



## **Teacher and Students of Music Interaction in English Classroom Through Face-To-Face Learning System at SMKN 11 Medan**

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### **ABSTRACT**

This research dealt with classroom interaction between teacher and students of music in English classroom. This research was conducted to determine the most dominant of interaction in the classroom and the occurrences of classroom interaction between teacher and students of music in English classroom through face-to-face learning system at SMKN 11 Medan. This research used qualitative research. The data were verbal interaction in the form of spoken texts of teacher and students of music during teaching and learning English and were then analyzed by applying the Flanders interaction analysis categories system (FIACS) as interaction model proposed by Flanders (1970). They were collected through observation and audio recording for two class meetings. The results showed that the verbal interaction was most dominantly by teacher talk (64%). In the

part of teacher talk, the ratio of indirect teacher talk had the highest percentage (39%) than the ratio of direct teacher talk (29%). Particularly on the category 4 asking question of indirect teacher talk. It was indicated that teacher intentionally asked questions related to the topic material to the students. Meanwhile, the result of the interactions in English classroom was mostly happened by content cross (35%) which consists of category 4 asking questions and 5 lecturing. It showed that teacher mostly provided the students with the questions on the sidelines of lectures during learning process.

### **Keywords:**

*Teacher and Students Interaction, English Classroom, Face-to-face Learning System, Vocational High School*

### **INTRODUCTION**

In teaching learning process, language is the basic means of communication in the classroom to interact. According to Thomas (1987) cited in Maulidah H. (2017) state that language is a major resource of communication between teachers and students, and vice versa. The communication that occurs will create interaction for all participants in the

classroom. The interaction in the classroom between teacher and students is one of the important components during learning activities. Interaction in the classroom includes the communication of the teaching and learning process which is defined as classroom interaction. Classroom interaction is an interaction that occurs both as verbal and non-verbal interaction involving teacher and students or between students themselves. Hitchcock and Hughes in Brown (2001) said that classroom interaction is defined as the communication patterns between teachers and students and students with students.

According to Brown (2001) in the era of communicative language teaching, interaction is the heart of communication. It means interaction is a crucial thing for language teachers. It because communication is the main factor in the communicative language teaching, communication must appear in every language learning activity. In English foreign language classroom, the interaction in the classroom is very important because interaction between teacher and students in the classroom greatly affects learning achievement and success. This is in line with the statement of Yanita et al (2016) believed that among the success of a teacher's teaching is the quality of his or her interaction with the students. Goronga (2013) asserts that classroom interaction makes the students participate in the teaching and learning process. It means that classroom interaction encourages students to be more actively involved during the learning process. With a good interaction between teachers and students in the classroom, it also can encourage student involvement in learning to be higher. In fact, during teaching and learning process to creating communicative interaction that is alive between teacher and the students in the classroom is not always easy and this is one of the problems that occur in the classroom. It because sometimes, during teaching and learning process there will be time when the teacher does not get response or feedback from the students.

Even more, this problem often occurred especially since the beginning of Pandemic COVID-19 entering Indonesia and having an impact on the education system which was originally face-to-face learning then become distance or online learning activities in March 2020. Which was when online learning interactions occur teachers and students become less. This affects how classroom interaction occurs especially during language learning. According to Rahman & Subiyantoro (2021) to achieve the success of the ongoing learning process, management is needed in the learning activities carried out. Therefore, in order to optimize learning and prevent learning loss, schools reopen for students to go for face-to-face learning. Rismawati et al (2022) said that there are many considerations from various

parties involved in the implementation of education such as the government or schools regarding the implementation of face-to-face learning. Face-to-face learning is done on a limited basis. The implementation of this limited face-to-face learning is based on the Decree of the 4 Ministers (Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs) regarding Guidelines for Implementation of Learning during the Coronavirus Disease 2019 (Covid-19) Pandemic. However, in a long period of time after almost two years of implementing online learning, of course there is an adjustment between teacher and student interactions to adapt back to face-to-face learning in the classroom. Therefore, the teacher must be creative in using teaching methods or techniques to bring a good atmosphere in classroom and support his/her talk in order to be interesting to be learned by the students (Riri Aprianti, 2020).

