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**“AN ANALYSIS OF TEACHER’S AND LEARNERS’ TALK IN
THE CLASSROOM INTERACTION AT THE ELEVENTH
GRADE OF ISLAMIC SENIOR HIGH SCHOOL
LABORATORIOUM JAMBI”**

THESIS



WANSURIL MUJAHIDIN

205172884

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI
2022**

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THESIS

*Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1) Degree
at English Education Study Program Faculty of Tarbiyah and Teacher Training of
UIN STS Jambi*



WANSURIL MUJAHIDIN

205172884

**ENGLISH EDUCATION STUDY PROGRAM
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NIM : 205172884
Department : English Education Study Program
Judul Skripsi : "An Analysis of Teacher's And Learners' Talk In The Classroom Interaction At The Eleventh Grade of Islamic Senior High School Laboratorium Jambi".

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Jambi, October , 2022
Advisor I



ELIZA TRIMADONA, M.Pd
NIP. 198206192006042002

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Advisor II



EDI ROZAL, M.Pd
NIP. 198808032015031003

ORIGINALITY THESIS STATEMENT

I who signed bellow stated that the thesis which is entitle “An Analysis of Teacher’s And Learners’ Talk In The Classroom Interaction At The Eleventh Grade of Islamic Senior High School Laboratorioum Jambi” is originally and truly my own work as the requirements to obtain the undergraduate Degree (S1) in English Education Program of Faculty of Education and Teacher Training of State Islamic University Sultan Thaha Saifuddin Jambi.

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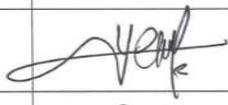
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 Jambi 36363 Telp/Fax : (0741) 583183 - 584118 website : www.iainiambi.ac.id

PENGESAHAN PERBAIKAN SKRIPSI
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The Thesis entitled “An Analysis of Teacher’s And Learners’ Talk In The Classroom Interaction At The Eleventh Grade of Islamic Senior High School Laboratorium Jambi” has been thesis defense by Education and Teacher Training Faculty (FTK) UIN STS Jambi on:

Day : Tuesday
 Date : January, 10th 2023
 Time : 11.00 – 12.30
 Name : Wansuril Mujahidin
 Place : Ruang Sidang
 Student’s Number : 205172884
 Title : “An Analysis of Teacher’s And Learners’ Talk In The Classroom Interaction At The Eleventh Grade of Islamic Senior High School Laboratorium Jambi”

Has been improved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirements.

No	Name	Signature	Date
1	Wahyuni Fitria, M.Pd NIP. 198606052015032004 (Chair)		14 Maret 2023
2	Sri Ramdayeni Sakunti, M. Se, Ed NIDN. 2011029501 (Secretary)		14 - Maret 2023
3	Uyun Nafiah MS, M.Pd NIP. 198806272015032006 (Examiner 1)		14 Maret 2023
4	Rahmadani Putri, M.Pd NIDN. 2007029602 (Examiner 2)		14 Maret 2023
5	Eliza Trimadona, M.Pd NIP. 198206192006042002 (Advisor 1)		15 Maret 2023
6	Edi Rozal, M.Pd NIP. 198808032015031003 (Advisor 2)		14 Maret 2023

Dean Education and Teacher Training Faculty The State of Islamic University
 Sulthan Thaha Saifuddin Jambi



Dr. Hj. Fadlillah
 NIP. 196707111992032004

DEDICATIONS

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the Prophet Muhammad SAW his coming really change the world.

First of all, I dedicated this thesis especially for My beloved parents, they are my father **Syahrul Amin** and my mother **Aminatuzzuhriah**, thank you very much for your love, material, advices, best support, motivation, care and prayer for me. Both of you always make me strong to face the life. Your love give a power for me to finish this thesis.

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All of people who keeps support and prayer to me wherever you are. May Allah Subhanahu WaTa'ala bless us. Aamiin.



MOTTO

يٰۤاَيُّهَا الَّذِيْنَ اٰتٰنَا مِنْ رُّوْحِ اللّٰهِ اِنَّهٗ لَا يٰۤاَيُّسُ مِنْ رُّوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكٰفِرُوْنَ
اٰتٰنَا مِنْ رُّوْحِ اللّٰهِ اِنَّهٗ لَا يٰۤاَيُّسُ مِنْ رُّوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكٰفِرُوْنَ

Artinya: Wahai anak-anakku! Pergilah kamu, carilah (berita) tentang Yusuf dan saudaranya dan jangan kamu berputus asa dari rahmat Allah. Sesungguhnya yang berputus asa dari rahmat Allah, hanyalah orang-orang yang kafir.” (QS. Yusuf 87)

Life is short, don't miss a day.

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This thesis is written to fulfil one of the requirements to get undergraduate degree (S 1) at the English Education Study Program of Tarbiyah Faculty and Teacher Training, State Islamic University Sulthan Thaha Saifuddin Jambi.

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Finally, may Allah SWT deign reply all kindness people who has help and contributing the researcher. The researcher hope this thesis can be useful for developing of knowledge.

