

THESIS

**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 2021/2022**



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FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM**

2022

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ACADEMIC YEAR 2021/2022**

Presented to the faculty of Education and Teacher Training in a Partial Fulfillment
of the Requirement for the Degree of Strata 1 in English Education Department

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APPROVAL SHEET

Thesis with the title:

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ACADEMIC YEAR 2021/2022**

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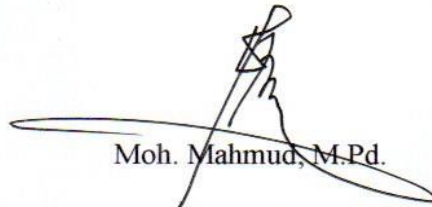
AGREEMENT

This to verify that this thesis of **Umami Salamah** already approved by the boards of examiners as requirement for the sarjana degree in the English education the department.

Banyuwangi, 18th april 2022

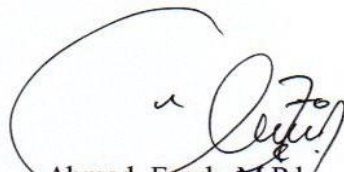
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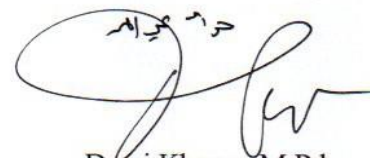
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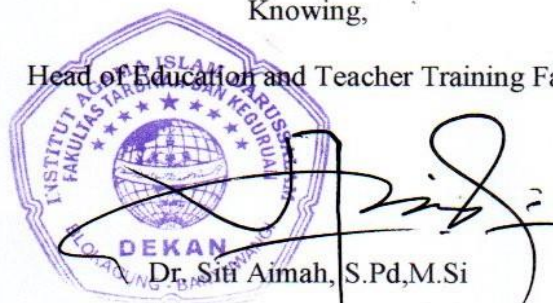
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DEDICATION

This thesis is dedicated to:

To my father who always encouraged me and taught me the true meaning of life

To my mother who always supports and encourages me and who always teaches me how to be patient

To my sister as a partner in the family and the whole family who always cheers

And don't forget friends who always give joy every day

MOTO

وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّكَ لَنْ تَخْرِقَ الْأَرْضَ وَلَنْ تَبْلُغَ الْجِبَالَ

طُؤًا

And do not walk on this earth arrogantly, because indeed you will not be able to penetrate the earth and will not be able to soar as high as the sky (2. S. al-Israa: 37)

DECLARATION OF AUTHORSHIP

Bismillahirrohmannirrohim

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Declare that:

- 1) This thesis has never been submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, not does it include, without due acknowledgement the work of any other person.
- 3) If a later time it is found that the thesis is product of plagiarism. I am willing to accept any legal consequences that imposed to me

Banyuwangi, 18th April 2022

Declarator,



Ummi Salamah

ABSTRAK

Salamah Ummi, 2022. *The Use Verbal Interaction Between Teacher and Student's in Teaching and Learning Using FIACS (Flander's Interaction Analysis Categories System) at XI Class Religion 2 of MA Al-amiriyah Blokagung in Academic Year 2021-2022*. Program Studi Tadris Bahasa Inggris Institut Agama Islam Darussalam Blokagung-Banyuwangi. Pembimbing Faiqotur Rizkiyah, M.Pd.

Kata Kunci: Interaction, Verbal Interaction, Classroom Interaction

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-amiriyah 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.

ABSTRAK

Salamah Umami, 2022. *The Use Verbal Interaction Between Teacher and Student's in Teaching and Learning Using FIACS (Flander's Interaction Analysis Categories System) at XI Class Religion 2 of MA Al-amiriyyah Blokagung in Academic Year 2021-2022*. Program Studi Tadris Bahasa Inggris Institut Agama Islam Darussalam Blokagung-Banyuwangi. Pembimbing Faiqotur Rizkiyah, M.Pd.

Keyword: Interaction, Verbal Interaction, Classroom Interaction

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

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Most Gracious and the Most Merciful. All praises is due to ALLAH who creates knowledge as the light of life. May peace and blessing be upon our Prophet Muhammad SAW, who has struggled whole heartedly to deliver the truth to human being and guide his ummah to the right path.

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8. All participants who have helped in the completion of writing this thesis, so that it can be completed on time
9. And the last thanks for my support system who always give me spirit, love and beautiful story in my life (Purwoko)

In this writing, there are still many mistakes and shortcomings, therefore all constructive criticism and suggestions will improve the writing of this thesis and will be useful for writers and readers.

Banyuwangi, 18 April 2022

Umami Salamah

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the instruments that individuals use to communicate with one another. According to Walija (1996:4), language is the most complete and effective means of communicating ideas, messages, intentions, feelings, and opinions to others. According to Christine Kenneally's book "The First Word," the world's languages number around 6.000, and only half of the world's population speaks more than ten of them. English is the most widely spoken of these ten languages. As a result, knowing English is critical to making it simpler to communicate with others.

One must learn a foreign language, particularly English, in order to master it. A teaching and learning procedure is required in this scenario. There will undoubtedly be interaction between the teacher and the one being taught during the teaching and learning process. Teaching is the process of leading and encouraging learning, as well as providing opportunities for pupils to learn (Brown, 1980:8). It necessitates the instructor formulating and managing learning in order for students to meet the goal. There is no exception when it comes to learning English. Furthermore, Allwright (1984) and Ellis (1990) suggest that the classroom teaching and learning process should be performed as an interaction in order to obtain a language model and facility, because the quality of the model and facility might influence the amount of acquisition.

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:

يَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانشُزُوا يَرَفَعِ اللَّهُ
الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ.

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.

Furthermore, Abdolrahimi (2013) believes that the efficacy of teaching and learning is influenced by the quality of teacher-student interactions.

“No matter how well material was organized for class presentation, if the teacher did not have the skill to initiate student participation, it would be impossible to create an atmosphere conducive to learning. Developing such a skill is a very personal and individual task. (Omar, 1996, as cited in Kiprono, 2009, p. 4).”

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 Analyze 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-Amiriyah Blokagung in Academic Year 2021/2022”**

B. Research problem

According to the background of study previously outlined, the problems of the study can be formulated as these following questions:

1. What kinds of verbal interaction are found based on the FIAC characteristics between teacher and students interaction in teaching and learning in the classroom?
2. What type of verbal interaction is more dominant between the teacher’s talk or student’s talk in the classroom?

C. Research Objective

This research will be aimed at finding out:

1. To find out the kinds of verbal interaction based on the FIAC characteristics by teacher and students interaction in teaching and learning in the classroom.
2. To find the dominance of verbal interaction between teacher's talk or student's talk in the classroom.

