AN ANALYSIS OF CLASSROOM INTERACTION IN LEARNING ENGLISH BY USING FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) AT 9th GRADE IN SMP 1 SUNGAI PUA IN ACADEMIC YEAR 2016/2017

A THESIS

Submitted as a Partial fulfilment of the Requirments Obtain Strata One (S1) Degree

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DEDICATION

Allah knows when you're trying and the only thing that counts on the day of judgment is sincerely being able to say to him "I TRIED MY BEST"

Sh. Omar Suleiman

ALHAMDULILLAH ! *Let's take a moment to say Alhamdulillah for everything that we have.*

I present this thesis for my beloved parents.

Mama, the greatest woman that I've ever met, the most sincere heart I've ever had eternally embraces my soul by her affection.

Papa, the gorgeous man that always hugs my trigger and thereof I inherit his blood, smile, firmness and warmness on the soul. Pa, even though you're far away there, I'm sure that you're happy having seen your daughter grow up to become a personal person like you. I love you, always..

And

My lil' brotha, the nice boy as my truly diamond that never gives me fake smile, the only one brotha who belongs to me till the end of time.

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ABSTRAK

Syahriyani Fitri, 2313.030. Analisis Interaksi Kelas dalam pembelajaran Bahasa inggris dengan Menggunakan Flander Interaction Analysis Categories System (FIACS) Kelas 9 SMP 1 Sungai Pua Tahun Ajaran 2016/2017. Skripsi. Institut Agama Islam Negeri Bukittinggi.

Penelitian ini berdasarkan pada masalah yang terjadi dalam interaksi kelas 9 SMP 1 Sungai Pua tahun ajaran 2016/2017. Masalah ini yaitu siswa sedikit berbicara dan mereka mau berpartisipasi dalam berbicara jika guru mendorong mereka untuk bertanya, dan para siswa cenderung untuk diam ketika guru memberikan pertanyaan selama kegiatan pembelajaran berlangsung. Itu berarti membuat siswa pasif di kelas. Meskipun begitu, interaksi di kelas membantu siswa untuk belajar bahasa Inggris. Karena fenomena ini, peneliti ingin mengetahui tentang interaksi antara guru dan siswa di dalam kelas pada kelas 9 SMP 1 Sungai pua.

Penelitian ini dirancang sebagai penelitian deskriptif kualitatif. Informan dari penelitian ini adalah guru yang mengajar bahasa Inggris di kelas 9 dan seluruh siswa kelas 9 yang berjumlah 80 orang. Narasumber diambil dengan menggunakan sampel jenuh karena jumlah informan kurang dari seratus. Penelitian ini menggunakan teknik observasi dan wawancara untuk mengumpulkan informasi penelitian. Pada kasus ini, peneliti mengamati interaksi di dalam kelas. selanjutnya, peneliti mewawancarai guru dan siswa kelas 9 tentang interaksi di dalam kelas.

Berdasarkan hasil analisa data, peneliti menemukan bahwa terdapat beberapa interaksi kelas yang sudah diterapkan di dalam kelas oleh guru dan siswa bersasarkan kategori dari FIACS. itu dibagi menjadi tiga aspek yaitu guru berbicara, siswa berbicara dan diam. Dalam aspek guru berbicara ada tujuh kategori, yaitu menerima perasaan, memuji dan mendorong, menerima ide dari siswa, memberikan pertanyaan, ceramah, memberikan instruksi, dan mengkritik atau menggunakan otoritas. Dalam aspek siswa berbicara ada dua kategori, yaitu respon dan inisiatif. Dalam aspek diam ada kategori yaitu diam atau kebingungan. Data menunjukkan guru telah memakai semua kategori FIACS, tapi frekuensi dalam menggunakan kategori memuji dan mendorong rendah. Itu menyebabkan siswa tidak berinisiatif di dalam kelas, karena kategori ini bisa mendorong siswa untuk lebih aktif di dalam kelas. Lalu siswa hanya memakai satu kategori FIACS yaitu respon. Sebaliknya kategori inisiatif tidak di pakai siswa, mereka hanya menjawab pertanyaan dari guru tanpa penjelasan lebih. Jadi, untuk mendorong siswa lebih aktif di dalam kelas, guru harus lebih mengunakan pujian dan dorongan di dalam kelas. Dan juga siswa harus berpartisipasi dan berinisiatif di dalam kelas selama proses pembelajaran. Guru dan siswa yang memakai FIACS akan meningkatkan proses pembelajaran di dalam kelas.

Kata Kunci : Interaksi Kelas, Flander Interaction Analysis Categories System (FIACS)

ABSTRACT

Syahriyani Fitri, 2313.030. An Analysis of Classroom Interaction in Learning English by Using Flander Interaction Analysis Categories System (FIACS) at the 9th Grade Students in SMP 1 Sungai Pua in the Academic Year 2016/2017. A Thesis. State Islamic Institute.

This research was based on problem that happened in classroom interaction at the 9th grade class of SMP 1 Sungai Pua. The problem was the students less to talk and they would participate to talk if the teacher encourage and asked them to talk. If the teacher did not begin to speak the students would not speak. It means that the students passive in the classroom. Meanwhile, classroom interaction helps the students in learning English. Due to this phenomenon, the researcher wants to know about the interaction between teacher and students in the classroom at 9th grade of SMP 1 Sungai Pua.

This research was designed as descriptive qualitative research. The informants of this research are the teacher who teaches English in second grade and all the 9th grade students which consist of 80 students. The informant was taken by using total sample because the informants are less than one hundred. This research used observation and interview as technique to collect the data. In this case, the researcher observed the classroom interaction in the classroom. Furthermore, the researcher interviewed the teacher and students of 9th grade class about interaction in the classroom.

The finding reveals that there were several interactions that have been applied in the classroom by the teacher and the students based on categories of FIACS. That is divides into three aspects. They are teacher talk, student talk and silent. In teacher talk aspect, there are seven categories. It includes accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority. In student talk aspects, there are two categories, they are response and initiation. In silent aspect, it includes period of silence or confusion. The data showed the teacher used all categories of FIACS, but the frequency on using praises and encourages category is the lowest. It is caused the students did not encourage and initiate to talk, because this category was encourage the students more active in classroom interaction. After that the students only used one category of FIACS it was students talk respond. Whereas students talk aspect for initiated category did not use by the students. They just answer the teacher's question without any explanation. So in order to encourage the students more active in the classroom, the teacher should use more praises and encourages in the classroom. Also the students should participate and initiate in the classroom interaction during learning process. The teacher and the students who received FIACS will improve their teaching learning process in the classroom.

Key words : Classroom Interaction, Flander Interaction Analysis Categories System (FIACS)

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Teaching and learning process in English Foreign Language classroom is including the factors that affect in learning process. There are some factors which influence the teaching learning process such as teacher, curriculum, syllabus, materials, methods, media, evaluation, students, and interaction[1]. Each factor will influence the learning activities and learning outcomes.

Teaching is guiding and facilitating learning, enabling students to learn and set the condition for learning. It requires teacher to formulate and manage learning to enable students to achieve the target. Furthermore, teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. Therefore, teaching and learning process is a nature interaction process between a teacher and students.

In the English foreign language classroom teacher usually asks questions to the students and vise versa. That is called interaction. Without interaction, teaching and learning process impossible to be occurred. Interaction simply means a communication which involves more than one person. Interaction is collaborative exchange of talk, feelings or idea

[1]Jeremy Harmer. *The practice of English Language Teaching (3rd)*. London: Pearson Educational Limited, 2003. p.163

between two or more people resulting in a reciprocal effect on each other[2]. Through interaction, students can increase their language competent and their ability in communication especially in English classroom. In the classroom activity, interaction is occurred everyday between teacher and students. It is managed by everyone, not only by the teacher in the classroom but also the students.

Classroom interaction is one of a particular nature and it involves everything communicative happening in the classroom that is occur between the teacher and students in the classroom during the teaching and learning process. Moreover, classroom interaction became an important feature of teaching learning process. There are two component of classroom interaction in teaching learning process, they are the teacher and the students. Through classroom interaction the teacher will know their quality of talking time to talk and the students will know their participation at the classroom. It means that they interacted to each other. In fact, creating communicative interaction between teacher and the students is one of the problems in teaching and learning process. During teaching and learning process, there will be time when the teacher does not get response from the students.

By applying good interaction during the process of teaching learning would support the learner participation. The interaction is called good if the students cooperate and interact among themselves, between

[2]H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall.1994.

them and the teacher, or between them with somebody else who are aware of language learning. Furthermore, classroom interaction can encourage the student to speak because it is useful in encouraging the student to think, understand and give respond. Thus, classroom is a place of teacher and students to do communication, and language classroom should become a place of all students to practice the communicative skill in real interactive situation inside and outside especially in English classroom.

There are some research tools which can be used to analyze classroom interaction. They are Communicative Orientation of Language Teaching (COLT), Foreign Language Interaction (FLINT), and Flanders' Interaction Analysis Categories System (FIACS). In this research the researcher using Flanders' Interaction Analysis Categories System (FIACS) because this tool is most popular than other tools. Also this tool have own observational system that is an accepted method of organizing system. In order to coding spontaneous verbal communication, arranging the idea into a useful display and then analyzing the result. The systematic observation represents a useful means of identifying, studying, classifying and for measuring teacher influence and resultant student attitude and achievement. It makes FIACS different with two other tools above. FIACS provides ten categories to classify classroom verbal interaction. Flander divided it into three aspects, they are teacher talk,

student talk, and silent.[3] In teacher talk there are some categories, it includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). In student talk there are some categories, it includes (response and initiation). In silence, it includes (period of silence or confusion).

FIACS (Flander's Interaction Analysis Categories System) is used to discover the aspects of interaction between teachers and students in classroom. FIACS used observation sheet to measure the interaction between teacher and student in the classroom. It is intended for knowing the aspects of interaction between teacher and students in the classroom. It means that researcher who wants to use FIACS tool should be written down the phenomenon of classroom verbal interaction in the observation sheet. This tool was used to measure and decide which one of the best category of teacher talk, students talk, or silence should be written down to write in the observation sheet during teaching and learning process. In fact, teacher and students are required to talk in the classroom.