Based on researcher observation at SMKN 11 Medan, the implementation of face-to-face learning was carried out by taking into account health protocols. The implementation of learning was carried out with a wave system and the number of students in the classroom was no more than fifteen students. This observation was coincidentally carried out in the first week of students carrying out face-to-face learning. At the beginning of the meeting in face-to-face learning after a long time of online learning, students were found less responsive to the teacher.

In the first week of the meeting the teacher did more ice breaking to lighten the ambience and to provoke student responses. The teacher tried to liven up a quiet classroom atmosphere to arouse students' enthusiasm and response. This is because as Sundari (2017) said that in the classroom communication is mostly initiated and maintained by the teacher. In relation to creating an interactive classroom, especially in English foreign language classroom it is important to pay attention to the types of teacher talk employed by the teacher in the classroom. This is as supported by Yanfen and Yuqin (2010) who stated that the appropriate teacher talk could create harmonious atmospheres, and at the same time, promote a more friendly relationship between teachers and students, and accordingly create more opportunities for interactions between the teachers and the students.

Meanwhile, from previous study, there were several researchers who have conducted similar research, namely in investigating classroom interactions. One of them is Rohmah, T (2017) who investigated classroom interaction in English language classroom. Her research was attempts to find out the types of teacher and students talk and also the patterns of teaching-learning interaction. She said "it is important for the teacher to build interactive

and communicative teaching-learning activities involving more interaction and participation among the students". as showed in her findings of research that the teaching-learning activities used produced the patterns of group work, choral responses, closed-ended teacher questioning (IRF), individual work, student initiates-teacher answers, open-ended teacher questioning, and collaboration. In addition, other researchers such as Ayunda, Komariah, and Achmad (2021) who investigated EFL classroom based on Flanders theory. In their research, the writers asserted that the teacher must built two-side communication inside the classroom rather than on-side communication. So that, the students will active enough to be involved in the interaction inside the classroom. Besides that, Selamat and Melji (2022) who investigated interaction between teacher and students said that teachers must be able to develop and maintain specific patterns of interaction based on their requirements and provide opportunities for students to be more involved in the classroom by asking some critical questions. It might motivate students to engage more in class, particularly the passive ones.

Based on the background above, this study investigated the interaction was done by the teacher and students of music in English classroom as foreign language. The researcher used Flanders' Interaction Analysis Categories System (FIACS) for classroom interaction between teacher and students to be analyzed to find out the most dominant interaction and the occurrence interaction happened in English classroom.

### **Classroom Interaction**

Brown (2001) state that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. According to Dagarin (2004), that classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other.

The type of interaction depends on certain type of the teacher talk and the student talk appears in classroom. Dagarin (2004) proposed four types of interaction, i.e. teacher – students, teacher – student / a group of students, student – student, students – students.

There are two aspect of classroom interaction, which consists of teacher talk and student talk. According to Yanfen and Yuqin (2010) defined teacher talk as the most language used by the teacher in the classroom to provide directions, describe activities and examine students' comprehension towards the lesson being taught and learned. Pujiastuti (2013) state that students talk is students' speech when they imitates their teacher's examples, express idea, or give comments and criticism in the classroom.

In English language classroom, classroom interactions have a significant role in acquiring and learning the target language, such as, increasing students' language store, developing communication skill, building confidence, strengthening the social relationship.

### **The Interaction in English Classroom**

Classroom interaction is also one of the significant elements in communicative language teaching. This is supported by the statement of Laelatunnuro et al (2021) which said that in the teaching and learning process, classroom interaction is the most essential aspect, especially in the field of English Foreign Language (EFL). Mackey (1999) cited in Weizheng (2019) and Rivers (1987) state that it is very important for teachers to build and boost effective interactive learning environment in language class which promotes meaning negotiation and generation in the target language, teachers should attach importance to two-way interaction basing on learners' cooperation, and encourage learners to join the communication activities in class. So it means, interaction is a key to language teaching especially for English Foreign Language in classroom. Because the learners can succeed in learning language well only if the learner actively participates in language communication in the classroom.