D. Research Significant

The significance of the study are can be theoretically and practically:

1. Theoretically

The writer hopes that this study provided benefits for the English teachers to know the importance of verbal interaction in the language classroom to increase the students' language ability and to create effective learning.

2. Practically

The writer hopes that the result of the study can be used for:

- a. For the teachers, this research will help them to get an evaluation in their talk percentage and improve teachers' teaching style in verbal interaction during teaching and learning English. Then, teachers can give chance for the students to be more active in verbal interaction during learning English
- b. For students are to know the importance of verbal interaction with the English teacher to facilitate the students while learning English in the classroom and enlarge their knowledge about classroom interaction.

E. Research scope and limitation

The focus of this study is on teacher-student verbal contact during the teaching and learning of English. This study looks at the many types of verbal interactions that are commonly employed between teachers and pupils. During the teaching and learning process, the researcher will examine how often the teacher offers instruction and how often the teacher asks questions. The researcher will look at how often students respond when the teacher gives instructions and asks questions, as well as how often students initiate inquiries during the teaching and learning process. It follows Flanders' classification of verbal interaction into ten categories (Accepts feelings, Praises or Encourages, Accepts or Uses Students' Ideas, Accepts or Uses Students' Ideas, Accepts or Uses Students' Ideas, Accepts or Uses Students' Ideas, Accepts or Uses Students' Ideas, Accepts or Uses Students' Ideas Pose a question, give a lecture, etc. Providing guidance, Student is either criticizing or justifying authority, Student talk response, Student talk initiate, Silence or confusion).

Furthermore, researcher analyse types of verbal interaction that occurred when teaching and learning process. Researcher focus on types of verbal interaction that mostly use in teaching and learning process. Furthermore, the research limited to the students of MA Al-amiriyah Blokagung. Especially, the students at XI class religion 2 which they already learn English during one year in senior high school.

F. Definition of key terms

In order to have the same idea and concept in this study, the researcher clarifies the terms used in this study, as the details are:

1. Verbal Interaction

Semir and Mile states that Verbal teacher-pupil interaction is a multifaceted construct that involves a number of different components that are interconnected. In this research, verbal interaction is the activity of interaction between students and teacher's interaction who is more participant and dominant during teaching and learning process in the classroom.

2. FIACS (Flanders Interaction Analysis Categories System)

According Flanders, FIAC is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom.²² Flanders classifies verbal interaction into 10 categories. They are Accepts feeling, Praises or encourages, Accepts or uses ideas of students, Asking question, Lecturing, Giving direction, Criticizing or justifying authority, Student talk response, Student talk initiate, Silence or confusion.²³

In this research, FIAC is a technique to analyse the categories of verbal interaction that occurs between the teacher and students to improve the teacher's teaching style in order to make the students active in the classroom

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Verbal Interaction

1. Definition of Verbal Interaction

School and classrooms are complex social environments. They consist of different groups of people interacting with each other in various ways. Identities, perception and values of these groups are made up by the individuals. Teaching and learning will naturally be affected by these features. The most obvious situations where the influence of these factors can be observed were the interactions of communication patterns between a teacher with students and students with other students. Ellis says:

“The interacting participants can have one of four identities: teacher (T), pupil (P), class (C), i.e. When all the pupil is addressed as single identity, and group (G). i.e. When any number of pupils less than the whole class are addressed. Interacting participants can adopt different interactive roles such as; speaker, addressee (i.e. The person to whom the message is addressed) and hearer (i.e.a person other than the addressee who hear the message).”

The study of classroom interactions is the study of communication system. In the case of classroom research, interaction analysis usually involves the analysis of spoken language as it is used in a classroom between teacher and students. Spoken language is also an important part of the identities of all participants. Moreover, Allwright and Bailey argue

that research in classroom interaction is distinct, for example, research that concentrates on the classroom inputs such as the syllabus, the teaching materials, or on the outputs from the classroom (student test scores).

According to Hadfield and Hadfield (2008, as cited in Taous, 2013), the word interaction involves more than just putting a message together, it involves also responding to other people. This means choosing the right language for the person you are talking to (interlocutor), it also means reacting to what others say, 14 turning in a dialogue, encouraging people to speak, presenting interests, changing the issue, asking people to repeat or clarify what they are saying, and so on, to encourage interaction between them. In addition to the previous definitions of interaction, Allwright (1984, as cited in Taous, 2013) has defined interaction as: “the fundamental fact of pedagogy” and that “successful pedagogy involves the successful management of classroom interaction”. Adaba (2017) defined interaction as a process of two or more people engaged in two-way actions. He added that interaction happen as long as people communicating with each other, giving action and receiving the reaction to each other anywhere and anytime.

According Semir and Mile, verbal teacher-pupil interaction is a multifaceted construct that involves a number of different components that are interconnected. Verbal interaction is about language. In general, verbal interaction refers to our use of words. Based on Flora Richards Gustafson (2017), Verbal Communication appears in two forms: oral and

written. Examples of oral communication involve speaking to someone in person or on the phone, providing presentations and participation in meetings. Written communication contains symbols with an electronic device that is hand-written or printed. The symbols can be from letters in the alphabet to identify images (like the “no smoking” image), letters, notes, articles, newsletters, and emails are some examples of written communication. So, the writer can define verbal interaction as two-way communication done by two or more people. It can be an oral communication from or written communication form.

2. Types of Verbal Interaction

Based on Essays (2018), there are two principal types of human verbal communication, speech, and writing. Hamzah & Yusof (2011), confirmed that these various types of communication have diverse characteristics and functions. Besides, the communication process does not happen by chance, but it comprises a choice of the situation and has exact reasons. There are three types of verbal interaction, such as:

- a. **Written Communication** Technically, written communication is nonverbal and it commonly uses to convey words. Books, letters, emails, texts, memos, magazines, newspapers, and personal journals, for example, are used to express messages as written communication. Another form of verbal communication requires no speech. Technically written communication is nonverbal while, commonly falls under the umbrella of verbal communication for the use of words to convey ideas.

- b. **Electronic Communication** Electronic communication influences in a wide range of communication. It is a speedy type of verbal communication. It is a one-way service, but it is not limited. For example, voice telephone, voice mail, email, fax services, conference, video conferencing, bulletin boards, web service, web content, etc. It can use to teach easily by using a wide range of information worldwide.
- c. **Spoken Communication** 16 According to Essay (2018, as cited in Mosel, 2010), both speech and oral communication are developing information, ideas, attitudes, from one person to another. Affirming to this, effective communication needs to have a clear voice, good pronunciation, and the most sufficient meaning to convey the messages.

B. Classroom Verbal Interaction

1. Definition of Classroom Verbal Interaction

Kiprono (2009) stated that interaction happens every day in the teaching and learning process. It is managed by everybody, not solely by the teacher within the classroom, but also the students. This interaction was usually used to express their ideas together. The Cambridge Advanced Learners' Dictionary defines interaction as when two or more people or things communicate with or react to each other. Besides, Brown (2007) describes the term of interaction "as heart communication; it is what communication is all about." Interaction happens as long as people are communicating with each other and giving

an action and receiving the reaction in one another anywhere and anytime, including in the classroom context.

