

**AN ANALYSIS OF CLASSROOM INTERACTION IN SPEAKING CLASS
AT THE FIRST GRADE IN SMAN 1 LIWA**

(Undergraduate Thesis)

By

Eka Lestari



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

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BY

EKA LESTARI

The purpose of this study is to find out the dominant category used by the teacher and the student during classroom interaction and to investigate which task that require the student to talk more. The study used a qualitative approach which included a case study. An English teacher and 30 students from the Senior High School 1 Liwa served as sample of the study. Naturalistic observation and encoding matrix were used to obtain the data. The data were examined using the FIACS (Flanders Interaction Analysis Category System) approach proposed by Flanders (1970) frameworks for forms of classroom interaction. The data demonstrated that both the teacher and the students used all of the FIACS system of interaction categories

The result of this study revealed that the dominant category applied by the teacher was Ask Question with the percentage 18.03% in the first meeting and 20.15% in the second meeting. In the other hand the dominant category used by students in the first and second meeting was Students-Talk Initiation with the percentage 38.52% and 49.71%. In addition, the classroom interaction is dominantly made by the students in the second meeting supported by discussion task. The percentage of Students Talk in the second meeting was 59.68%. The discussion task applied by the researcher engaged the students to talk and express their feeling actively.

Although the findings can support the previous studies, however, this study still have limitation in choosing the appropriate strategies to engage the students to interact actively in the classroom. Therefore, it is highly recommended for the teachers to create interactive and effective teaching strategies. Teachers should not only spend teaching and learning process by explaining the content, but also provide the task for students to discussion and include more warming up activities during the classroom, so that the students can explore their thinking and enjoy the learning process.

Keyword: *classroom interaction, FIACS (Flanders Interaction Analysis Category System), speaking class*

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**By
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An Undergraduate Thesis

**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department of
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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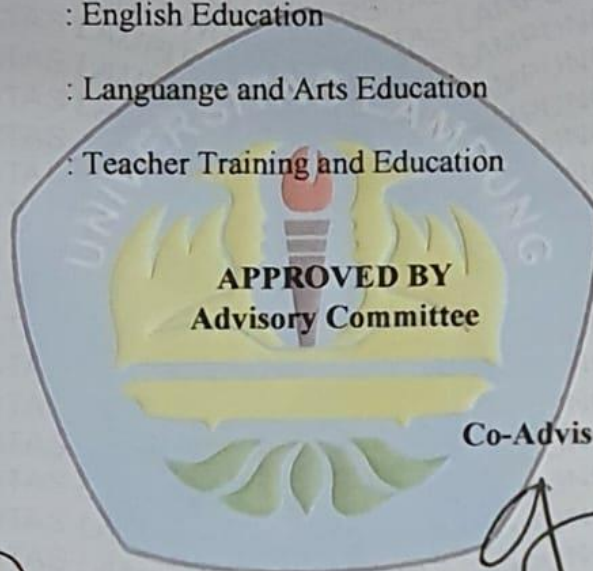
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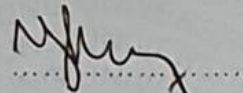
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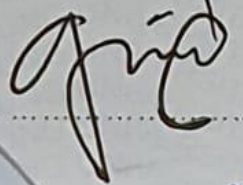
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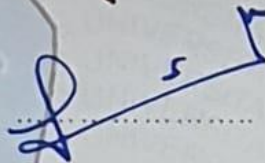
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer, Eka Lestari, was born in Fajar Bulan West Lampung, October 13th, 1999. She is the first child of Wahyudi and Gianti. She started her educational life at SDN Padang Dalom in 2006 and graduated in 2011. In the same year she continued her study at SMP N 1 Liwa. After she graduated from junior high school in 2014, she entered SMA N 2 Liwa to continue her study as a senior high school student. To achieve her dream as a teacher, she continued her study in University of Lampung taking English Education Study Program in 2017. She dedicated her social life to KKN program in Kembahang Village, West Lampung. She improved her skill as a teacher, for the pre-teaching service program (PLP) in SMA N 1 Liwa from August to October 2020 and she decided to do a research in the same school as the place she was having pre-teaching service program in. Besides being a college student, the writer also joined some organizations. The writer joined HMJPBS and SEEDS to improve her soft skill. She believes that by joining some organizations, she will have opportunity to broaden friendship, build leadership skill, and many other skills that cannot be found outside an organization.