Jambi, Oktober 2022

Wansuril Mujahidin
205172884

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ABSTRACT

Name : Wansuril Mujahidin
Major : English Education Study Program
Title : An Analysis of Teacher's And Learners' Talk in The Classroom Interaction at The Eleventh Grade of Islamic Senior High School Laboratorium Jambi

The aims of this study was to know how teacher's and learners' talk in English class at Islamic Senior High School Laboratorium Jambi City. This research was descriptive qualitative research. The technique of collecting the data were observation and interview. The data was analyzed by using Flander Interaction Analysis Category System (FIACS). The research of the study shows that the categories teacher's and learners' talk that occurred in the classroom base on FIACS theory: an indirect teacher talk there are accepts feeling was 1, praise or encourage were 3, accepts or uses ideas of students 0, asks questions were 9. In direct teacher talk there are lecturing were 2, gives direction were 6, criticizes or justifies authority were 2. In student talk there are, student talk- response were 14, student initiation was 0, silence or confusion were 2. The total occurred types of teacher' and learners' talk in the classroom based on Flanders's Interaction Analysis Category System (FIACS) was 42 times.

Keywords: Teacher's Talk, Learners' Talk, Flander Interaction Analysis Category System (FIACS).

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ABSTRACT

Name : Wansuril Mujahidin
Major : English Education Study Program
Title : An Analysis of Teacher's And Learners' Talk in The Classroom Interaction at The Eleventh Grade of Islamic Senior High School Laboratorium Jambi

Tujuan dari penelitian adalah untuk mengetahui bagaimana percakapan guru dan murid di dalam kelas di MA Laboratorium Jambi. Penelitian ini adalah penelitian kualitatif deskripsi. Teknik pengumpulan data yang digunakan adalah observasi dan wawancara serta menggunakan analisa Flander Interaction Analysis Category System (FIACS). Hasil penelitian menunjukkan bahwa kategori percakapan guru dan murid yang terjadi di dalam kelas berdasarkan teori FIACS: pada percakapan tidak langsung guru, accepts feeling sebanyak 1, praise or encourage sebanyak 3, accepts or uses ideas of students tidak terjadi, asks questions sebanyak 9. Pada Percakapan langsung Guru terdiri dari lecturing sebanyak 2, gives direction sebanyak 6, criticizes or justifies authority sebanyak 2. Pada Percakapan murid, student talk- response sebanyak 14, student initiation tidak terjadi, silence or confusion sebanyak 2. Total terjadinya jenis jenis percakapan guru dan siswa didalam kelas berdasarkan teori FIACS adalah sebanyak 42.

Kata Kunci: Teacher's Talk, Learners' Talk, Flander Interaction Analysis Category System (FIACS).

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CHAPTER I INTRODUCTION

A. Background of the Research

Classroom is the main place where they are frequently exposed to the target language. The kind of language used by the teacher for instruction in the classroom is known as teacher talk. Yanfen and Yuqin (2010:67) defines interaction as the collaborative exchange of thoughts, feelings or ideas between two or more people. It has an important role in English language teaching. Through interaction with teachers, students can increase their language store and use the language the proses. Amatari (2015:45) points out that the quality and quantity of teacher-student interaction is a critical dimension of effective classroom teaching. The term interaction implies an action – reaction or a mutual or reciprocal influence which may be between individuals, e.g. pupil – pupil; teacher-pupil in classroom setting or between materials and individuals or groups. An interaction is usually inferred from the behavior of persons in the environment being studied. This behavior maybe verbal or non-verbal and can be classified as being predominantly cognitive, affective or controlling in nature.

Teacher talk is a special communicative activity. Its goal is to communicate with students and develops students“ foreign language proficiency. Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Qican, 1999: 23). Teachers adopt the target language to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore we can say teacher talk is a kind of communication-based or interaction-based talk.

Classroom interaction was basically related to teaching style that determines interaction in the classroom. The teachers who apply teacher-centered in the

classroom possibly make the students passive in the classroom since the teacher talks all the time. It simply meant that the teachers did not give chance to the students to talk. In contrast, students-centered indirectly made the students active since the teacher was as a facilitator. So, it was clear that to get better result on teaching English especially in Senior High School had to be developed by improving the quality of the teacher and learner talk because they would govern the classroom behavior.

Moreover, while the teaching-learning occurs, interaction was foremost it, avoid the blank moment during teaching learning process, both teacher and learners there must be interaction, both of them should be active in the classroom. From the statements above, the two kinds of talk are important, they prevail the classroom events and affect students" foreign language acquisition learners learn not only straight comprehensible input but also their own output (Sukarmi & Ulfah, 2015:262). But a proper lesson was not one in which students do all or even most of the talking. Some lesson may propered if they were carefully organized in such away that students did a good arrangement of talking and at the same time got a lot of feedback from the teacher, either formally and informally. In the English learning process, interactions occur during a teacher lesson. When the learning process starts, teachers speak for about 70 percent of the class time on average.

In addition, Tuan and Nhu (2010), clarify that the teacher talks more dominantly in classroom interaction. It means that between the teacher and the students are constantly changing roles as the interaction progress in language teaching and learning process. Therefore, this approach needs to be changed and instead student' participation during the process of teaching needs to be taken into consideration. Even if some students are in a state of sleepy or daydreaming during the lesson, the teacher needs to direct students to keep participating in the interaction during the learning process taking place.

Therefore, the explanation above is supported by the writer's long observation that the main problem faced by students at second grade of Islamic Senior High

School Laboratorium Jambi that the students is less active in speaking English, they are afraid and don't have confident to speak English.