Based on preliminary observation on January at 9th grade in SMP 1 Sungai Pua, the researcher found some problems. First is the students less to talk and they would participate to talk if the teacher encourage and asked them to talk. If the teacher did not begin to speak the students would not speak. It means that the students passive in the classroom. In

[3]Flander. *Analyzing Teaching Behaviour*. Reading, Massachusetts: Addison-Wesley Publishing Company.1970

this case, the teacher talk had a big influence to students talk in teaching learning process.

Next, the teacher did not give the large opportunity for the students to answer the teacher's question. It can be seen by the time which was given by the teacher for the students to answer that question. For example, when the teacher asked question to the students, the teacher did not give enough time for the students to think about their idea. If the students could not answer that question, the teacher directly throw the same question to other students. Based on the explanation above, the researcher wants to analyze the interaction between teacher and students in the classroom based on FIACS. The researcher conducted this research entitle **"An Analysis of Classroom Interaction in Learning English by Using Flander Interaction Analysis Categories System (FIACS) at 9th grade in SMP 1 Sungai Pua in Academic Year 2016/2017"**

B. Focus of the Problem

Based on the problem above, there were problems that can be identified by the researcher.

1. The students less to talk and they would participate to talk if the teacher encourage and asked them to talk.
2. The teacher did not give the large opportunity for the students to answer the teacher's question.

C. Limitation of the Problem

Based on the identification of the problems above, the researcher limited the problems about classroom interaction in learning English by using Flander Interaction Analysis Categories System (FIACS) at 9th grade in SMP 1 Sungai Pua.

D. Formulation of the Problem

Based to the limitation of the problem above, the problems were formulated in the following question: "What are the interaction between teacher and students in the classroom based on categories of FIACS?"

E. Purpose of the Problem

Based on the problems of the research, the purpose of the research was to identify the interaction between teacher and students in the classroom at 9th grade in SMP 1 Sungai Pua based on FIACS.

F. Significant of the Problem

It is expected that the result of this research would be useful for the following:

1. For the teacher

   It will help the teachers at 9th grade in SMP 1 Sungai Pua to give an description of his interaction in the classroom in order to improve their teaching behavior.

2. For the researcher

   It could be more knowledge and experience through this research and help for other scientific researches.

3. For further research

   For further research, the result of this research can be a reference as long as the instrument as the same as this research.

G. Defenition of key terms

To avoid misunderstandings of the research, the researcher needed to explain definition of classroom interaction and FIACS as follows:

1. Classroom interaction is interactions between the teacher and students that occur in the classroom during the teaching and learning process.
2. Flander Interaction Analysis Categories System (FIACS) is a tool research to improve the teacher's teaching style in order to make the students active in the classroom.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theory

In the related theory, it presents some theory that appropriate with the topic discussion such as classroom interaction and flander interaction analysis categories system (FIACS). In classroom interaction theory it includes definition of classroom interaction, types of classroom interaction, aspects of classroom interaction, roles of teacher and roles of students. In Flander Interaction Analysis Categories System (FIACS), it includes definition of the FIACS, strength of FIACS and limitation of FIACS.

1. Classroom Interaction

a. Definition of classroom interaction

There are three experts that maintain definition of classroom interaction. They are Brown, Dagarin and Radford. Generally, Interaction is two or more people communicate or react one each other. In addition, Brown describes the term of interaction "as the heart communication; it is what communication is all about".[4] Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

[4]Brown. *Teaching by Principles: An Analysis Approach to LanguagePedagogy.* Second Edition. Addison Wesley Longman, Inc.2001. p165

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction related. In the classroom activity, interaction is occurred everyday between teacher and students. It is managed by everyone, not only by the teacher in the classroom but also the students.

Significant to teaching and learning situation is classroom interaction. Dagarin describes classroom interaction is an interaction between teacher and students in the classroom where they can create interaction each other.[5] Interaction is really encouraged to occur in the classroom. Classroom interaction will make the students interest in communicating at the classroom. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

Additionally, classroom interaction will help students to share the information that they get from materials at each other. Radford describes that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other.[6] It means that classroom interaction make the students brave to share what they have known and learn at each other. Based on the explanation above, classroom interaction is

[5]Dagarin, M. *Classroom Interaction and Comunication Strategies in Learning English as a Foreign*. Slovene Association For the Study of English: Ljubljana.2001

[6]Radford, L. Classroom Interaction: Why is it good, really? *Educational Studies in Mathematics*, 2011. 76, 101-115.

all interaction that occur in the teaching and learning process where the teacher control the interaction occur in the classroom.

In conclusion, classroom interaction is all interaction that occur in the teaching and learning process, where the teacher determined the interaction existing in the classroom. Without interaction, teaching learning process is impossible to be occurred. Moreover the classroom interaction has important role in teaching learning process.

b. Types of Classroom Interaction

There are two experts that maintain types of classroom interaction. They are Dagarin and Abarca. According to Dagarin, there are four types of interaction that occur in the classroom. Including teacher-students, teacher-student, student-student, and students-students.[7]

1. Teacher-students. It means the classroom interaction is controled by the teacher. The teacher always activated the classroom interaction by asking questions, and the student responds to the teachers' questions. It is an important interaction for making the students to talk.
2. Teacher-student (a group of students). It means the teacher gives a task that has to be discussed in the group. Interaction between teacher and group of students is like helping other students who

[7]Dagarin, M…….. 2004.

do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

3. Student-student. It means this interaction facilitates the student to exchange information and ideas about the materials that they get. It will increase their learning if they participate in that interaction. Moreover, the students who do not understand yet about materials can ask other students to answer or help them in understanding the material.
4. Students –students. Ur said that insists that there are many patterns of classroom interaction. Such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open ended teacher questioning.[8] This interaction will give advantage for the students since they will feel freedom to talk at each other.

Classroom interaction will occur if teacher and students interact at each other. Interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Abarca, there are three dominant types of classroom interaction including teacher-dominated, teacher-centered, and students-centered.[9]

[8]Ur Penny. *A Course in Language Teaching: Practice and Theory*. Foreign Language Teaching and Research Press.1996

[9]Abarca, F.A. *Interaction in the English classroom: an exploratory study. Actualidades investigativas on educacion*, 2004.4(1), 1-24.

1. Teacher-dominated. The teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. It means opportunities of the students for developing the speaking skill are therefore severely limited.
2. Teacher-centered. The teacher controls the student to participate at the classroom interaction. It means the students put all of their focus on the teacher. In this type, the teacher do not allow the students to express themselves, ask questions and direct their own learning.
3. Students-centered. The teacher is as facilitator and the students are more active in the classroom interaction. It means the students are more interested in learning activities when they can interact with one another and participate actively.

In conclusion, the researcher concludes that the teacher has to use their role in the classroom in the best way. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

c. Aspects of Classroom Interaction

There are two experts that maintain aspects of classroom interaction. They are flander and Tsui. According to flander, there are ten categories to classify classroom verbal interaction. Each category

divided into three aspects, they are teacher talk, student talk and silence.[10]

1. Teacher talk

Teacher talk has seven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into two kinds of talk; indirect and direct talk. The indirect talk is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect talk are described below:

a) Acceptsfeelings: the teacher is accepting or communicating understanding of past, present or future feelings of students. It means the teacher accepts feelings when he understands how the student's feel. The feelings may be positive or negative, such as sad or happy.

b) Praises or encourages: the teacher is praising or encourages students what they have said or done is appreciated, encouraging students to continue, trying to give them confidence, confirming that answers are correct. Praises or encourages are includes statements such as "good", "right", "excellent" etc. Sometimes the teacher simply says, "I like what you are doing".

[10]Clive seale. *Social research method.* Fifth edition. routledge. 2004. p113

c) Uses ideas of students: the teacher is clarifying or interpreting the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. It means when a student makes a suggestion, the teacher may paraphrase the student's statement, restate the idea more simply or summarized what the students have said.

d) Asks questions: the teacher is asking questions about content of the lesson, based on the teacher ideas and expecting an answer from the students. Questions can be very comprehensive and give the student a great deal of freedom in answering.

Another talk in the teacher talk is direct talk. The direct talk is done which aim to encourage students to involve directly in the teaching and learning activity. Categories of teacher talk which are included in this direct talk are described below:

a) Lecturing: the teacher is lecturing is the form of verbal interaction that is used to give information, facts, opinions, or ideas to students. It means the teacher lecturing by giving information or ideas based on his own explanation. Whenever the teacher explaining and giving facts or information in the classroom it means the teacher used this category.

b) Giving directions: the teacher is giving directions or commands that students are expected to follow. The decision about whether or not to classify the statement as a direction or

command must be based on the degree of freedom that the student has in response to teacher direction.

c) Criticizes or justifying authority: the teacher rejecting the behavior of students, trying to change the non-acceptable to acceptable behavior. The teacher is explaining himself or his authority, defending himself against the student or justifying himself.

2. Students talk

Student talk can be used by the students to express their own ideas, initiate, new topics, and develop their own opinion. As the result, their knowledge will develop. Student will show the activity concentration of the students to their teaching learning activity. According to Flander there are categories of students talk, Categories of students talk which are included described below:

a) Student talk response : the students is responding to the teacher talk and give answer to the teacher. It means when the teacher has initiated the contact of student's statement, the student answers a question asked by the teacher, or when they responds verbally to a direction that the teacher has given.

b) Student talk initiated: the students is responding to the teacher with students own ideas or opinions. Initiating the participation. In general, the student raises his hand to make a statement or to ask a question when the teacher has not been inspired to do so.

3. Silence

Periods of quiet during teaching and learning process, which there is no verbal interaction. So the interaction cannot be recorded. It is mean the researcher cannot be understood what are the communications in this period. There will be time when the students silent or pause in classroom.

