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The Implementation of FIACS in English Classroom Interaction

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Abstract

This study investigated the realization of FIACS in English Classroom interaction at Polytechnic LP3I Medan. The study was conducted by qualitative content analysis method. The data were taken randomly from the utterances uttered by English lecturers at Polytechnic LP3I Medan and gathered from two different sessions, and then they were transcribed. The transcriptions were analyzed by applying qualitative method based on the Theory proposed by Flanders (2010). The findings found that all types of teacher talk were deployed by all lecturers. The most dominant types of teacher talk deployed by the lecturers were giving direction in form of direct talk. There were some reasons of deploying Teacher Talk as he is such as the lecturers, his role in the classroom interaction to direct students to be active and participate in the classroom interaction. Therefore, context of teacher talk plays the main role to create practical students who are ready to the real life and job requirement. Regarding to the realization of the teacher talk itself, the students responded actively to the lecturers' talk, in short the lecturers realized giving direction dominantly in sense of creating an active interaction between lecturers and students and vice versa.

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Key-word: - FIACS, Classroom Interaction, Teacher Talk

1. Introduction

Classroom interaction is being one of the most important to be discussed in teaching learning process in the class. It is very essentials for the success of teaching learning process, especially in language learning. As (Murni, 2017) stated that a good classroom interaction happened when both teachers and students participate actively in the class. In creating a communicative classroom interaction in teaching, it is absolutely very intertwining with the teacher's technique in teaching or how the teacher stimulates the students and even the way of the teacher talks and convert the language learning. Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction Teachers' teaching style like teacher-centered will make the students passive in the classroom since the teacher talks all the time. It means that the teachers do not give chance to the students to talk. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. Students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other.

According to Abarca (2004), there are three dominant types of classroom interaction including teacher-dominated, teacher-centered, and students-centered. In teacher-dominated, the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher-centered, the teacher controls the student to participate at the classroom interaction. Meanwhile, in students-centered, the teacher is as facilitator and the students are more active in the classroom interaction. In, students-cantered would make the students active since the teacher is as a facilitator. Making the students active related to the researcher's reason in choosing the topic of this research. On the other hand, Dagarin (2004) contends that there are five types of interaction that occur in the classroom, a. Teacher-whole class, teacher - a group of students, Student- student, Students – students, Students - teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher. Tang (2010) contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking questions, and the students responds to the teachers' questions. Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera (2010) argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk. Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally.

This study aimed to investigate whether the Foreign language learning runs effectively as communicative classroom interaction or not. Classroom interaction that was intended in this research was how the teacher and students participate to talk during teaching and learning process. In fact, Tuan and Nhu (2010), teacher talk is dominant in the classroom interaction, especially in vocational school, since vocational schools aim the students to practice rather than theory. Through the classroom interaction, the researcher will know the teachers' and students' Passive classroom interaction, the students' interest to interact in teaching learning process, Teacher-centered teaching style that made students bored. Moreover, after the researcher observed some teaching and learning process at foreign language learning, the researcher found that the common interaction that occurred in the classroom was the students will participate to talk if the teacher initiated, encouraged, and asked them to talk. In sense with this, the type of teacher talk had great influence to make the students to talk in the classroom (Indah, 2017). That is the basic reason why the researcher tried to analyze how much the teacher and students take style to talk during teaching and learning process. What's more, analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories (FIAC). Flander technique is appropriate for analysing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Besides Flander (1970, cited in Walsh 2006) divides *teacher talk* (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), *students talk* (response and initiation), and *silence* (period of silence or confusion).

2. Methodology

This study was designed in qualitative descriptive method by descriptive qualitative case study research design, through which the researcher focuses on in depth study of smaller samples. According to Dougherty (as cited in Baum, 2002) qualitative methodology is a method in which the researchers do not involve measurements or statistic but focused on is people's own thought, feelings, opinion, beliefs and perception. The purpose of this method is to describe some important qualities of complex social phenomenon. This study took place at the first and the third semester of computer technology language learning of Politeknik LP3I Medan. The researcher would observe lecturers and students talk during teaching and learning process by using video-taping and interview as the theory proposed by Baxter, 2008. In analyzing the lecturers and students interactions, the researcher used Flander's Interaction Analysis Categories System (FIACS). The data would be described, coded, and calculated to see the most dominant types of teacher talk realized by the lecturers and students during classroom interaction. Finally, the researcher would establish a report.

3. Results and Discussion

4. 4.1.1 Types of Teacher's talk deployed by the lecturers and the students

During the teaching-learning process, there were many utterances uttered by the lecturers and students to build up classroom interaction. The utterances were transcribed through observation of video recordings and analyzed sentence by sentence by using Flander's Interaction Analysis Categories (FIAC). The utterances used by the lecturers were grouped and classified into types of Teacher talk based on Flander's Interaction Analysis Categories (FIAC).