DEDICATION

By the name of Allah Subhanahu wa Ta'ala, this script is proudly dedicated to:

My beloved parents and younger sister who always pray for my success and give encouragement in writing this paper.

My lecturers at English Education Study Program

My beloved friends in English Education Study Program batch 2017.

My alma mater, University of Lampung.

MOTTO

“Just because your process is taking longer than others does not mean you are a failure”

-Eka Lestari

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The highest praise is only for the Almighty God, Allah SWT, for blessing the writer with determination and health in finishing this undergraduate thesis. With this script by respect to “An Analysis of Classroom Interaction in Speaking Class at The First Grade in SMAN 1 Liwa” is presented to English Education Study Program, Department of Language and Arts Education, Faculty of Teaching Training and Education, University of Lampung, as a partial fulfillment of the requirements for S-1 degree. It is important to know that this script would never have come into existence without any support, encouragement, and assistance from several generous people. The writer would like to express her respectful gratitude and sincere to:

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Finally, the writer realizes that this thesis still has some weaknesses. Therefore, criticism and suggestions are very welcome for the writer to improve herself better. Hopefully, this research project can give benefits to the readers.

Bandar Lampung, February 2022
The writer,

Eka Lestari

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CHAPTER I INTRODUCTION

In this chapter, the researcher introduces the background of the problem, research problem, objective of the research, uses, scope of the research and the definition of terms related to the topic in this research.

1.1 Background of the Problem

Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom. In classroom interaction has verbal interaction and non-verbal interaction. Meng (2011) stated when, students do their written and oral interaction in the classroom, it means that they have done their verbal interaction and for their non-verbal interaction showed from their responses such as head-nodding, hand raising and so on without using their words in their interaction in the classroom.

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 makes the students brave to share what they have known and learn from each other.

In addition, 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.

Students are required to practice the language in the classroom as possible as they could. Benham and Pouriran (2009) claim that educational institutions would prefer EFL students practice English language than EFL students who did not practice the language in classroom. It means that the more they practiced, the more they had skill and self- confident in using the language. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction. It means the teacher too active in the classroom, should the student who active more than teacher. Therefore, the researcher would like to analyze classroom interaction. Through the classroom interaction, the researcher would know the category of classroom interaction between teacher and students.

Flanders Interaction Analysis Categories System (FIACS) Technique is an observational tool used to classify the verbal behavior of teachers and students as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and nonverbal gestures are not taken into account. Flanders Interaction Analysis Categories (FIAC) is a ten Category System of communication possibilities. There are seven categories used when the teacher is talking (Teacher Talk) and two when the students is talking (students Talk) and tenth category is that of silence or confusion.

So, based on the condition when the researcher conducted a pre-

observation during pre-teaching service in SMAN 1 Liwa, it was found that the most dominant interaction in the classroom was done by the teacher. Although the teacher was dominantly led the whole classroom interaction, the teacher also asked the students to be actively interact during teaching and learning process not only interacting between teacher and students, but the interaction between students and students should be occurred as well.

On the other hand, based on the pre-observation explained above, the dominant interaction led by students was possibly occurred. Ayunda (2021) has investigated EFL Classroom Interaction by Using Flanders Interaction Analysis

Category System (FIACS). It was found that the students were more active to be involved in the interaction inside classroom. The interaction was dominantly occurred by the students than the teacher. This means that classroom interaction is not always lead by the teacher, but the students have the possibility to dominate the classroom interaction.

On the other hand, Mardiyana (2018) conducted a research of classroom interaction in which the results showed the percentage of teacher talk in verbal classroom interaction during the lesson was 59.76% and the percentage of Student Talk was 36.72%. it means that in her research the teacher more active than the students during classroom verbal interaction in English lesson. This means that several studies showed different findings. Teacher talk was not always dominate the classroom, but student talk will possibly dominate the same portion of interaction.