### **Face-to-face Learning System**

Husamah (2015) in (Fitriyani et al., 2022) states that face-to-face learning facilitates immediate reinforcement, formal discipline applied to learning face-to-face can form mental discipline, become a vehicle for learning to interact with students and facilitate the assessment process by teachers. Due to the covid-19 pandemic, the implementation of face-to-face learning policy will only be carried out on a limited basis at schools in areas that are considered representative according to the provisions set by the government. All parties involved in the provision of education must actively participate in implementing policies, be it local governments, heads of education offices, heads, schools, teachers, students, parents and society in general.

### **Interaction analysis in English Classroom**

Flanders Interaction Analysis Categories System (FIACS) was developed Ned. A. Flandersto study what is happening in a classroom during teaching and learning. Flanders' interaction Analysis is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. FIACS provides ten categories to classify classroom verbal interaction including into three parts, namely, teacher talk, students talk, and silence or confusion. The following are ten categories of interaction analysis by Flanders.

Table 1. Categories of Interaction Analysis

Flanders' Interaction Analysis Categories System (FIACS)		
<b>Teacher Talk</b>	<b>Indirect Talk</b>	<b>1. Accepts Feelings</b> a. In this category, teacher accepts the feelings of the students. b. He feels himself that the students should not be punished for exhibiting his feelings. c. Feelings may be positive or negative.
		<b>2. Praise or Encouragement</b> a. Teacher praises or encourages students action or behaviour. b. 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.
		<b>3. Accepts or Uses ideas of Students</b> a. It is just like 1 <sup>st</sup> category. But in this category, the students ideas are accepted only and not his feelings. b. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. c. The teacher can say, "I understand what you mean", etc. or the teacher clarifies, builds or develops ideas or suggestions given by a student.
		<b>4. Asking Questions</b> a. Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. b. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
		<b>5. Lecturing /Lecture</b> a. 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.
	<b>Direct talk</b>	<b>6. Giving Directions</b> a. The teacher gives directions, commands or orders or initiation with which a student is expected to comply, such as: Open your books!, Stand up on the benches, Solve 4 <sup>th</sup> sum of exercise 5.3.
		<b>7. Criticizing or Justifying Authority</b> a. When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. b. Teachers ask 'what' and 'why' to the students also come under this category. c. Statements intended to change student behavior from unexpected to acceptable pattern d. Bawling someone out e. Stating why the teacher is doing what he is doing
		<b>8. Student Talk Response</b> a. It includes the students talk in response to teacher's talk b. Teacher asks question, student gives answer to the question.
	<b>Student Talk</b>	<b>9. Student Talk Initiation</b> a. Talk by students that they initiate. b. 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.
		<b>Silence/Confusion</b>

The matrix analysis below shows the types of interaction characteristics. The types of interaction characteristics are presented teacher support, content cross, teacher control and student participation.

Table 2. Matrix Analysis of Flanders' Interaction

Category	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10				
C1	Teacher support			Content Cross			Student							
C2														
C3														
C4														
C5														
C6							Teacher control				Participant			
C7														
C8														
C9														
C10														

**METHOD**

The research design used in this study is qualitative research. According to Creswell (2012), the qualitative research method investigates a problem and develops a detailed understanding of a central phenomenon. Denzin and Lincoln (cited in Ursula and Hampel, 2015) stated that qualitative research is research that studies things in their natural setting, attempting to understand or interpret a phenomenon that occurs by involving various methods that exist in qualitative research such as interviews, observations, and use of documents. In order to support the finding in this study, research design supported by simple statistic calculation.

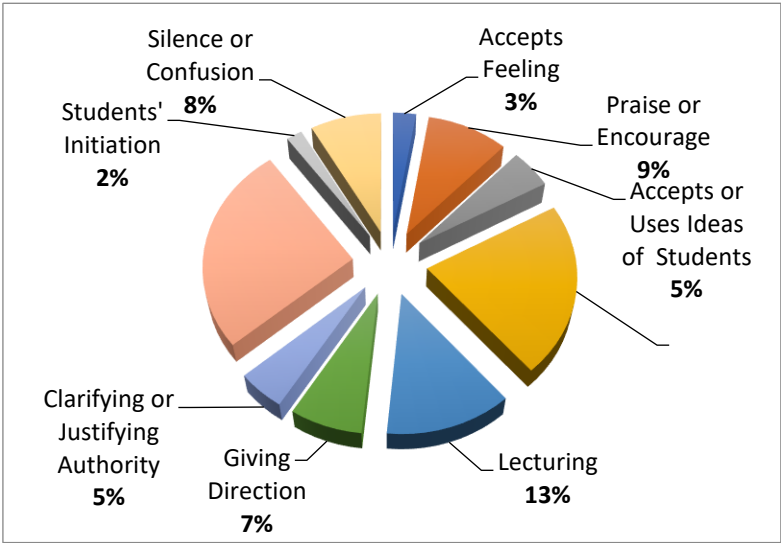
The subject of this study was English teacher and students of music grade XI at SMKN 11 Medan. The data in this study are the whole verbal communication as interaction between teacher and art students in the form of words, phrases, sentences or spoken texts taken from the data source. In gathering the data, the researcher used observation sheet and audio recording as the instrument to collecting the data. During the two meetings, all of the classroom activity during teaching and learning process was recorded to gain the verbal interaction of teacher and students. During observation, researcher acted as as non-

