THE ANALYSIS VERBAL INTERACTION BETWEEN TEACHER AND STUDENT'S IN TEACHING AND LEARNING USING FIACS
(FLANDERS INTERACTION ANALYSIS CATEGORIES SYSTEM) AT XI CLASS RELIGION 2 OF MA AL-AMIRIYYAH BLOKAGUNG IN ACADEMIC YEAR 2022/2023

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ABSTRACT

One of the primary factors that influence the teaching and learning process is interaction. Verbal interaction is the most interaction that happened between the teacher and students in the classroom. The quality of verbal interaction between teacher and students in the classroom affect the result of teaching and learning itself. This study aimed to find out the kinds of verbal interaction between teacher and students in the classroom and to find out which dominance between teacher's talk or student's talk. The study was conducted in XI religion 2 of MA Al-amiriyyah blokagung. The subject of this study was teachers and students in class XI religion 2. This study was qualitative research.

To achieve the purposes of this study the writer used observation which was adopted by Flander's Interaction Analysis Category to find out verbal interaction between teacher and student. The researcher also use interview and recording for get the data. The study found that all teachers used all FIAC categories and the dominance talk was the teacher's talk. The teachers speak about 77 per cent in the classroom while students 13 per cent. From the result, it suggested that the teachers should give more opportunities to the students to speak and interaction during the teaching and learning process.

Keyword: Interaction, Verbal Interaction, Classroom Interaction

ABSTRAK

Salah satu faktor utama yang mempengaruhi proses belajar mengajar adalah interaksi. Interaksi verbal merupakan interaksi yang paling banyak terjadi antara guru dan siswa di dalam kelas. Kualitas interaksi verbal antara guru dan siswa di kelas mempengaruhi hasil belajar mengajar itu sendiri. Penelitian ini bertujuan untuk mengetahui jenis-jenis interaksi verbal antara guru dan siswa di dalam kelas dan untuk mengetahui mana yang mendominasi antara tuturan guru atau tuturan siswa. Penelitian dilaksanakan di kelas XI agama 2 MA Al-amiriyyah Blokagung. Subjek penelitian ini adalah guru dan siswa kelas XI agama 2. Penelitian ini merupakan penelitian kualitatif.

Untuk mencapai tujuan penelitian ini penulis menggunakan observasi yang diadopsi oleh Kategori Analisis Interaksi Flander untuk mengetahui interaksi verbal antara guru dan siswa. Peneliti juga menggunakan wawancara dan rekaman untuk mendapatkan data. Studi ini menemukan bahwa semua guru menggunakan semua kategori FIAC dan pembicaraan yang mendominasi adalah pembicaraan guru. Para guru berbicara sekitar 77 persen di dalam kelas sementara siswa 13 persen. Dari hasil tersebut disarankan agar guru lebih banyak memberikan kesempatan kepada siswa untuk berbicara dan berinteraksi selama proses belajar mengajar.

Kata Kunci: Interaction, Verbal Interaction, Classroom Interaction

A. **Research Background**

The teacher is someone who plays a major role in the teaching and learning process. The essence of education is the teaching and learning process. Everything that has been programmed will be carried out in these activities. So the success or failure of a teaching and learning process depends on the professionalism of a teacher in carrying out his duties. The Qur'an states that Allah will elevate and honor educators than other Muslims who are not knowledgeable and are not educators. The word of Allah SWT in the letter al-Mujadilah verse 11:

يَاأَيُّهَا الَّذِينَ ءَامَنُوْا إِذَا قِيْلَ لَكُمْ تَفَسَّحُوْا فِي الْمَجَالِسِ فَافْسَحُوْا يَفْسَحِ اللهُ لَكُمْ وَإِذَا قِيْلَ

انْشُزُوا فَانْشُزُوا يَرْفَعِ اللهُ الَّذِيْنَ ءَامَنُوا مِنْكُمْ وَالَّذِيْنَ أُوتُوا الْعِلْمَ دَرَجَات وَاللهُ بِمَا تَعْمَلُوْنَ

خَبِير.

