

**CLASSROOM INTERACTION IN ENGLISH LESSON
BASED ON FLANDER'S INTERACTION
CATEGORIES (FIAC)**

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ABSTRACT

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This study focuses on analyzing the process of classroom interaction through Flanders Interaction Analysis Category (FIAC) model. The objective was to describe how the teacher and students use the categories of classroom interaction in English class by using Flanders Interaction Analysis Category (FIAC) model. The data was found based on the data transcription. The source of the data was the utterances between English teacher and 7th grade students at SMP N 1 SEIBAMBAN. The instruments for data collection were observation, video recording, and note talking. The data analysis applied descriptive qualitative research. It was found that the total percentage each categories classroom interaction were accepts feelings (0.57%), praise and encourages (1.34%), accepts or uses the ideas of the students (0.19%), asks questions (13.74%), lecturing (7.06%), giving directions (30.9%), criticizing or justifying authority (3.91%), students talk-response (28.81%), students talk-initiation (0.29%), and silence or confusion (13.17%). It showed that students participated in the interaction process.

***Keywords:* Teacher Talk, Students Talk, Flanders Interaction Analysis Categories (FIAC) model.**

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INTRODUCTION

Background of the Study

Interaction simply means a communication which involves more than one person. The importance of interaction is explained by Brown (2000:165): Through interaction between teacher and students can exchange thought, feelings, and ideas resulting in a reciprocal effect on each other in the classroom. Moreover, Lister (2007) states that interaction makes the students be able to test their communicative success through exchanging information with the teacher or among the students themselves.

Furthermore, to have a good interaction, students should realize speech function. To initiate a talk, students use not only question but also statement, command or offer to initiate to talk. Speech functions need to be introduced to the students in order to give them more knowledge on how to maintain successful interaction.

Flander's Interaction Analysis Categories (FIAC) as a model of classroom interaction used to find out how do the teacher and students' talking time during the teaching and learning process (Flanders, 1970). In addition, it means the researcher who wanted to use FIAC model 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.

Pujiastuti's (2013) study focused on An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL). She found 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 behaviour and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. To ensure this idea, this study was conducted with the title of "Classroom Interaction in English Lesson based on Flander's Interaction Analysis Categories (FIAC) model".

REVIEW OF RELATED LITERATURE

Brown (1994: 159) defines interaction as the collaborative exchange thoughts, feelings or ideas between two or more people resulting in a reciprocal effect on each other. Thomas (1996:7) says that although interaction is a two-way process, it is not only in the form of action and reaction. By the condition above, so the classroom interaction is a two - way process between the teacher and students and among students during interaction in the learning process in which teacher influences the learners. Flanders Interaction Analysis Categories (FIAC) is a Ten Category System of communication which are said to be inclusive of all communication possibilities. There are seven categories used when the teacher is talking (Teacher talk) and two when the pupil is talking (Pupil talk) and tenth category is that of silence or confusion.

Table 2.1 Flander’s Interaction Analysis Categories (FIAC) model

Teacher talk	Indirect influence	1. ACCEPTS FEELING: accepts and clarifies the tone of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
		2. PRAISES OR ENCOURAGES: praises or encourage student action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head or saying ‘‘um hm?’’ or ‘‘go on’’ are included.
		3. ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own idea into play, shift to category five
		4. ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.
Teacher talk	Direct Influence	5. LECTURING: giving facts or opinion about content or procedure; expressing his own idea asking rhetorical questions.
		6. GIVING DIRECTIONS: directions, command, or orders which student are expected to comply with.
		7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out ; stating why the teacher is doing what he is doing; extreme self-reference.
Student Talk		8. STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
		9. STUDENT TALK-INITIATION: talk initiated by student. If ‘‘calling on’’ student is only to indicate who may talk next observer must decide whether student wanted to talk.
Silence		10. SILENCE OR CONFUSION: pauses, short periods of silence, and period on confusion in which communication cannot be understood by the observer.

As illustrated in table 1.1, there are ten categories which are divided into teacher talk, student talk, and silence or confusion. In teacher talk, the categories are accpeting feeling, praising and encouraging, accepting or using ideas of students, asking questions, lecturing, giving directions, and criticizing or

justifying authority. Meanwhile, students talk categories are responding and initiating.

Relevant Studies

In composing this proposal, there are some previous researches related to this study which become the references in composing this proposal.

An analysis on the Speaking Classroom Interactions at the Tenth grade of SMA Negeri 7 Surakarta in The Academic Year 2006/2007 by Asmara (2007) found that during the interaction, the percentage of teacher's talk time was higher than student's talk time in the speaking classroom interactions. The interaction pattern happening in the classroom showed that the teacher was active while the students were passive.

Besides that, Mujahidah (2012) conducted research on the Classroom Interaction during the English Teaching – Learning Process at the Eight grade of SMPN 1 Banjarmasin found that during interaction, teacher dominating the interaction. The category mostly applying with “asking question” and English is a language mostly used.

