



Teacher Talk in The Classroom Interaction by Using FIACS at SMP Negeri 37 Medan

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ABSTRACT

This study aimed to investigate the types of teachers' talk that occurs in English classroom interaction and to investigate the teacher' reasons to use the types of categories in classroom interaction. This study focuses on analyzing the process of classroom interaction through Flanders Interaction Analysis Categories System (FIACS). This study was conducted by using descriptive qualitative research. It was conducted in SMP Negeri 37 Medan at the VII-D grade class. The subject of this research was an English teacher in SMP Negeri 37 Medan. The observation, recording, and interview techniques were used to collect the data. According to the findings of the study, the English teacher used all categories based on category of FIACS. The types of teachers talk that occurred were accept feeling, praises and encouragement, accepts' or uses ideas of students, asking question, lecturing, giving direction and criticizing or justifying authority. The reasons why the teacher' used those types of categories in classroom interaction. Accept Feelings, the teacher used that type is to help students be bolder in expressing their ideas or opinions. Praise or encourages, the teacher used that type is to make students can feel appreciated. Praised given by the teacher can make students confident to interact in the classroom. Uses student idea, the teacher used that type is to develop ideas or suggestions given by students. Asking Questions, the teacher used that type because the teacher wants to hone students' skill and to make students' understood about the topic being discussed before getting into the next topic. Lecturing, the teacher used lecturing in the classroom during teaching and learning process to make process of teaching and learning in the classroom to be successful. Giving Direction, the teacher used that type because the teacher' want to know whether the students understand about the material or not. Criticizing or justifying authority, the teacher used that type is to create comprehensible condition for students to acquire target language.

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INTRODUCTION

Language is used by people to communicate and interact with others in daily life. Language can't be separated from teaching and learning process. In teaching and learning process, teacher and students communicate and interact by using language. Teacher and students need to interact regularly using the target language since interaction is the heart of communication in order to get experience in English communication. Interaction is one important point of success in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between teacher and students or student and other student resulting in reciprocal effect on each other. Interaction between teacher and students plays a significant role in all classroom activities because through the interaction with teachers, students can increase their language store and use all languages they process.

Classroom interaction in English subject is the important part that should be known through the interaction between the teacher-students and among students to see whether it facilitates the language learning or not. Teachers should focus on the quality of their talk and find appropriate forms of teacher talk to make their talk more effective, stimulating, and interesting. For example the teacher' makes time for brainstorming sessions in the classroom. Based on, the research observation at SMP Negeri 37 Medan on preliminary observation. The interview has been done with the English teacher of SMP Negeri 37 Medan. She is I.L who teaches in grade VII. The researcher is the teacher reasons to use the types of categories in classroom interaction. Several students could not express their idea in English because they did not have sufficient vocabulary, and the teacher did not familiarize students to using English in the classroom. The classroom interaction showed that the class is dominated by the teacher. During teaching and learning process the teacher often asks questions to students with the aim of making students active and participating in the classroom but students rarely respond when the teacher asks questions about the topic. When interacting in the classroom, teacher used Indonesian more often than English.

It becomes important for teacher and students to know the type of interaction that they do during the learning process. By knowing the type of the interaction that teacher and students do while having a class, the teacher will know the interaction that they do in the class is ideal or not. For the teacher who used to be too dominant in the classroom will change the way of teaching by providing an opportunity for students to interact in the classroom. The teacher can give some communicative activities, such as discussion, presentation, simulation, debate and many more. By providing the students opportunities to interact in the classroom, the students will apply their language knowledge and also get many opportunities to increase their ability in using English. As well as for students, by knowing the type of interaction that they do in a class, the students who used to give a bit of interaction in a class they will change their learning styles become more active for increasing their learning outcomes. Because the students will realize through the interaction in the classroom they can increase their skill of using English as a target language in their study. From the explanation above the researcher is interested to conduct the classroom

interaction analysis which focuses on the categories of teacher talk in English classroom interaction and what types of classroom interaction are applied during teaching and learning process. To analyze the interaction activities in the classroom, the researcher uses Flanders Interaction Analysis Categories (FIAC) technique. Based on the FIAC, there are three categories in the classroom interaction, they are teacher talk, student talk, and not all talk. Teacher talk includes accept feeling, praises, accept/uses ideas of students, ask question, lecturing, giving direction and criticizing. Student talk includes student talk response, students talk initiation and silence or confusion.

METHOD (LEVEL 1)

This study used a descriptive qualitative design because of the study's purposes and the nature of the problem. Descriptive research is used to effectively and factually describe the facts and characteristics of a certain population or general area (Maxwell, 1996;10) This study was conducted In this research, the phenomena that analyzed is the utterances of English teachers at SMP Negeri 37 Medan in accordance with categories of Flanders System and why are the types of categories used by the teacher in classroom interaction. Therefore, understanding data sources are the subject of research on which data were obtained. Based on, observations and interviews with the English teacher. This study used a descriptive qualitative design because of the study's purposes and the nature of the problem. Descriptive research is used to effectively and factually describe the facts and characteristics of a certain population or general area (Maxwell, 1996;10)

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One of the most important activities in doing research is how to get and collect the data needed. In this research, the researcher used three instruments such as observation, recording and interview. The observation used by the researcher to gather the information about all process of teaching and learning by observe the whole section of the classroom interaction in teaching and learning process. The researcher used video recording as a technique to record the verbal interaction between teacher and students that occurs in classroom interaction of English subject. The interview useful to clarify information gained from video recorder. The researcher prepared the several questions about teaching and learning process in the classroom interaction.