Which means: " you who believe, when you are told: "Be spacious in the assembly", then be spacious, Allah will make room for you. and when it is said: "Stand up", then stand up, Allah will surely exalt those who believe among you and those who are given knowledge by several degrees. And Allah is Knowing of what you do." (Q.S. al-Mujadilah: 11).

Optimal learning outcomes are influenced by teaching-learning components, for example how to organize the material, the methods applied, the media used, and others. But in addition to these components, there are other factors that influence the success of student learning, namely the relationship between teachers and students.

A collaborative exchange of thoughts, feelings, or ideas between a teacher and pupils, or a student and other students, that has a reciprocal influence on each other, is referred to as interaction (Brown, 2004:55). Students must be able to communicate or explore what is in their heads at school, rather than merely listen passively, because interactions between teachers and students can instill confidence and courage in each kid to speak up. To avoid boredom among students, teachers must be more innovative when teaching in the classroom. Although this situation cannot be prevented, it is preferable to reduce boredom or monotony in the classroom. Teachers that are less creative in their teaching will merely explain the content and set assignments to students without engaging them in any additional activities that will increase their passion. Students become bored and lazy to study as a result of this. As a result, why are teachers required to be more creative in their teaching? Because it is their obligation to ensure

that students grasp what they are learning, and positive relationships between teachers and students can be quite beneficial.

Classroom contact has emerged as a critical component of a successful teaching and learning process. According to Sukarni (2015), the instructor, the students, time allocation, methodology, content, teaching material, interaction between the teacher and students in the classroom, and the usage of visual aids are all aspects that influence the outcome of English teaching. One of the most beneficial aspects of the teaching and learning process is good teacher-student contact**.** As a result, the researcher was interested in learning more about how teachers and students interact in the classroom. The teaching and learning process will not take place or be successful if there is no interaction. Language teaching and learning, according to Mardiyana (2018), may be an exciting and invigorating activity for both teachers and students if an atmosphere of excitement and trust can be fostered through healthy relationships. Good interactions between teachers and students will foster this beneficial relationship.

Verbal interaction and non-verbal interaction are the two types of interactions. Verbal interaction is any type of communication that involves the use of words, whether spoken or written. In human interactions, verbal communication is most commonly used to convey feelings, emotions, thoughts, ideas, facts, data, and information, as well as to share feelings and thoughts, disagree with one another, and fight. When students raise questions and the teacher responds, for example. Nonverbal interaction, also known as nonverbal communication, refers to the expressions, gestures, body language, and eye contact that teachers and students use to convey meaning without utilizing linguistic elements or words (Willson, 1999). (cited in Murtiningrum, 2009). Students may nod in agreement with the teacher's explanation, or the teacher may give a thumbs up to show appreciation the students work.

Positive interactions between teachers and students will result in positive relationships between teachers and students in the classroom, causing students to enjoy the lesson and not be afraid to ask questions or express their opinions. Students will feel relaxed and energetic, allowing them to participate in learning activities without feeling rushed. The teacher behaving more dominant than the pupils is a common problem that arises in classroom interactions. According to Flanders (1970), over two-thirds of a teacher's time in the classroom is spent lecturing or giving a speech. Another researcher that brings up this issue is Poontcrof (1993, as referenced in Abdolrahimi, 2013), who claims that a few verbal encounters occur during the teaching and learning process. On average, the teacher speaks for roughly 70% of the class. Furthermore, under social constructivist theory, which states that learning occurs through excellent contact between instructor and student, interaction is a critical component of learning.