According to Hedge (as cited in Taous, 2013), an interaction considers as an important factor for the learners in producing understandable output since it had enabled students to practice their language in the classroom. Also, interaction in the classroom gave the students opportunities to get feedback from the teacher or other students that led to improving their language system. Additionally, according to LT Tuan & NKT (2019, as cited in Milena, 2014) for them, teacher-learner interaction: teacher often asked questions to learners and learners answer the questions or the teacher participates in learning activities.

2. Types of Verbal Interaction in the Classroom

According to Septiningtyas (2016), there are three types of classroom Interaction:

a. Teacher Dominated

Teacher dominated happens when the teacher dominated the class and take too much time to talk, then the student only has a little opportunity to talk.

b. Teacher-Centered

Teacher-centered happens when the teacher takes control of students to actively participate in classroom interaction.

c. Student-Centered

Student-centered happens when student more active rather than the teacher in the classroom interaction. In this situation, the

teacher only acts as a facilitator. On the other hand, According to Thurmond (2003, as cited in Khadidja, 2010) defines interaction as “The learners’ engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor, and technology results in a reciprocal exchange of information. The exchange of information intended to enhance knowledge development in the learning environment. (Thurmond, 2003).”

From this quote, the writer understood that there are four types of interaction: learner-course content interaction, learner-learner interaction, learner-teacher interaction, and learner-technology interaction. The writer shall focus in this research work only on two main types, such as:

a. Teacher-Learner Interaction

According to Harmer (1998, as cited in Taous, 2013), how the teacher interacts with his students was considered an essential skill used by the teacher in the learning and teaching processes. Language is a skill that is shared between the teacher and the students since the teacher relies on learner’s amount of understanding of the input that is suitable for them in the classroom situation. The teacher focuses on the type of input he should provide his students with because the meaningful and understandable input leads the students to respond to their teacher and interact with him. Also, Harmer argued that unlike newer

teachers who focus only on their students comprehension in the classroom, qualified teachers concentrate also on the way they speak to their students using physical actions as gestures, expressions, mime and so on which have become a part of language techniques used by the teacher during the teaching process, especially with the students who have lower levels.

In the classroom, the teacher also asks questions to students and the students answer them, or the students sometimes ask questions or ask for clarifications and the teacher responds to them. Since the teacher is the one who talks a lot in the classroom, he considered as a central part in the classroom interaction, Lynch (1996) states:

“Most of the time we talk in class hardly ever giving our students a chance to talk, except when we occasionally ask them questions. Even on such occasions because we insist on answers in full sentences and penalize them for their mistakes, they are always on the defensive.”

Lynch (1996, as cited in Taous, 2013) demonstrated that in the classroom, the learners are involved in negotiating meaning either with their teacher or with each other, and also they are the ones who begin asking questions to their teacher.

b. Learner-Learner Interaction

According to Taous (2013), Learner-Learner interaction occurs among learners. In this form of interaction, the learners are the

main participants since they need to interact among themselves in order to negotiate meaning through speaking tasks. Learner-Learner interaction can be happen either in groups called Learner-Learner interaction or in pairs called peer interaction for the purpose of giving students opportunities to speak and practise speaking skill in the classroom in order to obtain feedback in the target language through correcting each other's errors or asking questions to each other when working in groups Mackey (2007, as cited in Taous, 2013). In this sense, Lynch also (1996, as cited in Taous, 2013) states that "In learners unusually pick up each other's errors, even in the short term [...] group work is more likely to lead to the negotiation of meaning than interaction with the teacher". From this quotation, we can notice that practice is the most beneficial when it is designed with small groups or peers rather than with teacher or in the whole classroom since it (group work) allows students to receive feedback through correcting each other's mistakes.

3. Importance of Interaction in the Classroom

According to Kiprono (2009) Teacher-students interaction is very important in the teaching and learning process because students get to benefit from this interaction at both the social and academic level (Beyazkurk & Kesner, 2005). Such interaction was related to "classroom interaction" and was defined as the process of face-to-face interaction.

Additionally, Adaba (2017) stated that classroom interaction employed as building knowledge and improved language skills. By reducing the amount of teacher's talk in the classroom and by increasing the student's talk time, it keeps the students active in the classroom. The importance of interaction has a significant role both in the classroom and out of the classroom. Therefore, teacher and students should consider as an essential part of learning and teaching language skills, especially in speaking class. They also added that classroom interaction helped the teachers to manage who should talk, to whom, on what topic, in what language. According to the classroom interaction which is a productive teaching technique manages the classroom language learning. "Interaction is face-to-face communication with particular prosody, facial expression, silence, and rhythmical patterns of behaviour between the participants.

The interaction also provides opportunities for production and receiving feedback. Interaction in the classroom is based on the input provided by both teacher and students. The interaction can be between teacher and students and also between student and student. Both of these kinds of interaction need to be enhanced in the classroom environment. Nugroho (2011, as cited in Adaba, 2017) stated that classroom interaction has a significant role. Experiencing something by themselves will help them to learn it better and in the classroom environment, it has been gained by engaging in classroom activities. Interaction between students and teacher influences learning success.

Learning opportunities are more for those who are active in conversation by taking turns than those who are passive. Interaction is viewed as significant by Chaudron (as cited in Nurmasitah, 2010) because analyzing target language structures and getting the meaning of classroom events is achieved through interaction. It is through interaction that learners gain opportunities to insert the derived structures of classroom events into their own speech (the scaffolding principles).

The communication constructed between the teacher and learners determines how much classroom events are meant for the learners. Classroom interaction does not only promote English language development but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture. Classroom interaction also develops the learners' socialization. Related to the concept of collaboration is that of socialization. Interaction does not only promote language development 22 but it also fosters the development of social skills (e.g. politeness, respect for others) that people need to operate successfully in any culture.