In language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication. According to Tsui, the dominant aspect of classroom interaction is the teacher's questions, the student's response and the teacher's feedback.[11]

1. Teacher's question. The teacher asks question in the classroom. Asking questions throughout the class will make the class more interactive. It means this activity should make the students express their thinking skills, and encourage the students to assess what they have learned.
2. Student's response. The students are responding to the teacher with their own ideas or opinion. They give possible answers from the teacher's question or statement. It means the students are initiating the participations.
3. Teacher feedback. Feedback is an essential part of education program. Feedback can be expressed by positive or negative

[11]Amy, tsui. *Introducing classroom interaction*. Penguin books Ltd, 1995, p1

comments and corrections of the teacher. It helps the students to raise their evaluation in learning.

This is commonly found in all classroom and is typical of classroom exchange. It means, teacher talk not only takes up the largest portion of talk but also determines the topic of talk and who talks. It is therefore a very important component of classroom interaction.

In conclusion, the teacher talk and the students talk are component of classroom interaction in teaching learning process where the teacher and students interacted to each other in the classroom. Teacher and students in the classroom is fundamental, because without teacher and students, the teaching learning process in the classroom will not exist.

d. The roles of teacher

There are two experts that maintain roles of the teacher. They are Brown and Nunan. There are many roles of the teacher, according to Brown, there are five roles of interactive teacher.[12] They are mentioned and described below:

1. The Teacher as Controller

A role is "master" controller that is always in control of every moment in the classroom. The teacher as master controller determine what the students do, when they should speak, and what

[12]Brown……..p166-168

language forms they should use. For interaction to take place, the teacher makes it impossible to predict everything that will say and do of the students.

2. The Teacher as Director

The teacher as director is keep the process efficiently in learning process. The students pay attention to the teacher's role (director) in the classroom. The final reason of such direction, of course must always be enable students eventually to engage in the learning.

3. The Teacher as Manager

The teacher have to plans lessons, modules and courses before teaching in the classroom. Also the teacher have structures the larger, and longer segments of classroom time. It means the teacher keep the students pointed toward goals, engage in ongoing evaluation and feedback.

4. The Teacher as Facilitator

The teacher might be described as facilitating the process of learning of making learning easier for students, helping them to clear away obstacle to find shortcuts, to convey with the problem. It means the teacher step away from managerial and allow the students with guidance and encourage to find their own ways to success.

5. The Teacher as Resource

Implication of the teacher as resource role is that the students take the initiate to come to you. The teacher should have a large concept during teaching learning process, and know the information during activity. Then the teacher is the most important resource they have.

The teacher has many roles in the classroom. According to Nunan, the teacher has three main roles in the classroom. First, act as facilitator of the classroom process. Second, act as participant. Third, act as observer and learner.[13]

1. Act as facilitator. The teacher has to play the role of a facilitator in the classroom. It means that the teacher should not be the king who controls the activities of the students. The teacher should grant the students some space to let the spirits of creativity and innovation.
2. Act as participant. Once the teacher has finished giving instructions and the activity has started. There is no point in the teacher standing in front of the classroom doing nothing. Besides, monitoring the classroom, the teacher can also join one or two groups as an ordinary participant.
3. Act as observer and learner. In the classroom the teacher not only teaching, but also learning. Teaching is successful only if the

[13]David nunan. *Designing tasks for the communicative classroom*. Cambridge university press. 1989. p87

teacher cause learning related to the purpose. It means the teacher is in charge of the learning.

In conclusion, every teacher is expected to direct, facilitate, and encourage the students to participate in teaching-learning activity to create collaborative language learning. In order to achieve the goal in teaching learning process. Some roles totally is teacher dependent while the teacher as guide in the classroom. It is mean teacher roles are closely related to the functions and status of the students. Also the students is necessary when the students attempting to resolve a problem in the classroom.

6. The roles of students

There are two experts that maintain roles of the student. They are Nunan and Allwrigt et al. According to Nunan, role refers to the part that students and teachers are demanded to implement learning tasks as well as the relationship between participants. It means any activities which encourage students to think about the nature of language, and ways of learning imply more serious, and reflective student role that those in which student is memorizing or manipulating language.[14] One role receiving increasing attention is that of the student as independent learner.

Students are the active subjects of the teaching-learning process and the teacher is the facilitator to support their development in the

[14]David nunan…….. p79.

learning process. According to Allwright et al, the students make a significant contribution to the management of the interaction that takes place in the classroom.[15] These contributions are crucial to the success of the interaction and to the success to the lessons itself as a social event in the lives of both teachers and learners.

In conclusion, student's role cannot be ignored, because students' participation is an important involvement in the classroom interaction and in the language learning. Moreover, a good classroom interaction will encourage students to participate actively in the process of teaching and learning, because when students respond to the teacher's question and gives comments, it will help them explore their ideas and knowledge that is good for the development of their language acquisition.

2. Flander Interaction Analysis Categories System (FIACS)

a. Definition of Flander Interaction Analysis Categories System (FIACS)

Flanders' interaction Analysis is developed by Flander that is a research tool of interaction analysis to know the quality of verbal interaction in the classroom. FIACS is one of important research tool to observe classroom interaction systematically. The Flander Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that,

[15]Allwright, Dick and Bailey, Kathleen M.. *Focus On The LanguageClassroom: An Introduction To Classroom Research For LanguageTeachers*. New York. Cambridge University Press. 1991. p19.

the research tool allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIACS provides ten categories to classify classroom verbal interaction. The researcher will decide each classroom verbal interaction, which is the best category of teacher and students talk represents the completed communication. These categories would be written down into columns of observational sheet. Tichapondwa argues that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction.[16] It means that Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk and the students talk.

[16]Tichapondwa, S.M. *The Effects of a Course in Classroom Text andDiscourse on Oracy in High School Classrooms.* Phd thesis, University of South Africa.2008

Table 2.1. Flander's Interaction Analysis Categories System

TEACHER TALK	**INDIRECT TALK**	**1. Accepts Feelings**: the teacher accepts and clarifies the feeling (positive or negative) of the students or communicating understanding of past, present or future feelings of students **2. Praises or Encourages:** the teacher praises or encourages student action or behaviour what they have said or done is correct, for example the teacher gives positive applauses by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc. **3. Accepts or uses ideas of students:** the teacher clarifies or interprets the ideas of students. The teacher can say, "I understand what you mean" etc. The ideas must be rephrased by the teacher but still be recognized what the students have said. **4. Asks Questions:** the teacher asks questions about content of the lesson, based on the teacher ideas and expecting an answer from the students.
	DIRECT TALK	**5. Lecturing:** the teacher lectures by giving information or ideas based on his own explanation. **6. Giving Directions:** the teacher gives directions or commands that students are expected to follow. **7. Criticizing or Justifying Authority:** the teacher rejects the behavior of students, trying to change the non-acceptable behavior.
STUDENT TALK	**8. Student talk—response:** the students respond to the teacher talk or question and give answer to the teacher. **9. Student talk—initiation:** the students respond to the teacher with students own ideas or opinions. Initiating the participation.	
SILENCE	**10. Silence or confusion:** periods of quiet during which there is no verbal interaction. so the interaction cannot be recorded.	

Source: Flander in clive seale 2004.

In conclusion, there are some categories in FIACS. Flander provides ten categories to classify classroom verbal interaction. Each category divided into three aspect, they are teacher talk, student talk and silent. In teacher talk there are some categories, it includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority). In student talk there are some categories, it includes (response, initiation). In silence, it includes (period of silence or confusion). So this tool is one of important tool to observe classroom interaction systematically in verbal

interaction. In this research, the researcher will analyze all categories of FIACS, because to analyze the classroom interaction the researcher using FIACS tool, so the researcher just follow all of them based on FIACS tool.

b. Strength of FIACS

Flanders' system is a research tool used to classify the verbal behavior of teachers and students as they interact in the classroom. According to Nasrullah, Flanders' instrument was designed for observing only the verbal communication in the classroom and ignoring non-verbal gestures.[17] Flander system has some strength. There are two strength of using Flander. First of all, it provides a method for distinguishing teacher verbal interaction and characteristic since it represents an effort to count teacher verbal interaction. Last, it describes teaching and learning process.

A FIACS research tool covers interaction between teacher and students. Besides, through FIACS, the researcher will know the quality of verbal interaction in the classroom. According to Inamullah et al that FIACS can change the teacher's teaching style.[18] It means that when the teacher knows what are their categories in the classroom, they will know their quality in making the students active in the classroom. Making the students participate at the classroom

[17]Nasrullah, M,I. *Teacher-student Interaction in A Project-based Learning Classroom*. 2013. 1(1) 142-153

[18]Inamullah et al. *Direct Influence Of English Teachers In The Teaching Learning Proces.* Institute of Education and Research, Kohat University, Pakistan.2008. V4,N4

interaction, the teacher has to create and design materials that make classroom interaction is dominant by students since students-centered is really required in Communicative Language Teaching (CLT).

The effect of FIACS feedback on the verbal interaction of teacher focuses on their use of certain verbal interaction. It means that teachers who received feedback will be different in their use of certain verbal interaction. According to Hai and Bee, teacher who received FIACS feedback will use more praise, accept and clarify student ideas, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk[19]. It means that it will be different from those who did not receive feedback. The teacher who received FIACS feedback will improve their teaching learning process in the classroom.

In conclusion, the researcher concludes that through observe classroom interaction by using FIACS tool, there were some advantages. The teacher and the students would get evaluation of their talk in the classroom. It means that the teacher and the students knows the categories of their talk in the classroom.

[19]Hai SK, Bee LS. *Effectiveness of Interaction Analysis Feedback on the Verbal Behaviour of Primary. School Mathematics Teachers*. 2006.

c. Limitation of FIACS

According to Nasrullah, Flanders' instrument was designed for observing only the verbal communication in the classroom and ignoring non-verbal gestures. Also this system did not describe the totally of the classroom activity. Some behavior is always overlooked and who is to say that unrecorded aspects of the teaching act more important than those recorded.