Using Flanders' Interaction Analysis Categories as a guideline for analyzing verbal interaction is one way to do so (Tichapondwa, 2008:17). FIAC is designed to observe solely verbal interactions in the classroom, ignoring nonverbal gestures (Flanders, 1986:77). Only the verbal interactions in the classroom activity are analysed by FIAC. The researcher will use FIAC to analyze verbal interaction in the classroom. FIAC is a notion that claims that effective teaching is determined by the teacher's ability to influence students' behavior (Kathleen M.Bailey, 1991:122).

Sukarni (2015) also believes that employing Flanders' Interaction Analysis Categories is one of the approaches for analyzing interaction activities (FIAC). Flanders devised this system for identifying, classifying, and observing linguistic interaction in the classroom. According to Flanders (1970), the contact can be divided into three types: teacher discourse, student talk, and silence. These are the ten interactions that these categories are divided into: Accepting feelings, complimenting, accepting or utilising

ideas from pupils, asking a question, lecturing, offering guidance, and criticizing are all examples of teacher discourse. Students' conversation is divided into two categories: replies and initiation. Finally, silence is the ultimate category. It is a condition in which the teacher and students do not engage in the classroom.

Thus, the researcher is interested to investigate student and teacher interaction in the classroom which then analysed using FIACS guideliness. So, to get the current finding the researcher decides the study under tittle "The Use Of Verbal Interaction Between Teacher and Students in Teaching and Learning English Using FIACS (Flanders Interaction Analysis Categories System) at XI class Religion 2 of MA AL-Amiriyyah Blokagung in Academic Year 2021/2022"

B. Research Method

This research is qualitative research. Descriptive research provides an answer to the questions of how something happened and who was involved, but not to answer the question why something happened or why someone was involved (explanatory research). Data gathering techniques such as field research and case studies are for qualitative descriptive research.

For answering first and second research question, this study used observation, interview and recording in collecting data. In observation, the researcher came to the location and recorded what was happening at the research location. Meanwhile in the interview, the researcher asked the results of the interview between the researcher and the informant. Interview supported the data got from field note analysis in answering the first and second research question about verbal interaction and types of verbal interaction. And in obtaining recording, researcher recorded teaching and learning activities in the classroom for research material and then wrote the results of the recording were analysed and explained more in data analysis technique.

After the researcher got data from observation sheet of Flander interaction analysis, the researcher calculated how much the teacher and students talk time in classroom interaction by using Flander's formulates (1970, cited in Sigh et al. 2008 and Nugroho 2009) in order to getting expected data.

In analyzing the result of the data for observation, the writer used matrix analysis by using the FIAC analysis technique. The writer explained the matrix analysis through simulated data of the observation. The simulated data showed in the table which consists of ten categories, the categories allotted as former event and later event (Li, Shouhui, & Xinying, 2011). These categories analyzed depend on how many times those happen in the teaching-learning process. Then, the writer calculated how much teacher's talk and student's talk time in the classroom by using Flander's formulates. Furthermore, the writer used it to find out the ratio between teacher's talk and student's talk.

This research using triangulation in checking validity of the data finding. Cresswell stated that triangulation is checking the validity of the research with different data sources by examining evidence from the sources. In this study researcher used different data source which are from interview, the researcher also ask validation from the advisors and lecture who expert about the issues (verbal interaction and types of verbal interaction).

C. Finding and Discussion

1. Finding

According to the data gained from observation, interview and documentation, the researcher found kinds of verbal interaction based on the FIAC characteristics between teacher and student and types of verbal interaction are more dominant between the teacher's talk or student's talk in teaching and learning English process.

a. Accept feeling

The teacher produces this type of teacher talk to help the students to understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. This expression mosty uttered in the beginning or initial of meeting. For example when the teacher begin the class by greeting students and asking students how they are "*assalamualaikum wr. Wb. Good moorning everyone*" then students respond "*good morning miss*". Followed by asking news like "*how are you today*" then students respond "*I'm fine, and you*" and the teacher answered "*I'm fine to thank you*". And this can provoke students' enthusiasm when they start teaching and learning activities.

b. Praises or Encourages

Praising or encouraging is teacher's statements carrying the value judgment of approval. This type of teacher talk occurres in the classes. The teacher often gives praise and encourage to the students during the class interaction. The teacher's purpose in praising and encouraging the student is to give honours to them who actively participate in teaching and learning process. In the class that is studied, the researcher also found this category as an example when the teacher asked "*apa arti dari observation*" then the student answered "*pengamatan* miss" and after the students

answered the teacher gave praise to the students with the words "*good*" .