participant. Then, the audio recording was being transcribed. Later, teacher and students' utterances as the data were decoded, identified, categorized and analyzed by used Flanders' Interaction Analysis Categories System (FIACS).

**RESULTS**

**The Most Dominant of Interaction between Teacher and Students**

Figure 1. Total Percentage of Ten Category Verbal Interaction



From the overall result that shows in figure 1, it can be seen that starting from the highest percentage to the lowest one, teacher's talk was represented as asking question (22%), lecturing (13%), praise or encouragement (9%), giving direction (7%), accepts or uses ideas of students and clarifying or justifying authority (5%), and accepts feeling (3%). Students talk were realized by student response (26%) and initiation (2%) and followed by silence phase or confusion (6%).

On the whole, verbal interaction between teacher and student during teaching and learning process in English classroom based on ten categories by FIACS was dominantly undertaken by students talk response (26%). However, from the overall category which is divided into three types, teacher talk dominates over the other 2 types with a total percentage of 64% with 310 occurrences.

Table 3. The Percentage of Talk Time

No	Classroom Interaction Ratio	Percentage
1.	Teacher Talk Ratio	64%
2.	Indirect Teacher Talk Ratio	25%



3.	Direct Teacher Ratio	39%
4.	Student's Talk Ratio	28%
5.	Silence or Confusion Ratio	8%

Based on table 1, it can be concluded that the most dominant interaction between music teachers and students in the EFL classroom is teacher talk (category 1-7) with a ratio of 64%. The total ratio is even more than half of the total ratio. This is evidenced by the second highest total ratio, namely direct teachers (category 1-4) with a total of 39%, which in this type there is category 4, asking questions which have the highest total (22%) and by combining the total number of the seven existing categories, so that the teacher talk ratio becomes the most dominant. Followed by student's talk (category 8-9) with a ratio of 28%, Indirect Teacher Talk (category 5-7) with a ratio of 25%, and silence or confusion (category 10) with a ratio (8%).

### The occurrence of the Interaction in English Classroom

Figure 2 Total percentage of characteristics of interaction

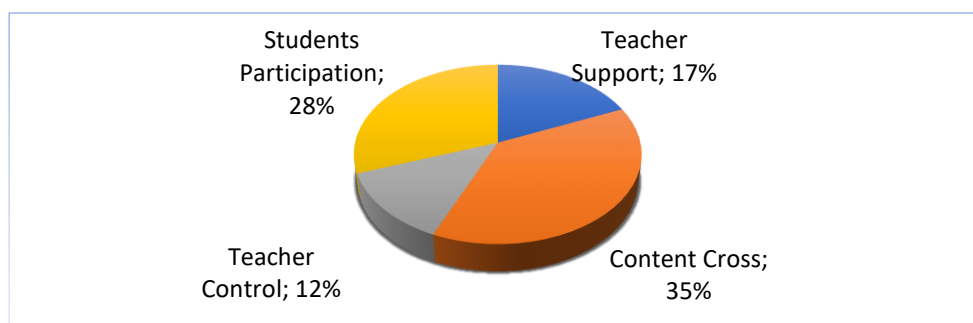


Figure 2 represented the summary of the result of the characteristics of interaction from the table above. From figure 2, it can be seen that from the whole class time, it was mostly for content cross with the percentage 35%, which consists of category 4 questions and category 5 lecturing. The second most spent time of classroom interaction was student participation including category 8 and category 9 with a total percentage of 28%. Then, it is followed by teacher support with a total percentage of 17% consisting of category 1 accepts feeling, category 2 praise or encouragement, and category 3 accepts or uses ideas of students. The last characteristic of classroom interaction is teacher control. Teacher control has a percentage of 12%, this is the lowest percentage of the four characteristics in classroom interaction.

