

**CLASS INTERACTION ANALYSIS IN ENGLISH LEARNING BASED
ON FLANDERS INTERACTION ANALYSIS CATEGORY SYSTEM
(FIACS)**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
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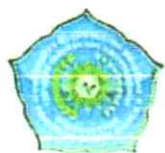
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MOTTO and DEDICATION

Motto

Never be ashamed to try, convenience is a myth

(Jangan pernah malu untuk mencoba, kemudahan adalah mitos)

Dedication

**I dedicate this thesis for my beloved parents, my family, my bestfriend and
everything in my life**



ABSTRACT

DANTI NOVIANTI 2022. "Class Interaction Analysis in English Learning based on Flanders Interaction Analysis Category System (FIACS)" at SMA 1 Muhammadiyah Makassar, supervised by Nunung Anugrawati and Hijrah.

The objective of this research is to describe the kinds of classroom interaction take place between teacher and student and describes what is the most dominant talk take place in classroom interaction based on the Flanders Class Interaction Analysis Category System (*FIACS*).

This research used descriptive qualitative research. The data of this study are the interaction between teacher and students in the classroom. The data were taken by recording the classroom interaction. The subject of this research was 16 students and one English Teacher. The researcher used observation for techniques of collecting data. Flanders Interaction Analysis used to identify and analyze teacher and students interaction in classroom.

Based on the result of this study, it could be concluded that kind of classroom interaction namely: content cross has percentage 24.39%, teacher control has percentage 21.38%, teacher support has percentage 12.92%, students participation has percentage 30.34%. Student participation has high percentage between other kinds of classroom, student's participation in category 8 students talk response and category 9 students talk initiation. Because in English learning students always gave response and some initiation about the material that given by teacher. The researcher concludes that the teacher was dominant in the classroom. It proved by the percentage of teacher talk was 58.70% than students talk was 30.34%, and the kinds of classroom interaction, the students participation was 30.34% has higher percentage than others and silence was 10.94%.

Keywords: *Teacher, Students, Classroom Interaction, English learning*

ABSTRAK

DANTI NOVIANTI 2022. “Analisis Interaksi Kelas dalam Pembelajaran Bahasa Inggris Berbasis Flanders Interaction Analysis Category System (Fiacs)” di SMA 1 Muhammadiyah Makassar, dibimbing oleh Nunung Anugrawati dan Hijrah.

Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis interaksi kelas yang terjadi antara guru dan siswa dan mendeskripsikan pembicaraan apa yang paling dominan terjadi dalam interaksi kelas berdasarkan Flanders Class Interaction Analysis Category System (FIACS).

Penelitian ini menggunakan penelitian kualitatif deskriptif. Data penelitian ini adalah interaksi antara guru dan siswa di dalam kelas. Data diambil dengan merekam interaksi kelas. Subjek penelitian ini adalah 16 siswa dan satu Guru Bahasa Inggris. Peneliti menggunakan observasi untuk teknik pengumpulan data. Analisis Interaksi Flanders digunakan untuk mengidentifikasi dan menganalisis interaksi guru dan siswa di kelas.

Berdasarkan hasil penelitian dapat disimpulkan bahwa jenis interaksi kelas yaitu: content cross memiliki persentase 24,39%, guru kontrol memiliki persentase 21,38%, dukungan guru memiliki persentase 12,92%, partisipasi siswa memiliki persentase 30,34%. Partisipasi siswa memiliki persentase yang tinggi di antara jenis kelas lainnya, partisipasi siswa pada respon bicara siswa kategori 8 dan siswa kategori 9 inisiasi bicara. Karena dalam pembelajaran bahasa Inggris siswa selalu memberikan respon dan beberapa inisiasi tentang materi yang diberikan oleh guru. Peneliti menyimpulkan bahwa guru dominan di kelas. Hal ini dibuktikan dengan persentase pembicaraan guru sebesar 58.70% dari pada pembicaraan siswa sebesar 30.34%, dan jenis-jenis interaksi kelas, partisipasi siswa sebesar 30.34% memiliki persentase yang lebih tinggi dari yang lain dan keheningan sebesar 10.94%.

Kata Kunci: *Guru, Siswa, Interaksi Kelas, Pembelajaran Bahasa Inggris*

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Makassar Juli 2022
The Writer

Danti Novianti

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CHAPTER I

INTRODUCTION

A. Background

Humans are social creatures who always need other humans to interact, exchange experiences, ideas, and information, and share knowledge. Without the process of interaction, humans as social beings will never be able to realize their existence and build themselves to be better.

Learning in the classroom essentially relies on the interaction process of the learning actors involved in it, namely between teachers and students or students with other students which is then known as class interaction. Class interaction requires a pattern of reciprocal relationships, giving and receiving ideas or information, sharing feelings and experiences, and accepting problems and providing solutions. Class interaction is very important in a teaching and learning process. It is even said that class interaction is a determinant of student learning success. This is as stated by Arief (2016) that the interaction between teachers and students using fresh, communicative, dynamics during the learning process will determine the success of student learning because the absorption of messages from these interactions becomes more effective. Da Luz (2015) suggests building good classroom interactions to improve the quality of learning. In fact, Rintaningrum (2018) states that class interaction is a determinant of student success in studying language or literature (literature) in addition to facilitating the

learning process itself. Therefore, it is very important for teachers to foster good classroom interactions during learning.

In addition to the reasons for learning success, the importance of fostering classroom interaction is also due to reasons for the convenience of student learning as stated by Khan et al (2017) in their research that fostering classroom interaction well by paying attention to student involvement, needs, and characteristics affect learning comfort. Because, with class interaction, students' learning perspectives become wider, not just understanding the material but there are principles of openness, mutual acceptance, mutual assistance, and learning for mutual progress so that a conducive class atmosphere is formed on the basis of familiarity. Georgiou, n.d (2018) also revealed that classroom interaction is very important to be fostered in order to avoid any distance or space between teachers and students or students with other students.

Referring to various research results, the worst impacts that will occur when class interactions are not carried out properly are (1) the creation of a learning process that is not conducive Razak (2019) (2) disrupted student learning motivation Krisyanti et al and (3) Rizawati et al (2017).

Class interaction as a communication activity can be studied further by involving various linguistic disciplines. One of them is pragmatics. Pragmatics is one of the fields of study of linguistics whose existence is very close to human life as language users. The phenomenon of language use as well as in classroom interaction is the realm of pragmatic studies. Practically pragmatics can be defined as the study of the meaning of speech in certain situations Farmida et al (2021)

Speakers when interacting not only emit language sounds, but also have a specific purpose or purpose from the speech delivered to the speech partner. The discourse study model of speech acts in classroom interaction has been conceptualized by many experts such as (1) Indriyani & Trioktawiani (2019) Xiu et al (2021) (2) Baxter & Schwartz (2018) (3) Margutti (2021) (4) Kolek et al (2019) (5) Prayitno et al (2018) and (6) Akbar (2018) Mileva & Fauzi DH (2018). These experts expressed opinions and ideas about the types, functions, and sub-functions of the teacher's speech acts. After reading and examining the six models of discourse study of speech acts in class interaction, the researcher was interested in the model proposed by Hefter (2018). The reason is that this model systematically explains learning procedures in relation to learning behavior, class interactions, and learning outcomes resulting from these classroom behaviors and interactions. Sagita (2018) introduced a speech act observation system in class interaction known as "Flanders Interaction Analysis Categories (FIAC)". This system is used by Flanders to observe the relationship between teaching behavior, class interaction, and the teaching outcome itself Bone.

From the explanation above, the question is, are the teacher who teach in English classroom are able to foster the classroom interaction?

B. Research Problem

Based on the description of the problem above, the formulation of the problem in this study is as follows:

1. What kinds of classroom interaction take place between teacher and student?

2. What is the most dominant talk take place in classroom interaction?

C. Objective of the Research

Based on the formulation of the problem, the objectives to be achieved in this research are:

1. Describes the kinds of classroom interaction take place between teacher and student
2. Describes what is the most dominant talk take place in classroom interaction

D. Significant of the Research

1. Theoretical Benefits

Theoretically, the expected benefits from the results of this study are;

- a. Adding to the treasures of knowledge, especially in the field of education based on research results.
- b. Develop the concept of classroom interaction in language learning, especially learning to read.

2. Practical Benefits

Practically, the expected benefits from the results of this study are;

- a. For teachers, the findings of this study can be used as material for evaluation and reflection to improve professional performance, especially in teaching. Teachers will gain more knowledge regarding the importance of fostering classroom interaction in learning.
- b. For schools, this research can be used as a basis for evaluation to improve school performance for the realization of an ideal school function by

evaluating the ability of teachers to teach. The results of this study can then be used as an object of training for the development of teacher teaching skills.

- c. For researchers, the results of this study can be used as an additional reference to examine the focus of similar research or other focuses.

E. Scope of the Research

The scope of this research is the class interaction analysis in English learning using flanders interaction analysis category system. However, this research limited to student's at SMA 1 Muhammadiyah Makassar in learning process.



CHAPTER II

LITERATURE REVIEW

One of the basic considerations for conducting this research is that a review of several relevant research results has been carried out so that researchers have the knowledge and understanding that is used as the basis for conducting this research. The relevant research is as follows.

Nasrulloh, (2013) in his research find the purpose of this study is to compare the conventional learning approach with a project-based learning approach. The results of this study prove that the characteristics of the project-based learning approach contribute more to improving learning interactions between teachers and students. This type of research by Nasrulloh is a comparison with a quantitative approach. Thus, the research method used is different from the method to be used.

Pulungan et al (2014) in their research, the findings of this study prove that the development of student achievement is influenced by factors of learning interactions that occur in the classroom. The learning interaction referred to in this study is a good communication relationship between teachers and students during the learning process. The focus of Pulungan et al (2014) research is the same as this study, namely studying learning interactions. The subjects in Pulungan's research are elementary school students in general, while this study determines high school students. The research method used is the same, namely qualitative.

Wachyudi et al (2014) in their research this study aims to determine the process of classroom management and interaction by lecturers in teaching English

and student responses to lecturer interactions in teaching. This study used a qualitative descriptive method which was carried out in the 4th semester English Education study program, FKIP UNSIKA. The results of this study prove that the overall process of classroom management by lecturers in teaching runs quite well. In addition, both lecturers also apply aspects related to classroom management such as movement (proximity, aprociacy, movement, awareness), maintaining discipline (before and after problems), giving feedback (written, oral, positive and negative), and seating arrangements. Meanwhile, the student response to the interaction made by the lecturer was quite positive. This is due to the good treatment of lecturers towards students so that students become calm and relaxed in learning. In addition, students also become more confident and motivated to be active in class because of the encouragement and praise from the lecturer. This makes the interaction between lecturers and students in the classroom more awake and lively. The similarity between Wahyudi et al's research and the research to be carried out only lies in one focus of the study, namely classroom interaction and the research method used. This makes the interaction between lecturers and students in the classroom more awake and lively. The similarity between Wahyudi et al's research and the research to be carried out only lies in one focus of the study, namely classroom interaction and the research method used. This makes the interaction between lecturers and students in the classroom more awake and lively. The similarity between Wahyudi et al's research and the research to be carried out only lies in one focus of the study, namely classroom interaction and the research method used.

Pennings et al (2014) in their research finding this study aims to compare two learning classes with different learning approaches. As for the comparison is the characteristics of class interactions that occur during the learning takes place and the results of these class interactions. They are concluded that the two teachers with different teaching approaches had different teaching understandings so that the characteristics of classroom interactions were different. However, teachers with good classroom interaction skills are able to carry out learning better in accordance with the goals set. The research method used by Pennings et al, is the same as the research to be carried out, namely qualitative.

Da Luz (2015) in their research findings, the purpose of his study is to increase the interaction between students and teachers in learning by using two approaches, namely communicative and cooperative learning approaches. The basic assumption of this study is that the two models are able to increase the intensity of the interaction between students and teachers. Thus, a conducive learning atmosphere will be created so that the goals to be achieved can be realized. The results of the study prove that both approaches can improve the interaction between students and teachers during the learning process. The research method used by Luz (2015) is qualitative.