The last from Berlian (2019), This study is about an analysis of verbal classroom interaction and its characteristics. The aims of this study are to find out how much teacher talk and students talk spent in classroom interaction and what are the characteristics of classroom interaction found during teaching-learning process. The results of the analysis showed that teacher talk was the most dominant aspect in verbal classroom interaction. The proportion of teacher direct talk (31.16%) was higher than teacher indirect talk (22.55%). Based on the result, asking question (19.97%) was the most frequently used by the teacher talk. While in students talk, students-talk response was the most frequently used (35.93%). The percentage of teacher talk in averages was (53.70%), the student talk (36.29%) and silence (10.01%).

Based on the background of the problem stated above, and after seeing the results of the previous research using FIAC System, the researcher is interested to conduct research to analyze the classroom interaction. Thus, the researcher entitles this research as An Analysis of Classroom Interaction in speaking class at the first grade in SMAN 1 Liwa.

1.2 Research Questions

In line with the background stated previously, the writer formulated the problem as follows:

1. What is the dominant category used by the teacher and the student during classroom interaction in teaching learning process?
2. Which task requires students to talk more?

1.3 The Objectives of the Research

By relating to the formulation of the problems, the writer stated the objectives of the research as follows:

1. To find out the dominant category used by the teacher and the student during classroom interaction in teaching learning process
2. To investigate which task that require the student to talk more

1.4 The Uses of the Research

The uses of the research will be formulated as follows:

1. Theoretically

Theoretically, it is expected that the result of this research can support

the theory of interaction and pattern occur in the classroom.

2. Practically

To the teacher and the students, this study will be useful because they will get much information related to their activities in the classroom.

To the teacher, this study will be an additional guide for assessing and enhancing the behavior of Classroom Interaction, and this study will allow students to understand how their classroom interactive speech learning process. So that, they could do better and more to improve it.

1.5 Scope of the Research

The focus of this research was on the analysis teaching and learning process and the limitation is on the process of teaching in analyzing students' response toward the instructions given by the teacher. In this research, the researcher was a non-participant observer who observe the interaction in teaching and learning process. This research was conducted at SMAN 1 Liwa, while the subject of the research was English Teacher and students of first grade.

1.6 Definition of Key Terms

1. Classroom Interaction

Classroom interaction is the action performed between teachers and students, or among students themselves in the process of teaching and learning in the classroom. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of

meaning, and feedback (Chaudron, 1998).

2. Speaking

Speaking is a means of communication to express information or ideas using spoken words. According to Tarigan (1984), speaking is the ability to produce sound of words to express, to state, and how to show thoughts, ideas and feeling.

CHAPTER II LITERATURE REVIEW

This chapter presents some review of related literature and previous studies related to this study.

2.1 Concept of Classroom Interaction

Classroom interaction is basically related to teaching style that determines interaction in 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 make the students interested in communicating at the classroom. Classroom interaction also can 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 makes the students brave to share what they have known and learn from each other.

Further, Classroom interaction is basically related to teaching style that determines interaction in the classroom. Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. It is

because every teacher has different teaching style to make students involved in the classroom interaction. It means, the teacher is the key which will make the students participate at the classroom interaction actively and purposefully.

Chaudron (1998) stated that Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. While Dagarin (2004) argues that classroom interaction is two ways process between the participants in the language process, the teacher influences the learners and vice versa. Furthermore, Brown (2001) describes the term of interaction “as the heart communication; it is what communication is all about”.

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 The Concept of Online Classroom Interaction

It is well known that the number of formal educational settings using online learning environments is developing. The virtual classroom and online educational forums have been acclaimed as both supporting innovative, more effective learning experiences and impeding the formation of communities of practice in which learning is situated (Havwini, 2019). When teachers and students join the face-to-face classroom, they have commonly acknowledged ideas about how the interaction that occurs within it to teach and learn is organized.

Online classroom interaction has been beneficial, particularly in the face of a distant condition such as this pandemic. The intriguing idea of using online

settings to benefit classroom practices has generated a lot of discussion in the remote learning literature. When comparing interaction in a virtual classroom to communication in a face-to-face classroom, there was something typically peculiar about communication in a virtual classroom. In a physical classroom, the participants have the same number of people talking at the same time as there are people in the room, and pair and group work can be used to extend the time the students need to work on communicating in English (Sulistyani, 2020).