Besides, to support this research, researcher add some previous studies about the analysis of teacher and learners talk in English class. The first study was conducted by Indriyani (2018), in Indriyani's research, she found the categories that occur in the classroom, in indirect teacher there are accepts feeling, praise or encourage, asks questions, lecturers. In direct teacher talk there are gives direction, criticize or justifies authority. In student talk there are, student talk- response, student-initiation, silence or confusion. Then, the teacher was dominant in verbal interaction in the classroom. Another research was done by Firdaus (2018), based on the result above, it could be concluded if the verbal interaction between students and teacher in classroom at SMAN 9 Pangkep war running well and most have a interpersonal interaction and also public interaction. The last research was conduct by Hikmah (2019), aimed at analyzing the categories of teacher talk, student talk and types of classroom interaction applied during English teaching learning process.

From three previous studies above, the researcher found that they used observation method in collecting the data. Besides in Hikmah's research, she analyzed data by using FLINT. Whereas in this study, researcher used theory proposed by Flanders's Interaction Analysis Category System (FIACS) Technique. And also the objective in this research just focus on investigating how the teacher and students talk in the classroom. Therefore, the result if this research deference with three of previous studies above.

Based on the description above, teacher and learners talk is a fundamental thing in the language teaching and learning process especially in school which emphasizes English as the language to deliver the material in English subject. Concerning of it, this study analyzes the talk between the teacher and the students. Therefore, the researcher is interested to conduct the researcher is interested to conduct the research entitled "*An Analysis of Teacher's and Learners' Talk In The Classroom Interaction at The Eleventh Grade of Islamic Senior High School*

Laboratorium Jambi”

B. Focus of the Study

Appropriate with the title, the researcher concern to know how are teacher’s and learners’ talk in English class at Islamic Senior High School Laboratorium Jambi.

C. Problem of the Research

Based on the background of the study and the reason for choosing the topic, the study tries to answer this problem: “How are teacher’s and learners’ talk in English class at Islamic Senior High School Laboratorium Jambi City?”

D. Objective of the Research

The objective of the research is:

To know how are teacher’s and learners’ talk in English class at Islamic Senior High School Laboratorium Jambi City.

E. Research Significance

The significant of this research are:

Practically, this study can contribute useful information about the types of interactions during in the English teaching learning process and also give knowledge types of teacher and students interaction. In addition, the result of study can be use as the references for who want to conduct the study.

a. The Teacher

The Research finding can give some benefits for the teachers in order to encourage and improve students’ involvement in interaction. By so doing, the teacher would become more responsible to improve their teaching skills in term of being more creative, innovative, and skillful in conducting the classroom.

b. Students

It is expected to foster their involvement in a classroom of English as a foreign language interaction.

c. The researcher

The result of this research improving the writer perception about verbal interaction and also improve the knowledge about the categories of verbal interaction.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Interactions in the Classroom

Interaction in the classroom has a variety of sense, according to experts, among others: Abkharon (2013) the characteristic of classroom interaction states that the pattern of classroom interaction is correlates to teacher talk and the development process of thinking skills. This means when the interaction that arise in the class come from the communication construted by teacher and students that occur naturally without their plans depending on how teacher and students make good interaction.

To practice critical thinking, students need to participate in the discourse of the discipline to think, speak, and be listened to as they participate in the disciplines particular mode of inquiry. Students will not get enough practice just by talking to the instructor, and very little by just listening to the instructor. Students develop competency and become critical thikers in classroom that provides opportunities for intensive, structured interaction among students. The interaction between the teacher and the students is an essential part of teaching and learning process.

Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers" topic. It increases participation as all students are involved. The interaction can be between the teacher and the students. This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class.

The other form of classroom interaction is between the student and students. This one allows the student to learn and understand how to work with partners. It develops and improves the skills of team work. It improves peer relationship. By encouraging students in the classroom to work together they learn the importance of working cohesively with others.

Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to value the point of view of others.

By asking the student to raise their to speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Classroom interaction also other method like role playing, conversation, reading, around, and questions and answer. Reading aloud includes a situation where by one person read while others listen, this allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom.

In conversation, the students in a class discuss a given topic. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner. The student may pose a question to the teacher meant to obtain more or new information.

The teacher acts as a facilitator. Since students do no always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignment. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

The teacher has the role to create a classroom environment. Students often mimic a teachers actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mode of the teacher; if the teacher is angry, they may react negatively hence the learning is impaired.

The teacher acts a role model. Teachers typically do not think of themselves as role

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models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This may be a positive or negative effect depending on the behaviors of the teacher.

The teacher acts as mentor. It can be intentional or not. It encourages the students to work hard to achieve the best. It can be positive or negative depending on the character of the teacher. The teacher can mentor learners by taking time to listen to them. By doing so, the students build courage.

The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher will be able to avoid them hence create proper classroom interaction. For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quite in class.

On the other side, According to Douglas (2001) said interaction is the hearth of communication. Students will not get sufficient practice just by conversing with the educator, and next to no simply by tuning in to the teacher. Students create competency and become basic thinkers in classroom that gives freedoms to escalated, organized interaction among students. The study of classroom interaction may be a part of studies of classroom discourse, Teacher Talk and Second Language Acquisition. Classroom learning is a co-operative effort between the teacher and the students. It points to how the teacher and the students interact and how students interact amongst themselves, all of which affects language learning.

Furthermore, interaction in the classroom is not only influenced by how the teacher explains but create a comfortable atmosphere so that students feel not depressed in the learning process is another factor for the creation of good interaction or communication between teachers and students, in addition a teacher must be professional in teaching so that all the affairs outside the classroom does not effect the learning process.