B. Review of Related Studies

There are some relevant studies which are found by researcher. One of related study to the students s is conducted by Sita Nurmasitah with a tittle *A Study of Classroom Interaction Characteristics in AGeography Class Conducted in English: The Case at Year Ten of An Immersion Class in SMA N 2 Semarang.* This research are to explore the classroom interaction characteristics and to find out whether or not the English classroom activities as used to teach at year ten of Immersion Class at SMAN 2 Semarang have Walberg's teaching effectiveness. The subject of the study was 30 students and one teacher at year ten of immersion class at SMAN 2 Semarang. The observation used three instruments to analyze the data; Flanders Interaction Analysis Categories System (FIACS) to identify the classroom interactions, teaching effectiveness elements based on the Walberg's theory, and Likert Scale to measure the students' opinion results from questionnaire. The results of

the analysis showed that the most dominant characteristic in immersion classroom interaction was the content cross. It reflected that most of the teaching-learning time was devoted to questions and lectures by theteacher. The teacher spent 57.43% of the teaching-learning time, while the students spent 22.20% of the teaching-learning time. It showed that the students were active enough in the classroom interaction. The interaction in this immersion classroom wasin three-way communication; there were interaction between teacher-students, students-teacher, and students-students. Moreover, by considering the results of this study, it can be concluded that the FIACS research tool is useful find out how much the talking time between teacher talk and students talk.

The next studies is conducted by Nurhasanah with a tittle *The Analysis of Teacher Talk and Learner Talk in the Classroom Interaction: A descriptive Study at 1 Grade of Senior High School in Bandung.* Aims at describing types of teacher talk and student talk occur in classroom interaction, and finding the advantages and disadvantages of teacher talk and student talk. This research used descriptive qualitative design. The research involves one class of first grade of senior high school in Bandung as participants. The data were obtained through video recorded and interview. The data were analyzed by applying FIACS focusing on types of teacher talk and learner talk. Findings were descriptive analyses with transcribing, coding, and analyzing. The result shows that all of teacher talk categories revealed that asking question and lecturing was found as

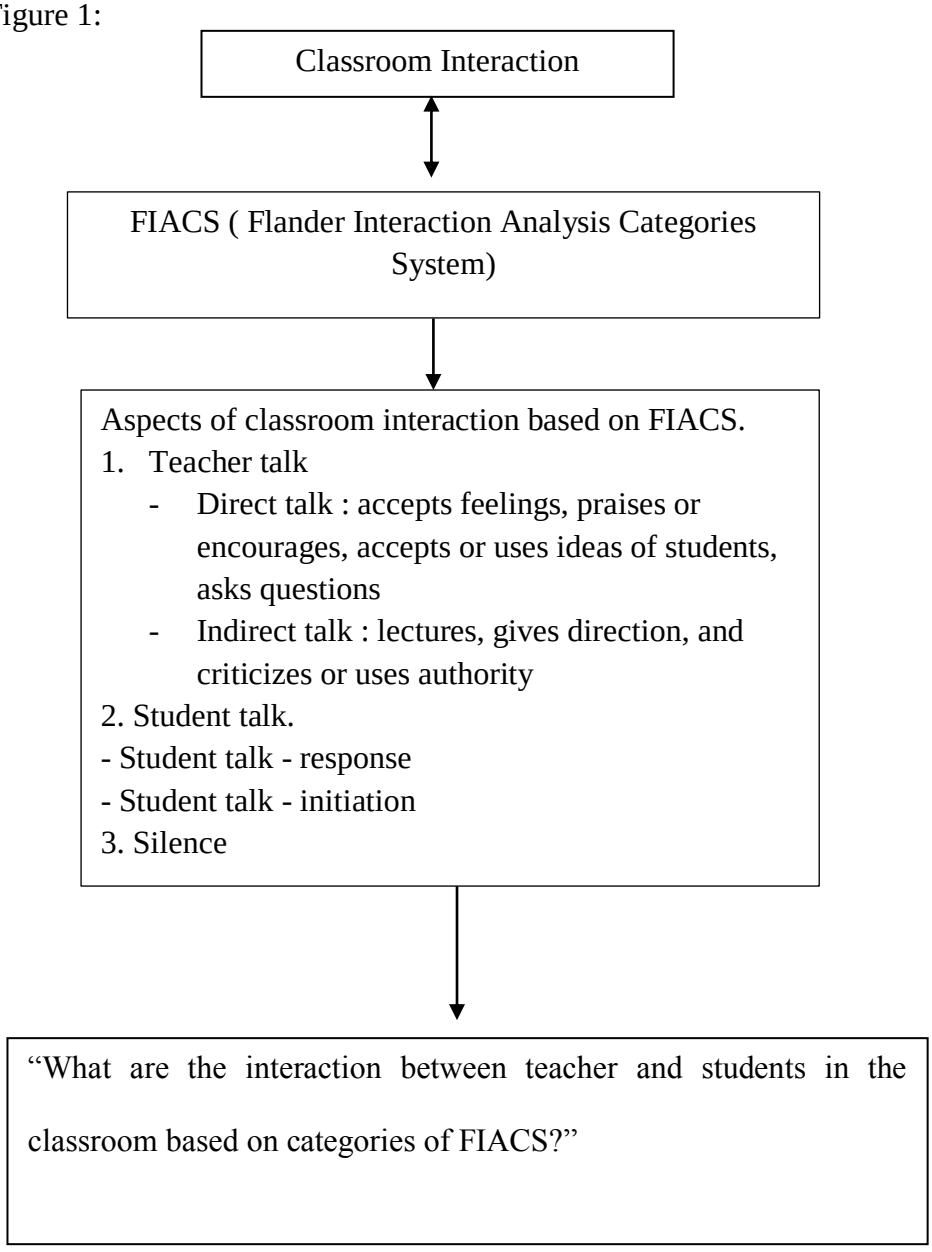
the most frequently used. According to the result, it can be concluded that teacher talk and students talk categories are important part in classroom interaction and there are found more advantages rather than the disadvantages. From the previous related studies, it provides the information that FIACS is one of useful research tool for analysis classroom interaction.

Based on that two previous research above, it provides the information that FIACS is useful to analyze classroom interaction. The researcher found some differences between the previous research with this research. First, the previous research conducted the research in senior high school, whereas this research conducted the research in junior high school. Second, this research would to analyze what are the interaction between teacher and students in the classroom based on categories of FIACS. It is different with the previous research, where it focused to find out the talking time and the advantage between teacher and student talk. The researcher conducted this research entitle "An Analysis of Classroom Interaction in Learning English by Using Flander Interaction Analysis Categories System (FIACS)".

C. Conceptual Framework

Conceptual framework of this research can be created as follow:

Figure 1:



CHAPTER III

RESEARCH METHOD

A. Design of the Research

The design of this research was descriptive qualitative. Descriptive research can be used to identify and classify the elements or characteristics of the subject. Qualitative research was more subjective in nature and involves examining and reflecting on the less tangible aspects of a research subject, values, attitudes, and perceptions.[20] It means that descriptive qualitative research should have informative and knowledgeable subjects. The researcher used FIACS tool to analysis as qualitative design. The researcher would describe teacher and students aspects during teaching and learning process. In order to get expected data, the researcher used Flander's Interaction Analysis Categories System (FIACS). Through Flander's Interaction Analysis Categories System (FIACS), the researcher described the result of this research by showing the phenomena that occur in the classroom such as aspects of students and teacher during classroom interaction.

B. Informant of the Research

The informants of this research were the 9th grade in SMP 1 Sungai Pua. The reason of the research chose in SMP 1 Sungai Pua because the problem was found in that school. The classes consisted of four class, which are IX (1), IX (2), IX (3), and IX (4) class. The informant in this research was described in the following table:

[20]*An introduction to research & researchMethods*. University of bradford, school ofmanagement. p1

Table 3.1 : The Total Informant of IXth Grade in SMP 1 Sungai Pua.

Class	Amount of students
1	20
2	20
3	20
4	20
Total	80

Source: 9th grade students in SMP 1 Sungai pua.

The table shows that there were four classes from 9th grade in SMP 1 Sungai Pua included IX (1) class, IX (2) class, IX (3) class and IX (4) class. Each class consisted 20 students from IX (1) class, IX students from IX (2) class, IX students from IX (3) class and 20 students from IX (4) class. So, the totally of IX (1) class, IX (2) class, IX (3) class and IX (4) class in SMP 1 Sungai Pua were 80 students.

C. Technique of Data Collection

1. Observation

Observation is a method of data collection in which researcher comes to the field to observe what is going on in the field. According to Ary *et al* defined that observation is a basic method for obtaining data in qualitative.[21] The qualitative research goal is complete description of behavior in a specific setting rather than a numeric summary of occurrence

[21]Ary Donald *et al. introduction to research in education. Eight edition. Canada: nelson education.* 2010. p 431

or duration of observed behaviors. For doing observation the observer directly observed the classroom based on FIACS, they can be a prove by observation sheet.

In the observation sheet, the researcher got data since the researcher would take a note the describing of the data observation sheet on the particular teacher or students talk during the teaching and learning process. Before the researcher wrote the observation sheet, the researcher had to understand observation sheet's guidance that included list of Flander's Interaction Analysis Categories System (FIACS). Here is the observation sheet's guidance:

Table 3.2 : Flander's Interaction Analysis Categories System Guidance

TEACHER TALK	**INDIRECT TALK**	**1. Accepts Feelings**: the teacher accepts and clarifies the feeling (positive or negative) of the students or communicating understanding of past, present or future feelings of students **2. Praises or Encourages:** the teacher praises or encourages student action or behaviour what they have said or done is correct, for example the teacher gives positive applauses by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc. **3. Accepts or uses ideas of students:** the teacher clarifies or interprets the ideas of students. The teacher can say, "I understand what you mean" etc. The ideas must be rephrased by the teacher but still be recognized what the students have said. **4. Asks Questions:** the teacher asks questions about content of the lesson, based on the teacher ideas and expecting an answer from the students.
	DIRECT TALK	**5. Lecturing:** the teacher lectures by giving information or ideas based on his own explanation. **6. Giving Directions:** the teacher gives directions or commands that students are expected to follow. **7. Criticizing or Justifying Authority:** the teacher rejects the behavior of students, trying to change the non-acceptable behavior.
STUDENT TALK	**8. Student talk—response:** the students respond to the teacher talk or question and give answer to the teacher. **9. Student talk—initiation:** the students respond to the teacher with students own ideas or opinions. Initiating the participation.	
SILENCE	**10. Silence or confusion:** periods of quiet during which there is no verbal interaction. so the interaction cannot be recorded.	

