

An Analysis of English Classroom Interaction Using Flander Interaction Analysis Categories System (FIACS) Technique

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Article Info	Abstract
<p>Article history:</p> <p>Received Jun 12, 2023 Revised Juli 20, 2023 Accepted Juli 30, 2023</p> <hr/> <p>Keywords:</p> <p>Classroom Interaction, FIACS, Teacher Talk, Student Talk.</p>	<p><i>The purpose of this study was to determine the percentage of teacher and student talk time and to determine the characteristics of teachers and students during class interaction at SMAN 1 Lunyuk in the 2017/2018 academic year. The design of this study is a mixed method, using descriptive qualitative and quantitative descriptive methods or a combination of qualitative and quantitative methods. Qualitative methods were used to analyze data using Flander's theory and quantitative methods were used to determine the percentage of teacher and student talk time using the Flanders formula. Subjects numbered 30 students with 12 girls and 18 boys. The research data were analyzed by observation, recording, transcripts, coding, then the data were analyzed using the Flanders formula. The results show that asking is the most frequently used by speaking teachers. The percentage of teacher talk is (56.0%) and the percentage of student talk is (33.9%), while the percentage is silent/confused is 10.1%. This shows that teacher talk is the most dominant class interaction during observation. From these results, the researcher concluded that the interaction during the teaching and learning process involved teachers and students and the percentage of teacher and student talk time in class interaction was almost balanced and students were quite active in English class interactions.</i></p>
<p>Kata Kunci:</p> <p>Interaksi Kelas, FIACS, Ceramah Guru, Ceramah Siswa.</p>	<p>Abstrak</p> <p>Tujuan dari penelitian ini adalah untuk mengetahui persentase waktu bicara guru dan siswa serta mengetahui karakteristik guru dan siswa selama interaksi kelas di SMAN 1 Lunyuk tahun pelajaran 2017/2018. Rancangan penelitian ini adalah metode campuran, dengan menggunakan metode deskriptif kualitatif dan deskriptif kuantitatif atau kombinasi antara metode kualitatif dan metode kuantitatif. Metode kualitatif digunakan untuk menganalisis data menggunakan teori Flander dan metode kuantitatif digunakan untuk mengetahui persentase waktu bicara guru dan siswa menggunakan rumus Flander. Subjek berjumlah 30 siswa dengan 12 anak perempuan dan 18 anak laki-laki. Data hasil penelitian dianalisis dengan observasi, perekaman, transkrip, coding, kemudian data dianalisis dengan rumus Flander. Hasilnya menunjukkan bahwa bertanya adalah yang paling sering</p>

digunakan oleh guru berbicara. Persentase pembicaraan guru adalah (56,0%) dan persentase pembicaraan siswa adalah (33,9%), sedangkan persentase diam/kebingungan adalah 10,1%. Ini menunjukkan bahwa pembicaraan guru adalah interaksi kelas yang paling dominan selama observasi. Dari hasil tersebut, peneliti menyimpulkan bahwa interaksi selama proses belajar mengajar melibatkan guru dan siswa dan persentase waktu bicara guru dan siswa dalam interaksi kelas hampir seimbang dan siswa cukup aktif dalam interaksi kelas bahasa Inggris.

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INTRODUCTION

Using English language in classroom interaction is very important for English Foreign Language (EFL) students. For EFL students, classroom is an educational institution where they can practice the language. According to Berliner & Biddle (1995, in Hai and Bee, 2006, p.116), Students' opportunity to participate actively in the classroom communication contributes to one of the most important predictors of student achievement. In fact, practicing English as a foreign language usually occur inside the classroom. When they are outside the classroom, they are rare to practice the language since they did not have partner to practice their English.

Analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Flander (1970, in Usendia, 2015, p.17) mentions that Flanders classified verbal behaviour into teachers' talk, students' talk and silence or confusion. Moreover, Arockiasamy (2017, p.4) states that Flander divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion).