In the other words, interaction in the classroom become an important thing to do, from the academic side of the interaction to be an intermediary between teacher and students by conveying what teacher have know to understand by students. Hall and walsh (2002) points out that classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. It means that a process of interaction in classroom should involve teacher and students to make students understand and improve their knowledge.

Hall and verplaetse (2002) claim that, it is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development. It means in the interaction must be cooperation between teacher and students to interaction run well, because when the interaction run well it can be what teacher give can be understand by students clearly.

Actually, all the definition above that stated by some experts are similar. Ones interaction can be a role to improve a student knowledge and interaction must have a work together between students and teacher to give a information clearly. Therefore the researcher concludes that the interaction in classroom is a process from a teacher to give students knowledge or information by doing interaction.

B. Definition of Teacher Talk and Learner Talk

1. Definition of Teacher Talk

Teacher talk Xiaou-yan (2006) express two opinions about teacher talk. The first is that we can see that one variation of language can be said to be special if the teacher talk is used in the English class, so that the teacher can have its own distinctive characteristics that are different from the others, because of the limitation of physical arrangement. The second we can see that teacher talk is a communicative

activity that aims to communicate with students and can develop students' abilities in foreign languages.

Wang-lin (2008) defines teacher talk as a special variety or register of language especially marked by a special set of vocabulary associated with a profession or occupation. It is the oral form of teacher talk instead of written form that is under the investigation. Teacher talk is used in class when teachers are teaching students linguistic knowledge, cultivating their intellectual ability and managing classroom activities) .Teacher talk is defines as speech used by teachers that is characteristically modified in four area: phonology, lexis (consisting of morphology and vocabulary), syntax, and discourse.

Teacher talk is defined as any words or sentences said by the teacher during the interaction in teaching-learning process, including when the teacher gives explanation, feedback, ask question and so on 12 (Mujahidah, 2012). It indicates that any kind of talk spoken by the teacher is called teacher talk. Another importance of teacher talk in the language classroom is that the role of the teacher as the provider of comprehensible input.

It is commonly established that teacher talk plays a significant role to language teaching. It refers to the special language that the teacher uses when interacting with the students in the classroom. Regarding to the detonation above, it is somehow obvious that teacher talk dominates the classroom interaction. It is perhaps that talk in classroom is structured differently from other kinds of talk because of the very nature of instruction.. One is ex- potations about teacher and learner roles. We expect teachers to ask questions and students to answer. If students ask too many questions, teachers might feel that their authority is being challenged. Also, teachers often make every attempt to ensure comprehension-ability for the students, thus avoiding the need for negotiation for meaning.

Teachers should not always talk, that good teaching consists only of talking interactively with the class or individual students. Students should learn through not only comprehensible input but also their own output. Somehow, not all a „good lesson“ is one in which students do all or even most of the talking. Some lesson may be good if they are carefully structured in such a way that students do a good deal of the talking and at the same time get a lot feedback, both formally and informally, by using their own language Indonesia or English from their teacher about their performance. However, this is by no means true of all lessons.

Teacher might expect teachers to ask questions and students to answer. If students ask too many questions, teachers might feel that their authority is being challenged. Also, teachers often make every attempt to ensure comprehensibility for the students, thus avoiding the need for negotiation for meaning. This phenomenon certainly brings a bad implication to the students since that there may be relatively few opportunities for them to negotiate meaning which later may be resulted in the student s failure of acquiring the target language. Hence, teacher has to be aware of this phenomenon and consider his talk to be in balance with the students talk and classroom atmosphere for the sake of promoting maximum learning to the students.

2. Definition of Learner Talk

Learner talk is repeating teacher talk or peers talk. Learner have language development when they learn language. It is the same when they learn foreign language in the classroom. Firstly when they imitate the teacher talk and they need more time to record every teacher’s talk that is called “silence period”, then start to express their own idea having discussion, and finally can get their communication competence.

Learner talk can be said as learner’s speech when he/she imitates his/her teacher’s examples, expresses his/her idea or gives comments and criticism about something in the classroom.

According to Harmer (2012:82) learners divided into two parts, they are: a) Young learner, especially those up to the ages of nine or ten. We have some way from the teaching of young learner. We can ask teenagers to address learning issue directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them. b) Adolescents, Adolescents are often seen as problem students. Yet with their greater ability for abstract thought and their passionate commitment to what they are doing once they engaged, adolescents may well be the most exciting students of all. Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them. c) Adult learner, Adult learner are never entirely problemfree learners, and they have a number of characteristic which are sometimes make learning and teaching problematic. They can be critical of teaching methods, they may have experienced failure or criticism at school which makes them anxious and under-confident about learning a language, and many older adult worry that their intellectual powers may be diminishing with age.

C. Flanders's Interaction Analysis Category System (FIACS) Technique.

According Tichapondwa, Flanders' interaction analysis category system is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction analysis helps the reseacher to identify classroom interaction into the teacher talk, student talk, and silence.

Flanders' interaction analysis is developed by Flander that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flander Interaction Analysi Category System (FIACS) records what teachers and students say during teaching and learning process. Besides, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by students.

To use the Flanders Interaction Analysis, the verbal interaction is coded in 1 of 10 categories. The following are the 10 categories in the Flanders Interaction Analysis Category System Coding Instrument.