Hershkovitz et al (2015) in their research have created a new approach that connects teachers and students in the learning process using computer media. This learning interaction approach is only at the development level, its validity and effectiveness have not been tested.

Dewi et al (2016) in their research, the results of their study is identified the interactions that occur between teachers and students are multidirectional. In addition, the classroom interaction is able to improve student learning outcomes and positive affect. Judging from the research focus, there are similarities between their research and the research to be carried out, namely on the interaction of teachers and students in language learning. The difference is, (1) the researcher chose class 1 as the subject of her study, while this study involved high school students as the subject, (2) the researcher chose aspects of language skills in the form of reading and writing as the object while the object this study chose the reading aspect only.

Meilani (2016) in her research finding is this study prove that classroom interaction between teachers and students has a positive effect on student achievement in economics subjects for class XI Social Studies majoring at SMA Negeri 3 Klaten. The location of her research equation with the research that will be carried out is only on the class interaction variable. While the difference lies in the research method used, the population and research sample, the level of education studied, and the subjects used as research objects.

Majid (2017) in his research findings is proof that the teacher's knowledge of the communicative learning model is very poor. In addition, the ability and knowledge of teachers on how to teach English is also low. The teaching and learning process does not activate students optimally. The researcher has similarities with the research to be carried out including (1) both analyzing class interactions, (2) both analyzing class interactions in learning English, (3) the

research method used is qualitative. While the differences are (1) in his research examines class interactions in low grades while this study examines high school class interactions.

Rizawati et al (2017) in their research finding proves that educational interaction has a linear relationship to the learning outcomes of sixth graders at SD Negeri 18 Banda Aceh. Educational interactions in their research are essentially the same as class interactions that are used as objects of analysis in the research to be conducted between their researcher and this study, there are several differences, namely (1) the research objective of Rizawati, et al. is to find a relationship between variables, namely educational interactions with learning outcomes designed with correlational research with a quantitative approach, while the research to be carried out is in the form of descriptive research with qualitative approach. (2) the subject is the sixth grade elementary school students which is a high class while in the research that will be carried out the subject is high school students.

Ahmad et al (2017) in their research find the purpose of this study was to determine the relationship between teacher and student interaction, learning commitment, and learning environment on student learning comfort. The research method used is ex-pots facto with a quantitative approach. The analysis is multiple regression because it involves more than one independent variable which is then measured its effect on one dependent variable. The results of this study prove that fostering good and intensive interactions between teachers and students is related to the creation of comfort for students during the learning process. The

method used in their research is different from the research method that will be used.

Wulandari & Kustiawan (2018) in her research find the results showed that 67% indicated the frequency with which the teacher spoke, which included teaching, asking and answering questions, accepting students' ideas, criticizing and motivating, and giving orders to students. The frequency of students speaking is 21%, which includes student responses and initiatives. The remaining 18% is that there is no communication between students and teachers. The similarity of this research with the research conducted by the researcher is that they both use Flanders' class interaction theory (FIAC). The difference is that in this study Wulandari only arrived at the Larsen-Freeman theory, while the research carried out was further developed into class analysis theory from Flanders to describe the characteristics of the reading learning process in high school.

Santi (2018) in her research entitled *An Interaction Analysis of English Language Teaching at SPEC Magelang* reviews teacher and student interactions that occur in the classroom and knows the techniques and teaching principles used by teachers in learning English. How the interaction between teachers and students and the characteristics of teacher teaching can be analyzed using Flanders theory (FIAC) and can be described using Larsen-Freeman theory. The results of his research show that (1) Teacher Talks / GB (48.18%), (2) Students Talk / SB (28.92%), (3) Silence / K (22.90%), (4) Ratio Teacher Response / RRG (43.69%), (5) Student Initiative Ratio / RIS (3.42%), (6) Teacher Direct Response Ratio / RRLG (52.10%), (7) Content Switching Ratio / RPK (25.90%), (8) Student

Response Ratio / RRTS (0%), and (9) the proportion of language use, namely English (62.36%) and Indonesian. The similarity between this research and the researcher lies in the way of analyzing it, which is using the Flanders class interaction theory (FIAC).

Celik & Konan (2019) in their research find the study examines the development of a learning interaction model that is no longer limited to classrooms or face-to-face but a technology-based learning interaction model that can be done anywhere. This research was conducted on students. The results of the study prove that direct classroom interaction is actually better than the proposed learning interaction model. There was no significant improvement obtained by lecturers or students from the distance class interaction because knowledge and attitudes were stronger directly than through technology. The similarity between Terzi and Celik's research with the research to be carried out only lies in the research method used, which is qualitative.

Soeharto et al (2019) in her research find the results of this study indicate that (1) The speaking teacher (GB) produces an average score of 48.18%, (2) The Speaking Student (SB) produces an average score of 27.53%, (3) Silence (K) produces an average score of 14.41%, (4) Teacher Response Ratio (RRG) produces an average value of 32.45%, (5) Student Initiative Ratio (RIS) produces an average score of 11.62% , (6) Teacher's Direct Response Ratio (RRLG) resulted in an average score of 69.45%, (7) Content Replacement Ratio (RPK) resulted in an average score of 45.77%, (8) Student Fixed Ratio (RTS)) produces an average value of 0%, and (9) the use of language between students and teachers

during interaction was 93.56% for the use of Indonesian, consisting of 65.34% teachers and 28.21% students; and the use of Javanese language by 6.44%, consisting of 3.13% teachers and 3.32% students.

Based on some of these studies, their research together discuss about how is the student interaction during learning process in the classroom. In this research, the researcher try to find out how is the student interaction between teachers during learning process in the classroom.

A. Overview of Theory and Concepts

1. Interaction in the Teaching and Learning Process

According to Ainiyah & Nadhiroh (2018) interaction is a process in which people communicate and influence each other in thoughts and actions. Based on the above understanding, interaction can occur if the parties involved give each other actions and reactions.

The teaching and learning process is an activity of interaction between teachers and students and reciprocal communication that takes place in educational situation to achieve learning objectives. It should be better understood that the interaction in the teaching and learning process is not just a communication relationship between students and teachers but is an educative interaction that not only conveys subject matter but also instills attitudes and values in students who are learning Habibi & Astuti, (2021).

Interactions that take place around human life can be transformed into "educative value interactions", namely interactions that consciously place the goal of changing one's behavior and actions. This educationally valuable interaction in

the world of education is referred to as educative interaction Aris, n.d. Educational interaction must describe a two-way active relationship with a number of knowledge as the medium, so that the interaction is a meaningful and creative relationship. All elements of educative interaction must proceed within the bounds of educational goals. Therefore, educational interaction is a picture of a two-way active relationship between teachers and students that takes place in the bond of educational goals Fajarwati & Ariyanto (2020).

According to Tari Sandi (2020) in teaching-learning interactions there are several components that must be met, namely:

- a. The purpose of the expected teaching-learning interaction.
- b. Materials (messages) to be conveyed to students.
- c. The teacher and the student.
- d. Tools/means used to support the achievement of goals.
- e. The method used to convey the material (material).
- f. The environmental situation to convey the material in order to achieve the goal.

Based on some of the components and competencies above, it is clear that to carry out teaching and learning interactions, a teacher does not only require intelligence or expertise in the field of the material being taught, but teachers are still required to have several abilities, for example knowing the characteristics of students and choosing the right method for teaching and learning deliver material.

2. Definition of Classroom Interaction

According to Siddig & AlKhouday, (2018) classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

According to Saleh, (2016) "Interaction in teaching is a basic element and it has the fundamental role in efficient teaching and in principal, recognition between being weak or strong in teaching lies behind the way teacher interacts with the student". Students are not the only participant in the classroom interaction since the teacher is also a participant.

Interaction in the classroom shows all the behavior of students and teachers during the learning process which consists of giving and receiving ideas or information, sharing feelings and experiences, socializing, and teacher actions when students make mistakes. According to Duval et al (2016) there are many activities that occur between students and teachers during interaction in the classroom, namely:

a. Communication switch

During the class, teachers and students often take turns in speaking, this means that between students and teachers there is a change in communication. If students talk a lot, then students tend to be active.

b. Question and answer

Teacher questions can be a student facilitator in producing teaching materials. Meanwhile, student responses can be seen as an effective effort to continue learning.

c. Asking Meaning

Situations when students do not understand the meaning of the material provided, they can ask each other with a comprehensive examination, confirmation and clarification.

d. Reciprocal

It is used to assess students' understanding. On the other hand, it is also used to correct errors.

The classroom can be defined as a place where more than two people gather together for the purpose of learning, with one having the role of teacher. The teacher has certain perceptions about his or her role in the classroom. Teaching is an interactive act. In the classroom, communication between the teacher and pupils goes on constantly as initiatory or responsive acts. This communication is called "interaction". Classroom interaction is one of component in the teaching learning process. Through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process Weiser et al (2018). Classroom interaction is encourages to occur in the EFL classroom. Classroom interaction will make the students interesting in communicating at the classroom. During its process, the teacher and student will be involved in the

interaction process in the classroom. According to Aprianti (2020) there are two types of classroom interaction based on the participants: the teacher and the learners. Classroom interaction is classified into two categories:

1. Teacher- learner interaction

Teacher-learner interaction has broad sense and narrow sense. In broad sense, teacher-learner interaction is the interaction between the teacher and learner. In narrow sense, it is the interaction between the teacher and learner or the teacher and learners in teaching situation.

2. Learner- learner interaction

Learner-learner interaction is based on peer relationships, which allows the maximum degree of communication. Carefully structured learner-learner interactions provide a forum for extended, meaningful exploration of ideas, which exposes learners to more varied and complex language from their peers than traditional teacher-fronted classroom interaction. Through interaction with other learners in pairs or groups, learners can have more opportunities to make use of linguistic resources in a relaxing and uncontrolled manner and use them to complete different kinds of tasks.

Based on the explanation above, it can be concluded that through classroom interaction, the students will know how much their participation at the classroom, and the teacher will know their quality in teaching of taking time to talk. Besides that, classroom interaction is important for the teacher to evaluate their teaching style in order they can change their teaching style.

In general, learning is also said to be a process of interaction between humans and their environment which may be personal, facts, concepts or theories Nugraha (2018). In this case, there is an intention that the interaction process is: (1) the process of internalizing something into someone who is learning, (2) being carried out actively with all the five senses.

M. U. Farooq & Soomro (2018) suggests that the interaction between students and teachers in the learning process is fundamental. From this statement, it can be seen that the interaction in the classroom is fundamental, because the learning process will not be perfect without a teacher. Through interaction, messages can be conveyed properly and can create a good relationship between students and teachers, so that student achievement can increase. In other words, interaction gives students the opportunity to have more opportunities to understand the lesson. Students can apply their input when they do not understand the material given by asking questions.

A. Farooq et al., (2020) also states that interactions are important to determine whether:

- a. Only with interaction students can learn,
- b. Interaction allows students to incorporate the structure of the target language into their speech,
- c. The meaning of the interaction is considered interactive or not, depending on the style of communication that exists between the teacher and students.

3. Aspect of Classroom Interaction

a. Teacher talk

Teacher talk is one of significant ways teacher uses to deliver information and control learning behavior students Putri (2015) the teacher adopt the target language to promote their communication with learners. According to pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether the class will be successes or not. Many scholars found teacher talk makes up around 70% of classroom language Hermanto (2015). In this way, learners practice the language by responding to what their teacher says. Besides, teacher use the language to encourage the communication between learners and themselves. Teacher talk is particularly important to language teaching Macaro et al (2020). Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. In English classrooms, teachers' language is not only the object of the course, but also the medium to achieve the teaching objective. Both the organization of the classroom and the goal of teaching are achieved through teacher talk.

b. Students Talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. The student talk is divided into four main exchanges: asking questions, creating talk exchanges, repeating, and

answering teachers or “peers” question. By asking questions, the students will not only get the answer of the questions, but also learn how to construct the meaning. Mulyati (2013) investigate that asking for repetition occurred because they request their peers to repeat the words.