The formation and maintenance of an internet learning community is built on four key elements: communication, cooperation, interaction, and participation (Sulistyani, 2020). The flexibility and adaptability provided by online learning environments allows students to improve in developing new skills and advancing their education regardless of where they live (Lock, 2006).

To get the full benefits of online classroom engagement or to make students feel less isolated from other classroom members, there should be a proper approach on how to integrate the online classroom engagement. Peterson (2016) proposes five principles for educators to interact with students in online classrooms: (1) incorporate ongoing interaction, (2) get creative with discussion forums, (3) strengthen relationships with non-task collaboration, (4) use a variety of specialized devices, and (5) have a device-centered approach.

Procedures for transforming the social network into an aim include a significant amount of effort spent renewing material. The methods also include integrating benefaction to people's interactions with classroom practices. This can be accomplished, for example, by employing social networking tools for collaborative collaboration. Another option is to urge that students present their

debate ideas by publishing them on a social forum. This helps students to maintain their social interaction although the classroom is done virtually.

With the advancement of technology, there has been a change in education toward the use of multimodal settings, such as sound conferencing, video-conferencing, and other applications (Ganapathy, 2016). With all the advantages and methods of using the online environment for English teaching and learning, it is still important to examine the teachers' strategies for teaching English and their contribution to students' learning in the online classroom setting. This study, by identifying the trends in teaching techniques, can serve as a resource for teachers and curriculum developers in terms of evaluation and decision making. As a result, this article provides an overview of the current trend of online classroom activities and their contributions to the student learning process.

2.3 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.

2.3.1 Increasing Students' Language Store

Rivers (1987) stated "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". The authentic material is not only provided by the audio or video recording, but also the language spoken

by teacher and among students when they speak using the target language.

2.3.2 Developing Communication Skill

According to Thapa and Lin (2013), interaction in the classroom becomes the central factors which are able to enhance the student linguistic resources as well as equipping them with appropriate skills for communication. So that, the activity during teaching and learning process can develop students' knowledge and communication skill.

2.3.3 Building Confidence

When accustoming students to interact with teacher and among their fellows it will build the students' knowledge as well as their confidence. Thapa and Lin (2013) also explain that "In language classroom, interaction is an essential social activity for students through which they not only construct knowledge, but also build confidence and identity as competent language users".

2.3.4 Strengthening the Social Relationship

Naimat (2011) stated that 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.

2.4 Strategies for Helping Students to be Involved in Classroom

Students have to engage in interaction in the classroom, while the teacher has to provide students with assignments and activities that enable them to participate in interaction in the classroom. Hacker and Niederhauser (2000) argue that effective learning comes about through teachers' thoughtful design and use of instructional strategies. Dagarin (2004) asserts the 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 involve students in the interaction of the classroom because most of them believe the questions are important to them. 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. Teacher can use three questions to create interaction in the classroom, including procedural, referential and display questions. 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. Students are required to organize their ideas and select appropriate words to make the teacher understand what they mean. It is called as communicative purpose because the students try to make the teacher understands what they have answered and explained. Last, display question is a question that the teacher has known the answer. 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.

The second strategy is body language. 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 means and the teachers' purpose. 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.

The last technique is topic. Some topic that are important for students must be considered by the instructor because most of the them have the same interest in the subject as they are in a similar generation. 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.

2.5 Flanders Interaction Analysis Categories (FIAC)

Flanders' interaction Analysis is a system for coding spontaneous verbal communication. Interaction could either be observed in a live classroom or in a tape recording. Whichever the coding system is applied to analyze and improve the teacher – student interaction. This technique is one of important techniques to observe classroom interaction systematically. The Flanders Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

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

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

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

2.1 Table of Flander's Interaction Analysis Categories

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

4.	Asking Questions
	<ul style="list-style-type: none"> • Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. • Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category
B.	Direct Talk
5.	Lecturing/Lecture
	<ul style="list-style-type: none"> • Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6.	Giving Directions
	<ul style="list-style-type: none"> • The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: <ul style="list-style-type: none"> ○ Open your books. ○ Stand up on the benches. ○ Solve 4th sum of exercise 5.3.
7.	Criticizing or Justifying Authority
	<ul style="list-style-type: none"> • When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. • Teachers ask ‘what’ and ‘why’ to the students also come under this category. • Statements intended to change student behavior from unexpected to acceptable pattern • Bawling someone out • Stating why the teacher is doing what he is doing
Student Talk	
8.	Student Talk Response
	<ul style="list-style-type: none"> • It includes the students talk in response to teacher’s talk • Teacher asks question, student gives answer to the question.
9.	Student Talk Initiation
	<ul style="list-style-type: none"> • Talk by students that they initiate. • Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10. Silence or Pause or Confusion	
	<ul style="list-style-type: none"> • Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