Explanation of The Instrument of FIACS:

A. Talk Indirect Teacher

1. Accepts Feelings:
 - a. In this category, teacher accepts the feeling of the students.
 - b. He feels himself that the students should not be punished for exhibiting his feelings.
 - c. Feelings may be positive or negative.
2. Praise or Encouragement:
 - a. Teacher praises or encourages student action or behavior.
 - b. When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like ‘good’, ‘very good’, ‘better’, ‘correct’, ‘excellent’, ‘carry on’, etc.
3. Accepts or Uses Ideas of Students:
 - a. It is just like 1th category, the students ideas are accepted only and not his feelings.
 - b. If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words.
 - c. The teacher can say, ‘I understand what you mean’ etc. Or the teacher clarifies, builds or develops ideas or suggestion given by a student.
4. Asking Questions:
 - a. Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students.

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- b. Sometimes, teacher asks the question but he carries on lecture without receiving any answer. Such question are not included in this category.

B. Talk Direct Teacher:

1. Lecturing/Lecture:

Giving facts or opinions about content or procedure expression of his own ideas giving his own explanation, citing an authority other than students, or asking rhetorical questions.

2. Giving Directions:

The teacher gives directions, commands or orders or initiation with which a student is expected to comply with:

- Open your books
- Stand up on the benches.
- Solve 4th sum of exercise 5.3

3. Criticizing or Justifying Authority:

- a. When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category.
- b. Teacher ask 'what' and 'why' to the students also come under this category.
- c. Statements intended to change student behavior from unexpected to acceptable pattern.
- d. Bawling someone out.
- e. Stating why the teacher is doing what he is doing.

C. Student Talk

1. Student Talk Response:

- a. It includes the students talk in response to teacher's talk.
- b. Teacher asks question, student gives answer to the question.

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2. Student Talk Initiate
 - a. Talk by students that they initiate.
 - b. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
3. Silence or Pause or Confusion:

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

D. Previous Study

There are some previous study about The Analysis Interaction Verbal Between Teacher and Students. The first study was conducted by Indriyani (2018), she found the categories that occur in the classroom, in indirect teacher there are accepts feeling, praise or encourage, asks questions, lecturers. In direct teacher talk there are gives direction, criticize or justifies authority. In student talk there are, student talk-response, student-initiation, silence or confusion. Then, the teacher was dominant in verbal interaction in the classroom.

The deference between Indiyani's research and this study is in technique of data collection. The researcher used 3 types of data collection, there were documentation, and observation. While this study only used observation.

The second study was done by Firdaus (2018), the findings of this research showed that the verbal interaction in a claas IPA I and IPA II is running well as the teacher can handle the interaction and can make the interaction become running well by ask mostly to students and students give a feedback. Based on the result above, it could be concluded if the verbal interaction between students and teacher in classroom at SMAN 9 Pangkep war running well and most have a interpersonal interaction and also public interaction.

In Nurul's research, she focused on four types which were explained in findings. There are interpersonal interaction, intrapersonal interaction, small group interaction, and public interaction because the students is not pay attention on the teacher. Whereas in this present study, will used three type interaction verbal based on Flanders's Interaction Analysis Category System (FIACS) Technique.

The last research was conduct by Hikmah (2019), aimed at analyzing the categories of teacher talk, student talk and types of classroom interaction applied during English teaching learning process .

In Hikmah's Research, she were analyzed by using FLINT (Foreign Language Interaction. Whereas in this study, will used theory purpose by Flanders's Interaction Analysis Category System (FIACS) Technique.

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CHAPTER III RESEARCH METHOD

A. Research Design

The approach of this research was case study. According to Yin (2009) the purpose of using case study research is not just to explain how it exist and why the case can occur. According to Gustafsson (2017) “a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units”. A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables.

B. Setting and Subject of the Research

In this study, the researcher conducted the research at Madrasah Aliyah Laboratorium Jambi City. It is located on Arif Rahman Hakim Street, Number 111, Telanaipura, Jambi. The researcher conducted this study at The 11th Class Students of Madrasah Aliyah Laboratorium Jambi City. The number of students at eleventh grade and 20 students. So, the researcher selected 20 students as subject of the research. The researcher chose the secondgrade as the subject by using purposively because its class have the highest score in English lesson. So that it is possible for the researcher to know how teacher and learners talk in the classroom.

C. Research Instrument

According to Yin (2011) Instruments are tools or facilities used by researchers in collecting data. So that their work is easier and the results are better, complete and systematic making it easier to process. Based on the applicable research rules, then this study also has a research instrument to collected data that then studied and concluded.

The instrument used in this study were a video recording and audio recording. To describe what the teacher and students talk constitute in the classroom interaction, this study required videotaping as one of the research tools. According Allwright, the appropriate way to gather more complicated enquires or more details data is audio record or even video record, so, that we can get what was said, by whom, in what tone of voice.

D. Data Collection Technique

The data of the present study collected through the two following methods; doing observation and interview. In this research, the researcher collected the data by using methods as follow:

1. Observation

Observation is important contribution to descriptive research, because certain types of information can be obtained through direct observation. In this research, the classroom interaction observed. The researcher considered this technique as a valuable source of accurate information on pattern of turn-taking, in this case, teacher-students interaction. Observation do at three times, each lesson recorded for 2-hours lesson (90 minutes). The researcher recorded the process of teaching and learning English in gathering accurate information about what types of teachers talk and students talk and types of classroom interaction constitutes in the classroom.