Kia and Babelan (2010, in Putri, 2014, p.3) states that the researcher who wants to use FIACS has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIACS suggests that the constant time referring to every three seconds, It means that the researchers who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

However in conducted the research, the researcher decided to set an English teacher and one Science Class (XI IPA 1) of Second grade students at SMAN 1 Lunyuk in academic year 2017/2018 as the participants of this research. SMAN 1 Lunyuk is one of Senior High School in Lunyuk Sumbawa which was rarely used as a research location. Indeed, the researcher conducted the research to know the percentage of teacher and students talks in the classroom and the characteristics of teacher and students in the classroom interactions.

This study sook to find out the answers to the questions: 1) what is the percentage of teacher's talk time during classroom interaction at SMAN 1 Lunyuk in academic year 2017/2018? 2) what is the percentage of students talk time during classroom interaction at SMAN 1 Lunyuk in academic year 2017/2018? 3) what are the teacher's and students' characteristics during classroom interactions at SMAN 1 Lunyuk in academic year 2017/2018?

METHOD

The design of this research was mixed methods, using both descriptive qualitative method and descriptive quantitative method or combination between qualitative method and quantitative method. Qualitative method is used to analyse the data using Flander's theory and quantitative method used to find out the percentage of teacher and students talk time using Flander's formulas. In this research, the researcher focused to one English teacher and one science class XI IPA 1 Class at SMAN 1 lunyuk as a participants. The class consist of 30 students, there were 18 boys and 12 girls and was observed four times and the duration for each meeting was 45 minutes.

The data were collected through observation, transcribing, coding, and analyzing. The researchers acted as a non-participant observer who observed the classroom interaction in the process of teaching spoken language. The researchers recorded the whole part of teaching and learning process in order to get the teacher and students talk during the process on the particular the teachers and students talk based on the Flander's Interaction Analysis Categories (FIAC)'s observation tally sheet's guidance and rules.

After recording, the researchers made the transcription. It was aimed to get more valid data about the activity done by the participants. It was also needed to help the researcher in analyzing the data coming from the activity. The instrument used by the researcher in transcribing the video recording was transcribing paper. The next step was coding, which is categorizing student and teacher talk into code every three second interval.

After coding, the researcher counted numbers and percentages of teacher talk and student talk. Tichapondwa (2008, in Almira, M, 2016, p.28) argues that Flanders' Interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teachertalk, students talk, and silence.

The data were then ana

1. Teacher Talk (TT)

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

2. Indirect Teacher Talk (ITT)

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

3. Direct Teacher Talk (DTT)

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

4. Percentage of Students Talk (PT)

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

5. Silence or Confusion Ratio (SC)

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

6. Indirect and Direct Ratio (I/D)

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

Here are the analyzing rules of Flander's observation tally sheet to identify students' and teachers' characteristics.

1. [Total] The cells in the total row show how much the teacher's and students' talk time and silence that indicate their characteristics at the classroom interaction

2. [Row 4-5, Column 4-5] show how much the teacher asks question and lectures in the classroom.
3. [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.
4. [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.
5. [Row 6-7, Column 6-7] indicate how much the students participation at the classroom interaction that is expected being a frequently event in a class with more interactions.

