio or video recording, but also the language spoken by teacher and among students when they speak using the target language.

B. Developing Communication Skill

The interaction during teaching and learning process can not solely increase students knowledge and language store. According to Thapa and Lin (2013), interaction in the classroom becomes the central factors which are able to enhance the students linguistic resources as well as equipping them with appropriate skills for communication. Naimat (2011: 672) adds, the communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students (it can be possibly happened) if the instructional material and method (that) the teacher has chosen are appropriate with their needs and ability.

C. Building Confidence

Thapa and Lin (2013) explain that “In language classroom, interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users”. Therefore, by accustoming students to interact with teacher and among their fellows will build their knowledge as well as their confidence. From that teacher's roles explanation, it can be concluded that the teacher should not only give lectures or explanation on the whole

teaching-learning process, but also give a time to the students. The students should participate in classroom activities.

D. Strengthening the Social Relationship

Interaction, for students, will strengthen the relationship, either among them or with their teachers since it gives them the chance to learn from each other and to get feedback on their performance (Naimat, 2011: 672). Teachers behave in different ways so that there are different types of classroom interactions when teacher talks, commands, restrict student's freedom to talk, it is teacher – centered. When teacher allows students to talk, ask questions, accepts their ideas and stimulates their participation in class activities, it is open or student – centered.

2.3. Aspect of Classroom Interaction

a) Teacher Talk

In language teaching, what is claimed by teacher talk is the language typically used by the teacher in their communication (Ellis, 1998 : 96). Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teachers often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary, and grammar and the topics are sometimes repeated (Richards, 2002).

According to Flander Interaction Analysis Categories System (FIACS) technique analysis system in Brown (2001 : 177), teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into two kinds of influence; indirect and direct influences. The indirect

influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described below. (Brown, 2001 : 170)

- a. Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.
- b. Praises or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
- c. Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).
- d. Uses ideas of students: clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
- e. Repeats student response verbatim: repeating the exact words of students after they participate.
- f. Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category). Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows.
 1. Gives information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.

2. Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
3. Gives directions: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small-group activity.
4. Criticizes student behavior: rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
5. Criticizes student response: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

b) Students Talk

Student talk can be used by the students to express their own ideas, initiate, new topics, and develop their own opinion . As the result, their knowledge will develop. Student will show the activity concentration of the students to their teaching learning activity. According to FIACS there are six categories of students talk described as follows.

1. Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
2. Student response, open-ended or student-initiated: responding to the teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
3. Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.

4. Silence-AV: silence in the interaction during which a piece of audio visual equipment, e.g., a tape recorder, filmstrip projector, and record player., is being used to communicate.
5. Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
6. Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

In conclusion, the teacher talk and the students talk are component of classroom interaction in teaching learning process where the teacher and students interacted to each other by speaking English.

2.4. The Role of Teacher

Teacher has an important role in English teaching-learning process. Trabu said in Skinner (1974:24), "The quality of the teacher's teaching is directly related to the quality and value of the learning that is taking place in his students". It means that teacher plays an important role in teaching- learning process. According to Brown (2001:166-168), there are five roles of interactive teacher. They are a teacher as controller, director, manager, facilitator, and resource.

Besides all those roles, Gagne in Skinner (1974:66) stated that there are three functions of teacher: teacher as designer of instruction which enables the teacher to design the teaching-learning activity in order to reach a goal, then, teacher as manager of instruction; it means the teacher has to be able to manage each step of teaching-

learning process. Last, teacher as evaluator of students learning; concerning on this function the teacher gives attention to the students' development.

In conclusion, every teacher is expected to direct, facilitate, and encourage the students to participate in teaching- learning activity to create an interactive language learning in order to achieve the goal in learning.