Meanwhile, regarding to the second exchange, creating student talk has a good advantage. The advantage is by creating talk between students they can acquire the knowledge and exchange the information through interaction. For example, a student who is talking with his/her peers can exchange the information about their experience, their hobbies, and many more Mulyati (2013).

Another exchange of student talk is repeating teacher talk or peers talk. Repetition that mostly occurred in the observation is drilling. This occurred since this strategy allowed students to process the information and follow teacher’s model Suherdi et al. (2020). The last exchange of student talk is answering questions. Answering questions can help students to construct and develop their understanding about the topic.

4. Flanders Class Interaction Analysis Method

Ned. A. Flanders (1965) Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders interaction analysis categories system (FIACS). According to Maolida et al (2020), Flanders proposed an interactive analysis system FIAC (Flanders Interaction Analysis Categories). Flander’s system is an observational tool used to classify the verbal behavior of teacher and pupils as they interact in

the classroom. Flanders instrument is designed for observing only the verbal communication in the classroom and nonverbal gestures are not taken into account. Flanders interaction analysis used a coding system to analyze and improve teaching skills. The teaching learning situations in the classroom involve interaction between the teacher and the students. The success of the teacher may be judge through the degree of effectiveness of his teaching, which may be objectively assessed through his classroom interaction. Flander Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

The method of studying class interaction through speech acts was initiated by Flander. Flanders developed the class interaction analysis method in the 1970s. The method is known as FIAC. Flanders argues that effective teaching depends on how much the teacher is able to influence student behavior, either directly or indirectly, Durotunnasihah (2017).

There are ten categories in FIAC. Seven categories are used to categorize various aspects of what is delivered by the teacher, two categories are used to categorize what students say, and the last category is used when the class becomes quiet or there is confusion, Durotunnasihah (2017).

Septy (2021) argues that Flanders interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that FIACS help the researcher to identify classroom interaction during teaching and learning

process in classifying the interaction into the teacher talk, students talk, and silence or confusion.

What the teacher conveys is divided into two main categories. The first, there are four categories are called indirect speech because the teacher does not dominate so that the proportion of student speech increases and provokes student participation. The four categories are described as follows.

a. Acceptance (Category 1)

Express feelings without pressure. Feelings can be positive or negative. Prediction can be a compliment or an inducement.

Example:

Teacher : How are you today?

Student : Okay ma'am, how about you?

Teacher : Good, too.

Based on the example of the dialogue between the teacher and the student above, when the teacher says "that's fine", it means that the teacher accepts and clarifies the students' feelings.

b. Praise/trigger (Category 2)

Praise or trigger student action. Non-offensive jokes, nodding your head or saying "um... hum..." or "go on".

Example:

Teacher : Ada berapa baris pada puisi ini?

: (How many lines does this poem have?)

Student : Lima

: (Five.)

Teacher : Bagus

: (Good.)

Here, the teacher praises the students by saying “good” for being able to answer the questions correctly. This can also trigger students to answer other questions correctly as well.

c. Receive and use student ideas (Category 3)

In this category the teacher seeks to accept, clarify, build, or develop students' ideas.

Example:

Teacher : If we read the poem, what can we do?

Student : Can't be shy.

Teacher : Yes, if you read poetry, you have to get rid of your shyness.

The first question is asked to help students develop their ideas. The teacher uses the question "Yes, if you read poetry you have to get rid of shame" and use the students' ideas as a material for further discussion.

d. Ask (Category 4)

Asking something that provokes the students to answer.

Example:

Teacher : What is this poem about?

Student : About my goals as high as the sky ma'am....

The teacher asks this question to provoke students to express their opinion in answering the question.

The last three categories may hinder student participation. It is called direct influence because the teacher is more dominant in the class. The categories are:

a. Teaching (Category 5)

Giving facts or opinions about something such as the expressing idea and asking students rhetorical questions. Rhetorical questions are questions that do not require an answer. Rhetoric questions are used by the teacher to provide statements related to the material to students.

Example:

Teacher: What is the language of the poem?

Student: Beautiful ma'am....

Teacher: Good. So, you remember, poetry is beautiful and entertaining.

b. Directing (Category 6)

Directions, comments or orders that students must be obey.

Example:

Teacher: Alright, now you are imitating the teacher's style of reading poetry. Are you ready?

Student: Ready mom.

This sentence contains instructions to students about what to do next.

This directive can be verbal and non-verbal.

c. Right to criticize/ give reasons (Category 7)

Statements that change unacceptable behavior into acceptable ones, for example, justifying or blaming students' opinions by providing references.

Example:

Teacher: When reading a poem, if the lyric is angry, what should our tone of voice be?

Student: Low.

Teacher: If you're angry that's naddoes he speak high or low?

Student: Ms. height...

This is a question that aims to change students' incorrect answers.

Student errors can be corrected through criticism. The two student-dominated categories are:

d. Student response (Category 8)

Students respond to the teacher, such as answering the teacher's questions. Then the teacher proposes context or collects student ideas.

Example:

Teacher: Then if the sadness themed poem is dread like a person who is feeling what?

Student: read like someone who is sad ma'am...

The answer has been predicted by the teacher, because this is a response to the lesson given.

e. Student talk initiative (Category 9)

Students take the initiative to start the conversation. The response was unpredictable.

Example:

Student: Ma'am, if the poem is sad, can you read it while crying?

Teacher: Oh... well that's fine, that's actually good.

Sometimes students feel curious about the lessons being taught. This will make students say something beyond the teacher's prediction. The last category is:

f. Silent/crowded (Category 10)

This category is not included in the category of students speaking or speaking teachers, but a separate category. Students are silent or busy, ignore lessons, play or chat with friends.

Example: Students are silent or busy, ignore lessons, play or chat with friends.

Based on the ten categories of class interaction, Flander in Mardiana et al (2019) then formulates eight formulas to determine the pattern of class interaction

that is formed or which can be known when the ten categories are known, namely the intensity of the teacher speaking (GB), the student speaking (SB), silence (K), teacher response ratio (RRG), teacher direct response ratio (RRLG), student initiative ratio (RIS), content turnover ratio (RPK), as well as the permanent student ratio (RST).

Flanders, Bone Lusa et al (2021) explains that teacher speaking intensity (GB) is an interaction pattern that shows the intensity or percentage of the amount of time or opportunities used by the teacher to speak during PBM. Student talk (SB) is an interaction pattern that shows the intensity or percentage of the time or opportunity used by students to talk during PBM. Silence (K) is an interaction pattern that shows the intensity or percentage of silence (no interaction) of the actors involved (teachers and students). The teacher response ratio (RRG) is an index of the teacher's tendency to react to students' ideas and feelings. The teacher direct response ratio (RRLG) is the tendency of teachers to respond to students' ideas and feelings into class discussions when the students finish speaking. The student initiative ratio (RIS) is the proportion of students' initiative tendencies to start a conversation. The content turnover ratio (RPK) is an indication of the degree of teacher direction in directing the content of the conversation. Fixed student ratio (RST) is an index of the speed of teacher-student interaction.

B. Conceptual Framework

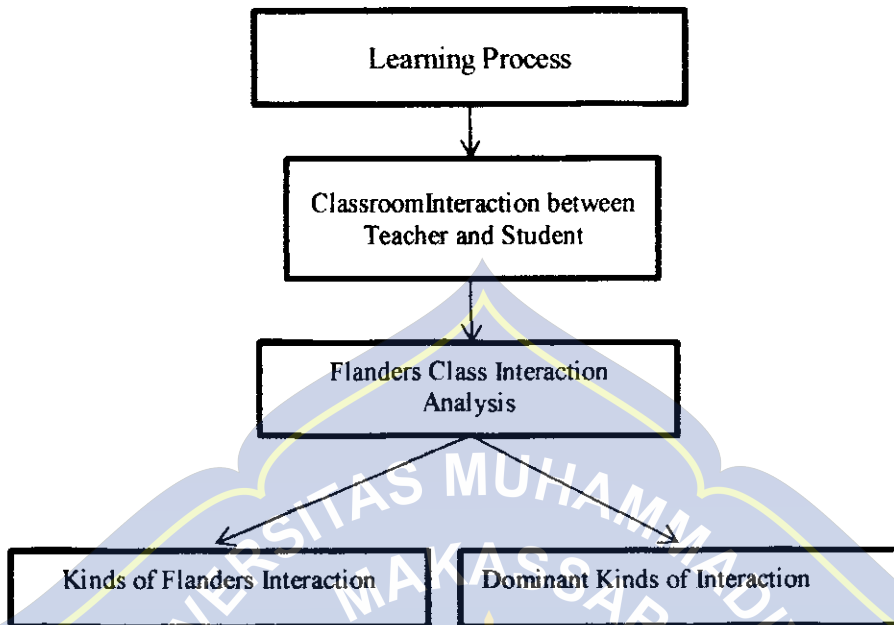


Figure 2.1 Conceptual Framework

The conceptual framework is the basic from this research. This research conducted in SMA 1 Muhammadiyah Makassar. The researcher focuses with the class interaction between teacher with student or student with student using flander's class interaction analysis.

Based on the conceptual framework above, the researcher wants to know how is class interaction that occurs in learning English based on the Flanders Class Interaction Analysis model (*Flanders Interaction Analysis Categories*)?

To find out the questions, the researcher use observation tally sheet to get the real data since the researcher will put out the code on the particular teacher or students talk during teaching and learning process. And recording to record the

whole part of teaching and learning process in order to get the teacher and students talk during the process.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The type of this research used descriptive qualitative research, which the researchers try to look how is teacher and students' interaction based on Flanders Interaction Analysis Category System (FIACS). So that the results obtained by the author in this study could be different from other researchers if examining the same object Colorafi & Evans (2016).

B. Subject of the Research

The research involved the students at SMA 1 Muhammadiyah Makassar especially in teen grade. There are 2 classes in class X namely IPA and IPS. In this research, the researcher used the purposive sampling technique, because the class that used as the research sample is a class to analyze an interaction in English learning process. To determine the sample class, the researcher took the sample class was one class of X IPS which consisted of 16 student and one English Teacher.

C. Research Instruments

The instrument use in this research was observation and interview.

1. Observation

Observation can be done through sight, smelling, hearing, touching and taste Chuntala (2019). Here the researcher observed the interaction between

students and teacher during the teaching and learning process in the classroom. The secondary instrument the researcher used was checklist observation sheet that refers to Flanders' interaction analysis category system (FIACS).

2. Interview

The writer also used an interview to collect the data. The interview is used to get more information and strengthen the observation data. According to Lekkas et al., (2016) Interviews are used as a data collection tool in qualitative research. They are typically used as a research strategy to gather information about participant's experiences, views and beliefs concerning a specific research question or phenomenon of interest. In this case the interviewed English Language teachers who had observed before to support the observation data which used semi-structured interview. Based on Raji et al., (2019) Semi-structured interview is where the interviewer and interviewee have a conversation about a specific topic in response to the interviewer asking broad, open-ended questions.

D. Technique of Data Collection

There are two data collection techniques in this study, namely observation techniques with the help of recording equipment, and note-taking techniques.

1. Observation Technique

The observation technique (recording) is a data collection technique by observing or recording all class interactions that occur in the form of teacher and

student speech acts. The results of the observations or recordings are transformed into written data (Van Wyk & Van Ryneveld 2018).

2. Note-taking Technique

The note-taking technique is an advanced technique of the recording technique Bahrami & Nosratzadeh (2017). That is, after the researcher read and put a mark on the data source, the next step was to transfer the data to other media or books by taking notes. This technique used to deepen the researcher's understanding of the data collected.

E. Technique of Data Analysis

Bahrami & Nosratzadeh (2017) process of analyzing data consists of collecting data, preparing data for analysis, reading through data, coding the data, and coding the text for themes and description to be in the research report.

Moreover, after collecting data, the researchers analyzed the provided data. In this research, the researcher used documentation method to collect the data. Documentation is getting the data about case or variable as transcript, note etc.