FINDINGS AND DISCUSSION

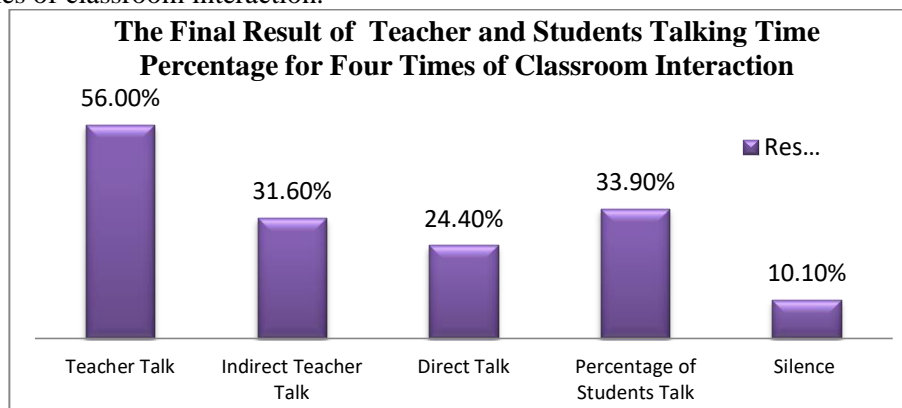
1. Teacher Talks

The percentage of teacher talk was 56.0%, indirect teacher talk was 31.6%, direct talk was 24.4% and indirect and direct ratio was 129.8%. The highest percentage was teacher talk. But it was not too far different with the percentage of student talk. The teacher plays to roles as a motivator to the student to talk, stimulate them to be active in classroom interaction. Motivate the students to involved and participate, to be more confident to speak in English. It can be concluded that the teacher was the most dominant in classroom interaction or in the other word the pattern of classroom interaction was teacher center. But the every meetings the teacher improve his teaching style and behaviour to made students took more times to participate and active in classroom interaction. The teachers changed teaching syle to in order to prevent the students bored, stimulate them with questions in order to make the students more active.

2. Students Talks

The percentage of students talk was 33.9%, silence or confusion was 10.1%. The percentage of students talk was lower than teacher talk. In first and second meeting of classroom interaction the teacher not give enough chances to the students to talk but in third and fourth meeting the teacher give more chances to students to talk. But when calculated all meeting in simulated matrix analysis the percentage of students talk still lower than student talk.

Here is the chart of thefinal result of teacher and students talk time percentage for four times of classroom interaction.



3. Teacher and Student's Characteristics of Classroom Interactions

For four times of classroom interaction shows that the highest percentages was [Row 8-9, Column 8-9]. There were two categories of this categories, there were students talk response and student talk initiation. It was meant that the Teacher's and students' characteristic during classroom from first meeting to fourth meeting was student participations with 46.1%. It was meant that the times spent by the students were highest percentage than others categories. The categories were students talk response, it was includes the students talk in response to the teacher's talk, teacher asks question, student gives answer to the question and student talk initiation, it was includes talk by the students that they initiate, expressing own ideas, iniating a new topic, freedom to develop opinions and a line of thought like asking

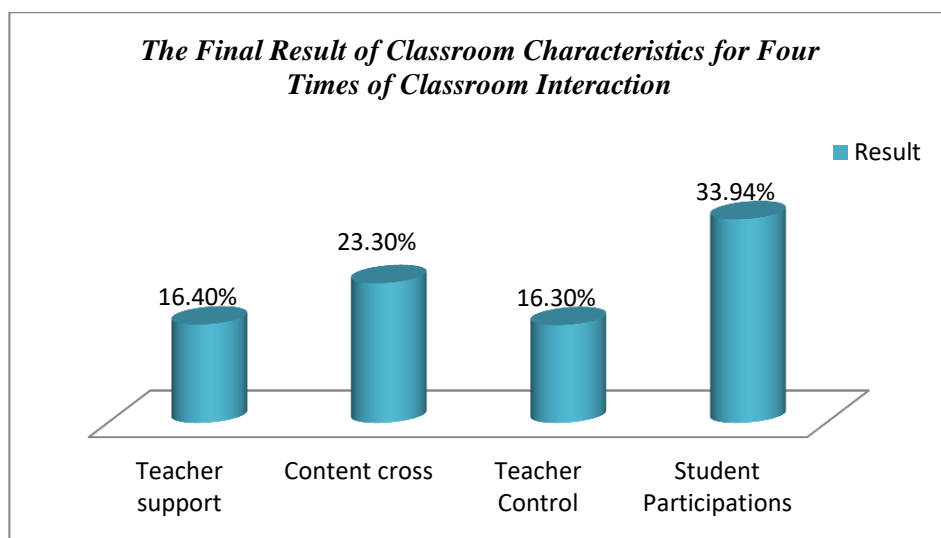
thoughtful questions, going beyond the existing structure. The students were active enough in interaction between the students with their teacher or among students in the classroom interaction. The teacher gave more chances to students to speak, stimulate the students to participate by changed the teaching style behaviour in order to prevent students bore during classroom teaching and learning activities. The percentage of student talk response was 19.8% and the percentage of student talk initiation was 14.17%. Between both categories of student participation, percentage of student talk response was higher than student talk initiation.