2. Interview

In this research, the researcher used guided interview to give some questions to collect more supplementary data about teacher and learner talk in the classroom interaction. The researcher used unstructured interview. The questions of interview addressed to the teacher and consist of 4 questions. The questions were administered in Bahasa Indonesia, because it made the interview easier for the teacher.

E. Data Analysis Technique

Data analysis is a process of organizing the data to get the regularity of the pattern of research form. Based on the Miles and Huberman, there were three main steps of data analysis: data reduction, data display, and conclusion drawing or verification. These were clear many explanations about data analysis process of this research:

1. Data Reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field note transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigure. In this research, the researcher choose the data that gotten from observation and videotaping on teaching and learning process.

2. Data Display

Data display is a form of analysis that describes what is happening in the natural setting so that it finally can help the researcher to draw a final conclusion. Display generically means organized, compressed assembly of information that permits conclusion drawing and actions. After the researcher transcript the utterances into each category by using FIACS (Flanders's Interaction Analysis Category System)

3. Conclusion Drawing/Verification

The final step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is related to conclusion drawing, needs to revise the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification is the process which is able to explain the answer of research questions and research objectives.

F. Triangulation Technique

In this research, the researcher used data source triangulation technique to validity the data. Methodology triangulation meant involves more than one methodology in collecting the data. The researcher used Observation and Interview in collection the data. The researcher used more than instruments to checking validity of the data. So that researcher perception was far-ranging and the researcher can investigate the data found correctly.

The purpose of triangulation is to increase the credibility and validity of the findings. Methodological triangulation is a process in which various method used to measure the same unit. Methodological triangulation done by employing different method of collecting data, namely observation and interview.

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BAB IV RESEARCH FINDINGS

This chapter deals with the result of the research which divided into two selections, they were research findings and discussion where the finding outline the result of the data analysis was taken by observation (video recording) while learning process in classroom.

A. Research Findings

The researcher described the types of teacher' and learners' talk in the classroom based on Flanders's Interaction Analysis Category System (FIACS) that consist of Talk Indirect Teacher, Talk Direct Teacher and Student Talk. The classroom interaction was observed in 90 minutes length for two meetings.

Based on observation, the researcher found the data about types of teacher' and learners' talk in the classroom. The first types is *Accepts Feeling* occurred once. Second is *Praises or encourages* occurred as many 3 times. Third *Accepts or uses ideas of learner* was not occurred. Fourth is *Asks question* occurred 9 times. Next, *Lecturing* occurred 2 times. Then, *giving direction* occurred 6 times. And then, *Criticizing* occurred 2 times. Next, *student talk response* occurred 14 times. Next, *Student talk initiation* was not occurred. The last, *Silence or confusion* occurred 5 times. The total occurred types of teacher' and learners' talk in the classroom based on Flanders's Interaction Analysis Category System (FIACS) was 42 times.

1. The Classification Teacher's and Learners' Talk In The Classroom

Based on the observation, the researcher has been found that the kinds of teacher' and learners' talk in classroom based on FIACS theory. There were Talk Indirect Teacher, Talk Direct Teacher and Student Talk. The extract below from a transcript was record in classroom.

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a. *Talk Indirect Teacher*

In talk indirect teacher consist on 4 classifications, there were Accepts feelings, Praise or encourages, Accepts or Uses Ideas of Students and asks questions.

1) Accepts feelings

In the first meeting, the accepts feeling occurrence with total number was 1. While in the second meetings this aspect was not occurred.

First meeting	Second meeting
<i>“Oh my god, ok, no problem, but next time you all don’t forget to finish your homework students! Are you understand?”</i>	-

2) Praise or encourages

Praise or encourages occurred with total number 1. While in the second meeting occurred with the total number was 2.

First meeting	Second meeting
<i>Ok good students. And now please prepare your textbook and your dictionary.</i>	<i>yes, right students, next the question of number 5 and number 6? Who can answer the number 5?</i>
-	<i>yes, nice students, then, number 8, who can answer number 8?</i>

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3) Asks questions

In the first meeting this aspect occurred with the total number was

3. While in second meeting this aspect occurred as many 6 times.

First meeting	Second meeting
<i>Alhamdulillah, I am okay. Who is absen today?</i>	<i>Alhamdulillah, I am okay. Who is absen today?</i>
	<i>now, we answer number 1 together, what the answer of number 1?</i>
<i>How about your homework students? Are you finish?</i>	<i>ok, the next question number 2, who can answer the question of number 2, number 3 and number 4?</i>
	<i>next the question of number 5 and number 6? Who can answer the number 5?</i>
<i>ok, students, please open your dictionary on regular and irregular verb, and who knows about the material regular and irregular verb?</i>	<i>then, number 8, who can answer number 8 and 9?</i>
	<i>the last question is number 10, who can answer the number 10?</i>

b. Talk Direct Teacher

In talk indirect teacher consist on 3 classifications, there were *Lecturing, Giving Direction* and *Criticizing*.

1) *Lecturing*

Lecturing in the first meeting was occurred as many as 1. While in the second meeting this aspect was occurred with the total number 1.