The steps of analyzing data are the following:

1. Categorizing the data of the interaction

Step 1: coding the verbal interaction

Table 2.1 an illustration of how to put code of classroom verbal interaction,

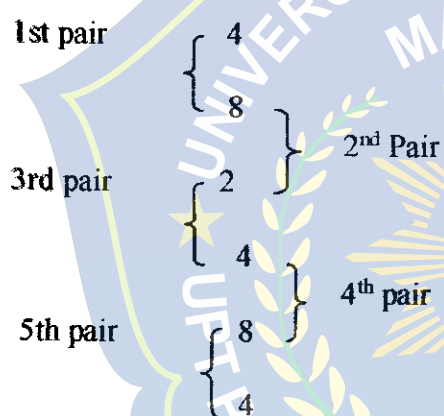
Verbal Interaction	Code	Explanation
Teacher: What's the shape of Diary Book?	4	The teachers ask the students about the content of the topic. He/she expects an answer from the students. It is as teacher direct talk recorded as 4
Students: Rectangular	8	The students' response to the teacher's talk. It is as students talk response recorded as 8
Teacher: Yes, right! The shape is rectangular	2	The teacher gives positive reinforcement by saying words like "yes", "very good", etc.
Teacher: Do you drink juice?	4	The teachers ask the students about the content of the topic. He/she expects an answer from the student. It is as teacher direct talk recorded as 4
Students: No	8	The students' response to the teacher's talk. It is as students talk response recorded as 8
Teacher: No, what else?	4	The teacher's expect an answer from the students. It is as teacher direct talk recorded as 4.

(Adopted from Riri Aprianti 2020)

The observation recorded 4, 8, 2, 4, 8, 4, it call as plotting the code data. Hence, the above number will be written in this way 4, 8, 2, 4, 8, 4. Then, to fill the observational sheet below, the researcher had to plot the number record by one pair is mark at a time. Each number describes the type of verbal interaction and who is talking and every time the verbal interaction change.

2. Determining the most dominant in the interaction

Step 2: plotting the code of data into the matrix. To plot the data based on the step 1 can illustrated below:



Based on the plotting the code data above, the sequence of the pair including: (4,8), (8,2), (2,4), (8,4) based on the sequence of pair, in the first pair (4,8) shows that the number 4 presents row and the number 8 presents column. Pair (8,2) shows that number 8 represent row and the number 2 represent column, pair (2,4) shows that number 2 represent row and the number 4 represent column, pair (4,8) shows that number 4 represent row and the number 8 represent column, pair (8,4) shows that number 8 represent row and the number 4 represent column. In addition, the first pair represents one point of the matrix, the second pair represent another point on the matrix and

so on. The matrix consists of ten columns and ten rows. Each column and row represents one of the ten categories of the Flander’s coding system. Sample matrix below:

Table 2.2 Matrix of Flanders Interaction Analysis

		Accepts feeling	Praise or encourage	Accepts or uses ideas of students	Asking question	Lecturing	Giving direction	Criticizing or justifying authority	Students talk response	Students talk initiation	Silence	Total
		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
Accepts feeling	C1											
Praise or encourage	C2				1							1
Accepts or uses ideas of students	C3											
Asking question	C4								2			2
Lecturing	C5											
Giving direction	C6											
Criticizing or justifying authority	C7											
Students talk response	C8		1		1							2
Students talk initiation	C9											
Silence	C10											
Total												

Flander’s 1970 (Adopted from Martha Septiningtyas 2016)

From the table matrix above, category praise or encouragement had been talked 1 times, category asking question had been talked 2 times, category students talk response had been talked 2 times in the classroom interaction.

3. Step 3: Analyzing the matrix

In a complete matrix some areas have tallies than others. It gives information about who is talking.

Table 3.3 Matrix of Flander’s Interaction

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	
C1	Teacher Support							Students			
C2											
C3											
C4	Content Cross										
C5											
C6						Teacher Control					
C7											
C8											
C9								Participation			
C10											

Flander’s 1970 (Adopted from Martha Septiningtyas 2016)

The matrix analysis shows the types of interaction characteristics. The types of interaction characteristics are presented:

1. Content cross

In a column 4 and 5 and row 4 and 5 indicates teacher dependence on questions and lectures.

2. Teacher control

In a column and row, 6 and 7 indicates extensive commands and reprimands by the teacher.

3. Teacher support

In a column and row 1, 2, and 3 indicates that the teacher is reinforcing and encouraging student’s participation.

4. Students participation

In column 8 and 9 reflects student responses to the teacher's behavior. Describing the interaction in the classroom based on the analysis result. Drawing conclusion based on research finding to answer research question. of After the researcher get data from observation sheet of Flanders interaction analysis, the researcher calculate the teacher talk and students talk in classroom interaction by using Flanders formulates (1970) cited in Aprianti, (2020). The researchers use it to find out the percentage teacher and student talk during classroom interaction. Here are the formulas.

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

The tallies of first seven categories are add and divide by the total score of the matrices (N)

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

2. Indirect Teacher Talk Ratio (ITT)

-It indicates teacher actions in encouraging and supporting students' participation.

-It's 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)

-It indicates the teacher actions restricting student's participation.

-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. Student's Talk Ratio/Percentage of Students Talk (PT)

-It indicates verbal activities of students in response to the teacher.

-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 of categories

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This research analysis in the research findings included kinds of classroom interaction and dominant interaction between teacher and students, and discussion included description of classroom interaction and description of interaction analysis.

A. Research Findings

1. Kinds of Classroom Interaction

Classroom interaction is one of component in the teaching learning process. Through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process Weiser et al (2018).

There are four kinds of interaction characteristics namely content cross, teacher control, teacher support, and student's participation. The researcher analyzed the characteristic of interaction below:

a. Content Cross

Content cross is essential in learning. This content is intended to assist students in understanding the material. Content cross indicates teacher dependences on question learning. By adding percentage total of category 4; asking questions and category 5; lecturing as said the content cross.

From the result of the observation, it was found that the percentage of the content cross was 24.32%. Which contain 15.44% of category 4 that is ask question and 8.95 of category 5 that is lecturing.

The detail of the content cross can be observed through the following table:

Table 4.1 Content Cross

Content Cross	Category	Percentage
	Category 4: Ask question	15.44%
	Category 5: Lecturing/lecture	8.95%
Total		24.32%

The example of the Content Cross is given in the following example of extract.

Extract 1: Content Cross.

Teacher: Silahkan kalian amati beberapa gambar di atas. Kita akan mengamati setiap gambar secara cermat, lalu kalian bacakan percakapan yang dipraktekkan kemarin and after that we will discuss some question yang seseuai untuk gambar tersebut, tulis dibuku tugas ya; contohnya pada gambar kedua apa yang dilakukan oleh Dini dan Dinda?

(Please look at some of the pictures above. We will observe each picture carefully, then you read the conversation that was practiced yesterday and after that we will discuss some appropriate questions for the picture, write it down in your assignment book; For example, in the second picture, what are Dini and Dinda doing?)

Students: Membersihkan halaman miss
(Cleaning the garden miss)

From the above extract, we can concluded that the teacher lecturing as category 5; and ask question as category 4 so it can be said that it has completed the content cross as one of the kind of classroom interaction.

b. Teacher Control

Teachers are educators who provide some knowledge to students at school and are tasked with instilling values and attitudes to students so that they have good personalities, as a teacher, we must be able to control the class well so that students feel calm and comfortable during the learning process take place. Teacher controls exhibit extensive teacher prompts and reprimands. By adding the percentage of total category 6; giving direction and 7; criticizing or justifying author, as said the teacher control. Teacher control shows that teacher gives commands and reprimands to the students.

From the result of the observation, it was found that the percentage of teacher control was 21.38%. Which contain 20.39% category 6 that is giving direction; 0.99% category 7 that is criticizing or justifying authority.

The detail of the teacher control can be observed through the following table.

Table 4.2 Teacher Control

Teacher Control	Category	Percentage
	Category 6: Giving direction	20.39%
	Category 7: Criticizing or justifying authority	8.95%
Total		21.38%

The example of the teacher control is given in the following example of the extract.

Extract 2: Teacher Control.

Teacher: Ok, sekarang kalian buka halaman 169 chapter 30

(Ok, now open your book page 169 chapter 30)

Teacher: Membacanya itu /ed'vais/ bukan advice

(Reading it is /ed'vais/ not advice)

From the above example of the extract, we can interpret that the teacher control was completed from category 6 that is giving direction; and category 7 that is criticizing or justifying authority.

c. Teacher Support

Teacher support shows teacher reinforcement and encouragement. Teacher support refers to students' perceptions that teachers establish quality interpersonal relationships with students, provide freedom for students to determine their behavior, and provide information that helps students achieve desired outcomes (Skinner & Belmont, 1993). By adding the percentage of total category 1; accepts feeling, category 2; praises or encourage, and 3; accepts or uses ideas of students, as said teacher support. Teacher support shows that teacher's reinforcing and encouraging to the students.

From the result of the observation it was found that the teacher support was 12.92% which contain of 4.47% category 1, that is accept feeling; 7.46%

category 2, that is praise or encouragement; and 0.99% category 3, that is accepts or uses ideas of students.

The detail of the teacher support can be observed through the following table.

Table 4.3 Teacher Support

Teacher Support	Category	Percentage
	Category 1: Accept feelings	4.47%
	Category 2: Praise or encouragement	7.46%
	Category 3: Accepts or uses ideas of students	0.99%
Total		12.92%

The example of the teacher support is given in the following example of extract.

Extract 3: Teacher Support

Teacher: Assalmu'alaikum warahmatullahi wabarakatuh
(Assalmu'alaikum warahmatullahi wabarakatuh)
Students: Wa'alaikumussalam warahmatullahi wabarakatuh
(Wa'alaikumussalam warahmatullahi wabarakatuh)
Teacher: How are you today?
(How are you today?)
Students: I am fine, and you?
(I'm fine, and you?)
Teacher: I'm fine thank you
(I'm fine thank you)

From the above example of the extract, we can concluded that from three category was completed the teacher support that is accept feeling as category 1; praise or encouragement as category 2; and accepts or uses ideas of students as category 3.

d. Students Participation

Student participation shows student response and initiation of teacher's behavior. By adding the percentage of total category 8; students talk response and 9; students talk initiation, as said student participation. Student participation shows that students get response or ask question to the teacher.

From the result of the observation, it was found that the percentage of student participation was 30.34% which contain of 23.88% of category 8 that is student talk response; 6.46% of category 9 that is students talk initiation.

The detail of the student's participation can be observed through the following table.

Table 4.4 Students Participation

Students Participation	Category	Percentage
	Category 8: Student talk response	23.88%
	Category 9: Student talk initiation	6.46%
Total		30.34%

The example of the student's participation is given in the following example of extract:

Extract 4: Students' participation

Teacher: Well, *ada yang tahu kalimat itu diambil dari kolom berapa? Kolom day 10, 11 atau 12?*

(So, does anyone know which column the sentence was taken from? Day 10, 11 or 12 column?)

Students: Day 10 miss

Teacher: Ok *sekarang saya beri waktu 15 menit untuk latihan membaca, setelah itu setiap kelompok naik ke depan untuk praktek lalu saya nilai*

(Ok, I'll give you 15 minutes to practice reading, after that each group goes to the front for practice and then I will assess)

Students: *Lihat buku miss?*
(Look at the book miss?)

From the above example of the extract, we can concluded that two categories in student's participation that is category 8 as student talk response and category 9 as student talk initiation has completed the last category that is students' participation.

From the result of the observation, we can interpret the summary of the result from the characteristics interactions above are presented in the table below:

Table 4.5 The Summary Result of kind classroom interaction

No.	Name	Percentage
1	Content Cross	24.39%
2	Teacher Control	21.38%
3	Teacher Support	19.29
4	Students Participation	30.34%
5	Silence	10.94%
Total		100%

From the table 4.5 above, it can be seen that from the whole class time, it was mostly for student's participation in category 8; students talk response

and category 9; students talk initiation, to explain more about percentage of spent time for each category through the following visual presentation.