2.5. The Role of Learner

Students are the active subjects of the teaching-learning process and the teacher is the facilitator to support their development in the learning process. According to Allwright and Bailey (1991:19), the learners make a significant contribution to the management of the interaction that takes place in the classroom. These contributions are crucial to the success of the interaction and to the success to the lessons itself as a social event in the lives of both teachers and learners. David Wrayin Richard added (2002:10), "In the latter type of interaction in classroom interactions, the role of student as an active participant in social learning began to be emphasized". It means that the students also have an important role to realize the goal of teaching and learning process.

Learner's role cannot be ignored, because students' participation is an important involvement in the classroom interaction and in the language learning. Therefore, a good classroom interaction will encourage students to participate actively in the process of teaching and learning, because when students respond to the teacher's question and gives comments, it will help them explore their ideas and knowledge that is good for the development of their language acquisition.

2.6. Strategies for Helping Students to Involve in Classroom Interaction

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

The first technique is question technique. It is an important part in creating classroom interaction because the teacher's questions have strong effect for them to participate. Most of the students have perception that the teacher's question will make the teacher knows who they are. David (2007) argues that questions will attract students' attention. Because it will create classroom interaction between teacher and students, a teacher must have skill in asking questions. There are three questions technique can be used by the teacher in creating classroom interaction that includes procedural, referential and display question. First, procedural question is question for students' understanding. Menegale (2008) insists that procedure question is questions for managing classroom since the example of this question, including "Is everything clear? Any problems? Can you understand? Can you read?" This type of question will attract the students' attention and encourage involving in classroom interaction. Second, referential question is a question that the teacher does not know the answer. The students are required to produce their ideas orderly and choose appropriate words in order to make the teacher know what they mean. Cullen (1998) argues that referential question is called a real communicative purpose because the teacher wants

to listen to the students' explanation answer. The reason why it is a real communicative purpose is because the students try to make the teacher understand what they have answered and explained. The types of referential questions are giving opinion, explaining or clarifying questions. Last, display question is a question that the teacher has known the answer.

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

The second technique is speech modification by the teacher. Speech modification by the teacher is the teacher paraphrase or using simple sentence to make students understand what he/ she explains. Nunan (1989) defines that speech modification is teacher talk that is modified by the teacher to make the students more understand at what she has talked. If the students understand what the teacher talks and wants, what they must do, they will be confident to communicate in the classroom. It will motivate them to use the foreign language in the classroom because they know what the teacher wants and what they must do.

The last technique is cooperative learning; work group. Group work can create students interaction. The teacher's role at this strategy is as a facilitator. The teacher

should give the students diverse tasks so that the students interact with the others group work. The diverse task will make them responsible to share information that they know to the others. Three types of group that can be used to create students interaction include jigsaw, one stay to stray, and numbered head together and think pair share. Work group will make them feel more comfortable to say their ideas in using the foreign language because they have known the quality of their friends. Jones and Jones (2008) maintain that working in the groups will make the students tolerate each other toward their strength and weakness to achieve one purpose.

Besides, to make the students want to participate at the classroom interaction, the teacher has to use some strategies. Dagarin (2004) asserts that three strategies to make the students involve in the classroom interaction including asking questions, body language, and topics. These strategies are for making the students involve in the classroom interaction.

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

The second strategy is body language. The body language will make the students talk since the teacher use their body movement to guess what the teacher means. Body language is nonverbal signals that are powerful and more genuine. The teacher teaches some subjects, for instance, that are used in grammar. When the teacher points out one student who sits at the backside, the students say “you”. Besides that, when the teacher says points out themselves, the students say “I”. In addition, when the teacher moves their body, the students say “we”, etc. It means that body language give chance to the students know when they have to talk or keep silent. Gregersen (2005) states that body language will affect the students to involve in the classroom interaction since body language helps the students to interpret what the teacher mean and the teachers’ purpose.

The last strategy is topic. The teacher has to consider some topics that are interesting for them since most of the students have the similar interest to the topic as they are in similar age. The interesting topic that is relevant for them will make them follow some activities actively and purposefully. It will make them involving in classroom interaction.