Moreover, According to Hedge (2008), teachers' and other students' feedback in the class enables learners to examine their hypotheses and clear their developing knowledge of the language system. It has also been claimed that to be forced to generate learners' output obliges learners to cope with their lack of language knowledge by struggling to make themselves understood, by speaking slowly for example, or repeating or

clarifying their ideas through rephrasing. When a group of students do this while talking together, it called negotiation of meaning and its aim is to make the output more comprehensible. This is one reason why pair work and group work have become common features of contemporary classrooms

C. The Flander Interaction Analysis Categories System (FIACS)

Flanders Interaction Analysis Categories developed by Flanders (1970) that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of the important techniques to observe classroom interaction systematically. The Flanders Interaction Analysis Categories System (FIAC) records what the teacher and students say in the classroom. Besides that, the technique allows the teacher to see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

According to Azar (2003, as cited in Abdolrahimi, 2013), FIAC have been widely used since Flander introduced this technique. Some researcher have been used FIAC as a technique to analyse classroom interaction. Such as, Nugroho in 2009 used this technique to find out the amount of time spent by the teacher talk time (TTT) and by students talk time (STT), the characteristics of classroom interaction in two senior high schools, and the relation between the statement of the problem one and two using FIAC. He conducted the study at SMAN 3 Semarang and SMAN 6 Semarang. Then, he found that 1) English teaching and learning process in both senior high schools was teacher-centered, 8 2) 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 3) characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

Then, in 2013 Abdolrahimi also used this technique to investigate the state of verbal interactions between teachers and students during a teaching at middle schools and to find out the correlation with educational progress in students. The subject of the research was middle school teachers in Ardabil educational districts 1 and 2. He found that classroom practices are tended to be more student-cantered.

FIAC provides ten categories to classify classroom verbal interaction including into three groups, such as teacher, student's talk, and silence or confusion. Based on Flanders (1970), in using FIAC the researcher has to do plotting coded data with three second interval before putting a data in observation tally. Each category classroom verbal interaction will be coded at the end of three second period. It means that at three seconds interval, the observer decided which best category of teacher's talk and student's talk represent the completed communication then, put the categories in observation tally. These categories will be put into columns of an observational sheet to preserve the original sequence of the event after the writer did plotting the coded data firstly.

Flanders classifies verbal interaction into 10 categories. The first seven categories include teacher talk. The first 7 categories of teacher talk has been bifurcated into indirect talk and direct talk. Next two categories include pupil talk. The last tenth category includes the small spans of silence or pause or confusion. there are:

1. Teacher talk (7 categories)

- a. Indirect talk

- Category 1: Accept Feeling

Accept and clarifies an attitude or the feeling tone of a pupil in a non-threatening manner. Feeling maybe positive or negative. Predicting and recalling feelings are included. The activity in the class is when the teacher asks the student's feeling. Like "how are you today?".

- Category 2: Praises or Encourages

Praises or encourages pupil action or behaviour. Jokes that release tension, but not at the expense of another individual; nodding head. The activity is when teacher give praises say "good", "very good", "excellent", etc or when teacher gives encourages to the students like give a short motivation, storytelling, etc.

- Category 3: Accepts or Using Idea of Students

Clarifying, building or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five. The teacher can say "I understand what you mean"

Category 4: Ask Questions

Asking a question about content or procedure with the intent that a student may answer

b. Direct talk

Category 5: Lecturing

Giving facts or opinions about content or procedures, expressing his own ideas, asking rhetorical questions

Category 6: Giving Direction

Directions, commands or orders with which a student is expected to comply. That is when teacher say “open your book”, “stand up please”, etc.

Category 7: Criticizing or Justifying Authority

Statements, intended to change student behaviour from non-acceptable to acceptable pattern, bawling someone out, stating why the teacher is doing what he is doing, extreme self-reference

2. Student talk (2 categories)

Category 8: Student Talk Response

Talk by students in response to teacher. Teacher initiates the contact or solicits student statement

Category 9: Student Talk Initiate

Talk by students in response to teacher’s talk. Expressing own ideas, initiating a new topic, freedom develop opinion, asking thoughtful questions, etc

3. Silence or Pause or Confusion (1 Category)

Category 10: Silence or Confusion

Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

D. Applying the FIAC Technique

Encoding and decoding are the two process of interaction analysis. The encoding process is used for recording classroom events and preparing the observation matrix by encoding the numbers of ten category system. The decoding is a process of interpreting the observation matrix.

1. Encoding process

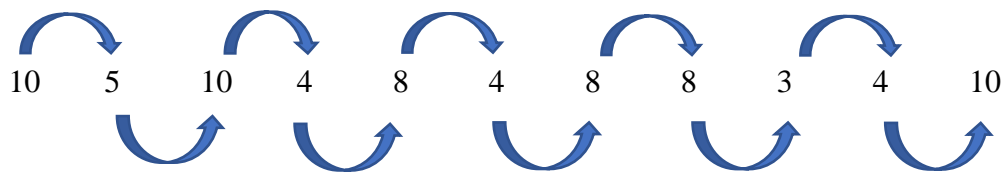
The first step in the process of encoding is to memorize the code numbers, in relation to the key phrase of words, which are indicated in ten categories system. An observer sits on the last bench of the classroom and observes the teacher when he or she is teaching. At an interval of every three seconds, the observer writes down that category number which best represents or communication event just completed. For instance, when the teacher is lecturing the observer put 5 when the teacher asks a question, the observer put 4 when student replies and the others. The procedure of recording events goes on at the rate of 20 observations in per minute.

2. Decoding process

After encoding the classroom events into ten categories 10x10 matrix table was prepared for decoding the classroom verbal behaviour. The generalized sequence of the teacher and students

interaction can be estimated in the matrix table. It indicates, what form a pair of categories. The first number in the pair indicates the row and the second number shows the column for example (10-6) pair would be shown by a tally in the cell formed by row 10 and column 6. Look at the example:

This is an observation tally:



Then, put them into a table:

Table 2.1 Example of FIACS datasheet

Interaction matrix	Categories (later even)											Total	
		1	2	3	4	5	6	7	8	9	10		
Categories (former even)	1. Accept feelings												3 1
	2. Praise or encouragement												
	3. Accepts or uses ideas of students			1									
	4. Asking question								11		1		3
	5. Lecturing/lecture										1		2
	6. Giving direction												
	7. Critizing or justifying authority												
	8. Students talk		1	1					1				
	9. Student talk initiation												
	10. Silence or pause confusion			1	1								
	Total		1	3	1				3		2		

E. Advantages of FIACS Technique

There is two strength of using Flanders. First so all, it offers an objective method for distinguishing teacher verbal interaction and the last, it describes the teaching and learning process. Inamullah (2008, as cited in Odiri, 2015) directs FIAC to convert the teachers teaching style and teacher can be improving teaching style. Evaluation during the learning process should be committed by the teacher in order to have an attractive leaning process. Teacher designed an attractive activity made learners have the motivation and they do it interaction confidently.

F. Disadvantages of FIACS Technique

According to Odiri (2015) there are some disadvantages of FIAC technique, such as:

1. The system does not describe the totality of classroom activity. Some behavior is always overlooked and who is to say that the unrecorded aspects of the teaching activities are more important than those recorded.
2. Efforts to describe teaching are often interpreted as evaluation of the teaching activities and of the teacher. While descriptions may be used as a basis of evaluation, judgment can be made only after additional value assumptions are identified and applied to data
3. The system of interaction analysis is content-free. It is concerned primarily, with social skills of classroom management as expressed through verbal communication.