In the Flanders ten category system all the events that occur in the classroom are classified into three major sections: (1) Teacher-talk, (2) Student-talk, (3) Silence or confusion. These sections are subdivided in order to make the total pattern of teacher pupil interaction more meaningful. Teacher talk is divided into

two sub-heads, indirect influence and direct influence.

Indirect influence consists of four observation categories : (1) accepting feeling; (2) praising or encouraging; (3) accepting ideas, and (4) asking questions.

Direct influence is divided into three categories: (5) lecturing; (6) giving directions; and; (7) criticizing or justifying authority.

Student talk consists of only two categories: (8) responding to teacher; and (9) initiating talk; and last category which is (10) silence or confusion, used to handle anything else that is not teacher or student talk.

2.5.1 Strength of FIACS Technique

As a tool for analysis classroom interaction in the teaching and learning process, Flanders' Interaction Analysis Category has some strength:

- The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication.
- Different matrices can be made and used to compare the behavior of teachers at different age, levels, sex, subject-matter, etc.
- This analysis as observation techniques in the teacher education program and effective for evaluation and modification of teacher in teaching learning.

Based on the explanation above, the researcher conclude that through counting classroom interaction by using FIACS technique, there are some advantages helping understanding classroom, objective, and reliable because the technique can improve the online teaching learning behaviour and to find a way to make studentes more active in speaking English.

2.6 Speaking Competency

Speaking is a social relationship-building ability. It is a skill for making and imparting meaning to verbal and nonverbal forms in a variety of circumstances Chaney (1998). Speaking was described as a reactive process in structure (Terrell & Brown, 1981), and it covered the production and reception of numerous types of information. Speaking as a social process relying on events and interactions is how this ability is described in applied linguistics (Azadi et al., 2018). All these ideas can be considered as the sum of the students' daily activity in constructing and receiving utterances.

Speaking is one of the most important abilities in communication since it is one of the most fundamental abilities in communication. Torkey (2006) defines speaking as the ability to communicate oneself vocally, coherently, accurately, and fluently in a relevant situation. He separated his viewpoint into three categories. Speaking is a face-to-face activity, the nature of speaking is participatory, and speaking occurs in real time, to name a few. Speaking ability requires direct face-to-face contact and pays attention to meaningful gestures, expressions, and gestures. The term "interactive" refers to the absence of obstacles and the easy interaction of topics. Finally, real time is centered on speaking, which can allow for self-correction for interlocutors to repeat each other's words.

Thus, in order to create better environment and teaching strategies in improving students' speaking skill, teacher should consider several strategies and its assessment. In creating and observing speaking activity, it should be based on the syllabus which stated in The Curriculum 2013 of Kemdikbud.

The syllabus is a learning plan that performs for one semester of learning and

consists of numerous topics, such as competency standards, basic competencies, learning activities, media, and evaluation tools, among other things. The syllabus, according to Yalden in Ur (2013), can be perceived as a precise and cohesive document, instrument, plan, and design, as well as a content sequence. Students are required to know at the end of their learning what was taught in class; when to teach and at what degree of progress; how and the teaching process; and how to assess student groups.

Curriculum 2013 demands the students to be actively communicate after the teaching and learning process. This was proven by one of the basic competencies of tenth grade of senior high school:

Basic Competency of tenth grade of senior high school:

*KD 3.2 Applying social function, text structure, and language features of interpersonal interaction text in **written and orally** which involves the activity of greeting and complimenting (extended), responding, and based on the context of the use.*

*KD 3.3 Applying social function, text structure, and language features of interpersonal interaction text in **written and orally** which involves the ability of expressing intention to do something, responding, and based on the context of the use.*

Based on the basic competencies stated above and particularly mentioned in the syllabus of English subject in the Curriculum 2013, the students are demanded to be able to apply language context not only in written way, but also highly demanded in oral way.