Source: Flander in clive seale 2004

Based on the table above, the researcher take a note into observation sheet based on the guidance of FIACS. The researcher should understand ten categories in the table above. It means, the researcher did observation sheet based on FIACS in the relevant events while the teaching-learning process was going on. After that the researcher decided which one of the best categories of teacher and students talk represents in the classroom. These categories would be put into columns of

observational sheet to preserve the original sequence of events. Here is observation sheet:

Table 3.3 : Observation Sheet

Day/Date :

Teacher's name :

Class :

Meeting :

Material :

Category number		Classroom Verbal Interaction	Explanation
Teacher talk	1 2 3 4 5 6 7		
Students talk	8 9		
Silent	10		

Source: Flander in clive seale 2004

Based on the table above, there were some categories number from number 1-10. Number of these categories was a code from ten categories of FIACS. It means 1 (accepts feelings), 2 (praises or encourages), 3 (accepts or uses ideas of students), 4 (asks questions), 5 (lecturing), 6

(giving directions), 7 (criticizing or justifying authority), 8 (student talk response), 9 (students talk initiation), 10 (silence or confusion). When doing the observation, the researcher takes a note the phenomenon of classroom verbal interaction in column "Classroom Verbal Interaction". After that the researcher described and explained that phenomenon in column "Explanation" based on the fact in the field. For example, when the teacher simply says "give applause for us!". It means the teacher do the 2 category "praises or encourages". So the researcher write the explanation about that interaction which clarified that interaction is in praises and encourages category.

In collecting the data, the researcher conducted non-participant observation, in which the researcher as the passive participant. It means that the researcher did not involve herself in the subject activities in the classroom. The data concerning teacher talk and learner talk in the classroom interaction were collected by doing classroom observation.

2. Interview

Interview is data collection method where there is a dialogue between an interviewer and interviewee which talk about the content of observation. Interview may provide information that can not be obtained through observation, or they can be used to verify observations. Based on the objective of research, it can be used to validate the data from the

observation. According to Ary et al, there are three kinds of interview as follows:[22]

a. Free or unguided interview. In this method the interviewer carries out the interview without any systematically plan of question as the guided line to handle it.
b. Guided interview. Here the interviewer carries out the interview by using a set of questions that planed systematically as the guided line for having the interview.
c. Free guide interview. The interviewer uses a set of questions and each question in developed to gain details information.

Based on the method of interview which was explained above, the researcher used free guided interview. In this research, before conducting interview the researcher brought general idea by some questions that is prepared before. The structure of the interview was developed prior to the interview. In this interview, the sources of information would be gotten from teacher and students. For the instrument of collecting data the researcher made an interview guide. Interview guide was list of question that is formulated by researcher used to get information needed for the research through interview between interviewer and interviewee. In order to get validity and credibility of the instrument, the researcher asked to the expert teacher to validate the interview guide.

[22] Ary et al……..p438

D. Technique of Data Analysis

After collecting the data, the researcher analyzed the data from the observation and interview. The researcher analyzed it by using steps of qualitative data analysis adapted from Mile and Huberman in Sugiyono as follows:[23]

1. Data collection

   The data was collected from observation and interview. In observation method the researcher collect the data from observation sheet. In interview method the researcher collect data from the teacher and the students.

2. Data reduction

   The data was collected by the researcher was reduced, so that only the essential one that was used in this research. The reduction was considered the objectives of the researcher to take data. Therefore, unimportant data that is not in line with the objectives of the research was omitted.

3. Data display

   The data wrote a result of the research by explaining the data. In order to know the phenomenon that teacher talk and students talk done.

4. Conclusion

   After displaying the data, the researcher made conclusion and suggestions based on the data that had been gathered. Here, the

[23]Sugiyono.Metode penelitian kuantitatif and R&D. Alfabeta. 2013. P247.

researcher explained the process and problems faced by the students completely. Finally, the researcher tried to give solution of the problems.

E. Triangulation of The Data

Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behaviour[24]. The use of multiple methods approach it is sometimes called, contrasts with the universal but generally more weak single method approach that characterizes so much of research in the social sciences. Triangulation is a technique of physical measurement includes military strategists and surveyors.

Triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one stand point and by making use of both quantitative and qualitative data. Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research. This research compared the observation and interview of teacher and students result as the technique of the data collecting in triangulation of the data. Researcher compared the result of those instruments for getting a valid data from different technique.

[24]Louis Cohen,et al. *Research Methods in Education.* Sixth edition.. 2007. p114

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

In this section, the researcher presents the data were collected on July at 9th grade in SMP 1 sungai pua. The data were presented to answer the research question: "What are the interaction between teacher and students in the classroom based on categories of FIACS?".The findings includes of the data description and the ways of the data analysis.

1. The Description of the Data

The data description was focused on the aspects of classroom interaction that occur during teaching learning process. The data were obtained in the form of observation and interview. First, the data was in form of observation which its observation related to teacher and students interaction in the classroom. Second, the data was in form the interview results also analyzed by the researcher in order to make the data more accurate. The researcher did interview with the teacher who teach in the 9th grade students in SMP 1 Sungai Pua. The data collection started on June. The observation was done for three meetings all the 9th grade students' class which consist of 4 classes, IX(1), IX(2), IX(3), and IX(4). Each class consisted 20 students from IX (1) class, IX students from IX (2) class, IX students from IX (3) class and 20 students from IX (4) class. So, the totally of IX (1) class, IX (2) class, IX (3) class and IX (4) class in SMP 1 Sungai

Pua were 80 students. In conclusion, both data from the observation and interview were analyzed to answer the research question.

Based on the observation, there are several aspects of classroom interaction that used in the classroom. They are teacher talk, student talk, and silent. In teacher talk there are some categories, it includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority). In student talk there are some categories, it includes (response and initiation). In silence, it includes (period of silence or confusion). During the observation conducted in the classroom, the researcher concluded that there are several aspect of classroom interaction used in the classroom. Those data would be described as below:

At the first observation at IX (1) class, there are several categories of interaction which were applied in the classroom by the teacher and the students although the interaction was dominated by the teacher. It was also found in the first observation at IX (2), IX (3) and IX (4) class. At the second observation, the researcher found it in the all classes, even though the teacher still dominated the interaction, the students had took several parts in classroom interaction too, and it was found in IX (1), IX (2) and IX(4). Whereas the students in class IX (3) still the teacher dominated the interaction. In the third observation, the interaction between teacher and students less than the previous observations. The teacher reviewed some homeworks of students, and did some task about the lesson. In addition,

based on the interview, the teacher said that in interaction, he used non native English language during teaching in order to make the students understood about what the teacher had said.

2. An Analysis of the Data

In the aspects of classroom interaction, it was divided into three aspects of interaction. There were the teacher talk, the students talk and the silence. In which the teacher talks identified the utterance that produced by the teacher during do the interaction or the language typically used by the teacher in their communication. Those categories of teacher talk are divided into two kinds of talk; indirect and direct talk. The indirect talk is an effect which learners are lead to the warm the classroom atmosphere, in order to encourage them to participate and learn in classroom interaction, such as accepts feelings, praise or encourage, uses ideas of the students, and ask question. Meanwhile the direct talk is done whose aim is to encourage students to involve directly in the teaching and learning activity, such as lecturing, giving direction, and criticizing or justifying authority. In which the student talk can be used by the students to express their own ideas, initiate, new topics, and develop their own opinion. As the result, their knowledge will develop. Those categories of student talk are student talk response, student talk initiation. In which silence, periods of quiet during teaching learning process which there is no verbal interaction. So the interaction cannot be recorded.

Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. However the teacher and the students use some categories from flander. From 7 categories of teacher talk, 2 categories as the students talks and silence category. In this case the researcher found all categories from the teacher talk involved the direct talk and indirect talk. But there is a category of teacher talk that rarely used by the teacher, that is praises and encourage category. In the students talk, the researcher found one categories from students talk, there is students talk response. The students did not use students talk initiation category during teaching learning process in the classroom. Also in silence, there is a moment when the teacher did not get respond from the students. Here are the following data gotten during conduct the observation in the classroom.

a. Accept Feelings

In accept feelings, the teacher accepts and clarifies the feeling (maybe positive or negative) of students. In this case such as the teacher asking questions to the students about their feeling in following his class during teaching learning process. As the data has been got by the researcher in the observation in classroom, all of the students of these classes, the researcher found that they were in good condition. There is no students were look bad, such as moody, sad and disappointed. So the teacher did not use this category. But based on the interview, the teacher will use this category when there are some

students that were not in good condition. For the more detailed explanation, here are the data gotten from the transcription of interview, it is as follows:

> *"The reason the students is not focus or not in good condition, it comes from two factors which are internal and external condition. If it comes from internal condition, such as they look sick or pale, as a teacher I suggest them to go to UKS. If the UKS cannot overcome them, I suggest them to go to hospital. If it comes from external condition, such as they look moody, disappointed and they are lazy to study, as a teacher I will give some motivation.*

The teacher also gave their statement:

> *"When I check attendance all of the students, I can see the condition from the students in good or bad condition based on they answer. If they are look bad, I will ask them directly"*

Based on the observation and interview with the teacher, the researcher could comprehend that the teacher interacted in the classroom. The teacher did not always use this category in the classroom. It was because there is a particular moment when the teacher used this category or did not use this category during teaching learning process. For example, when the students look not good in condition, so the teacher will ask them directly about their condition. It means the teacher will use category accepts feelings when the teacher understands how the student's feel.

b. Praises or Encourages

In this category of interaction the teacher praised, complimented, told to the students what they have said or done was valuated. Based on the observation, the teacher was often gave praise and encouraged to students by giving the good word to them in order they feel happy and make the students confidents in talk. Moreover, the teacher confirmed that the students answer were correct. Here are the data gotten from the transcription of interaction from observation between teacher and learner in the teaching learning process, can be seem as:

(The students come forward practice the dialogue that they have made with the group, it is occur in ten minutes until the end of the class)
Teacher : Okay, good job guys. Give applause for us! (Praising)
Students : (Clap hand)

Based on the observation, the researcher found that the teacher used this category in interacting with student. The teacher give praises to the students who done the task. In the other case, the teacher did not use the variation of praises to the students who answer correctly. It means that the teacher less to used a positive reinforcement to the students. In fact, the teacher is praising or encourages students what they have said or done is appreciated, encouraging students to continue, trying to give them confidence, confirming that answers are correct.

c. Uses Ideas of Students

In the use ideas of the students, the teachers clarify the students idea by using summary. The ideas must be rephrased by the teacher but still be recognized as being student contributions. In this case, based on the data that has been found by the researcher in the classroom observation, it was found that the teacher used the students ideas after the teacher asked question to them, can be seem as:

Teacher : Yes, now we are going to the example yaa, what the example of past continuous tense ?
Student : I am studying english
Teacher : Yes right, any addition?
Student : I'm sir, I was studying English.
Teacher : good, I was studying English in the school. that is complete. do you get it? (Use ideas of the students)
Student : Yes sir.