The technique of data collection in this study is using qualitative data. The researcher observed the class interaction by sitting in the best position of the class. The teacher started the teaching and learning process by explaining the material and making interactions with students in the classroom. The researcher gives careful attention to the interaction between the teacher and students during teaching learning process. While observation, the researcher will record teaching and learning process through video recorder. The researcher also conducted an interview to gather the data. The interview with teacher conducted after the whole observation has been done. According to Miles and Huberman (1994:10), qualitative data analysis includes three multiple activities: data reduction, data display, and conclusion drawing/verification. The data was provided from an interview with an English teacher as well as teaching and learning writing in the classroom that was relevant to the strategy. The data were obtained by the researcher through direct observation. The researcher used the observation checklist to analyze the data from the English teacher's interview by the formulation of the study problems stated in this step. The process is done by presenting the structured results of observations and the opportunity of concluding. Because the

data was acquired in the form of words during the qualitative research method, it had to be summarized without reducing its content. After the display of the data, a conclusion was drawn. To represent the data in this study, the researcher utilized words, tables, and pictures. As a result, the researcher represented the data by providing explanations and descriptions regarding the teacher's talk in the classroom interaction by using FIACS at SMPN 37 Medan.

FINDINGS

From data analysis, the types of teacher talk that occurred in classroom teacher used the all categories were accept feeling, praises and encourages, accepts or uses ideas of students, asking question, lecturing, giving direction and criticizing or justifying authority.

From data analysis the reasons why the teacher' used those types of categories in classroom interaction. Accept Feelings, the teacher used that type is to help students be bolder in expressing their ideas or opinions. Praise or Encourages, the teacher used that type is to make students can feel appreciated. Praised given by the teacher can make students confident to interact in the classroom. Uses student idea, the teacher used that type is to develop ideas or suggestions given by students. Asking Questions, the teacher used that type because the teacher wants to hone students' skill and to make students' understood about the topic being discussed before getting into the next topic. Lecturing, the teacher used lecturing in the classroom during teaching and learning process to make process of teaching and learning in the classroom to be successful. Giving Direction, the teacher used that type because the teacher' want to know whether the students understand about the material or not. Criticizing or justifying authority, the teacher used that type is to create comprehensible condition for students to acquire target language.

DISCUSSION

The section presents the discussion of the research findings. There are problem statements proposed in this study and in the discussion only focus on the problem. As mentioned in the previous chapter, this aims of study are to know the types of teachers talk that occurs in English classroom interaction at SMP Negeri 37 Medan, and to know the teacher reasons to use the types of categories in classroom interaction. In analyzing the types of teacher talk occurs in English classroom interaction, this study used Flanders theory (1970) which states that the types of teachers talk there are, accept feeling, praises and encourages, accepts or uses ideas of students, asking question, lecturing, giving direction and criticizing or justifying authority.

In the research, the types of teachers talk that occurred in the classroom interaction, as follows: Praise or encourages, the teacher used the type to make students can feel appreciated. Praised given by the teacher can make students confident to interact in the classroom. These findings are related to Flanders Interaction Analysis Categories (1989) which says that praises or encourage is teacher encourages the student action behavior. Asking question, the teacher used the type because the teacher want to improve students' skill and to make students understand about the topic being discussed before getting into the next topic. These findings are related to Flanders Interaction Analysis Categories (1989) which says that asking questions is asking a question about content or procedure is based on teacher ideas, with as intent that a student will answer. Lecturing, the teacher used lecturing in the classroom during teaching and learning process to make process of teaching and learning in the classroom to be successful. These findings are related to Flanders Interaction Analysis Categories (1989) which says that lecturing is giving facts or opinions about the content or procedures. Giving direction, the teacher instructed students to make example about the topic

and command the students for doing tasks, because the teacher wants to know whether the students have understood about the material or not. These findings are related to Flanders Interaction Analysis Categories (1989) which says that giving direction is directions, commands or orders to which a student is expected to comply.

There are few researches that are in line with the case of teacher talk and student talk in classroom interaction. This study has differences with several previous studies. Previous studies were conducted to find out the percentage of teacher talk and student talk in the classroom interactions, the language percentages in the classroom interaction, to know the teachers performance in the classroom interaction and to find out students talking time during classroom interaction. Meanwhile, this study were conducted to investigate the types of teacher talk in English classroom interaction and to investigate the teacher reasons to use the types of categories in classroom interaction.

CONCLUSION

The types of teacher talk, that occurs in English classroom in the seventh grades at SMP Negeri 37 Medan. The teacher used all categories based on category of FIACS. Based on the transcription that had been analyzed from the video recorder, the types of teachers talk that occurred in VII-D at SMP Negeri 37 Medan were accept feeling, praises and encourages, accepts or uses ideas of students, asking question, lecturing, giving direction and criticizing or justifying authority.

The reasons why the teacher' used those types of categories in classroom interaction. Accept Feelings, the teacher used that type is to help students be bolder in expressing their ideas or opinions. Praise or encourages, the teacher used that type is to make students can feel appreciated. Praised given by the teacher can make students confident to interact in the classroom. Uses student idea, the teacher used that type is to develop ideas or suggestions given by students. Asking Questions, the teacher used that type because the teacher wants to hone students' skill and to make students' understood about the topic being discussed before getting into the next topic. Lecturing, the teacher used lecturing in the classroom during teaching and learning process to make process of teaching and learning in the classroom to be successful. Giving Direction, the teacher used that type because the teacher' want to know whether the students understand about the material or not. Criticizing or justifying authority, the teacher used that type is to create comprehensible condition for students to acquire target language.

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