Based on the explanation above, the researcher concludes that classroom interaction will occur if the teacher asks the students to talk. Thus, the teacher has to use some strategies to make the students talking in order to activate the classroom interaction between teacher and students. Besides, to make the students participate in the classroom interaction, the teacher has to use some strategies. Dagarin (2004) asserts that three strategies to make the students involve in the classroom interaction including asking questions, body language, and topics. These strategies are for making the students involve in the classroom interaction. The first strategy is asking

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2.7. Flander Interaction Analysis Categories System (FIACS) Technique

Flanders' interaction Analysis developed by Flander (1970 cited in Subudhi 2011) is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flander Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIACS provides ten categories to classify classroom verbal interaction including into three groups, namely, teacher, student talk, and silence or confusion. Each classroom verbal interaction will be coded at the end of three seconds period. It means that at three seconds interval, the observer will decide which best category of teacher and student talk represents the completed communication. These categories will be put into columns of observational sheet to preserve the original sequence of events after

the researcher do plotting the coded data firstly. Tichapondwa (2008) argues that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

Here is a pattern of classroom interaction by Flander (1970 cited in Hai and Bee 2006):

NO	Flander's Interaction Analysis Categories (FIAC)
Teacher Talk	
A	Indirect Talk
1.	Accepts Feelings In this category, teacher accepts the feelings of the students He feels himself that the students should not be punished for exhibiting his feelings. Feelings may be positive or negative.
2.	Praise and Encouragement Teacher praises or encourages student action or behavior. When a student gives answer to the question asked by the teacher, the teacher Gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.
3.	Accepts or Uses Ideas of Students It just like first category. But in this category, the students ideas are accepted only and not his feelings. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. The teacher can say, 'I understand what you mean' etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.
4.	Asking Questions Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B	Direct Talk
5.	Lecturing/Lecture Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6.	Giving Directions The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: Open your books. Stand up on the benches. Solve 4th sum of exercise 5.3.
7.	Criticizing or Justifying Authority When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. Teachers ask 'what' and 'why' to the students also come under this category.

	Statements intended to change student behavior from unexpected to acceptable pattern Bawling someone out Stating why the teacher is doing what he is doing
	Student Talk
8.	Student Talk Response, Specific
	It includes the students talk in response to teacher's talk Teacher asks question, student gives answer to the question.
9.	Student Talk, Open Ended or Student Initiated
	Talk by students that they initiate Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10.	Silence
	Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.
11.	Silence Audio Visual
	Silence in during which a piece of audio visual equipment. E.g., a tape recorder, firmstrip, projector, and record player.
12.	Confusion, Work Oriented
	More than one person in talking time, so the interaction cannot be recorded.
13.	Confusion, Non Work Oriented
	Student out of order, not behaving as the teacher wishes, not concerned with the task at hand.

Flander (1970 cited in Hai and Bee 2006)

2.8. Strength of FIACS Technique

As a tool for analyzing classroom interaction in the teaching and learning process, the Flander system has some strength. According to Evans (1970), there are two strength of using Flander. First of all, it provides an objective method for distinguishing teacher verbal interaction and characteristic since it represents an effort to count teacher verbal interaction. Last, it describes teaching and learning process.

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

classroom since students-centered is really required in Communicative Language Teaching (CLT).

Moreover, the effect of FIACS feedback on the verbal interaction of teacher focuses on their use of certain verbal interaction. It means that teachers who received feedback will be different from their use of certain verbal interaction. According to Flander (1970 cited in Hai and Bee 2006), teacher who received FIACS feedback will use more praise, accept and clarify student ideas, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk. It means that it will be different from those who did not receive feedback.

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

2.9. Theoretical Assumption

Based on the theories about classroom interaction, the researcher assumed that classroom interaction in term of learning could provide a useful framework for developing meaningful communication in a controlled form for authentic input in an FIACS model of classroom interaction. It might be able to help the students more active in the classroom. The teacher also could analyse how the teacher make the students more active and confident when the students are speaking in the classroom.

III. METHODOLOGY

In this research, the researcher discussed several concepts such as concept of design, subject, data source, data collecting technique, procedure, and data analysis.