Based on the observation, the researcher found that the teacher used this category in interacting with student. The teacher tried to use ideas of the students to make the students more understand. It was supported with the interview. The teacher answered the interview as follow:

"The aim is to make the students more understand, if there is a more detail explanation from the student's answer. I would gave them the correct answer"

From the data finding, the teacher was clarified or interpreted the ideas of students. The ideas must be rephrased by

the teacher but still be recognized as being student contributions. For example, when a student makes a suggestion, the teacher may paraphrase the student's statement, restate the idea more simply or summarized what the students has said.

d. Asks Questions

Ask question is natural feature of communication. This aspect is the way teacher engage students with content and increase understanding. Ask questions was the most often occur in the process of interaction in the classroom, most of the students talk begun when the teacher ask question to them, can be seem as:

Student : Yes sir
Teacher : Ok now, what is tense? (Ask Questions)
Student :Suatu kalimat pak, yang terdiri dari subjek dan objek. (Describe something)
Teacher : Ok, any others?

Another example of this interaction from observation

Teacher : Yes, that's right. And what about other example of past continuous tense in our activity? (Ask questions)
Learner : I was eating in this morning, sir

Based on the data gotten above, the researcher found that the teacher used this category in interacting with student. The teacher asked question to the students based on the material of the lesson. It was supported with the interview. The teacher answered the interview question as follow:

> *"Sure, I always ask some question to the students about content of the lesson during teaching learning process."*

Another answer of the teacher

> *"Of course, actually I give a question based on daily activity. So that they will more understand and remember the material"*

From observation and interview, the teacher asked question about content of the lesson, based on the teacher ideas and expecting an answer from the students. It showed that the teacher ask question in the classroom. The teacher gave a question relate to their daily activities in order to make the students easily remembering the lesson.

Whereas the other side of teacher talk is called direct talk. It was done to encourage students to involve directly in the teaching and learning activity. There were lecturing, give direction and criticized students‟ behavior. Here are the following data gotten during conduct the observation in the classroom.

e. Lecturing

Lecturing is process of giving information usually occur when the teacher clarify the students answer, and give addition about the more detail information or explanation from the topics that has been

discussed. The teacher did lecturing to help the students in learning, can be seen as:

Teacher : No one? Hmmmm.. okey past continuous tense is describes actions or evens in a time before now, which began in the past and is still going on at the time. Do you understand now? (Gives information)
Students : Yes sir
Learner : Jadi itu artinya telah sedang melakukan sesuatu ya sir.
Student : Yes, that's right

Another example of this interaction from observation

Student : I'm sir. It is Subject + tobe + Ving + Object
Teacher : Excellent, jadi rumusnya subject, to be nya (was/were), tambah verb ing di akhir, terakhir tambahkan object.
Student : Sir,V ing bagaimana maksudnya sir?
Teacher : verb ing, pola kalimat yang digunakan untuk menyatakan suatu kejadian itu sedang berlangsung, misalnya kata kerja di tambah ing dibelakangnya. Contoh study+ing.(Gives information)
Student : Yes sir!

Based on the observation, the researcher found that the teacher used this category in interacting with student. The teacher did lecturing to the students in order to explain the material. The teacher gave more detail explanation about content of the lesson. It was supported with the interview. The teacher answered the interview as follow:

"Of course, I use non native english, I mean I do not use native English. So the students will understand easily. As I talk before I use example from their daily activities"

Based on the data gotten above, the teacher did lecturing to give information, facts, opinions, or ideas to students. It means the teacher was lecturing by giving information or ideas based on his own explanation. Whenever the teacher is explaining and giving facts or information in the classroom it means the teacher used this category.

f. Gives Directions

The teacher gives directions or commands that students are expected to follow. Here the teacher gave directions, request or command to the students. This happened such as when the teacher asked the student to make a group, to make some example after the teacher explains the material and asked the students submit after they done the work, can be seem as:

> *Teacher : Ya, now please make some sentences about past continuous tense in your pairs (Gives direction)*
> *Student : It is free sentences sir?*
> *Teacher : Yess free,*
> *I will give you some example of dialogue that about past continuous tense, but I suggest you don't copy this on your assignment, because it's just an example, okey! (Gives direction)*

Another example of this interaction from observation

> *Teacher : Okey, times is over, you have to submit your work guys! (Gives direction)*
> *Student : wait moment sir! kurang sedikit (Almost)*

Teacher : Yes, I count you until 10.. 10,9,8,7,6,5,4,3,2,1. Submit it please!
Okay now the name who I call please come forward and practice it in front of the class with your pairs.

As data result in observation, the researcher found that the teacher used this category in interacting with student. The teacher gave direction to the students to make the students follow the command of the teacher. It was supported with the interview. The teacher answered the interview as follow:

"As I can, I give a clearly direction to them. If the students confused about my direction, so I will translate that instruction into Indonesian"

Another answer of the teacher

"The students will respond directly my direction, sometimes they just keep silent"

From observation and interview, the teacher gave direction to the students. The teacher was giving directions or commands that students are expected to follow. The decision about whether to classify the statement as a direction or command must be based on the degree of freedom that the student has in response to teacher direction.

g. Criticizes or Justifying Authority

The teacher is rejecting the behavior of students, in order to change the non-acceptable behavior to be acceptable behavior of the students. The teacher criticized in every student's behavior such as remained the student when they do the non acceptable behavior, and when the students noisy the teacher asked them to keep silence and pay attention to the teacher, can be seem as:

> *Teacher : Behind… you understand what I have explained to you? Jangan hanya tolah toleh (don"t shake your head), coba jelaskan kalimat mana yang menyatakan dia past continiousnya.*
> *Student : sorry sir.*
> *Teacher : Yaa.. Kalau gurunya menerangkan diperhatikan, jangan guyonan sendiri, apalagi tolah toleh kebelakang, yaaa (please pay attention to your teacher, don't joke by your self, furthermore face to behind)*
> *Student : Yes sir, I"m sorry!*

Based on the data gotten above, the researcher found that the teacher used this category in interacting with student. The teacher criticized student behavior in order to make the students aware their mistake during activity in the classroom. It was supported with the interview. The teacher answered the interview as follow:

> *"There is some way to criticizes students behavior, for example, if the students noisy, as a teacher I will make them quiet. If they still noisy, so I will move their position between other students"*

Another answer of the teacher

> *"The rejecting behavior that was happened in the classroom were noisy, walking, and fighting. But as long as I teaching here, the students never contra with me"*

From observation and interview, the teacher was rejecting the behavior of students, trying to change the non-acceptable to be acceptable behavior. The teacher was explaining himself or his authority, defending himself against the student or justifying himself.

Those are the data which was gotten in the form of teacher talk during the researcher did observation and interview in the classroom. After that the student talk also happened in this case was students talk response. And the students did not use the students talk initiated. Here are the data gotten during having observation in the classroom.

h. Students Talk Response

The students were responding to the teacher talk or question and gave answer to the teacher. It means the students gave possible answers from the teacher's question or statement. The students gave respond to the teacher's question, can be seem as:

> *Teacher : Ok, lets me review everything about expression ya, there are how many tense that we have discussed?*
> *Student : Very much sir, may be about three tense (Students response)*
> *Teacher : Only four? yakin hanya 4? Coba sebutkan, what is that?*

Student : past tense, present tense, future tense.(Students response)
Teacher : Okay, other is there any addition?
Student :no sir.

Another example of this interaction from observation

Teacher : Every body did you still remember about past tense
Students : yess
Teacher : What about their grammatical?
Student : used verb 2 sir(Students response)
Teacher : Yes, coba buat contoh kalimatnya.
Student : I ate chicken yesterday (Students response)
T and S : (laugh)

Based on the observation, the researcher found that the students gave a respond to the teacher questions. The students tried to respond all of the teacher questions. The students responded by their own ideas or opinion. It means the students gave possible answers from the teacher's question or statement. It was supported with the interview. The students answered the interview as follow:

"Of course, I answered the teacher's question as I can. If I cannot, I will see my notebook or the book to answer the teacher's question"

As the result, the students were responding to the teacher talk and gave answer to the teacher. It means that, when the teacher has initiated the contact of student's statement, the student answers a question which was asked by the teacher, or when they responds verbally to a direction that the teacher has given. For example, if the teacher asked something, the students would answer that questions directly as they can.

i. Students Response Initiated

Students response initiated is the students responding to the teacher with student's own ideas, opinions, reactions and feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.

In the data finding, the researcher did not find that the students response initiated to the teacher questions. There is no initiated of the students to participate in the classroom. It can be proven by the result of observation where the students just answer the teacher question without more explaining. The student did not have the initiation to raises his hand to make a statement or to ask a question when the teacher has not been inspired to do so.