Chart 4.1

Percentage of each characteristics interaction



From chart 4.1, it can be seen that from the whole class time, it was mostly for student's participation. Student's participation category 8 and 9 indicates student's response and initiation. Because in English learning student gave response and some initiation about the material that given by the teacher. The students always giving response than initiation and sometimes the students are silence in learning process.

The second most spent time of classroom interaction was content cross. Content cross in category 4 and 5 indicates teacher question and lecture. The teacher mostly asking question to students because the teacher want to know the student's understanding about the topic.

The third most spent time of interaction was teacher control. Teacher control in category 6 and 7 indicates extensive commands and reprimands by the teacher. In this kind the teachers give directions and criticizing. The last kind of classroom interactions was teacher support. Teacher support in category 1, 2, 3 indicates that the teacher is reinforcing and encouraging students' participation. The teacher giving praises or encourages to the students that accepts feeling or accepts uses ideas of students.

2. Dominant Interaction between Teacher and Students

In this part, it is identified who becomes more dominant than others. From the interpretation of the matrix the result is presented in the following table:

Table 4.6
Percentage all categories

Teacher Talk	No.	Categories	Amount	Percentage %
	Indirect Influence			
	1	Accepts feeling	9	4.4
	2	Praise and encouragement	15	7.46
	3	Accepts or uses ideas of students	2	0.99
	4	Asking questions	31	15.42
	Direct Influence			
	5	Lecturing/lecture	18	8.95
	6	Giving direction	41	20.39

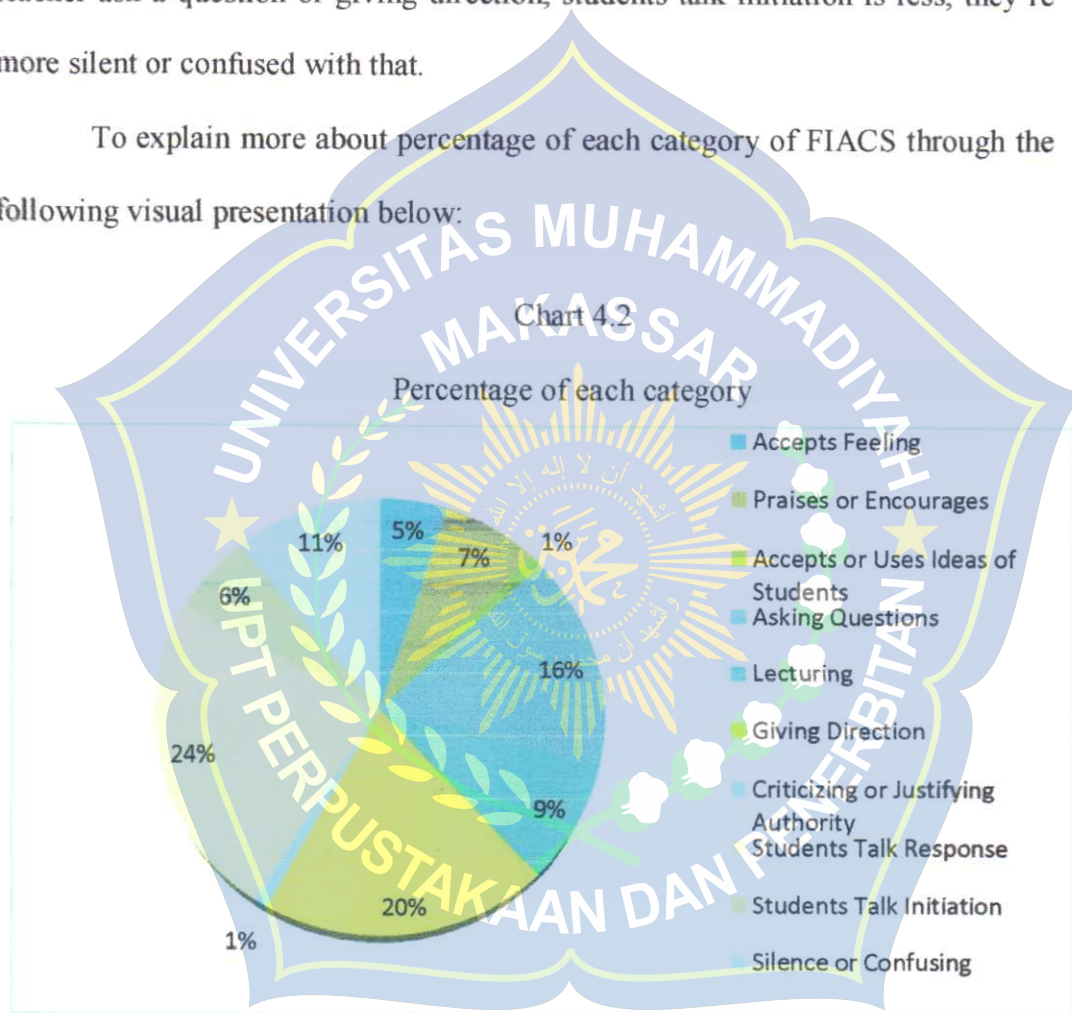
	7	Criticizing or justifying authority	2	0.99
Students Talk	8	Students talk response	48	23.88
	9	Students talk initiation	13	6.46
	10	Silent or pause or confusion	22	10.94
	Total		201	100%

From the table 4.6 above, it can be seen that the percentage of teacher talk in the classroom interaction is 58.70%. The more dominant categories take place is giving direction was 20.39%, the teachers gives more direction to students when teaching and learning process in the classroom, while asking question was 15.42%, the teacher asking question is less than giving direction, then follows by lecturing/lecture was 8.95%, the teacher in the classroom try to make the students comfortable while giving direction about the material. Then it was 7.46% for praise or encourages, the teacher praises the student who have given their ideas when teacher ask a question is less because many students still afraid to explain their ideas. Accept feeling was 4.47% is when teacher talk with students and, ask question or even giving direction then the teacher or students accept the feeling. The last was Accept or uses students ideas 0.99%, the students is afraid to speak even they are know what is the teacher mean, so used the ideas of students is less in this category.

Percentage of students' talk was 30.34%. The student's response was 23.88%, the response that students gives to teacher is better, they're shows a good

response to the teacher when teaching learning process. Then silent or pause or confusion was 10.94%, when teacher ask a question, students more silent, pause or confused what was the teacher mean, most of them were silent or pause. The last categories for student's talk was students talk initiation 6.46%, when the teacher ask a question or giving direction, students talk initiation is less, they're more silent or confused with that.

To explain more about percentage of each category of FIACS through the following visual presentation below:



From the overall result that shows in table 4.6, it can be seen that the percentage of teacher talk was 58.70%, students talk was 30.34%, silence or confusion was 10.94% of the time. In the classroom interaction the teacher dominated the teaching learning process. The ratio of the direct teacher talk (DTT) included category 5 lecturing, category 6 giving directions, category 7 criticizing

and justifying authority shows 30.34% bigger than ratio of Indirect teacher talk (ITT) included category 1 accept feelings, category 2 praises or encouragement, category 3 accepts or uses students' ideas, and category 4 asking question shows 28.35%. It means the teacher gave lessons (lecturing) and gave directions to the students during teaching learning process. The teacher attempts to make her students being more active in class by giving chance for students to ask when the teacher was lecturing.

B. Discussion

After describing the analysis in previous section, besides the researcher discusses more about the description of kind classroom interaction and description of dominant interaction between teacher and students.

1. Kinds of Interaction

Based on the findings above, there are four kinds of interaction in classroom interaction they are:

a) Content Cross

Content cross indicates teacher dependences on question learning. By adding percentage total of category 4; asking questions and category 5; lecturing as said the content cross. The example of content cross is given in the following example of extract:

Teacher: Silahkan tulis keterangan pada gambar di atas, apa saja yang mereka lakukan. Kita akan pelajari tiap gambar secara cermat, then you all baca percakapan yang kemarin dipraktekkan and after that we will discuss beberapa pertanyaan yang sesuai untuk gambar tersebut, tulis di buku tugas ya; for example in the first picture apa yang dilakukan oleh dini?
(Please look at some of the pictures above. We will observe each picture carefully, then you read the conversation that was

practiced yesterday and after that we will discuss some appropriate questions for the picture, write it down in your assignment book; For example, in the second picture, what are Dini and Dinda doing?)

*Students: Menyiram tanaman miss
: (Cleaning the garden miss)*

From the above example of extract we can concluded that the teacher asking question and giving explanation to students is assumed content cross.

b) Teacher Control

Teacher control indicates extensive commands and reprimands by the teacher. By adding the percentage of total category 6; giving direction and category 7; criticizing or justifying authority, as said the teacher control. The example of teacher control is given in the following example of extract:

*Teacher: So now, open your book page 169 chapter 30
: (Membacanya itu /ed'vais bukan advice
(Reading it is /ed'vais/ not advice)*

Based on the example of extract above, we can conclude that from the question above, the teacher give direction and criticizing or justifying.

c) Teacher Support

Teacher support indicates teacher's reinforcing and encouraging. By adding the percentage of total category 1; accepts feeling, category 2; praises or encourage, category 3; accepts or uses students' ideas, as said the teacher support. The example of teacher support is given in the following example of extract.

Teacher: Assalmu'alaikum warahmatullahi wabarakatuh

Students: Wa'alaikumussalam warahmatullahi wabarakatuh

Teacher: How are you today?

Students: I am fine (8), and you?

Teacher: I'm fine thank you

From the conversation above, the teacher support because the teacher gives or shows the feeling tone "I'm fine thank you" and also encourage to increase the students motivation learning.

d) Students Participation

Students' participation indicates student response and initiation to the teacher behavior. By adding the percentage of total category 8; students talk response and category 9; students talk initiation, as said student's participation. Here is the conversation was student's participation:

Teacher: Well, ada yang tahu kalimat itu diambil dari kolom berapa? Kolom day 10, 11 atau 12?

(So, does anyone know which column the sentence was taken from? Day 10, 11 or 12 column?)

Students: Day 10 miss

Teacher: Ok sekarang saya beri waktu 15 menit untuk latihan membaca, setelah itu setiap kelompok naik ke depan untuk praktek lalu saya nilai.

(Ok, I'll give you 15 minutes to practice reading, after that each group goes to the front for practice and then I will assess)

Students: Lihat buku miss?

(Student: Miss could we see book?)

From the conversation above, we can conclude that the student's participation as the students gives response and initiation to the teacher.

2. Dominant of Interaction between Teacher's and Students'

The dominant interaction between teacher's and student's talks was teacher's talk, giving direction. In this category, giving direction had been talked 41 times in classroom interaction. It means in teaching and learning process

mostly teacher giving direction to students. Here is the following example of conversation:

Teacher: Sekarang buka buku paketnya page 160 di chapter 12 (6). Silahkan lihat di pada halaman tersebut ada percakapan antara 4 orang students yaitu edo, lisa, wira dan dewi. Kalian kerja secara perkelompok ya, setiap group itu terdiri dari 4 orang, dan masing-masing akan memerankan pembicara dalam percakapan tersebut. Kalian juga akan saling mengoreksi satu sama lain apakah teman kalian salah dalam membaca baik dalam pengucapan atau tanda baca (5). Kalian silahkan buat kelompok (6), setelah itu kalian belajar cara pengucapannya dan naik perkelompok membaca agar bisa dinilai pengucapan kalian (5).

: Now open the package book page 160 in chapter 12 (6). Please see on that page there is a conversation between 4 students, namely Edo, Lisa, Wira and Dewi. You work in groups, yes, each group consists of 4 people, and each will play a speaker in the conversation. You will also correct each other whether your friends misread either in pronunciation or punctuation (5). You guys please make groups (6), after that you learn how to pronounce them and go up to reading groups so that your pronunciation can be assessed (5).

From all the explanation above, it can be drawn a conclusion that teacher's talk dominates the teaching and learning process, because the teacher talking time is more than the students talking time. The teacher talking time is used for giving direction for teaching. The interaction indicated that the teacher was more direct his teaching. It means the teacher gave directions to the students during teaching and learning process even though the kinds of classroom interaction shows that the students' participation the most dominant, the students rarely asked questions to the teacher but they always respond teacher question.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the result have been got from the observation. It is divided in two sections: 1. Conclusion, 2. Suggestion.