4. It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data. It is not a finished research tool.
5. Much of the inferential power of this system of interaction analysis comes from tabulating the data as a sequence of pairs in a 10 x 10 matrix. This is a time-consuming process.
6. Once the high cost of tedious tabulation (electric computers) is under control but the problem of training reliable observers and maintaining their reliability will still remain.
7. Its potential as a research tool for a wide application to problems is to be explored.

G. Previous Studies

A number of research investigate the verbal interaction using FIACS. The first research was written by Rini Triani Pujiastuti (2013) with the title “An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)” (English Education Study Program of Indonesia University of Education,). The goals of the research were to described characteristics of verbal interaction and investigated teacher’s role and implicated it into student’s motivation in primary school. The research used qualitative method, which got the data by observation and interview. Finding of that research are characteristics of verbal interaction in the classroom were teacher talk and student talk. Then, the role of teacher mostly adopted by the teacher as controller. In his research, Riani Triani Pujiastuti did not use FIACS as a system to analyze interaction categories. That is what distinguishes me from this research. Researchers will use FIACS because it is a special system for

analyzing verbal interactions. To facilitate the research, researchers will use FIACS as a system to analyze verbal interactions. The similarities in this study are both using qualitative research methods.

The second research is written by Semir Sejtanic and Mile Ilic (2016) with the title “Verbal Interaction Between Pupils and Teachers in the Teaching Process”. University of Banja Luka, Bosnia and Herzegovina,”. the goal was identify main characteristics verbal interaction to determine its relationship of pupil’s success in primary and secondary school. The research used qualitative method, which got the data by observation. Finding of that research was teacher’s verbal interaction dominants which did not contribute to increase pupil’s success. The difference with this study is that the researcher uses the flander’s interaction analysis categories system (FIACS) records what teachers and students say during the teaching and learning process. In addition, this technique allows teachers to see exactly what kind of verbal interaction they use and what kind of responses are given by students. Similarities with this study are both using qualitative research methods and both aim to identify the characteristics of verbal interactions and relationships in student success.

The third research is written by Martha Septiningtyas (2016) with the title “A Study of Interaction in Teaching English to Young Learner (TEYL) Classroom Using Flander’s Interaction Analysis System” (Yogyakarta:Sanata Dharma University,)”. the goals were to identify predominant interaction pattern and to discover how interaction happened in kindergarten. The research used qualitative method, which got the data by observation. Finding

of that research are students participation pattern is the most dominant and the process of interaction happened in the class is students look active enough to participate in the classroom. The difference with this study is the object of the study where Martha Septiningtyas examined students in kindergarten which will be different from the objects that will be examined researchers. Because usually in kindergarten schools teachers have to be extra patient with their characters who are a little troublesome and teachers are also demanded to be more creative, because children will usually get bored quickly. And if they are bored they will be difficult to learn. While the researchers in his research chose the object of MA al-amiriyah students or equivalent to high school where the teacher will not be too extra in his teaching, because this object has begun to understand how important learning is. The similarities are both using FIACS (flander's interaction analysis categories system) as a system to find out the interactions that occur in the classroom.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is qualitative research. Nazir stated that descriptive qualitative method is used when the researcher wants to describe the condition and situation of something specifically (M. Nazir, 2003:88). 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). Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods (Hatch and farhady, 1982:22). Data gathering techniques such as field research and case studies are for qualitative descriptive research.

In this research, the writer focused on the interaction between teachers and students in the teaching-learning process. The study focused to find out the kind of verbal interaction that happened between teacher and students in the classroom based on FIAC categories and which one is the dominant verbal interaction between teacher's talk or student's talk in the classroom.

B. Research Setting

The place where the research will be conducted is MA Al-amiriyyah Darussalam Blokagung Tegalsari Banyuwangi, East Java. This school is one of the educational units in the Darussalam Islamic

boarding school, Blokagung. The researcher chose the MA Al-amiriyah unit because the author was an alumni of this school. So it made easier for researchers to conduct research. This school has 3 majors, namely science, social studies and religion. And the researcher chose class XI religion 2 to conduct the research.

C. Research Subject

In this study, the researcher chose English teacher and students of class XI religion 2 as informants. There are 27 students in the class to get information about the interactions occurred, the researcher immediately asked for information from the parties concerned.

D. Data Source

In this research, the data collected was in the form of qualitative data. The qualitative data was analyzed from observation, interview, and recording. The qualitative data used to describe data not enabling to being counted or measured in objective way and subjective. The qualitative data in this research was the students scores in forming several words. In this study, the data used are derived from the result of interviews and observations made in class XI religion 2.

Assessment in this study using FIAC. Flanders classifies verbal interaction into 10 categories. Dan dalamThe first 7 categories or teacher talk had been bifurcated into indirect talk and direct talk. Next two categories included pupil talk. The last tenth category includes the small spans of silence or pause or confusion.

E. Procedure of Data Collection

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.

F. Data Analysis

1. Flander's Formulation

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. The researcher used it to find out the 43 percentage of teachers and students talk during classroom interaction. Here are the formulas:

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

The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

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

2.) Indirect Teacher Talk Ratio (ITT)

- a) It indicates teacher actions in encouraging and supporting students' participation.
- b) Its percentage can be calculated by adding the tallies of the first four categories and dividing by the total tallies of the matrix (N)

$$ITT = \frac{C1 + C2 + C3 + C4}{N} \times 100\%$$

3) Direct Teacher Talk Ratio (DTT)

- a) It indicates the teacher actions restricting student participation.
- b) In this ratio, the tallies of 5th, 6th and 7th categories are added and divided by "N" to calculate the percentage.

$$DTT = \frac{C5 + C6 + C7}{N} \times 100\%$$

4) Students' Talk Ratio/Percentage of Students Talk (PT)

- a) It indicates verbal activities of students in response to the teacher.
- b) In this ratio, the tallies of 8th and 9th categories are added and divided by "N" to calculate the percentage.

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

5) Silence or Confusion Ratio (SC)

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

6) Indirect and Direct Ratio (I/D)

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

Where: C= categories

N= total

2. Flander's Interaction Matrix

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. Here was the analyzing rules of Flander's observation tally sheet to 45 identify students' and teachers' characteristics that is recommended by Flander (1970 cited in Li et al. 2011):

- a. [Total] The cells in the total row show how much the teacher's and students' talking time and silence that indicate their characteristics at the classroom interaction
- b. [Row 4-5, Column 4-5] show how much the teacher asks question and lectures in the classroom.
- c. [Row 1-3, Column1-3] show how much the teacher uses of acceptance and praise that indicate an encouraging teaching style. The teacher's characteristic is teacher support.
- d. [Row 8-9, Column8-9] indicate how much the students participate at the classroom interaction that is expected being a frequently event in a class with more interactions.
- e. [Row 6-7, Column 6-7] indicate how much the teacher gives direction and criticizes the students' behavior. The teacher's characteristic is teacher control.