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First meeting	Second meeting
<p><i>ok, the definition of regular verb is never changes the main verb itself, it just adds a d or an ed when describing past, the example: dance- danced and talk- talked, and definition of irregular verb are unpredictable, when describing past actions, they might 1. Stay the same, 2. Change just a part of the word, or 3. Change the whole word: the example of irregular verb; cut-cut, grow-grew, think-through. Are you understand students?</i></p>	<p><i>no students, the correct answer number 1 is D. ok, because it must in form of present continuous tense, present continuous tense is a way to convey any action or condition that is happening right now, frequently, and may be ongoing. The present continuous formula: to be (is, am, are) + Ving.</i></p>

2) Giving Direction

In the first meeting this aspect occurred with the total number is 2. While in the second meeting this aspect occurred as many as 4.

First meeting	Second meeting
<p><i>ok good students. And now please prepare your textbook and your dictionary.</i></p>	<p><i>incorrect students, the right answer is C. because it is narrative text, narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode.</i></p>
	<p><i>Ok, before we start to our lesson, we are pray together, please, lead the</i></p>

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	<i>prayer!</i>
<i>ok students, please make 10 sentences about regular and irregular verb</i>	<i>ok, now please exam book to prepare the national exam simulation in next week, and open the book on page 23, we want to answer together of the questions.</i>
	<i>ok, now please exam book to prepare the national exam simulation in next week” and the last “and open the book on page 23, we want to answer together of the questions.</i>

3) Criticizing

Criticizing in the first meeting occurred with the total number is 2. While in second meeting was not occurred.

First meeting	Second meeting
<i>why do students not doing homework?</i>	-
<i>are you finish students?</i>	

c. Student Talk

In student talk consist on 3 classifications, there were *Student talk response, Student talk initiation* and *Silence or confusion*.

1) Student talk response

In first meeting the *student talk response* was occurred as many as 4 total numbers. While in the second meeting was occurred 10 times.

First meeting	Second meeting
<i>I am fine, and how about you mom?</i>	<i>A mom.</i>
	<i>C mom</i>

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<i>There is no mom</i>	<i>C mom</i>
	<i>number 4 C</i>
<i>sorry mom, we are forget mom</i>	<i>number 5 is D.</i>
<i>not yet mom.</i>	<i>number 6 is B</i>
	<i>number 7 is B</i>
	<i>number 8 is B</i>
	<i>number 9 is D</i>
	<i>number 10 is A</i>

2) Student Talk Initiation

In the first meeting and second meeting, student talk initiation was not occurred in the whole of learning process. Student talk initiation is Responding to the teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answer that have been previously practiced but from which students must now make a selection. Based on the interview with the English teacher that students did not do initiation because they have not understood with the explanation of the teacher also some students so shy to talk English in the classroom.

3) Silence or confusion

In the first meeting this aspect occurred as many as 3. While in the second meeting also 2 occurrence.

First meeting	Second meeting
<i>There are students who are silent when asked by the teacher about the material</i>	<i>There are students just keep silent when asked, who want to ask?</i>

<i>no miss.</i>	<i>The students look silent and confuse.</i>
<i>Some students looks scratch their head because they confused</i>	

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B. Discussion

In this part, the researcher would like to discuss about the finding of the process of learning interaction in the class as the formulation of the problem of this research. The researcher discussed the categories of teacher's and learners' talk occurred in the classroom. This research was composed by the participants of the research: they were the students of class XI IPA in academic year 2022/2023 that had been observed.

The researcher employed an observation to know how are the interaction occurred in the classroom. The researcher conducted the research by observing in the classroom.

Based on the Flanders Interaction Analysis Category System (FIACS) there are three aspects and each aspect there are ten indicators. Based on the result of observation in for two meeting, the researcher finds the result of the categories that occur in the classroom.

a. Talk Indirect Teacher

In talk indirect teacher consist on 4 classifications, there were Accepts feelings, Praise or encourages, Accepts or Uses Ideas of Students and asks questions.

1. Accept Feelings

In this category, teacher accepts the feeling of the students. He feels himself that the students should not be punished for exhibiting his feelings. The feelings may be positive or negative. In the first meeting, the accept feelings occurrence with total number was 1. As occurred in the first meeting the teacher does not get angry when students do not doing homework, teachers gave advice to students not to repeat it again. While in the second meetings this aspect was not occurred. It was almost similar with the study was done by Indriani (2018) where in her study the Accept Feelings occurred 2 times it means Accept Feelings' teacher is not be troubled in the classroom because teacher always gave advice to students even the student gets wrong from their self and the teacher ignore not give the punishment.

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2. Praise or encourages

Teacher praises or encourages student action or behavior. When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like ‘good’, ‘very good’, etc. In this study the Praise or encourages occurred with total number 3. It means teacher in every meetings always gave the reward in praise. The purposes are to increase the students’ spirit in English lesson, and to achieve the students’ ability in English more over in Speaking. For example, the teacher gave a response by saying, ok, good students, because the students have completed the memorization of the vocabulary. While in the study conducted by Huriyah & Agustiani (2018) the Praise or encourages occurred as many as 18 times.

3. Asks Questions

Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. Sometimes, teacher asks the question but he carries on lecture without receiving any answer. Such question are not included in this category. In this study *Asks Questions* occurred 9 times. It means that the teacher always asked everything questions that related with the material of lesson. The benefit here is the teacher knew the every students’ ability in the classroom and as teacher’s control.

b. Talk Direct Teacher

In talk indirect teacher consist on 3 classifications, there were *Lecturing*, *Giving Direction* and *Criticizing*.