A. Conclusion

Based on the findings and discussion of the study at SMA Muhammadiyah I Makassar the researcher conclusions are:

1. Kind of classroom interaction namely: content cross has percentage 24.39%, teacher control has percentage 21.38%, teacher support has percentage 12.92%, students participation has percentage 30.34%. Student participation has high percentage between other kinds of classroom, student's participation in category 8 students talk response and category 9 students talk initiation. Because in English learning students always gave response and some initiation about the material that given by teacher.
2. The dominant interaction between teacher's and student's talk is teacher's talk. Teacher's talk has percentage 58.70%. The teacher talking time is used largely for giving directions. The interaction indicates that the teacher is more direct teacher talk.

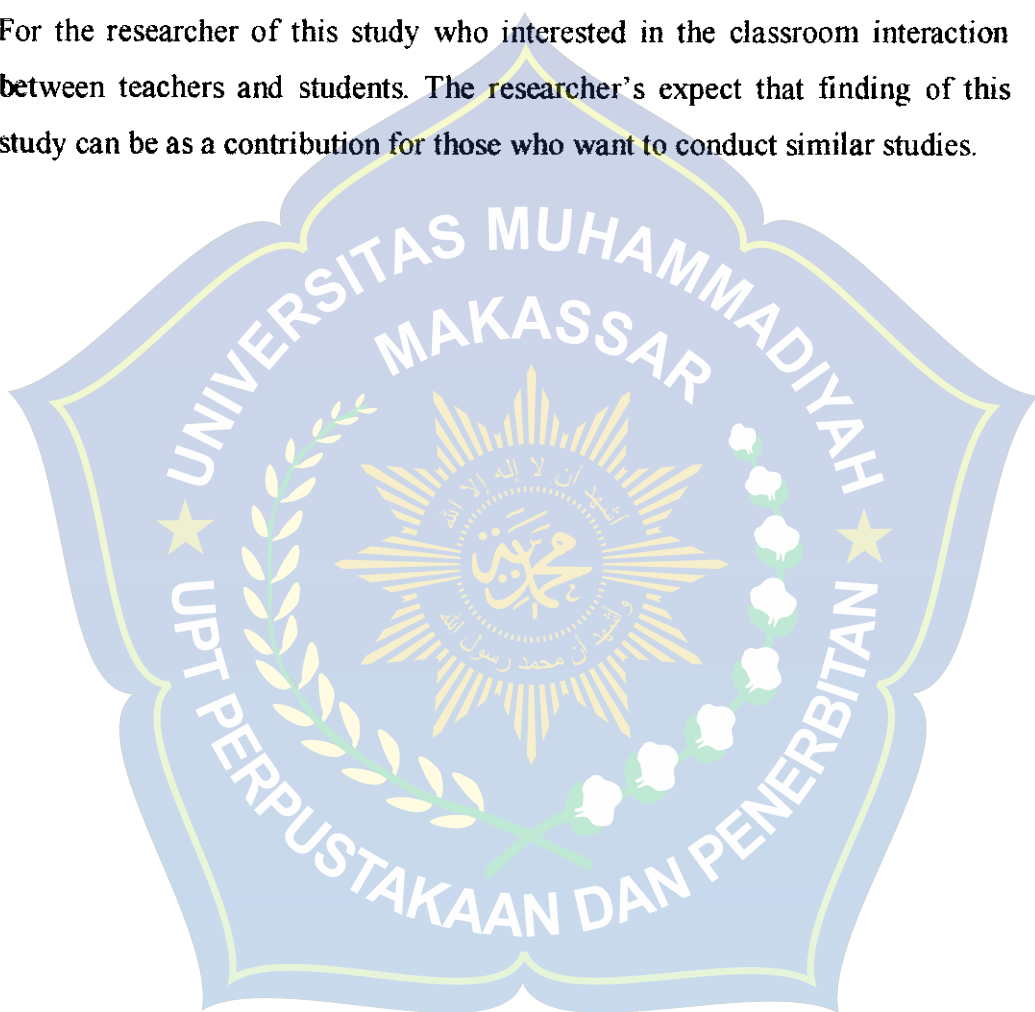
B. Suggestion

In the classroom interaction between teacher and students in this thesis, the researcher would like to give some suggestion to the teacher, the student also next researcher as follows:

1. For the English teacher of SMA Muhammadiyah 1 Makassar at in the classroom interaction, it is suggested to stimulate the students the students to

talk more not only in responding what the teacher says, but also the students are expected to initiate asking question or giving opinion in learning process.

2. For students of SMA Muhammadiyah 1 Makassar, in teaching learning process the students also suggested to give more initiation to ask questions or giving opinion in learning process to increase the students talk in classroom interaction.
3. For the researcher of this study who interested in the classroom interaction between teachers and students. The researcher's expect that finding of this study can be as a contribution for those who want to conduct similar studies.



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APPENDIX I

1. Interpretation of Interaction Matrix

a. Percentage of teacher talk

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

$$\begin{aligned} TT &= \frac{C1 + C2 + C3 + C4 + C5 + C6 + C7}{N} \times 100 \\ &= \frac{9 + 15 + 2 + 31 + 18 + 41 + 2}{201} \times 100 \\ &= 58.70\% \end{aligned}$$

b. Indirect Teacher Talk Ratio (ITT)

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

$$\begin{aligned} ITT &= \frac{C1 + C2 + C3 + C4}{N} \times 100 \\ &= \frac{9 + 15 + 2 + 31}{201} \times 100 \\ &= 28.35\% \end{aligned}$$

Table 4.7

Table Matrix classroom interaction VIII SMA Muhammadiyah I Makassar

Category	1	2	3	4	5	6	7	8	9	10	Total
1								9			9
2				6		5		4			15
3					2						2
4		1				1		24	2	3	31
5				11		3		2		2	18
6	3			2	8			8	8	12	41
7								1		1	2
8	3	5	2	6	3	20	2		3	4	48
9		7		2		4					13
10	3	2		4	5	8					22
Total	9	15	2	31	18	41	2	48	13	22	201

Notes:

1. Accept feeling
2. Praise or encouragement
3. Accept or uses ideas of students
4. Ask questions
5. Lecturing
6. Giving direction
7. Criticizing or justifying authority
8. Students-talk response
9. Students-talk initiation
10. Silence

Chart 4.3
The following result of tabulating matrix:



2. Interpretation of Interaction Matrix

a. Percentage of Teacher Talk

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

$$\begin{aligned}
 TT &= \frac{C1 + C2 + C3 + C4 + C5 + C6 + C7}{N} \times 100 \\
 &= \frac{9 + 15 + 2 + 31 + 18 + 41 + 2}{201} \times 100
 \end{aligned}$$

$$= 58.70\%$$

b. Indirect Teacher Talk Ratio (ITT)

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

$$\begin{aligned}ITT &= \frac{C1 + C2 + C3 + C4}{N} \times 100 \\&= \frac{9 + 15 + 2 + 31}{201} \times 100 \\&= 28.35\%\end{aligned}$$

c. Direct Teacher Talk (DTT)

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

$$\begin{aligned}DTT &= \frac{C5 + C6 + C7}{N} \times 100 \\&= \frac{18 + 41 + 2}{201} \times 100 \\&= 30.34\%\end{aligned}$$

d. Percentage of Students Talk (PT)

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

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

$$= \frac{48 + 13}{201} \times 100$$

$$= 30.34\%$$

e. Silence or Confusion Ratio (SC)

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

$$= \frac{22}{201} \times 100$$

$$= 10.94\%$$

Table 4.2

Table Matrix of classroom interaction VIII SMA 1 Muhammadiyah Makassar

Category	1	2	3	4	5	6	7	8	9	10	Total
1								9			9
2				6		5		4			15
3					2						2
4		1				1		24	2	3	31
5				1		3		2		2	18
6	3			2	8			8	8	12	41
7								1	1		2
8	3	5	2	6	3	20	2		3	4	48
9		7		2		4					13
10	3	2		4	5	8					22
Total	9	15	2	31	18	41	2	48	13	22	201

Notes:



Teacher Support



Content Cross



Teacher control



Students Participation

APPENDIX III

Instrument transcript of Verbal Interaction between Teacher and Students

DIALOGUE 1

Teacher: Good morning students. (2)

Students: Good morning miss. (8)

Teacher: Ketua kelas silahkan siapkan kelasnya! (6)

Students: Stand please, before we study lets pray together! (8)

Silence (Pray) (10)

Teacher: Assalamu'alaikum warahmatullahi wabarakatuh. (1)

Students: Wa'alaikumussalam warahmatullahi wabarakatuh. (8)

Teacher: How are you today? (1)

Students: I am fine (8), and you? (9)

Teacher: I'm fine thank you (2). Who is absent today? (4)

Students: Nothing miss. (8)

Teacher: Okay, now please take your book. (6)

Silence (mengambil buku paket diatas meja). (10)

Teacher: Open page 158, lihat materi yang ada kolomnya (6), kolom pertama

kalimat yang menunjukkan kalimat past dan kolom kedua merupakan kalimat dalam bentuk present. *She learned many new things*, itu kalimat past dan untuk menjawab kalimatnya, silahkan baca kalimat dihalaman sebelumnya. (5)

Silence (membaca halaman sebelumnya) (10)

Teacher: Kalian lihat *she learned many new thing*, itu bentuk past. Bentuk presentnya *she is learn many new things*. (5). Sudah mengerti? (4)

Silence (siswa diam) (10)

Teacher: Saya rasa sudah mengerti, silahkan kerjakan (6). Siapa yang masih ingat pelajaran kemarin, kalau *I* diganti menjadi *She* kalau dia perempuan (5), kalo dia laki-laki apa (4)

Students: *He* (8)

Teacher: Kalau *he* diganti menjadi apa? (4)

Students: *His* (8)

Teacher: kalau perempuan apa? (4)

Students: *Her* (8)

Teacher: Great (2) nah kalo kalimat bentuk past menggunakan kata kerja bentuk berapa? 1 atau 2? (4)

Students: 2 miss (8)

Teacher: Kalau present kata kerja bentuk berapa? (4)

Students: Bentuk pertama miss (8), miss? (9)

Teacher: Kenapa? (1)

Students: Miss jawabannya dikalimat *she was*? (9)

Teacher: Kalimat di bagian mana itu? (4)

Students: Disini miss (sambil menunjuk bacaan) (8)

Teacher: *She was the first time learn English* (5)

Teacher: Siapa yang sudah selesai (4)?

Students: Silent (10)

Teacher: Coba katakan yang sudah selesai, Miftah? (4)

Students: Belum siap miss (8)

Teacher: Saya kasih waktu 10 menit (6)

Students: Miss yang 13 sama 14? (9)

Teacher: Kenapa? (4)

Students: yang 13 sama 14 tidak ada di kalimat miss (8)

Teacher: oh itu tidak usah di kerja, nanti di jadikan saja tugas selanjutnya.