Here is Flander's interaction Matrix to identify the teachers' and students' characteristics:

		Teacher indirect talk			Teacher direct talk				Student talk						
		Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/lecture	Giving directions	Criticizing or justifying authority	Student talk response	Student talk initiation	Silence or pause or confusion				
		1	2	3	4	5	6	7	8	9	10	Total			
Teacher indirect talk	Accepts feelings	1	Teacher support			Content cross			Students participation						
	Praise or encouragement	2													
	Accepts or uses ideas of students	3													
Teacher direct talk	Asking questions	4													
	Lecturing/lecture	5													
	Giving directions	6			Teacher control				Students participation						
	Criticizing or justifying authority	7													
Student talk response	Student talk response	8													
	Student talk initiation	9													
	Silence or pause or confusion	10													
Total															

Table 3.1. Flander's interaction Matrix to identify the teachers' and students' characteristic.

G. Data Validity

Checking validity is needed. In qualitative method, there are three validation procedures such as member checking, auditing and triangulation. 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)

CHAPTER IV

FINDING AND DISCUSSION

This chapter present research finding and discussion. Researcher describe the result of analysis in the research finding. The data taken from observation, interview and recording conducted by teacher and student XI religion 2 of MA Al-amiriyyah in English lesson. The researcher did triangulation to get the data. Namely interview, observation and recording. The data is about kinds of verbal interaction are found based on the FIAC characteristics between teacher and student's interaction in teaching and learning in the classroom and type of verbal interaction is more dominant between the teacher's talk or student's talk in the classroom shown in research finding.

A. Research Finding

The research findings were based on the data collection on march 20 to 22, 2022. 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. The result were obtained from classroom observation then strengthened with interviewing the teachers and student. When observing classroom interactions, the researcher was at the back of the class observing and listening to interactions in the classroom. The

researchers also recorded which would later be written as a research result. Below the results of observations, interviews and also recordings had been carried out by researchers.

1. Types of Verbal Interaction

This chapter presents the results of research conducted by researchers on verbal interactions between teachers and students in English lessons conducted in class XI religion 2 MA Al-amiriyyah Blokagung. The subject of this research are one teacher and 27 students.

The data were collected in three ways namely observation, interview and recording. Observations are governed by the Flanders interaction analysis categories system (FIACS). While observations were carried out to obtain data to suit the research objectives.

While recording is used to record events or interactions that occurs in the classroom. It also helps researcher in data acquisition or as a supporter of observations.

According to FIACS made by Flander, there are 10 categories of interactions which are grouped into 3 parts. That is, for the first, teacher talk includes the first 7 categories: (1) accept feelings, (2) praise and encourage, (3) accept or use ideas of students, (4) ask questions, (5) lecturing, (6) giving direction, and (7) criticizing or justifying.

The second is students talk which includes: (8) students talk response, (9) students talk initiation. And the last is (10) silent or confusion.

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 mostly 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 occurs 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 phenomom, what is natural phenomom?*” 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 occurs 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 penjelasan 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 initiation

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 "*very 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.

The teacher as a director, the teacher often gives directions, orders and orders to students where students are expected to follow the teacher's instructions. then the teacher also performs its role as a resource person by providing some material and information. Thus, it can be concluded that the class that occurs during the teaching and learning process in class XI Religion 2 is involving teachers and students. The teacher's speech is dominant in the interaction during the teaching and learning process and even thinks and the students are also active enough to talk. But still, students are only the audience and the teacher is the main speaker in class.

Below will display the results of verbal interactions in the classroom in first meeting with the form of a matrix table, namely:

Table 4.1 matrix table classroom verbal interaction first meeting

Interaction matrix	Categories (later even)											Total
		1	2	3	4	5	6	7	8	9	10	
Categories (former even)	11. Accept feelings	5										845
	12. Praise or encouragement		13									
	13. Accepts or uses ideas of students			18								
	14. Asking question				86							
	15. Lecturing/lecture					231						
	16. Giving direction						89					
	17. Critizing or justifying authority							8				
	18. Students talk								93			
	19. Student talk initiation									19		
	20. Silence or pause confusion										283	
	Total	5	13	18	86	231	89	8	93	19	283	

From the table above, we can see that the author finds all FIACS categories FIACS. The most common categories are lectures and questions and answers. In the classroom, the teacher plays a large role, especially in the lecturing category. Here the teacher is the holder of control in the teaching and learning process and the students are the audience.

Furthermore, the researcher will display the results of the research at the second meeting using a matrix table. That is below:

Table 4.2 matrix table classroom verbal interaction second meeting

Interaction matrix	Categories (later even)											Total
		1	2	3	4	5	6	7	8	9	10	
Categories (former even)	1. Accept feelings	14										845
	2. Praise or encouragement		5									
	3. Accepts or uses ideas of students			46								
	4. Asking questions				185							
	5. Lecturing/lecture					231						
	6. Giving direction						63					
	7. Critizing or justifying authority							13				
	8. Students talk								120			
	9. Student talk initiation									43		
	10. Silence or pause confusion										125	
	Total	14	5	46	185	231	63	13	120	43	125	

From the table above, it can be seen that from the second meeting the authors also found all categories based on the category of Flanders interaction analysis. Most categories that occur are lectures and questions and answers. From the results of the research at the second meeting, it further supports that the role of the teacher in the class is dominant. Especially in the delivery of material. The way in delivery the material must be innovative and creative so that students do not get bored.

Apart from the results of observations, the researchers also conducted interviews with teachers and students who were studied in the class. The topics that were used as material for interviews with English teachers and students of class XI religion 2 were:

1. Who takes the most dominant part between teachers and students classroom interaction?
2. Who is the controller (teacher or student) in the classroom?
3. Does the teacher only act as a facilitator or controller?

The results of the interview above are:

Teacher (T):

- a. ” In the class the most dominant is the teacher, and when I do not master the class, they will ignore me and cannot focus on the lesson. but in class XI religion 2 students are also active in English lessons. Because the enthusiasm of the student depends on who is teaching”

- b. “In the classroom, the role of the controller is the teacher. because it is the teacher's job to control the class being taught”
- c. “In the classroom, the teacher acts as a facilitator and controller. Because the student's obligation is to pay attention to the material conveyed by the teacher and the teacher's obligation to provide material to students”

Students (S1):

- a. The most dominant in the class are both (students and teachers) because here the students are active. But yes, it is still the teacher who plays more of a role in the class. And the English teacher is also fun, because he always has a way to excite the children”
- b. Teacher who acts as a controller When in class”
- c. In the class teacher as a facilitator and controller, and then the student’s as audience

Student (2)

- a. In the classroom the teacher is the most dominant. But the students are also excited because the teacher is not boring and fun so we don't get bored.
- b. The teacher as the figure who plays the most important role in the class as a facilitator.
- c. When in class the teacher acts as a facilitator and also a controller for the students.