According to Ma'arif (2019), the syllabus is described as a document that specifies

what must be studied and is required to govern the learning process so that it runs smoothly. Above all, the syllabus can be described as a teaching guide for English. Topic and subtopic selection, teaching and learning activities, time allocation, system evaluation and assessment, and material resources comprise the course outline (which includes the course identification, course description, general course objectives, and meeting schedule).

2.7 Previous Studies

The following studies have been reviewed in relation to the present study related to classroom interaction in speaking class. The first from Ayunda (2021) concerned with the investigation of EFL classroom interaction by using FIACS. In her research, it was found that the students were more active to be involved in the interaction inside classroom. It was proved by the number of students talk behavior which remain 50% of verbal behavior in addition. The other 50% was obtained by direct and indirect teacher talk.

The second studies from Mardiyana (2018), she conducted a research of Classroom verbal interaction in English Classroom using Flanders Interactions Analysis Categories System (FIACS) at eleven grades of SMA Negeri 11. In her research it was found that for the teacher, the dominant category which used in the first meeting and second meeting was Giving direction with 20.14% and 20.27%. then the total percentage of Giving direction was 40.41%. in the other hand, the dominant category that used by the students in the first meeting was Student Talk-Response with 26.14% and 31.45% in the second meeting. Then the total percentage of Student Talk-Response was 57.59%. Based on the data in her research, the results showed the percentage of teacher talk in verbal classroom

interaction during the lesson was 59.76% and the percentage of Student Talk was 36.72%. it means that in her research the teacher more active than the students during classroom verbal interaction in English lesson.

The last study from Berlian (2019). The study is about an analysis of verbal classroom interaction and its characteristics. The aims of this study are to find out how much teacher talk and students talk spent in classroom interaction and what are the characteristics of classroom interaction found during teaching-learning process. The design of this research is descriptive qualitative study which is classroom interaction analysis. This study was conducted in State Junior High School 1 Kunduran, Blora. The participants of this study were an English teacher and a class of the eighth grade students. The data were obtained by using classroom observation, video tapping and interview. The researcher used Flanders' Interaction Analysis Category System / FIACS (1970) strategies analysis to categorize and analyze the data findings in order to know the amount of teacher students talk time and the characteristics of classroom interaction.

The results of the analysis showed that teacher talk was the most dominant aspect in verbal classroom interaction. The proportion of teacher direct talk (31.16%) was higher than teacher indirect talk (22.55%). Based on the result, asking question (19.97%) was the most frequently used by the teacher talk. While in students talk, students-talk response was the most frequently used (35.93%). The percentage of teacher talk in averages was (53.70%), the student talk (36.29%) and silence (10.01%).

In contrast to above previous study, the researcher concerned on finding the interaction patterns and students interaction in the classroom.

2.8 The Knowledge of Discourse Analysis

Discourse analysis is concerned with study of the relationship between language and the contexts in which it is used. Discourse analysis has grown into a wide-ranging and heterogeneous discipline which finds its unity in the description of language above. Discourse analysis is thus fundamentally concerned with the relationship between language and the contexts of its use. Discourse analysis is not only concerned with the description and analysis of spoken interaction, in addition to all our verbal encounters we daily consume hundreds of written and printed words: newspaper articles, letters, stories, recipes, instructions, notices, comics, billboards, leaflets pushed through the door, and so on. Therefore discourse analysts are equally interested in the organization of written interaction. In this book, we shall use the term discourse analysis to cover the study of spoken and written interaction. That discourse analysis enables us to describe actual performance, to delimit targets more accurately in language teaching and to evaluate input and output in the teaching-learning process (McCarthy, 1993).