Dihalaman 116 itu ada lanjutannya, itu tugas selanjutnya. (6)

Students: Miss di no 14? (9)

Teacher: Dinomor berapa, 14? (4)

Students: Nomor 13 miss (8)

Teacher: Ya tidak usah di kerja itu, tugas selanjutnya (6), bagaimana sudah? (4)

Student's silent (10)

Teacher: (After checked students exercise) Tadi saya liat jawabannya sudah benar semua, hanya yang membedakan hanya cara membacanya, jadi kerja samanya sudah bagus, misalnya nilai individu yaitu cara membaca jadi yang kita pelajari kemarin itu pada dasarnya hanya 2 yaitu kalimat yang menunjukkan bentuk lampau atau past atau kalimat yang menunjukkan bentuk present atau keadaan sekarang, ah itulah yang kita pelajari kemarin yaitu kalimat yang berbentuk past dengan berbentuk present. Bel sudah bunyi, itu tugasnya lanjutkan dirumah (6). Thanks for your attention, Assalamu'alaikum warahmatullahi wabarakatuh(1)

Students: Wa'alaikumussalam warahmatullahi wabarakatuh (8)

DIALOGUE 2

Teacher: Good morning, students (2)

Students: Good morning, miss. (8)

Teacher: Ketua kelas siapkan kelasnya! (6)

Students: Before study let's pray together! (8)

Silence (Pray) (10)

Teacher: Assalamu'alaikum warahmatullahi wabaraktuh. (1)

Students: Waalaikumussalam warahmatullahi wabaraktuh. (8)

Teacher: How are you today? (1)

Students: I am fine (8), and you? (9)

Teacher: I'm fine too thank you (2). Dengarkan namanya, who is absent today? (4)

Students: Nothing miss (8)

Teacher: Ambil buku paketnya di meja (6)

Silence (siswa mengambil buku paket di meja guru) (10)

Teacher: Kemarin kita belajar tentang kalimat past dan present kan (5) sekarang buka buku paketnya hal 169 di chapter 11 (6). Kalian lihat disitu ada percakapan antara 4 orang, edo, lisa, wira, dwi. Kita kerja dalam kelompok 1 kelompok terdiri dari 4 orang, kita akan memerankan pembicara dalam percakapan tersebut dan kita akan saling mengoreksi satu sama lain apakah teman kalian salah membaca baik dalam pengucapan atau tanda baca (5). Kalian buat kelompok dulu (6), setelah itu kita belajar cara pengucapannya dan naik berkelompok membaca supaya bisa dinilai bagaimana pengucapannya (5).

Silence (mencari teman kelompok) (10)

Teacher: Sudah ada kelompoknya (4)?

Students: Sudah miss (8)

Teacher: Ok listen to me, now liat percakapan di buku paketnya dan dengarkan saya dulu membaca setelah itu kita baca sama-sama (6)

Silence (mendengarkan guru membaca percakapan) (10).

Teacher: Coba lihat dibagian udin, di situ ada kesalahan pengetikan, itu *hair* bukan *heir* (5). Ada yang tahu apa artinya *hair*? (4)

Students: Rambut miss (8)

Teacher: Good (2). Next kita baca bersama-sama, *Udin, let's work together* (6)
(siswa mengikuti guru membaca)

Teacher: I'll itu singkatan dari I will ya (5). Coba baca kalimat yang ada kata I'll nya (6).

Students: Liat buku miss? (9)

Teacher: Of course, masa mau dihafal (2), sudah selesai? (4)

Students: Belum miss (8)

Teacher: Kelompok 1 silahkan kedepan (6)

Silence (10) (mengikuti instruksi)

Teacher: Kelompok 2 intonasinya sudah bagus (2) sekarang kelompok 3 silahkan kedepan (6)

Silence (10) mengikuti instruksi

Teacher: Kelompok selanjutnya (6)

Silence (10) mengikuti instruksi

Teacher: Kelompok selanjutnya (6)

Silence (10) mengikuti instruksi

Teacher: Sekarang kelompok 6 silahkan naik (6)

Silence (kelompok 6 naik ke depan kelas) (10)

Teacher: 1, 2, 3 baca (6)

Students: Hello edo, have you watching superman movie? (9)

Teacher: Okay, good (2), next groups (4)!

Students: Hello edo, have you watching superman movie? (9)

Teacher: Good (2) kelompok selanjutnya kedepan (6)

Students: Hello edo, have you watching superman movie? (9)

Teacher: Kelompok selanjutnya kedepan (6)

Students: Hello edo, have you watching superman movie? (9)

Teacher: Sudah semua naik? (4)

Students: Sudah miss (8)

Teacher: Ok I think enough for today, see you next meeting (6)

Assalamu'alaikum warahmatullahi wabarakatuh (1)

Students: Wa'alaikumussalam warahmatullahi wabarakatuh (8)

DIALOGUE 3

Teacher: Good morning students (2)

Students: Good morning miss (8)

Teacher: Ketua kelas siapkan kelasnya! (6)

Students: Stand up please, before study lets pray together! (8)

Silence (pray) (10)

Teacher: Assalamu'alaikum warahmatullahi wabarakatuh (1)

Students: Wa'alaikumussalam warahmatullahi wabarakatuh (8)

Teacher: How are you today? (1)

Students: I am fine (8) and you? (9)

Teacher: I'm fine too thank you (2). Who is absent today? (4)

Students: nothing miss (8)

Teacher: Baiklah, kemarin kita bahas kalimat yang berbentuk past dan present yang dilengkapi dengan 12 bacaan, ada yang menceritakan tentang bentuk past begitu juga dengan present. So, now in this chapter, masih ada kaitan dengan apa yang kita pelajari di bab 11 *we made it* artinya kami membuatnya, kemudian yang akan kita pelajari di situ yang pertama *share our experience* (membagikan pengalaman) lalu *to show what we made* (untuk menunjukkan kepada kalian apa yang mereka buat) setelah itu *to learn from them* (belajar dari apa dibuat) and the last one is *to report them* (kemudian dilaporkan). Itu adalah tujuan dari bab 11 (6). Sekarang itu kita rencanakan akan membagi kelompok, kalau kelompok yang kemarin itu 1 kelompok 4 orang, sekarang 1 kelompok terdiri dari 3 orang, karena ini untuk memerankan peran budi, edo, dan lina. Karena ini naik di atas secara berkelompok jadi memerankan peran yang disebutkan di dalam buku. Jadi total kelompok ada 10, jadi saya yang akan menentukan kelompok kalian berdasarkan nomor yang saya

sebutkan. Nomor 1 berarti kelompok 1, nomor 2 berarti kelompok 2 dst.

(5)

Students: Kelompok 1 (8)

Teacher: Sebelum naik kedepan, saya jelaskan apa yang akan dinilai. Yang pertama yaitu cara pengucapan kalimat; yang kedua yang dinilai penggunaan tanda baca; yang ketiga tidak ada kaitannya dengan pelajaran, tapi untuk mengetahui benar salahnya apa yang kalian ucapkan saya tambahkan suara, jadi kalau membaca volume suaranya dibesarkan (6). Baik saya akan membacakan terlebih dahulu dialognya sebanyak tiga kali, untuk yang pertama kalian silahkan mendengarkan, kedua kalian ikuti apa yang saya bacakan, ketigakalinya kalian baca sendiri sesuai dengan peran masing-masing (6). Silahkan kalian bagi siapa yang memerankan budi, edo dan lina (5).

Teacher: Sudah paham juga sama kata yang ada didialog itu? (4). Silahkan bertanya jika ada yang tidak dipahami artinya ya (6).

Students: Baris pertama mis apa artinya *competition*? (9)

Teacher: Lomba (5). Baris ke enam? (4)

Students: Tidak ada miss (8)

Teacher: *Behind* itu artinya di belakang (5)

Students: Miss sudah benar ini dibaca *together*?

Teacher: Big no, /te'gethe(r)/ bukan together (7)

Students: Kalau experience miss? (8)

Teacher: /ik'speriens/ bukan experience (7)

Silent (10)

Teacher: Experience artinya pengalaman (5) kalau flowers kalian tau? (4)

Students: Bunga miss (8)

Teacher: Oh sorry (3). Garden itu artinya taman (5). Diberis ke-3 ada pertanyaan?
(4)

Students: What is bens miss? (9)

Teacher: *Bens* itu tempat duduk yang panjang atau biasa disebut bangku (5). Baris
ke 12 tidak ada pertanyaan? (4)

Students: Tidak ada miss (8)

Teacher: Baris ke 13? (4)

Students: apa artinya *he sawed the wood into three pieces* miss? (9)

Teacher: Artinya itu dia menggergaji kayu itu menjadi 3 bagian yang berukuran
25cm, next, after that there is *we rubbed then with sandpaper* (5) ada
yang tahu artinya paper? (4)

Students: Sandpaper miss (8)

Teacher: Oh sorry (3) maksud saya *we rubbed then with sandpaper*, sandpaper itu
amplas (5). Kalau *painted* artinya apa? (4)

Silent (10)

Teacher: *Painted* apa artinya? (4)

Students: Silence (10)

Teacher: *Painted* itu artinya mewarnai, mengecat (5)

Teacher: Baris terakhir ada pertanyaan? (4)

Students: Tidak ada miss. (8)

Teacher: Kalau begitu silahkan latihan, waktunya 15 menit, silahkan kalau ada yang mau latihan di luar nanti saya panggil kalau sudah habis waktunya (6)

Silence (Latihan di luar kelas) (10)

(15 menit kemudian)

Teacher: Bagaimana, siapa sudah siap kedepan? (14)

Students: Belum miss (8)

Teacher: Kelompok berapa yang sudah siap naik, ayo silahkan maju kedepan (6)

Silence (kelompok 3 naik ke depan kelas membaca) (10)

Teacher: Tambah volume suaranya biar saya bisa nilai, ingat cara pengucapannya juga diperhatikan (5)

Students: Iya miss (8)

Teacher: Kelompok selanjutnya silahkan naik (6)

Students: Edo, we will sandpaper the wood after that we painted (9)

Teacher: Bagus (2), next groups (6)

Students: Edo, we will sandpaper the wood after that we painted (9)

Teacher: Next groups (6)

Students: Edo, we will sandpaper the wood after that we painted (9)

Teacher: Kelompok selanjutnya naik (6)

Students: Edo, we will sandpaper the wood after that we painted (9)

Teacher: Semua kelompok sudah naik?

Students: Sudah miss (8)

Teacher: Baik, tadi dialog yang kalian praktekkan itu mencertiakan tentang apa yang dikerjakan/dilakukan (5). Kapan lagi jadwal bahasa inggris (4)?

Students: On Thursday miss (8)

Teacher: Baik, I think enough for today. See you next meeting (6).

Assalamu'alaikum warahmatullahi wabarakatuh (1)

Students: Wa'alaikumussalam warahmatullahi wabarakatuh (8)

DIALOGUE 4

(Guru terlambat masuk kelas)

Teacher: Good morning students? (2)

Students: Good morning miss (8)

Teacher: Sorry for coming late (2), soalnya tadi saya ada bicara sm ibu guru di kantor, oh iya hari ini ada tugas? (4)

Students: Tidak ada miss (8)

Teacher: Kalau begitu ambil buku paketnya dulu (6)

Silence (mengambil buku paket di meja guru) (10)

Teacher: Kalian lihat ada 8 gambar (6), silahkan tulis keterangan dari gambar, apa saja yang mereka kerjakan. Kita akan pelajari setiap gambar secara cermat, lalu kalian baca percakapannya lagi, percakapan yang mana? Percakapan yang kemarin kalian praktekkan setelah itu *we will discuss* pernyataan yang cocok dengan gambar tersebut kemudian kalian tulis dibuku tugasnya masing-masing (5). For example, di gambar pertama itu ayahnya edo sedang apa?

Students: Menebang pohon (8)

Teacher: Coba kalian perhatikan lagi gambar ke-2 (6), yang mana kalimat yang diucapkan (4)?

Silence (tidak menjawab) (10)

Teacher: Ayo siapa yang sudah selesai? (4)

Students: Belum miss (8)

Teacher: Kalau sudah ada yang selesai bawa bukunya kedepan (6)

Silence (mengikuti instruksi) (10)

Teacher: Mana yang lain ini? (4)

Students: Tunggu miss sisa sedikit (9)

Teacher: Karena waktunya sudah habis, dan sayan juga terlambat masuk kelas tadi jadi yang belum selesai nanti hari selasa dikumpul (6), and I think enough for today Assalamu'alaikum warahmatullahi wabarakatuh (1)

Students: Wa'alaikumussalam warahmatullahi wabarakatuh (8)



APPENDIX IV

Interview questions

A. Interview questions for teacher

1. What do you think about interactions in the classroom?
(Apa yang anda pikirkan tentang interaksi didalam kelas?)
2. Do you think that interaction in the classroom has benefits for the English learning process?
(Apakah menurut anda interaksi didalam kelas memiliki manfaat untuk proses pembelajaran bahasa inggris?)
3. In your opinion, what is the teacher's role in interacting in the classroom?
(Menurut anda, apa saja peran guru didalam berinteraksi di kelas?)
4. Can you name some of the techniques you use in interacting in class?
(Bisakah anda sebutkan beberapa teknik yang anda gunakan di dalam berinteraksi didalam kelas?)
5. Can you name some activities that you usually use in interacting in class?
(Bisakah bapak/ibu menyebutkan beberapa aktifitas yang biasa bapak/ibu gunakan dalam berinteraksi didalam kelas?)