Student (3)

- a. The teacher is cool, not boring, so the children enjoy learning English.
- b. The teacher always provides material with various innovations.
- c. The teacher is always a facilitator for students in receiving material and also as a controller over class conditions.

2. Teacher talk and students talk

The results of research on student talk and teacher talk will be shown in the table below:

Table 4.3 percentages of teacher's talk and student's talk

No	Types of talk		T		T		Mean
			Quantity	%	Quantity	%	
1	Teacher's talk	Indirect	122	22%	250	30%	20%
		Direct	328	55%	307	36%	41%
		Total	450	77%	557	66%	61%
2	Student's talk		112	13%	163	19%	18%
3	Silent		283	8%	125	15%	21%

From the table above, it shows the percentage of teacher and speaking students in class XI religion 2 MA Al-amiriyah blokagung. Here it can be seen that the teacher's speech is more dominant with a percentage of 61% of the students' speech. Meanwhile, students' speech is less dominant with a percentage of 13% and silence

accounts for 18% of class time. Indirect teacher talks with a percentage value of 21% are less dominant than direct teacher talks, while direct teacher talks get a percentage value of 55%. And the direct teacher talk category that got the highest rating was lecturing with a percentage value of 42%. And for the indirect teacher lecture category, the one who got the highest rating was asking a question with a rating value of 14%.

B. 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.

1. Type of Verbal Interaction

To answer the first researcher's question, the author uses observation as a way to find data. In addition to observation, researchers also use recording and interviews as supporters in data collection. 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, criticizing or justifying. students talk response, students talk initiation, and the

last category is silent or confusion. From the results above, the writer concludes that the most common categories of teacher conversations are lecturing and asking questions. And what happens the most in student talk is the student response.

There are 7 categories of teacher talk, namely the first is accept feeling, which is accepting the attitude or tone of students' feelings in a non-threatening way. Feelings may be positive or negative. Opening before starting the lesson is very important to melt the atmosphere and also approach the students. Because according to Miss Lia uswatun Hasanah S.Pd When students are close to the teacher, they will not be shy to ask questions.

The next category, namely praise and encourage, is praising or encouraging the actions or behavior of students. A joke that makes the class less tense without compromising others. The activity is when the teacher gives praise by saying "good", "very good" etc. or the teacher gives encouragement to students such as giving short motivations, storytelling etc.

According to Ngalim Purwanto (2009) explains that reward is a tool to educate children so that students can feel happy because their actions or work get praise.. like what the English teacher in class XI religion 2 did, in addition to giving praise When students managed to answer questions correctly he also provided motivation to students such as examples "*kalian kalau ingin bisa Bahasa*

inggris harus banyak menghafal vocab seperti kalian menghafal nadzoman”.

The next category, accept or use ideas of students, is to clarify, build or develop ideas or suggestions by students. Here the teacher accepts and responds to the ideas conveyed by students so that they can develop theory understands and theory knowledge is wider. This is in accordance with the opinion of Essay (2018), as quoted in Mosel, (2010), both oral and verbal communication develop information, ideas, attitudes, from one person to another.

Furthermore is asking question, which is asking questions about the content or procedure with the intention that students can answer. According to David (2007) argues that questions will attract students' attention. Because it will create classroom interactions between teachers and students, a teacher must have skills in asking questions. This interaction was also found by researchers in their research in class XI Religion 2. In this class the teacher often provokes student responses by asking questions such as examples. *“apa artinya observation”*. According to LT Tuan & NKT (2019), in Milena, (2014) for them teacher-student interaction: teachers often ask questions to students and students answer questions or the teacher participates in learning activities.

Another FIACS category is lecturing. That is to give facts or opinions about the content or procedures. In lecturing, teachers must be demanded to be innovative teachers so that students do not get

bored listening to the material delivered by the teacher. According to Harmer (1998, as quoted in Taous, (2013), how teachers interact with their students is considered an important skill used by teachers in the learning and teaching process. This is also supported by the results of interviews with the English teacher class XI Religion 2, namely Miss Lia Uswatun Hasanah S.Pd “ *jadi guru itu memang harus inovatif biar muridnya gak bosan*”.

The following category of interaction is giving direction. That is giving directions, commands that are expected to be obeyed by students. In the classroom that is being studied, the teacher often gives directions to students such as instructions for preparing books, forming groups to conduct discussions and so on..

The next category of interaction is Criticizing or Justifying Authority. That is a statement, intended to change student behavior from an unacceptable pattern to an acceptable one. The same thing happens the being studied, the English teacher gives instructions to mention the natural phenomenon in English but the students said it in Indonesian instead. And after that the teacher justifies in a friendly manner to the students so as not to cause fear to the students. In this case the teacher when justifying what the students say when it is wrong must be in a good way and not in a threatening tone. Because this can make students afraid and reluctant to convey their ideas.

Therefore, teachers must be more skilled in initiating student participation in order to create a comfortable and not stressful

learning atmosphere. As stated by Abdol rahimi (2013), "No matter how well the material is organized for class presentations, if the teacher does not have the skills to initiate student participation, it is impossible to create a conducive learning atmosphere.

The interaction category for group 2 is students talk, consist of students talk responses and students talk initiation. Student talk responses is the conversation by students in response to the teacher. The teacher initiates contact or asks for student statements. In the classroom, students respond to what the teacher says, such as when the teacher gives a code to mention natural phenomena, the students also answer "*banjir, gempa bumi dan lain-lain miss*". From the examples above, it is evident that interactions not only unify messages, but also involve responses from other people. As said by Hadfield (2008, as quoted in Taous, 2013), the word interaction involves more than just putting messages together, but also involves responding to other people.

The next category of student talk is student talk initiation. That is speaking by students in response to the teacher's conversation. Expressing own ideas, starting new topics, freedom to develop opinions, asking thoughtful questions. When in class students also sometimes start interaction first than the teacher, for example, when students do not understand what the teacher has instructed, students will ask questions "*bu tulis atasnya Bahasa inggris, bawahnya Bahasa inggris kah bu?*". This includes something very important.

Because when students are reluctant to ask, an error will occur when doing the instructions from the teacher.

The last category is silence. Namely Pauses, brief periods of silence and periods of confusion in which the communication cannot be understood by the observer. This also happens in the class that is being studied, namely when they respond less than what is explained because they pay less attention, so when asked they do not know anything.

From the results of this study, it can be concluded that the researchers found all interactions based on the FIACS category in their research. According to the results of observations made by researchers in class XI religion 2, it shows that teachers take the most part in class such as lecturing, giving direction, criticizing or justifying authority and praise and encouragement. According to Flander's formula, it can be seen that teacher talk is more dominant than student talk with a percentage gain of 61%. Meanwhile, students talk got a percentage score of 13% and silence contributed a score with a percentage of 18%.