The other studies about Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL). Pujiastuti (2013) who found that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using students's ideas, praising, criticizing student's behaviour and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all.

Almira (2016) also studied about An Analysis of Classroom Interaction by Using Flanders Interaction Analysis Categories System (FIACS) Techniques at SMPN28 Bandar Lampung found that a research that the objective was to describe the interaction between the teacher and learners while they are in the classroom. The result showed that giving direction was the most frequently used by the teacher talk. In students talk, students response specific was the most frequently used.

The other studies about The Teacher and Learner Talk in the Classroom Interaction of grade VIII A SMPN 2 Cepiring Kendal. Nafrina (2007) conducted a study that the objective was to describe the interaction between the teacher and learners while they are in the classroom. The result of this study shows that the teacher is dominant in the classroom interaction.

Nugroho (2010) also studied about Interaction in English as a Foreign Language Classroom (A Case of Two State Senior High Schools in Semarang) found that English teaching and learning process in both senior high schools were teacher centered, the general characteristics of classroom interaction encompassed content cross, student participation, student talking time (STT), indirect ratio which was differentiated by the different number of percentage, teacher talking time (TTT), teacher support, teacher control and period of silence, and characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

RESEARCH METHODOLOGY AND FINDINGS

Methodology

This study was conducted using the descriptive qualitative design. The data in form of description of quality such as good or bad and not of that based by the scoring systems using numbers and the presenting collected data and other real-world events and experiences that unfold in a particular environment (Patton, 1990:41). The data was obtained from the transcription, which is analyzed from Flanders Interaction Analysis Categories (FIAC) model.

Technique of Data Analysis

Data analysis is a process where researcher systematically searches and arranges the data in order to increase her understanding of it. This research followed some steps of analyzing the data as stated by Flanders (1970):

- 1) Filling in the data recorded sheet
- 2) Getting the backup data by coding the verbal interaction
- 3) Plotting the coded data into a matrix
- 4) Analyzing the categories of teacher talk and students talk based on Flander's formulated.

Research Procedure

The steps to analyze the data used in this research were:

- (a) Identifying the data transcription

The researcher identified the transcription from video recording.

(b) Classifying the data

The researcher classified the data using the Flander's Interaction Analysis Category (FIAC) model.

(c) Giving a code number

The researcher gave a code number for the data. Every interaction is recorded one number. It was showed from the table 1.2 below :

Table 3.1 The example of Transcription Interaction between Teacher and Students.

Interaction in English Class	Coded Number
Teacher : What is Month?	4
Students : Bulan, Sir..	8
Teacher : How many Months in Year?	4
Students : Twelve, Sir.	8
Teacher : Please, Says...	6
Students : January, February, March, April, May, June, July, August, September, October, November, December.	8

(d) Pairing the data

The researcher paired the number of categories of interaction. While, at the beggining or/ at the and of the series number added 10th category.

(e) Plotting the code number into a matrix

The researcher entered the firsth pair in one matrix, the second pair represented another value, and so on. After that, the researcher calculated the categories of classroom interaction based Matrix.

(f) Drawing conclusion from the response

The researcher described the techer talk and students talk categories using Flander's Interaction Analysis Category (FIAC) based on the data.

Findings

Based on the analysis of the data that had been found through observation in the classroom interaction, it concluded that:

- 1) The data was found from the data transcription between the teacher and the students in English Classroom Interaction at 7th grade students.
- 2) The result of analysis was Classroom Interaction Model that suggested by Flanders model (Flander's Interaction Analysis Categories).
- 3) Based on the Flander's Interaction Analysis Categories Model, it found that the example of data transcription can be seen in the table below :

Table 4.1 Classroom Interaction Transcription A

Categories Number	1	T	-We start our study and listen it. -Alright, persoalantugasnyaterimakasih yang sudahmengerjakantugas. -Your homework will be checked. -So, we continues our lesson. -Kalaukemarenkanmasihada yang belumselesai. -Yesterday we studied about month. -What is Month? (researcher classified as 6 and a 4)
8	2	S	-Month... (researcher recorded a 8)
4	3	T	- Months of the Year. What is that?(the researcher recorded a 4 for a question)
8	4	S	-Bulandalamsetahun. (the researcher recorded 8 for a respond
4	5	T	-How many months in 1 year? (the researcher recorded a 4 for a question)
8	6	S	-Twelve months Sir... (The researcher recorded 8)

Table 4.2 Classroom Interaction Transcription B.

Categories Number 6,4	7	T	-Please read the first month in English. -The first Month? (The researcher recorded two 6 and a 4)
8	8	S	-January (the researcher recorded a 8 for an answer)
4	9	T	-The second Month? (the researcher recorded a 4 for a question)
8	10	S	- February. (the researcher recorded a 8 for a question)
4	11	T	- The third Month? (the researcher recorded a 4 for a question)
8	12	S	- March... (The researcher recorded 8)

Table 4.3 Classroom Interaction Transcription C.