3.1. Design

The design of this research was non-experimental descriptive study. The researcher used FIACS (1970) strategies analysis as qualitative design. According to Kumpulainen et al. (2009), classroom interaction is suitable as observation that is for categorizing into which relevant talk. In this research, the researcher observed teacher and students talk during teaching and learning process. In order to get expected data, the researcher used Flander's Interaction Analysis Categories (FIAC). Through Flander's Interaction Analysis Categories (FIAC), the researcher described the result of this research by showing the percentage of teacher and students' talk; teacher's and student's talk process during classroom interaction. The researcher used descriptive method to transcribe the data and as a non-participant observer in classroom interaction when teaching learning process. In addition, researcher used observation sheet, recording, transcribing, coding and analyzing to collect the data. In this study, the phenomena explored and understood was about the classroom interaction in English speaking class at the second semester of SMPN 28 Bandar Lampung 2015/2016.

3.2. Subject

Subjects in this study consisted of 36 students' in VIII G class at SMPN 28 Bandar Lampung. The researcher chose them as the subject of the study because the students were hoped to develop their English ability, especially their speaking. They were different from the other class because this class had the highest interest in learning English. Thus, when they were demanded to be active in classroom interaction, they had to participate by using English.

3.3. Data Source

The source of the data for this research was the classroom interaction between teacher and students at SMPN 28 Bandar Lampung. The researcher focused on analyzing the process of teaching learning at this school because it provided certain days to hold speaking class where the students were given some materials which required them to show their capability in English skill, especially speaking English. Here, the student had been given a wide chance to share their opinion or discuss the material given by teacher.

3.4. Data Collecting Technique

Five techniques of data collection were used, they were :

1. Classroom Observation

Observation is the act of collecting data about the performance of a subject through the five senses; sight, smelling, hearing, touching and taste (Arikunto, 2002:133). In this research, the researcher focused on knowing the process in speaking classroom interaction made by the teacher and the students during the teaching and learning

process activity. The researcher acted as non-participant, she just observed the situation, observed the problem occurs, and all activities of process teaching learning between teacher and student in classroom interaction. What the researcher hoped, then, by administering this procedure, information about the learners' activities during the lesson could be gathered specifically to know the process and the procedure of classroom interaction.

2. Recording

Students' performance in the conversation session was recorded by video recorded. This was done to get the data more valid, after that the video of students' presentation performance was transcribed.

3. Transcribing

After recording, the researcher made the transcription. Everything that the students had said and done in the conversation should be transcribed. It was aimed to get more valid data about the activity done by the participants. It was also needed to help the researcher in analyzing the data coming from the activity.

4. Coding

The next step was coding, which is categorizing the finding of Flander Interaction Analysis Categories System (FIACS) Technique as follows:

Table 3.4.1. Coding of FIACS

No.	Aspects of Classroom Interaction	Code
1.	Teacher Talk	
	Deals with feelings	DF
	Praises or encourages	PE
	Jokes	J
	Uses ideas of students	UI
	Repeats student response	RSR
	Asks questions :	
	-Gives information	GI
	-Corrects without rejection	CWR
	-Gives directions	GD
2.	-Criticizes student behavior	CSB
	-Criticizes student response	CSR
	Student Talk	
	Student response specific	SRS
	Student response open ended, student initiated	SRO
	Silence	S
	Silence audio visual	SAV
	Confusion work oriented	CWO

5. Analyzing

After coding, the researcher counted numbers and percentages of teacher talk and student talk. Tichapondwa (2008) argues that Flanders' Interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

3.5. Procedure

Steps to be conducted in this research procedure are as follows:

1. Formulating the research question and determining the research focus.

2. Determining the cases. The way in collect and analyze the data as well as the way of reaching the conclusion.
3. Finding the subject of the research. The researcher used one class at eighth grade of SMPN 28 Bandar Lampung. The research would be focused on the analysis of classroom interaction by using FIACS technique toward any teaching learning stage became the source of data. On the other hand, analyze the data based on the video record from the observation class.
4. Observing the classroom interaction
5. Collecting and transcribing the data from the subject of the research through observation and video recording that has been taken previously.
6. Coding the transcription.
7. Evaluating and analysing the data to come at the fixed result of the research.
8. Reporting the result of the data analysis to induce the research finding

3.6. Data Analysis

After collecting the data, the researcher analysed the data from the observation and video record. The researcher analysed it by using steps of qualitative data analysis adapted from Mile and Huberman in Rohidi (1992:18) as follows:

1. Data Collection

The data was collected from observation, video record, transcribing, coding, and analyzing.

2. Data Reduction

The data that was collected by the researcher was reduced, so that, only the essential one that was used in this research. The reduction was considered the

objectives of the researcher to take the data. Therefore, unimportant data that was not in line with the objectives of the research was omitted.

3. Data Display

The data had been displayed as a group. It was in the form of matrix followed by explanation.

4. Data Verification

After displaying the data, the researcher made conclusion and suggestions based on the data that had been gathered. Here, the researcher explained the process and problems faced by the students completely. Finally, the researcher tried to give solution of the problems.

V. CONCLUSIONS AND SUGGESTIONS

This chapter discussed about conclusion and suggestion as follow.

5.1. Conclusions

This paper has presented the consistency of the findings from the previous research that teacher talk plays dominant part in classroom interaction as mentioned by Nunan (2001). It was also found that some categories of teacher talk, beginning from the highest percentage to the lowest one: giving directions, lecturing, asking questions, using or accepting ideas of students, praising, criticizing and accepting feelings. Regarding the student talk, this study had shown six aspects of student talk covering student response specific, student response open ended or student initiated, silence, silence audio visual, confusion work oriented, and confusion non work oriented. Many display questions posed by the teacher had motivated the students to give responses. The finding of the study also revealed the role of the teacher that was mostly adopted by the teacher as the controller. It can be shown from the high percentage of giving direction, giving information, and uses ideas of students by which the teacher led the flow of interaction.

1. In both classrooms, the teacher talk had the greatest percentage, which were about 54.7% and students talk has 45.2%. While the percentage of teacher-students talks were 82.7% and student-teacher talk 37.2% in VIII

G. The interaction was a two-way interaction in which both students and teacher participated in turns during the classroom interaction. One of indicators was that they could comprehend their intentions with each other in the interaction, and when they could not, they employed communication strategies as mentioned previously.

2. The category that was mostly appeared in students' talks were open-ended response or students' initiated response, those were 39.56% in student response specific and 27.90% in student response or students' initiated response. The students were enthusiastically followed the classroom activities by activity got involved in the interaction. The students were having bigger portion to talk in the class while the teacher had lesser portion. It showed that the students dominantly did the classroom interactions.
3. The language that was mostly used during the interaction was English. It was shown from the result that the use of Indonesian language took portion 27.9% in classroom interaction. They spoke English only when they had to speak it, for example when the teacher asked them the question in English. As a result, the students sometimes combined English with Indonesian.

5.2. Suggestions

For the Teacher

- 1) English teachers should accept in mind that interaction is something people can do together collectively. Obviously, in the classroom it is

considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on.

- 2) The teacher should create positive atmosphere in the classroom, so the students will more enjoy taking a part in the teaching-learning activities. The teacher can create positive atmosphere through some ways, e.g. change way she act, talk, teach, communicate with her students; encourage the students with positive feedback whenever possible; create a positive physical and emotional; create a positive classroom discipline system.

For the further research

- 1) This study investigated the use of FIACS technique in classroom interaction by using teaching learning process. Future research can try to focus investigating the use of FIACS technique in another activities, for example, FIACS in discussion session or presentation session. Therefore, the result will be different from this research.
- 2) This study has subjects from the second grade of junior high school students. It could be idea if further research can investigate the difference of FIACS technique use in different level and subjects of study but using the same model of learning.

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