The second predominant characteristic was content cross [Row 4-5, Column 4-5]. There were two categories of this characteristics, there were asking questions and lecturing/lecture. The percentage of asking questions and lecturing spent by the teacher was 23.3%. Sometimes, teacher asks the questions but he carries on his lecture without receiving any answers, such questions were not included in this category. In lecture or lecturing the teacher gave facts of opinions about contents or procedures expression of his own explanation, citing an authority other than students, or asking rhetorical questions. The teacher asking questions to the student to order to stimulate the student to speak, to be more active, involved and more participate in classroom interaction. The intention of the teacher to more asking questions was to prevent teacher center pattern. The teacher also spent the time by lecturing in order to make students grasp the material and prevent misunderstanding by the students. But the mount of asking questions was higher than lecturing. The percentage of asking questions was 15.19% and the percentage of lecturing/lecture was 8.06%.

The third predominant characteristic was teacher support [Row 1-3, Column 1-3]. There were three categories of this characteristics, there were accepts feelings, praise or encouragement and accepts or uses ideas of students. The percentage of teacher support was only 16.4%. In this category, teacher accepts the feelings of the students, he feels himself that the students should not be punished for exhibiting his feelings, the feelings may be positive or negative, accepts feelings of his students were both positive and negative, praise or encouragement, teacher praises or encourages student action or behavior. When a student gives answer to the question asked by the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc. and accepts or uses ideas of students It was just like the first category. But in this category, the students ideas are accepted only and not his feelings. If a student passed on some suggestions, then the teacher may repeat in nutsheel in his own style or words. The teacher can say, 'I understand what you mean', etc, or the teacher clarifies, builds or develops ideas or suggestions given by a student. The teacher did not take too much time in those three categories. The percentage of accepts feelings was 4.72%, the percentage of praise or encouragement was 7.33% and the percentage of accepts or uses of ideas of students was 4.39%. Among all the categories of teacher support, praise or encouragement was most dominant than other categories.

The fourth predominant characteristic was teacher control [Row 6-7, Column 6-7]. There were two categories of this characteristic. They were giving directions and criticizing or justifying authority. The percentage of teacher control was lowest percentage than other categories, with only 16.3%. That was almost the same or balanced with teacher support category. In this category, the teacher gives directions, commands or orders or initiation with which a student is expected to comply with said open your books, stand up on the benches. In criticizing or justifying authority, when the teacher asks the students not to interrupt with foolish questions, then this behavior was included in this category. Teachers ask 'what' and 'why' to the students also come under this category, statements intended to change student behavior from unexpected pattern. The teacher was not took too much times in those both categories. The percentage of giving directions was 6.06% and the percentage of criticizing or justifying authority was 10.25%. Between two categories of teacher control, criticizing or justifying authority was most dominant than other categories.

The chart below is the final result of classroom characteristics for four times of classroom interaction.



CONCLUSION

The teaching and learning process are required not only by the teacher's talk but also the students' talk. In this case, the teacher's job is not only to teach the students about content in target language but also to build the students's motivation. For the purpose of actively participating in producing target language based on their own critical thinking, the student participation pattern was the most dominantly done. The proportion was 33.94%. It shows that students are active enough to participate in classroom interaction. Many display questions posed by the teacher had motivated the students to give responses. The findings of the study also revealed the role of the teacher that was mostly adopted by the teacher as the controller. It can be shown from the high percentage of asking questions, giving direction, and criticizing or justifying authority by which the teacher led the flow of interaction. It was effective to motivate students to be more active, involved, and participate in classroom interaction during teaching and learning process.

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