Categories Number 4	13	T	- The fourth Month? (The researcher recorded two 6 and a 4)
8	14	S	-April (the researcher recorded a 8 for an answer)
4	15	T	-The fifth Month? (the researcher recorded a 4 for a question)
8	16	S	-March (the researcher recorded a 8 for a question)
4	17	T	- The sixth Month? (the researcher recorded a 4 for a question)
8	18	S	- June... (The researcher recorded 8)

Based on the table above, each number described the type of verbal interaction and who is speaking. Every time the verbal interaction change, a new number is recorded. If the same verbal interaction continued for more than three seconds, the same number will be recorded.

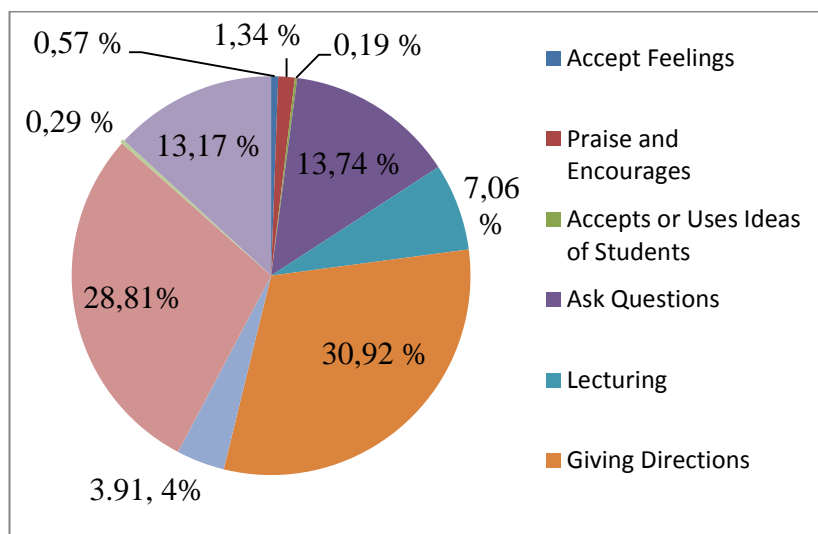
After the data transcription is coded, so the researcher paired the number of categories of interaction. While, at the beginning or/ at the end of the series number added 10th category. It can be seen based on the figure below:

(10 — 6)	(8 — 4)	(6 — 4)	(4 — 8)
(6 — 6)	(4 — 8)	(4 — 8)	(8 — 4)
(6 — 6)	(8 — 8)	(8 — 4)	(4 — 8)
(6 — 4)	(8 — 6)	(4 — 8)	(8 — 6)
(4 — 8)	(6 — 6)	(8 — 4)	(6 — 10)

Figure 4.1 Matrix of Pairing the Code Number.

From the figure above, it showed the first pair represented one point on the matrix, the second pair represented another point on the matrix, the third pair represented to others point on the matrix, and so on. The matrix consisted of ten columns and ten rows. Each column and rows represented one of the ten categories of the Flander’s coding. Next, the researcher calculated the result of each category of classroom interaction in a percentage by using the Flander’s formulated. It showed based on the table below:

Figure 4.2 The result categories of teacher talk and students talk



Based on the Table above, we can see that the most dominant category in Teacher Talk was Giving Direction (30.92%). While the lowest category in teacher talk used in the classroom was accepts or uses ideas of students (0.19%). The dominant category in Students talk was student talk-response (28.81%). While the lowest category was student talk-initiation (0.19%).

CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data of teacher and students interaction in the classroom, a conclusion was drawn on the following:

- (1) The Teacher and Students use all the categories of the classroom interaction by applying Flanders Interaction Analysis Category (FIAC) model. The categories of classroom interaction easier to find through the data transcription which is coded before. While, pairing the number of categories of interaction is used to enter it into matrix. Then, from the matrix can simplify to calculate each category until get the percentage on it.
- (2) The dominant category of Teacher Talk in English classroom Interaction at SMP NEGERI 1 was giving direction (30.92%). While the lowest category was accepts or uses the ideas of student (0.19%). The dominant category of Students Talk was students talk-response(28.81%) while the lowest categories was student talk initiation (0.29%).

Suggestions

In line with the conclusion above, some suggestions are recommended as follows:

- (1) It is suggested that English teacher should balance their talk in the classroom interaction. The teacher should improve their teaching way in the classroom into a good way.
- (2) By applying Flanders Model, it can improve the students to interact actively in the classroom.
- (3) It is suggested that the Further research that want to apply Flander's model in the teaching learning process should consider teacher talk and students talk in the whole classroom process.

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