Those are the data which was gotten in the form of students talk during the researcher did observation and interview in the classroom. After that the silence also happened in this case. Here are the data gotten during having observation in the classroom.

j. Silence

Silence means periods of quiet during which there is no interaction. Based on the observation, the researcher was found the silence period in the classroom. the silence in the interaction cannot be recorded. Here are the data got from the observation in the classroom, can be seem as:

Teacher : Okey, now let"s back to our topics today, please open unit two on pages 27 about past continuous tense
Students : Yes sir
Teacher : Ok now, what is past continuous tense?
Students : (Silence)
Teacher : No onces? Hmmmm.. okey I will explain that.
From this data the other students only keep silence when the teacher asks them to speak up about the more detailed explanation of this topic.

Another example of this interaction from observation

Teacher : Ok, enough, now identify there are how many expression do you ever heard?
Student : (Just keep silence, and only look at the teacher)
Teacher : Speak up please! Don"t be shy my students!
In this part of silent the teacher ask the students to mention the particular of expression, but the students only keep silence.

Based on the observation, the researcher found that the students silent in the classroom. The students keep silent when the teacher asked something to them during teaching learning process. It was supported with the interview. The teacher answered the interview as follow:

"The students once do not answer my question, I think they do not focus on my subject, or they are lazy to study English, because they think English is too difficult to understand"

Another answer of the teacher

"Maybe they confused or not understand what I did explained before"

As the result, this behavior was silent or confusion. It means pauses in the interaction. Periods of quiet during which there is no verbal interaction. So the interaction cannot be recorded.

B. Discussion

Related to the aspects of classroom interaction, teacher talk played an important role in the classroom interaction and also the students talk. From the 10 categories in FIACS, the 7 categories were described as the teacher talk, the 2 categories were described as the students talk and the 1 was described as the silent. In teacher talk there are some categories. It includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). In student talk there are some categories. It includes (response, initiation). In silence there is category. It include (period of silence or confusion). In this case, based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. There is a category of teacher talk that rarely used by the teacher, that is praises and encourage category. Besides, in the students talk, the researcher found one categories from students talk, there is students talk response. The students did not use students talk initiation category during teaching learning process in the

classroom. Also in silence, there is a moment when the teacher did not get respond from the students.

a) Accepts Feelings

The teacher is accepting or communicating understanding of past, present or future feelings of students. In this category, the teacher did not always use this category in the classroom, because there is a particular moment when the teacher used this category or did not use this category during teaching learning process. For example, when the students were in bad condition, so the teacher will ask them directly about their condition. It means the teacher will use accepts feelings when he understands how the student's feel.

b) Praises and Encourages

In this category, the teacher praises or encourages and tells the students what they have said or done is appreciated, encourage the students to continue, tries to given them confidence, and confirm that their answer are correct. The data of praising and encouraging the teacher asked some students to come forward and after that he asked other students to give praising to her students by saying *'' okay, good job guys. Give applause for us!''.* Here his praising made the students felt happy and make the students more felt confidents if they asked to come forward in the other time.

In the other case, the teacher did not use the variation of praises to the students who answer correctly. It means that the teacher less to used a

positive reinforcement to the students. For example, by saying ‘’ *yes, very, good, and excellent’’.* These aims were made the students big heard with their job and the teacher encouragement gave a good effect for the students.

c) Uses Ideas of Students

The teacher is clarifying or interpreting the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions. The data was indicated that when teacher interacted or communicated with the students, the teacher clarified used and summarized the students' ideas. For example in the utterance'' *yes right, any addition?''* this utterance showed that the teacher give stimulus to the other students to complete the answer of the students before. After some students gave addition of the previous answer, the teacher clarify and summarized these all the students answer by saying*''Good, I was studying English in the school. that is complete. do you get it?''.* This utterance is the teacher talk that gotten from many ideas of the students about the example of past continuous tense and than the teacher summarized all of from the students opinion.

d) Ask Question

The teacher is asking questions about content of the lesson, based on the teacher ideas and expecting an answer from the students. The data clearly indicated that the teacher asked questions to the students. The data *''ok now, what is tense?''* and the other data *'' And what about other*

example of past continuous tense in our activity ?'' these two utterance indicated that the teacher asked question to the students. Questioning plays important role in which it can stimulate the students' thinking to produce language. There are several reason for questioning, they are to provide a model for language or thinking, to find out something from the learner (facts, ideas, or opinion), to get learner to be active in their learning, and to direct attention to the topics being learned.

Whereas the 3 categories were identified as the direct influence of teacher talk, they are:

e) Lecturing

Lecturing is the form of verbal interaction that is used to give information, facts, opinions, or ideas to students. The data identified that the teacher gave additional information from the students answer. Such as in data the teacher give addition to the students answer about *what is ''Verb ing"*. In this case the students only explained the pattern but the teacher clarify by giving addition information such as the example and the function of it. The additional information is often important for giving direction to the discussion and helping students achieve the learning goal.

f) Gives Direction

The teacher is giving directions or commands that students are expected to follow. For the giving direction was shown in the data *'' Ya, now please make some sentences about past continuous tense in your pairs "* and the other data "*I suggest you don't copy this on your assignment",*

the data was gotten to identified some direction or command by the teacher to the students. Here, the teacher instructs the students to do the teacher command.

g) Criticizes or Justifying Authority

The teacher is rejecting the behavior of students, trying to change the non-acceptable to acceptable behavior. In the classroom condition sometime the students not concentrate with the lesson or may be they made noise with the class. And in this situation of course the teacher will be criticized to the students' behavior, may be he would remind them or reprimand them. Because the teacher was dissatisfied with the students were doing.

In the data finding, the researcher found the data from observation in the classroom, such as in data *''so that when I explain to you, please pay attention to me, don't joke by your self!''.* It happened when the teacher asks the students to answer the question but she still confused to answer it. In this case the teacher was little annoyed and criticized the students' behavior by saying these utterances.

In which the student talk, those categories are student talk response and student talk initiation.

h) Students talk Response

In this aspect, the students are responding to the teacher talk and give answer to the teacher. Most of the students talk affected from the teacher talk, such as from the teacher talk that asking question then the

students answer the teacher question by using the specific response such as in the data *"past tense, present tense, future tense''*. This response happen when the teacher asked the students about some kinds of tenses that they know and some students answer based on the data gotten above. And in the other data*''I ate chicken yesterday''* this students response specific happened when the teacher asked the students to make the example of past tense. From these two responses indicated that the students want to get themselves involve in the teaching and learning process. It was proven by their responses to the teacher question stated in limited and simple way. It can be called unintentional response from the students.

i) Students talk Initiated

Students talk initiated is the students are responding to the teacher with students own ideas or opinions. Initiating the participation. Students response initiated is the students responding to the teacher with student's own ideas, opinions, reactions and feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.

Based on the data finding, the researcher did not find that the students response initiated to the teacher questions. There is no initiated of the students to participate in the classroom. It can be proven by the result of observation where the students just answer the teacher question without more explaining. The student did not have the initiation to raises his hand

to make a statement or to ask a question when the teacher has not been inspired to do so.

j) Silence

This category is periods of quiet during teaching learning process, which there is noverbal interaction. So the interaction cannot be recorded. This behavior is silent or confusion. It means pauses in the interaction. Periods of quiet during which there is no interaction in the classroom. During the process of teaching and learning, the silence sometime was occur. In this category, when the teacher asked the students to give more explanation they only keep silence and look at the teacher. It indicates the class interaction was paused and there is no interaction both of them.

From the 10 categories in FIACS, the 7 categories were described as the teacher talk, the 2 categories were described as the students talk and the 1 category was described as the silence. In teacher talk there are some categories, it includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). In student talk there are some categories, it includes (response and initiation). In silence there is a category, it Includes (period of silence or confusion).

Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. First is teacher talk. In this case, from categories of teacher talk in classroom interaction which was applied in the classroom were involved

the direct talk and indirect talk. It includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). Based on the result during observation and interview, the teacher used all of those categories, but there is a category of teacher talk that rarely used by the teacher, that is praises and encourage category. The teacher less to used praises in order to confirming the correct answer of the students. As a stated by Flander, In this category the teacher praises or encourages students what they have said or done is appreciated, encouraging students to continue, trying to give them confidence, confirming that answers are correct. Praises or encourages are includes statements such as “good”, “right”, “excellent” etc. Sometimes the teacher simply says, “I like what you are doing”. These aims were made the students big heard with their job and the teacher encouragement gave a good effect for the students. It means the teacher should use praise and encourage, because it will help the students to initiate and more participate in the classroom. According to Hai and Bee, the teacher who received FIACS feedback will use more praise, accept and clarify student ideas, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk. It means that the teacher who received FIACS feedback will improve their teaching learning process in the classroom.

Second is students talk. In this case, from categories of students talk in classroom interaction which was applied in the classroom were involved (students talk response and students talk initiation). Based on the result during having observation and interview in the classroom, the students did not use students talk initiation category during teaching learning process in the classroom. As a stated by Flander, In this category the students is responding to the teacher with students own ideas or opinions. Initiating the participation. In general, the student raises his hand to make a statement or to ask a question when the teacher has not been inspired to do so. It means, the students more active in the classroom if the students would use more initiate in the classroom during learning process. In fact, the students are active subject of teaching learning process. As a stated by Allwright et al, the students make a significant contribution to the management of the interaction that takes place in the classroom. These contributions are crucial to the success of the interaction and to the success to the lessons itself as a social event in the lives of both teacher and students.

Third is silence. Periods of quiet during teaching and learning process which there is no verbal interaction. There will be time when the students silent or pause in classroom. Based on during observation, when the teacher asked the students to give more explanation they only keep silence and look at the teacher. It indicates the class interaction was paused and there is no interaction both of them.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research of classroom interaction at the 9th grade students of SMP 1 Sungai Pua at the academic year 2016/2017, it could be concluded that there are several aspects of classroom interaction that had been applied in the classroom by the teacher and students. Also that classroom interaction helped the students in learning English. Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. In this case, from categories of teacher talk in classroom interaction which was applied in the classroom were involved the direct talk and indirect talk. It includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). The data showed the teacher used all categories of FIACS, but the frequency on using praises and encourages category is the lowest. In the students talk, from 2 categories of students talk, the students only used 1 category, it was (students talk response). The students did not use students talk initiation category during teaching learning process in the classroom. In silence the students ever did not give respond to the teacher talk.