Discourse Analysis is the study of language in the everyday sense in which most people use the term. What most people mean when they say "language" is talk, communication, discourse. Further, discourse analysis basically "the study of language" however it is useful to try to specify what make discourse analysis different from other approaches to language study. "Language analysis" underscores the fact that we are not centrally focused on language as an abstract system. We tend instead to be interested in what happens when people draw on the knowledge they have about language, knowledge on the based on their memories of things that have said, heard, seen, or written before, to do things in the word:

exchange information, express feelings, make things happen, create beauty, entertaining themselves and others, and so on. It is useful to think of discourse analysis as analogous to chemical analysis. Like chemical analysis, discourse analysis is a methodology that can be used in answering many kinds of questions. Linguistic analysis is also sometimes a process of taking apart. Discourse analysts often find it useful to divide longer stretches of discourse into parts according to various criteria and then look at the particular characteristics of each part.

2.9 Theoretical Assumption

Based on the theories about classroom interaction the researcher assumes that classroom is the ideal platform to acquire and develop meaningful communication. In the classroom there can be a lot of interaction between the teacher and the students that allow the process of taking and acquiring language. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students. 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.

CHAPTER III RESEARCH METHODOLOGY

This chapter discusses about research design, population and sample, instrument of the research, data collecting technique, data analysis and the procedure of the research.

3.1 Research Design

The approach in this research was qualitative. McLaughlin (2012) define qualitative research as “an approach that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon. This study used Flanders Interaction Analysis System (FIAC), proposed by Flanders in (1970) cited in Hai and Bee (2007). In this study was focused on category of interaction in learning process.

3.2 Population and Sample

3.2.1 Population

A population is the entire group that you want to draw conclusions about. In research, a population doesn't always refer to people. It can mean a group containing elements of anything you want to study, such as objects, events, organizations, countries, species, organisms, etc. The population of this research

was the first-grade student of Senior High School in Liwa, West Lampung. There were 10 classes in the first grade of Senior High School 1 Liwa, they are X IPA 1, X IPA 2, X IPA 3, X IPA 4, X IPA 5, X IPA 6, X IPA 7, X IPS 1, X IPS 2, and X IPS 3

3.2.2 Sample

A sample is the specific group that you will collect data from. According to Creswell (2012), sample is the selected individuals who are representative of the entire population that the researcher plans to study for generalizing the population. The size of the sample is always less than the total size of the population. In determining the sample, the researcher chose the class randomly by using lottery and X IPA 1 have the opportunity to be analyzed.

3.3 Instrument of the Research

3.3.1 Observation tally sheet

Through the observation tally sheet, the researcher got expected data since the researcher would put out code on the particular teacher or students talk during the teaching and learning process. Before the researcher filled the observation tally sheet, the researcher had to understand observation tally sheet's guidance that included list of Flander's Interaction Analysis Categories System (FIACS) that the researcher adapted from Flander (1970 cited in Hai and Bee). The observation tally sheet's guidance is provided in Appendix.

3.3.2 Recording

Nunan (1992) supports the use of recorded data that allows for the preservation of the primary data, for example in the form of audio or video recordings. The researcher used video recording to make the data accurate. The recording helped the researcher to know types of the teachers and students talk during the learning and teaching process at the trait classroom.

3.4 Data Collecting Technique

The data were collected by observing two times class meeting by using two methods in collecting the data. There are observation and recording.

1. Observation

According to Robert (2017) Observation is activity of researcher that looking at what people actually does. In this research, the researcher conducted participant observation, in which the researcher directly involved herself in the subject activities in the classroom. The researcher used two different tasks of descriptive text. They were Information Gap Task and Group Discussion Task. Those tasks were used as guidance for the class discussion to obtain the data, because the researcher will know which task will make students to talk more. The observation was conducted in two meetings by online learning by Zoom Meeting

2. Recording

The researcher considered video recording technique by Zoom as a supported tool at catching real situation during teaching and learning process, and to permit the researcher to obtain the important data that acquire from observation

alone. The reason of using recording is in line with Burns (1999) who stated that recording can be valuable in furnishing researchers with objective first hand data for analyzing data of teacher and students behavior in classroom.

3.5 Data Analysis

In order to answer the research questions, the researcher observed data and analyzed the interaction using Flanders 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 teachers' behavior during teaching-learning process by categorize each interaction into a tabulation matrix per 3 second. There were three steps for analyzing interaction category among teacher and students. The three steps were follows:

a. Coding 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 categories, several ground rules as suggested by Amidon and Hough below were beneficial to aid in developing consistency in trying to categorize the teacher behavior.