### DISCUSSIONS

## The Most Dominant of Interaction Between Teacher and Students

Based on the results of the observation, it shown that all the categories of interaction were applied in the English classroom. There were three types of talk that include teacher talk, student talk and silence or confusion. After conducting the research and calculating the interaction in the classroom, the dominant interaction between teacher and students' was teacher's talk with 310 occurrences and a total percentage of 64%, which is category 4 asking questions, having the highest total number than the others. In this category, had been talked 106 times in classroom interaction with a total percentage of 22%. It means in teaching and learning process mostly teacher giving questions to students.

The following excerpt represented the teacher talk in the category 4 asking questions (T refers to the English teacher and S refers to a students).

### *Excerpt 1*

*Context: the teachers' lecture about the topic of active and passive voice then gives examples of each sentence.*

*T : Okay, can you find what are the differences from these sentences? Bisa kalian temukan perbedaannya dari dua kalimat ini? (4)*

*S : (Silence) (10)*

*T : apa-apa saja yang beda? (What are the differences?) (4)*

Regarding this category, the researcher found that the teacher intentionally asked question and expected the answers from students. From the excerpt 1, the teacher want to know and check the students' understanding related to the topic material discussed. Thus, with the interaction of the teacher giving questions to students periodically during learning, students are unknowingly involved and active in class. It also helps them to train in higher thinking skills. Evidently, the height of the teacher giving questions (22%) to the teacher's talk (64%) affects the total results of students' response (26%) to the student's talk (28%).

## The Occurrence of the Interaction in English Classroom

The way to know the interaction occurs in the English classroom, the writer analyzed the situation in the classroom according to the characteristics of the classroom interaction. Based on the findings, classroom interaction occurred by content cross (category 4 asking

questions and category 5 lecturing) which obtained the highest results among the characteristics of other classroom interactions with a total result percentage of 35%.

*Excerpt 2*

*T : Can you explain to me what is the difference between passive and active voice? Yok, apa pengertian dari pasif dan apa pengertian dari aktif?(4)*

*S : (silence) (10)*

*T : Active voice tell us what a person or thing does. Artinya adalah subject perform action. Melakukan sesuatu. Passive is tell us what is done to someone or something. Nah jadi, in Bahasa kalau dia aktif dia masih melakukan sesuatu sedangkan kalau pasif berarti pekerjaan itu sudah selesai.*

*I'll give you example.*

*A : "Rika make a cake"*

*Kita masukkan ke pasif menjadi*

*P : "a cake is made by Rika" (5)*

Even though the height of the teacher giving questions to students and also lecturing regarding material topics during the learning process, students also tried to always respond to teacher questions with their own level of understanding. This is evidenced by the participation of students (category 8 students' response and students' initiation) with a percentage of 28% as the second highest after content cross.

## **CONCLUSIONS**

This research aimed to know the most dominant of interaction and the occurrence of interaction in the English classroom interaction by employing Flanders' Interaction Category System, verbal interactions are conducted by three types such as teacher's talk, students' talk, and silence or confusion. Based on data analysis and the result of the study, the researcher found that the verbal interaction in English classroom through face-to-face learning system between teacher and students of music was dominantly undertaken by teacher's talk (64%). The teacher talking time is used largely for asking questions to students. The interaction indicated that the teacher was as the evaluator. This is because the teacher must ensure carefully and periodically in looking at students' understanding abilities related to topic material being taught.

In addition, the occurrence of interaction in English classrooms was happened by content cross. Content cross indicates that the teacher dependence on questions and lectures. This is based on the characteristics of classroom interaction which obtains the highest total results with a percentage of 35%. This indicates that during the teaching and learning process the interaction is mostly carried out by the teacher by lecturing and asking questions during the learning process. It is followed by students participation (28%), teacher support (17%) and teacher control (12%).

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