In addition, the researcher also found other examples of interactions, such as when the teacher gives feedback to students with questions "*jadi pelajaran ini nanti akan menjelaskan tentang definition of natural phenomenom, what is natural phenomenom?*" then students response"*kejadian alam buu*", then the teacher gives feedback "*right, that is good*". Another finding teacher asks "*what is global warming?*". Then the students answered "*pemanasan global*" and the teacher gives feedback "*ya, that is very good*". This kind of utterance creates enthusiasm for students in following lessons, because the teacher always gives praise when students can answer questions.

c. Accepts or Using Idea of Students

This type deals with teacher responses toward the student's idea. In the second meeting, it can be found that the teacher produced 45 utterances of using ideas of students in all classes. The teacher purposes in using idea of student is to develop student's idea clear. In the class studied, the researcher found this interaction as "*jadi nanti kita akan mempelajari tentang* natural phenomenon *atau kejadian alam, tolong sebutkan contohnya*" Then students are given the opportunity to develop their ideas by answering "*banjir, gempa bumi, tsunami*". Here

the teacher plays a role in building and developing students' ideas. This will provoke students' thinking to expand their knowledge.

d. Asking question

Asking question deals with asking questions about the content or procedures of teaching material so that students can answer. Asking questions is a type of teacher talk that also occurrs in all meetings. The researcher found this interaction in the studied class such as "*Ketika kalian belajar Bahasa Indonesia kalian belajar tentang teks eksplanasi,* it is almost same in English. *Apa itu almost same?"* then students answer "*hampir sama miss"* From the questions asked by the teacher above, it is intended that students answer and respond to what the teacher asks. It stimulates students to pay attention on teacher's explanation.

e. Lecturing

Lecturing is the most important part of teaching and learning activity. Based on the observation, this type of teacher talk during the teaching and learning activity occurred in all meetings. In classroom interaction, the teacher often gives information to the students. For example"*teks eksplanasi itu adalah teks yang menjelaskan. Yaitu nanti isinya penjelasanan yang di dalamnya*

membahas teori, definisi atau pengertian dan juga istilah."
This is example of the lecturing in the class being studied.

The other examples are "*tadi kan yang di maksud teks eksplanasi yaitu teks yang menjelaskan suatu istilah, jadi pemanasan global itu di definisikan sebagai berikut yaitu is happening right now has a very big effect on natural condition.*" Another example is "*Kalau di paragraph kedua ada kata firstly, secondly atau thirdly itu berarti sebuah opini atau pendapat. Dan ini bisa di ingat-ingat ya anak-anak.*"

f. Giving direction

Giving direction that is giving directions or orders to students that are expected to be obeyed by students. Giving direction is one types of teacher talk that frequently occurred during two meetings. The interactions found by researchers about giving direction are: "*ok, please just prepare your book and your student worksheet*". In this interaction the teacher gives direction so that students prepare books that are used for the learning process.

g. Criticizing or Justifying Authority

Criticizing or justifying authority is teacher's actions that aim to change student behavior from bad to good. Criticizing student behavior is one type of teacher talk that

also occurred in this study. The interactions of Criticizing or Justifying Authority that the researcher found in his research are"*coba sebutkan contoh dari* natural phenomenon by english". Then the student answered "banjir, gempa bumi" and the teacher responds "*jangan lupa ya by English lo ya, yaitu flood, and earthquake*". From there, the students repeat the pronunciation in English.Students talk responses