Interview Transcript of English Teacher

Researcher : Apa yang miss pikirkan tentang interaksi didalam kelas?

Teacher : *I think interaction in the classroom is one of the ways... eee... interaction it's means communication and whether itu eee, communication with students, or students with the students. so not only teaching in direction, we need the direction. Jadi nda hanya mengajar satu arah, tapi kita harus mengajar dua arah atau two direction. Dan kita.. and we need students' feedback in learning process, so the learning process is more active and live. Jadi lebih aktif kalo kita libatkan siswa dan lebih hidup juga proses pembelajarannya, jadi dua interaction I think is very very important kalo untuk interaksi. Itu.. menurut saya interaksi.*

Researcher : Apakah menurut miss interaksi didalam kelas memiliki manfaat untuk proses pembelajaran bahasa inggris?

Teacher : *Yes, I think ee.. Interaction in the classroom very beneficial because, eee, beside making the learning process is more active. Selain membuat kelas lebih aktif, eee we can also find out kita juga bisa temukan whether the students' comfortable, nyaman tidak, kemudian whether the student's understand what we are saying. Jadi dengan berinteraksi kita bisa tahu apakah siswa ini nyaman dengan proses pembelajaran atau dia paham tidak dengan apa yang kita katakan understand. Kalau kita nda berinteraksi, kita nda bisa tahu, kita nda bisa eee know about our students. kita nda*

bisa kenali siswa kita. Jadi selain itu ee interaction is very beneficial because eee.. dengan with interaction eee.. the relationship between the teacher and students can be realize. Bisa terwujud hubungan antara siswa dan guru. Dan I think because of interaction the student can be more respect to the teacher. Dia lebih respect kan lebih hormat kalau ada interaksinya.

Researcher : Menurut miss, apa saja peran guru didalam berinteraksi di kelas?

Teacher : One of the teacher role in teaching is increase the students social interaction jadi *salah satu perannya guru adalah menciptakan bagaimana interaksi social antara siswa both students and teacher, teacher and the other teacher, and student with the other students.* kemudian eee, kalau itu sudah terbentuk jadi lebih aktif dan goals dari proses pembelajaran itu bisa optimal menurut saya. Kalau interaksinya ini bisa dilajankan oleh guru, jadi peran guru ini tidak hanya mengajar. Kita as a teacher, as a menthor motivator, accessor juga. Jadi dengan berinteraksi kita bisa menjalankan peran guru dengan baik. Can be carry out with the interaction.

Researcher : Bisakah miss sebutkan beberapa teknik yang anda gunakan di dalam berinteraksi didalam kelas?

Teacher : There is no special technique. Nda ada tehnik khusus yang saya aplikasikan dalam kelas sih. Karena when we need interaction it means we have to provide applys that the students can communicate with the other. Jadi kita guru hanya bisa

memberikan eee ruang bagaimana mereka bisa berinteraksi. For example I open the Q and A session, buka sesi Tanya jawab itu kan sudah berinteraksi saya sama siswa, kemudian make a group discussion itu juga bisa, or dialogue, itu biasanya saya gunakan untuk interaksi siswa dan siswa itu biasanya saya kasi buat apa ya, sediakan saja wadahnya kalian untuk berdialog dari beberapa materi yang ada. Ee itu kan sudah terjalin interaksi.

Researcher : Bisakah miss menyebutkan beberapa aktifitas yang biasa bapak/ibu gunakan dalam berinteraksi didalam kelas?

Teacher : Nah itu tadi sebenarnya yang saya sebutkan Q and A untuk saya dan guru, kemudian untuk siswa interaksi siswa dan siswa itu bisa group discussion atau dialogue. Itu saja sih kalau untuk interaksinya.



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Danti Novianti

NIM : 105351129616

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	7 %	15 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 7 Juli 2022

Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P

NBM. 964 591

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 E-mail : lp3munismuh@plasa.com



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

: 67/05/C.4-VIII/I/43/2022

02 Jumadil akhir 1443 H

: 1 (satu) Rangkap Proposal

05 January 2022 M

: Permohonan Izin Penelitian

Kepada Yth,

Bapak / Ibu Kepala Sekolah

SMA 1 Muhammadiyah Makassar

di –

Makassar

أَسْكِرُكُمْ بِرَحْمَةِ اللَّهِ وَرَحْمَةِ رَحْمَتِهِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8133/FKIP/A.4-II/I/1443/2021 tanggal 4 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **DANTI NOVIANTI**

No. Stambuk : **10535 1129616**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Class Interaction Analysis in English Learning Using Flanders Interaction Analysis Category System (FIACS)"

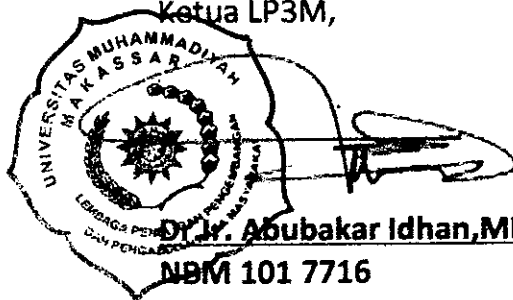
Yang akan dilaksanakan dari tanggal 12 Januari 2022 s/d 12 Maret 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

أَسْكِرُكُمْ بِرَحْمَةِ اللَّهِ وَرَحْمَةِ رَحْمَتِهِ

Ketua LP3M,



Dr. J. Abubakar Idhan, MP.

NBM 101 7716



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KARTU KONTROL PENELITIAN

Nama Mahasiswa : Danti Novianti
Nim : 105351129616
Judul Penelitian : **Class Interaction Analysis In English Learning Based On
Flanders Interaction Analysis Category System (FIACS)**
Tanggal Ujian Proposal : 3 Januari 2021
Tempat/Lokasi Penelitian : SMA 1 Muhammadiyah Makassar

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Fri, 28/01/2022	Izin Penelitian	Sitti Muhajirah, S.Pd.	
2	Sat, 23/01/2022	Observasi	Sitti Muhajirah, S.Pd.	
3	Thu, 23/02/2022	Observasi	Sitti Muhajirah, S.Pd.	
4	Sat, 23/01/2022	Wawancara	Sitti Muhajirah, S.Pd.	
5	Thu, 09/06/2022	Wawancara	Sitti Muhajirah, S.Pd.	
6				
7				
8				
9				
10				

Makassar, 04 Juli 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Pimpinan/Kepala sekolah/Instansi

Dr. Ummi Khaerati Svam, S.Pd., M.Pd
NBM. 977 807

Nur Ahmad, S.Pd
NBM. 298089



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
MUHAMMADIYAH KOTA MAKASSAR
SMA MUHAMMADIYAH 1 UNISMUH MAKASSAR
LABSCHOOL UNISMUH TERAKREDITASI A UNGGUL

Alamat: Jln. Sultan Alauddin No. 259 Makassar Telp. 081241840935
Email: smrchi703@gmail.com Website: <https://smamuhammadiyah1unismuhmksr.sch.id>

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN PENELITIAN

Nomor : 283/SKP/SMA Muh. 1-UM/V/2022

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini :

Nama : Drs. Amir, MR., M.M
Jabatan : Kepala Sekolah
Unit Organisasi : SMA Muhammadiyah 1 Unismuh Makassar
Alamat : Jl. Sultan Alauddin No. 259 Makassar

Dengan ini menerangkan bahwa :

Nama : Danti Novianti
No. Stambuk : 10535 1129616
Jurusan : Pendidikan Bahasa Inggris

Benar telah melaksanakan observasi/pengumpulan data pada tanggal 12 Januari 2022 s/d , 12 Maret 2022 dalam rangka penulisan skripsi dengan judul :

"Class Interaction Analysis in English Learning Using Flanders Interaction Analysis Category System (FIACS)"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.
Jazakumullah Kharean Katsiraan.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Makassar, 21 Mei 2022
Kepala Sekolah

Drs. Amir MR., M.M
NBM. 792813





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE

0576/BG-FKIP/LOA/B/VIII/1444/2022

Dear DANTI NOVIANTI

It is our pleasure to inform you that, after reviewing your paper:

CLASS INTERACTION ANALYSIS IN ENGLISH LEARNING BASED ON
FLANDERS INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS)

The manuscript ID: 222

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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contribution.

We will let you know if you must make any modification as the reviewer's
comments. Once your manuscript is moved to publishing, our production editor will
inform you. Please feel free to email us with any questions at
eltn@bg.unismuhmakassar.ac.id

Makassar, 20 August 2022 M
23 Muharram 1444 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

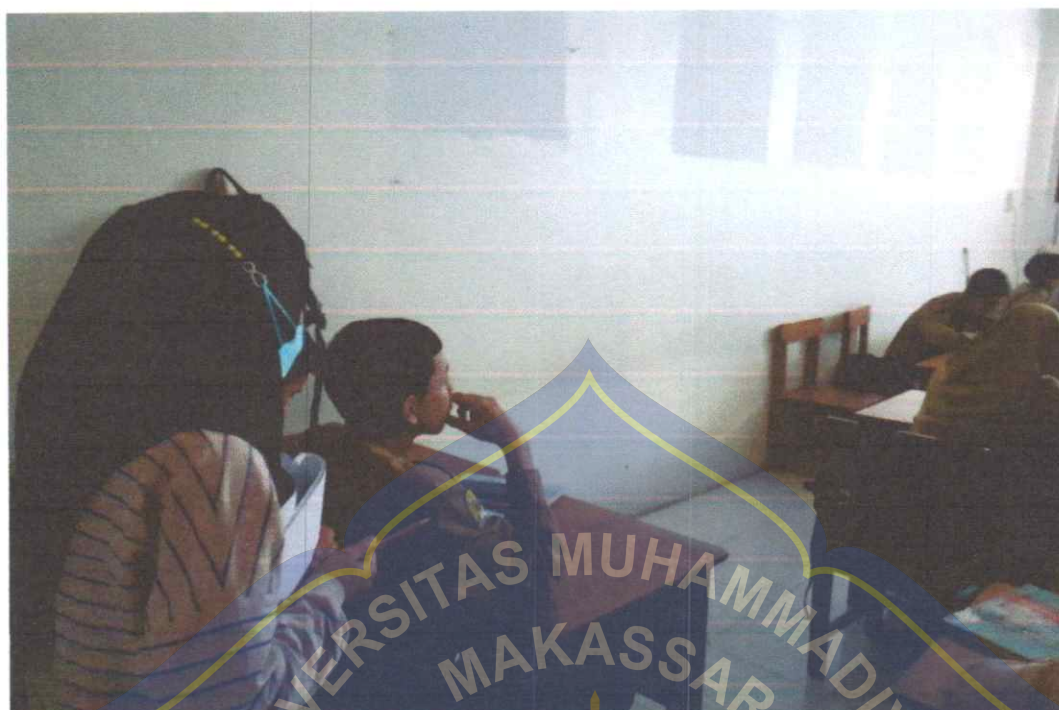
DOCUMENTATION



Picture 1. The researcher ask the teacher to do her research in the classroom



Picture 2. The teacher start the class with ask some question to the class



Picture 3. The researcher observed the interaction while teaching and learning process.



Picture 4. Teacher and students discuss about the material that has been delivered.

CURRICULUM VITAE



Danti Novianti is the first member child of Hardin and Geno, she was born in Sinjai, on November 04th 1997. She started in 2004 and graduate in 2010 at SD 40 Erasa. Then she took her education at SMA Negeri 9 Sinjai and graduate in 2016. In 2016 also registered as a student in English Education, Faculty of Teacher

Training and Education at the University of Muhammadiyah Makassar. The taken of her study, she successfully completed her thesis entitled **“Class Interaction Analysis in English Learning Based on Flanders Interaction Analysis Category System (FIACS)”**