For the teacher talk category, the indirect teacher talk category is lower in value than the direct teacher talk category. Meanwhile, teacher talk direct shows a percentage value of 55%, while teacher talk indirect only shows 21%. And from the teacher talk direct category, the one who got the highest score was lecturing with a percentage of 42%. Because lecturing plays a big role in class

interaction, English teachers must be more innovative in delivering material so that students don't get bored. According to Nunan, defines that speech modification is the teacher's speech which is modified by the teacher to make it easier for students to understand what is being said. If students understand what the teacher is talking about and want, what they should do, they will be confident to communicate in class. This will motivate them to use language in class because they know what the teacher wants and what they have to do.

And for the indirect teacher talk category, the one who got the highest score was asking question with a percentage of 14%. Therefore, asking questions is very useful to provoke students' enthusiasm. In addition, according to Brown, that there are five roles of teacher interaction. they are controllers, directors, managers, facilitators and resource persons. This means that the teacher facilitates students to be involved in these activities, such as making student groups.

2. Teacher talk and students talk

The following are the results of interviews conducted by researchers on 3 students of class XI religion 2. For the results of the first student, which states that The two are the most dominant in the class (students and teachers) because here students are active. But yes, the teacher is still more involved in the classroom. And the English teacher is fun too, because he always has a way to

please the kids and The teacher who acts as a controller in class. Next, the results of interviews with the second student, namely In the classroom the teacher is the most dominant. But the students are also enthusiastic because the teacher is not boring and fun so we don't get bored. And the teacher is the most important character in the class as a facilitator. And finally, the 3rd student stated that the teacher was cool, not boring, so the children enjoyed learning English and the teacher always provided material with various innovations.

The result also showed that the teacher is taking the most part in the classroom such as given direction, lecturing and criticizing or justifying authority and praise or encouragement. The teacher active in asking question to the students, the question strategy is to initiate the interaction in the classroom. This will make the students think and use their idea that they had been discussed before. It is an important part in creating classroom interaction because the teacher's questions have strong effect to them to participate. Most of the students have perception that the teacher's question will make the teacher know who they are.

From the results of the interview, it can be concluded that the teacher has more roles in class interaction. According to the results of the interview above, namely with an English teacher in class XI Religion 2, Mrs. Lia uswatun Hasanah S.Pd, that being a teacher must be innovative. in teaching. This will give an

unsaturated effect because the teacher is too passive in teaching. Because actually students get bored quickly when the teacher's presentation is just monotonous. Therefore, because the teacher plays an important role, the teacher must be more innovative so that the class runs conducive.

This is also supported by the results of interviews with students of class XI Religion 2. According to students of class XI Religion 2, the atmosphere of the class depends on how the teacher behaves. In this class, the English teacher can create an atmosphere of enthusiasm in learning. Because the English teacher in this class has a way to make students enthusiastic about learning. As in one example, when giving material, namely by making groups, then they will be asked to observe and then conclude. After that, the results of the research will be discussed together and for those who do not understand are welcome to ask questions.

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.

According to the results of the researcher's observations, in addition to being innovative in delivering material, teachers also need to provide encouragement or motivation. Like what the English teacher in class XI Religion 2 did, he motivated his students to be enthusiastic about learning English by relating it to things that interest them in learning.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and recommendation. In conclusion, the writer summarizes the whole study and in the recommendation the writer gives some suggestion for a further researcher.

A. Conclusion

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.

CAPTER VI

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APPENDIX



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Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

The Use Verbal Interaction Between Teacher and Student's in Teaching and Learning English Using FIACS (Flander Interaction Analysis Categories System) at XI Class Religion 2 of MA Al-amiriyyah in Academic Year 2021/2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 24 Februari 2022

Dekan

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Yang bertanda tangan di bawah ini kepala Madrasah Aliyah Al Amiriyyah Blokagung Tegalsari Banyuwangi menerangkan dengan sebenarnya bahwa :

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Yang bersangkutan benar-benar telah melaksanakan Kegiatan Penelitian, di Madrasah Aliyah Al Amiriyyah Blokagung Tegalsari Banyuwangi.

Tanggal Penelitian : 20 Maret s/d 25 Maret 2022
Judul Penelitian : **The Use Verbal Interaction Between Teacher And Students In English Learning Using FIACS (Flander Interaction Analysis Categories System) At XI Religion 2 of MA AL AMIRIYAH In Academic Year 2021-2022**

Penelitian Tersebut Berlangsung baik dan tidak mengganggu pelaksanaan proses belajar mengajar di sekolah kami.

Demikian surat keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.

25 April 2022
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JUDUL THE USE OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE TEACHING AND LEARNING ENGLISH USING FIACS flanders interaction analysis categories system IN CLASS XI RELIGION 2 OF MA AL-AMIRIYAH BLOKAGUNG IN ACADEMIC YEAR 2021-2022

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	10 April 2022	15 April 2022	Chapter 4 and 5	Fix and ready to be examined
2	20212	27 Maret 2022	03 April 2022	Chapter 4	Write more finding
3	20212	13 Maret 2022	20 Maret 2022	Chapter 3	Change the present into past
4	20212	16 Januari 2022	23 Januari 2022	Chapter 3	Validate the data
5	20212	02 Januari 2022	09 Januari 2022	Chapter 2	Never Plagiarist
6	20212	19 Desember 2021	26 Desember 2021	Punctuation, Word Choice and Citation	Read Academic book well
7	20212	05 Desember 2021	12 Desember 2021	Chapter 1	State the problem of your research clear
8	20212	17 November 2021	24 November 2021	Consulting the research title	fix and continue



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CHAPTER I INTRODUCTION Background of the study Language is one of the instruments that individuals use to communicate with one another. According to Walija (1996:4), language is the most complete and effective means of communicating ideas, messages, intentions, feelings, and opinions to others. According to Christine Kenneally's book "The First Word," the world's languages number around 6.000, and only half of the world's population speaks more than ten of them. English is the most widely spoken of these ten languages.

As a result, knowing English is critical to making it simpler to communicate with others.. One must learn a foreign language, particularly English, in order to master it. A teaching and learning procedure is required in this scenario. There will undoubtedly be interaction between the teacher and the one being taught during the teaching and learning process.

Teaching is the process of leading and encouraging learning, as well as providing opportunities for pupils to learn (Brown, 1980:8). It necessitates the instructor formulating and managing learning in order for students to meet the goal. There is no exception when it comes to learning English. Furthermore, Allwright (1984) and Ellis (1990) suggest that the classroom teaching and learning process should be performed as an interaction in order to obtain a language model and facility, because the quality of the model and facility might influence the amount of acquisition.

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

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