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 behavior 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' 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 behavior 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 behavior. 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 (1967) to decide the proper categorization of the interactive behaviors.

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. The example of data transcription can be seen in the example table below.

3.1 Table of Classroom Interaction Transcription

Conversation	Recorded as
T: “Good morning students”	1
S: “Good morning Miss”	8
T: “Yes. how are you?”	4
S: “We are fine Miss”	8

b. Decoding/Plotting the coded data into a matrix

The matrix consists of ten columns and ten rows. Each column and row represented one of the ten categories of the Flanders’s coding system. To plot the numbers recorded in step 1 on a matrix, pairs of numbers are organized as illustrated below.

3.2 Table Matrix of Flanders Interaction Analysis

Categories	1	2	3	4	5	6	7	8	9	10
1								I		
2										
3										
4								I		
5										
6										
7										
8				I						
9										
10										

c. Teacher and student Talk

After the researcher collect data from observation, the researcher calculated how much the students talk frequency using Flander's formulates (1970) cited in Sign et al (2008) and Nugroho (2009). The researcher used it to find out the percentage of teacher and student talk during classroom interaction.

1. Teacher Talk Ratio/ Percentage of Teacher Talk (TT)

The tallies of first seven categories are added and divided by the total score of matrices (N)

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

2. Students' Talk Ratio/ Percentage of Students Talk (PT)

- It indicated verbal activities of students in response to the teacher

- In this ratio, the score of 8th, and 9th categories are added and divided by “N” to calculate the percentage

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

3. Silence or Confusion Ratio (SC)

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

3.6 Procedure of The Research

The procedures of the research would be as the follows:

1. The researcher conducted online learning on Zoom application.
2. The researcher prepared video recording by Zoom application
3. The researcher transcribed the interaction among the teacher and students in the recorder video and put code on the particular the teacher and students talk in order to get expected data.
4. The researcher put the plotting of the coded data into matrix of Flander interaction analysis
5. The researcher Analyzing Teacher Talk, Student Talk, Silence.
6. The researcher selecting categories to be formulated in the finding.

CHAPTER V CONCLUSION AND RECOMENDATION

This chapter presents the conclusions of the research and suggestion based on the data presentation and analysis from the previous chapter. This chapter is divided into two parts, the first is conclusions and the second is suggestion.

5.1 Conclusion

Based on the data analysis and the result of the research at the first grade of Senior High School 1 Liwa, following conclusion were drawn.

1. The teacher and the students used all the categories of the classroom interaction proposed by Flanders. The teacher applied Accept feeling, Praise or Encouragement, Accepts or Uses Ideas of Students, Asking Question, Lecturing, Giving Direction, and Criticizing or Justifying Authority. The dominant category applied by the teacher was Ask question. On the other hand, the students applied Student Talk-Response, and Student Talk Initiation. The dominant category applied by the students was Students Talk Initiation.
2. Based on the data results from observation, it could be concluded that the students were more active in the second meeting by using discussion task. The results showed that the proportion of student talk in the second meeting using discussion task was higher than the first meeting by using information gap task,

it was 58.60% in the first meeting and 59.68% in the second meeting. The students in the second meeting seemed active and enjoyed the activity because they can share their feeling and ideas through discussion group.

5.2 Suggestion

The researcher would like to propose some suggestions which are mentioned as follows:

1. Suggestion for the teacher

It was still found that students still have limitation in dominating the teaching and learning process although most of other students were able to do so. Therefore, it is highly recommended for the teachers to create interactive and effective teaching strategies. Teachers should not only spend teaching and learning process by explaining the content, but also provide the task for students to discussion and include more warming up activities during the classroom, so that the students can explore their thinking and enjoy the learning process.

Teachers also suggested to create more tasks for students to be able to engage themselves into interaction process. As we know interaction requires students to speak, the teachers should also consider which types of oral task that can be applied to increase students' interaction engagement during teaching and learning process.

2. Suggestion for further researcher

This research was conducted in the level of senior high school. It was focusing on the category used in classroom interaction using Flanders Interaction Analysis. Further researchers are highly recommended to carry out a research in the other

level i.e. junior high school and university level. Furthermore, it is also suggested to carry out a research by using other types of classroom interaction analysis.

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