1. Lecturing

Lecturing is giving facts or opinions about content or procedure expression of his own ideas giving his own explanation, citing an authority other than students, or asking rhetorical questions. In this study *Lecturing* occurred 2 times in two meetings. For example: The teacher explained about the number 1 (the material about present continuous tense clearly). It is almost similar with the study conducted by Sari (2018) in her study *Lecturing* occurred 4 times.

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2. Giving Direction

When the lesson directly, the teacher instructed to the students for follow the lesson, every part of lesson the teacher guided them. The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: Open your books or Stand up on the benches. The *Giving Direction* occurred 6 times.

3. Criticizing

The teacher gave some critic to the students for follow the lesson carefully, if the students don't do the task the teacher remind them, if the students come out from the class without permission the teacher reprimand the students. In this study *Criticizing* occurred 2 times. It is similar with found by Indriani (2018) where in her study *Criticizing* also occurred 2 times in three meetings.

c. Student Talk

In student talk consist on 3 classifications, there were *Student talk response*, *Student talk initiation* and *Silence or confusion*.

1. Student talk response

It includes the students talk in response to teacher's talk and Teacher asks question, student gives answer to the question. In this study *Student talk response* occurred 14 times in two meetings. It means students gave the good respond while teacher asked. But some of them showed the low of respond. While in the study conducted by Sari (2018) occurrence of *Student talk response* was once.

2. Silence or confusion

Pauses, short period of silence and period of confusion in which communication cannot be understood by the observer. In this study the occurrence of *Silence or confusion* was 2 times. It means some students more active than silence or confusion when teaching and learning process. But there are students were looks silent, when the teacher asks. It is almost similar with found by Indriani (2018) where in her study the occurrence of *Silence or confusion* was 3 times.

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BAB V

CONCLUSION AND SUGGESTION

After collecting and analyzing the data, the researcher made some conclusions and suggestions.

A. Conclusion

According to the data analysis, it can be concluded that:

Based on the result of the data, that the categories that occur in the classroom were:

1. Indirect teacher talk

In *indirect teacher talk* there are:

- a) accepts feeling was 1
- b) praise or encourage were 3
- c) accept or uses ideas of students was 0
- d) asks questions were 9

2. Direct teacher talk

In Direct teacher talk there are:

- a) Lecturers were 2
- b) gives direction were 6
- c) criticizes or justifies authority were 2

3. Student talk

- a) student talk- response were 14
- b) students' initiation was 0
- c) silence or confusion were 2

From all the indicators that occur only Accepts or Uses Ideas of Students and Student Initiation that do not occurred in the classroom.

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B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. For the students
 - a. The students should not feel unconfident to make interaction use English.
 - b. The students should practice to speak English frequently.
 - c. Students should practice to make sentence in English well.
 - d. The students should not be afraid to practice in English for more study about grammar
2. For the teacher
 - a. The teacher should always give supporting students to be confident in interact with using English.
 - b. The teacher was hoped to give a feedback and doing the reflection for the students.
 - c. The teacher gives motivation to students can be more active when the learning process takes place.
3. For other researcher

The next researcher can conduct a study about verbal interaction between students and teacher problems and causes, and also add the solution of problems in verbal interaction that can make the students gain the success in English, especially verbal interaction.

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APPENDIX 1

INTERVIEW

1. Apakah ada masalah yang anda hadapi ketika mengajar bahasa inggris didalam kelas? Jika ada, apa saja masalah yang anda hadapi dalam kelas ?
 - Ada, ada beberapa masalah yang saya hadapi, seperti beberapa siswa yang ada menurut saya kurang memperhatikan pelajaran bahasa inggris, ada yang kurang aktif didalam kelas, kurang merespon apa yang saya ajarkan, itu yang menjadi masalah ketika saya mengajar bahasa inggris.
2. Apakah anda sering mengajak siswa untuk berinteraksi menggunakan bahasa inggris?
 - Saya selalu berusaha belajar dengan menggunakan bahasa inggris, tetapi kadang saya mix sedikit menggunakan bahasa Indonesia, karena ada beberapa siswa yang kurang paham ketika saya menggunakan full English
3. Bagaimana respon siswa dikelas ketika anda mengajar atau berinteraksi menggunakan bahasa inggris? Memerespon menggunakan bahasa inggris juga, atau menjawab menggunakan bahasa Indonesia, atau hanya diam saja ?
 - Ada beberapa murid yang merespon secara aktif menggunakan bahasa inggris juga, ada juga yang merespon menggunakan bahasa Indonesia, ada juga yang terlihat bingung dan diam saja
4. Bagaimana dengan nilai yang didapatkan siswa dalam pembelajaran bahasa inggris?
 - Ada beberapa siswa yang nilainya melampaui KKM, ada yang mendapat nilai standar KKM, tetapi ada juga yang mendapat nilai dibawah KKM.

APPENDIX 2 DOCUMENTATIONS



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APPENDIX 3 CURRICULUM VITAE



Name : Wansuril Mujahidin
Date of Birth : 29 July 1998
Address : Jl. H. Ibrahim Lor. TK Azka RT 29
Gender : Male
E-Mail : wansurilmujahidin11@gmail.com
Phone : 082376165774

Education Background

No.	Education	Graduate Year
1	SD NEGERI 23/VIII Desa Tuo Ilir	2011
2	MTs Tarbiyatussa'adataini Desa Tuo Ilir	2014
3	MA. Laboratorium	2017
4	S1 UIN STS Jambi	2022