Furthermore, Students talk responses are what students say responding on the teacher talk. Talk by students in response to teacher's talk. Teacher initiation contact, or students" statement, or structure the situation. Teacher asks question students answers the question. The interaction of students talk responses that the researchers found in their research, namely the words of students who responded to the teacher's questions about the natural phenomenon, namely*"contohnya banjir, gempa bumi dan lain-lain miss"*. This is what students say is called student talk responses.

h. Students talk intiation

Talked by students which they initiate including Expressing own ideas, initiating new topic,freedom to develop and a line of thought, like asking thoughtful questions, going beyond the existing structure. In his research, the researcher found this category, when students

ask question the teacher"*bu tulis atasnya Bahasa inggris, bawahnya Bahasa inggris kah bu?".* then the teacher answered "*ya boleh, tulis Bahasa inggrisnya di atas dan Bahasa Indonesia di bawah. Tapi hasil akhir tetap tulis di buku masing-masing.".* In this example, the student starts the conversation by asking the teacher a question.

The other examples are "*bu setelah di baca apa di tulis di buku*?". Then the teacher answered "*tidak usah, kita artikan Bersama saja*" this is what shows student talk initiation.

i. Silence

Silence means pauses in interaction during which there is no verbal interaction. This is also include silence in which a piece of audio and visual equipment. As is the case in the classroom that the researcher examines, namely when the teacher explains but the students don't connect. For example"*verry good. Ya tolong nanti di perhatikan lagi temannya maju. Di hafalkan benar-benar karena dialognya ini singkat. Sekarang di mulai dari bangku depan dulu maju, yang lain harap di perhatikan temannya yang di depan.*" And students are just silent. This causes silence in the class.

2. Discussion

Based on the analysis of the three data collections above. The researcher explains several short and clear descriptions that focus on the data obtained through observation, interview and recording. This study focuses on the types of verbal interactions that occur between teachers and students in the class based on the FIACS category and which are dominant between teacher and student conversations.

The results of this research observation shows that all verbal interactions in the FIACS category occur in teaching and learning activities of English in class XI religion 2 Such as accept feelings, praise and encourage, accept or use ideas of students, ask questions, lecturing, giving direction, critizing or justifying. students talk response, students talk initiation, and the last category is silent or confusion.

The results of this research observation indicate that teacher talk is more dominant than student talk. Meanwhile, if the percentage is compared to the average teacher talk 77% and students talk 13%. From this percentage, the researcher can conclude that the class interaction is dominated by the teacher. According to Septiningtyas (2016) teacher dominance occurs when the teacher dominates the class and takes a long time to talk. Then the students only have a little chance to talk.

D. Conclussion

From the discussion of the research results, several points about the meaning of class interaction can be concluded. They

is as follows.

Both teachers and students are aware and understand that interaction is important in learning English. They also understand that in order to interact well, they need to practice. In classroom interactions, teachers play an important role in creating good interactions between teachers and students. Because good interactions will create a relaxed situation that can create a sense of not awkward between teachers and students. Because if the interaction between teachers and students is awkward, it will affect the enthusiasm of students' learning. And this will make students not ashamed to ask when they do not understand. Because a good relationship between teacher and student can have a good effect on students.

Based on the finding in this study, the writer makes the following conclusion. First, the result obtained from observation indicated that all FIAC categories used by the teachers in interacting with their students. The most category occurred in the interaction was lecturing. The teachers tended to explain materials to their students to make them understand the subject. The writer also found that most teachers used asking questions category. It could be said that after the teacher lecturing the students, they usually ask a question to make sure that the student understands the materials.

This result was also strengthened by the interview. Almost all the students interviewed by the writer said that one of the activities in the class was lecturing. Then, the results of those observations and interviews showed that the teacher's talk is more dominant than the student's talk. So, the writer concluded that verbal interaction between teachers and students in MA Al-amiriyyah at XI religion 2 is teacher dominated.

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