Table. 4.1 The Teacher Talk realized by the teacher and the students

Types of Teacher Talk	Total
Accept Feelings	20
Praise and Encouragement	83
Accepts or Uses ideas of Students	53
Asking Questions	170
Lecturing	89
Giving Direction	155
Criticizing or justifying Authority	25
Student Talk Response	198
Student Talk Initiation	35
Silence or Pause or Confusion	20

The table above stated some findings as follows;

1. All types of teacher talk deployed by those English lecturers in teaching English to create communicative classroom interaction.
2. Both of the English lecturers deployed asking questions dominantly to stimulate students' response and interactions.
3. From those interactions, the researcher found that the students were active and deployed talk more than the lecturers as they all expected to have chances to talk and share their ideas.
4. There are some reasons of the lecturers' deployed types of Teacher Talk in the classroom each meeting. As the lecturers, they had an authority as the main controller and evaluator in the classroom to lead the flow of teaching-learning process and the main responsible to involve the students in it.
5. Language learning attempts to students-centered learning method, it means that the duty of the lecturers is as controller, facilitator and evaluator. The lecturers should facilitate the learners to be active and use the language as the process of learning.

4.1. Discussion

Based on the findings above, the researcher found that this study is obviously contrast with the study conducted by (Murni, 2017) who studied about the implementation of teacher talk in vocational classroom. Her studied found that the lecturer did not deploy all types of Teacher Talk in the five meetings in five different majors. There are six types of Teacher Talk deployed by the lecturers in the teaching learning process in five different meetings, namely accepts feelings, praise and encouragement, accepts and uses ideas of the students, questionings, lecturing and giving direction and criticizing or justifying in the classroom interaction. In this analysis, the lecturers deployed giving direction and questioning dominantly. However, this study is line with a research conducted by (Indah, 2017) about FIAC Used by English Teacher in Vocational School Tarbiyah Islamiah, it found that all types of teacher talk were deployed by all teachers. The most dominant types of teacher talk deployed by the teachers is asking question in form of indirect talk. The students' responses on teacher's question were good. They were good when the teachers delivered questions to them. Most students preferred to respond the teacher's questions rather than talk as their initiation. Furthermore, the next study applied by Nugroho (2009). He conducted a research entitled "Interaction in English as a Foreign Language Classroom (A Case of Two State Senior High Schools in Semarang in the Academic Year 2009/2010)". The main objectives of his research were to find out the amount of time spent by teacher (TTT) and by students (STT), the characteristics of classroom interaction in two senior high schools, and the relation between statement of the problem one and two using FIAC. The subject of the research was students and teachers of SMAN 3 Semarang and SMAN 6 Semarang in the academic year 2009/2010. The researcher found that 1) English teaching and learning process in both senior high schools were teacher centered, 2) the general characteristics of classroom interaction encompassed content cross, student participation, student talking time (STT), indirect ratio which was differentiated by the different number of percentage, teacher talking time (TTT), teacher support, teacher control and period of silence, and 3) characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

The last researcher is Nurmasitah (2010). She conducted a research entitled "A Study of Classroom Interaction Characteristics in a Geography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang". It found that 1) the most dominant characteristic in immersion classroom interaction was the content cross (that most of the teaching-learning

time was devoted to questions and lectures by the teacher), meaning that most of the teaching-learning time was devoted to questions and lectures by the teacher, 2) the teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time that showed that the students were active enough in the classroom interaction, meaning that the students were active enough in the classroom interaction, and 3) the teaching effectiveness elements used in the classroom were in the form of academic learning time, use of reinforcement, cues and feedback, co-operative learning, classroom atmosphere, higher order questions, advance organizers, direct instruction, indirect teaching, and the democratic classroom. In addition, based on the students' opinion, the teaching-learning process in the classroom was good enough, however some students felt uncomfortable with the classroom atmosphere and the teacher's discipline of time.

4. Conclusion

Based on the results and finding above, it was concluded that the English lecturers deploy all types of teacher talk proposed by FIAC 2010. They varied their talk to initiate and stimulate learners to talk and interact to the subject discussed in every meeting. The lecturers dealt that language learning needs lecturer's skill and certain talk to make students feel comfort and enjoy in sharing their ideas and talk their understanding. Understanding students' needs and objectives in learning before conducting certain talk or method of teaching English is one of the superior methods to break the iceberg between lecturers and students and make the teaching-learning process flow smoothly. Students-centered learning is very effective way to stimulate students interact actively in classroom interaction. Not only in language learning, everyone who pays attention in education or teaching also needs to understand the use of certain talk and effect of it to create good atmosphere of teaching in classroom interaction. Eventually, this study proved that how active the students are when following the teaching learning process, how enthusiasm they are in learning English. They create a very positive communicative classroom interaction.

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