B. Suggestion

Based on the findings above, the researcher purposed several suggestion below:

1. It is expected that the teacher and students has applied interaction in the classroom. By applying interaction based on FIACS in the classroom, it helps the students in learning English especially to increase their learning behavior.
2. The research is an input or consideration for many people especially who concerns in study English in university.
3. Since this research is only a beginning research, so it still needs more revision and following up discussion.
4. It is hoped to the next the researcher to do this research in other setting to have variation research as the researcher assumes that if this research is conducted in different place, it will give different results.

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Appendix 1. RESEARCH GUIDELINES

Variable	Sub Variable	Indicator	Sub Indicator		Descriptor	Instrument
Classroom Interaction	Aspects of classroom interaction based on FIACS	1. Teacher talk a. Indirect talk b. Direct talk	Indirect Talk	1. Accepts Feelings	The teacher accepts and clarifies the feeling (maybe positive or negative). The teacher feels himself that the students should not be punished for exhibiting his feelings.	1. Observation (Observation sheet based on FIACS) 2. Interview (Interview teacher and students)
				2. Praises or Encourages	The teacher praises or encourages student action or behaviour what they have said or done is correct, for example the teacher gives positive applauses by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.	
				3. Accepts or uses ideas of students	The teacher clarifies or interprets the ideas of students. The teacher can say, "I understand what you mean" etc. The ideas must be rephrased by the teacher but still be recognized what the students have said.	
				4. Asks Questions	The teacher asks questions about content of the lesson, based on	

					the teacher ideas and expecting an answer from the students.	
			Direct Talk	5. Lecturing	The teacher lectures by giving information or ideas based on his own explanation.	
				6. Giving Directions	The teacher gives directions or commands that the students are expected to follow.	
				7. Criticizing or Justifying Authority	The teacher rejects the behavior of students, trying to change the non-acceptable behavior.	
		2. student talk	8. Response		The students respond to the teacher talk or question and give answer to the teacher.	
			9. Initiation		The students respond to the teacher with students own ideas or opinions. Initiating the participation	
		3. silence	10. Silence or confusion		Periods of quiet during which there is no verbal interaction. So the interaction cannot be recorded.	

Appendix 2. INSTRUMENT OBSERVATION GUIDELINES

Variable	Sub Variable	Indicator	Sub Indicator		Descriptor
Classroom Interaction	Aspects of classroom interaction based on FIACS	1. Teacher talk a. Indirect talk b. Direct talk	Indirect Talk	1. Accepts Feelings	The teacher accepts and clarifies the feeling (maybe positive or negative). The teacher feels himself that the students should not be punished for exhibiting his feelings.
				2. Praises or Encourages	The teacher praises or encourages student action or behaviour what they have said or done is correct, for example the teacher gives positive applauses by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.
				3. Accepts or uses ideas of students	The teacher clarifies or interpreting the ideas of students. The teacher can say, "I understand what you mean" etc. The ideas must be rephrased by the teacher but still be recognized what the students have said.
				4. Asks Questions	The teacher asks questions about content of the lesson, based on the teacher ideas and expecting an answer from the students.
			Direct Talk	5. Lecturing	The teacher lectures by giving information or ideas based on his own explanation
				6. Giving Directions	The teacher gives directions or commands that the students are expected to follow.
				7. Criticizing or Justifying Authority	The teacher rejects the behavior of students, trying to change the non-acceptable behavior.
		3. student talk	8. Response		The students respond to the teacher talk or question and give answer to the teacher.
			9. Initiation		The students respond to the teacher with students own ideas or opinions. Initiating the participation

		3. Silence	10. Silence or confusion	Periods of quiet during which there is no verbal interaction. So the interaction cannot be recorded.

Appendix 3.

Observation Sheet

Day/Date **: Day 1 = Tuesday 07-12-17 (12.05-13.10),**
Day 2 = Wednesday 07-13-17 (10.45-12.05),
Day 3 = Tuesday 07-19-17 (12.05-13.10)
Teacher's name **: Refnaldi, S.Pd**
Class **: IX 1**
Meeting **: 1, 2, 3**
Material **: Past Continuous Tense**

Category number		Classroom Verbal Interaction	Explanation
Teacher talk	6	*Teacher : **Bahasa inggris ini, tidak semuanya bisa di terjemahkan dengan kamus, contohnya saja kata "sedang". Ayo coba cari kata sedang dalam Bahasa inggris, pasti tidak ada ya. (gives information)***	The teacher gave explanation about how to translate Indonesian into English. In order to make the students understand.
	2	*Teacher : **if you avoid English, you will be a loser. I know English is difficult to learn. Because the sentence of English is very difference in Indonesian. But come on, you can do it students. you should know it. (encourages)*** *Students : silent*	The teacher encouraged the students to do not avoid English. The teacher encouraged the students by said, come on students, you can do it.
	4	*Teacher : kita masuk ke materi lagi ya. Ok, **apakah belajar Bahasa inggris sama dengan belajar Bahasa inggris ? (ask question)*** *Student : sama* *Other student : beda* *Teacher : dalam Bahasa inggris, apa yang di tulis belum tentu itu yang dibaca, berbeda dengan Bahasa Indonesia, apa yang di tulis itu juga yang di baca. Betul gak kira-kira?* *Students : iya pak.*	The teacher asked question to the students about the differences between Indonesian and English.
	4	*Teacher : how to make a sentences based on these example in English. Saya tidak makan*	The teacher asked question to the students

		kemaren, saya tidak makan sekarang, saya tidak makan nanti. ***Coba bapak tanya dulu, beda dari masing-masing kalimat ini apa?(ask question)*** *Students : segi waktu pak.*	about the differences from each sentences. It means the teacher used ask question category.
	5	*Teacher :* ***dalam Bahasa inggris, harus ada waktu yang menentukan, misalnya.. apakah itu masa lalu, masa sekarang atau pun masa depan. (lecturing)*** *Students : ya pak.* *Teacher : jadi contoh kalimatnya, I was eating this morning. I am eating now. I will eat later. You understand****? (lecturing)*** *Students : yes sir.*	The teacher gave explanation about the times to make a sentence. In order to make the students understand.
	6	*Teacher :****sekarang bapak minta, coba buat masing-masik Ananda membuat kalimat past continuous tense, satu saja cukup tapi lengkap dengan kalimat negative dan kalimat tanya. (gives direction)*** *Students : di buku latihan pak?* *Teacher : iya.*	The teacher gave an order to the students to make a sentence of past continuous tense. The students should make a positive, negative and interrogative sentence.
	7	*Teacher : saya sedang belajar Bahasa inggris. How to translate it into Indonesia?* *Students : just keep silent, and look at the teacher* *Teacher :* ***ini sudah kelas 9 lo, masak membuat kalimat yang mudah seperti ini saja tidak bisa? Jangan membuat saya malu. (criticizing)***	The teacher criticized the rejected behavior of the students.
	3	*Teacher : jadi, arti dari past itu apa?* *Student : berlalu pak.* *Other student : masa lampau pak.* *Teacher :* ***iya, suatu kejadian yang sudah berlalu di masa lampau.*** *Kalau continuous apa?(****accept idea of student)*** *Students : silent.*	The teacher clarified the idea of the student, in order to make all of the students more understand.

	5	*Teacher : apa yang sedang Ananda kerjakan tadi pagi jam 7.* *Student : berangkat ke sekolah pak.* *Teacher :* ***nah, sekarang sudah jam berapa, jam 8. Dan Ananda sudah sampai di sekolah. Berarti contoh kalimatnya, "saya telah sedang berangkat jam 7 ke sekolah tadi pagi". Nah,, ini yang di maksud dengan kalimat past continuous tense.(lecturing)***	The teacher gave explanation about the example of past continuous tense in daily activity. In order to make the students understand.
	6	*Teacher* ***: now, I will call your name, the name that I was call, please write a sentence based on several verbs on the white board. You may choses one verb to make a complete sentence. (gives direction)*** *Student : ok sir.*	The teacher gave an order to the students to write a sentence in the white board based on certain verbs in the white board by calling their name one by one.
Students talk	8	*Teacher : kita masuk ke materi lagi ya. Ok, apakah belajar Bahasa inggris sama dengan belajar Bahasa inggris ?* *Student :* ***sama (student response)*** *Other student :* ***beda (student response****)* *Teacher : dalam Bahasa inggris, apa yang di tulis belum tentu itu yang dibaca, berbeda dengan Bahasa Indonesia, apa yang di tulis itu juga yang di baca. Betul gak kira-kira?* *Students :* ***iya pak. (student response)***	The students responded to the teacher. It is the students responded by answer the question of the teacher.
	8	*Teacher : jadi, arti dari past itu apa?* *Student :* ***berlalu pak. (student response****)* *Other student* ***: masa lampau pak. (student response)*** *Teacher : iya, suatu kejadian yang sudah berlalu di masa lampau. Kalau continuous apa?*	The students responded to the teacher. It is the students responded by answer the question of the teacher.
	8	*Teacher : apa yang sedang Ananda kerjakan tadi pagi jam 7.* *Student :* ***berangkat ke sekolah pak. (student response)*** *Teacher : nah, sekarang sudah jam berapa, jam 8. Dan Ananda sudah sampai di sekolah.*	The students responded to the teacher. It is the students responded by answer the question of the teacher.

		Berarti contoh kalimatnya, "saya telah sedang berangkat jam 7 ke sekolah tadi pagi". Nah,, ini yang di maksud dengan kalimat past continuous tense.	
Silence	10	*Teacher :if you avoid English, you will be a loser. I know English is difficult to learn. Because the sentence of English is very difference in Indonesian. But come on, you can do it students. you should know it.* *Students* ***: (keep silent when the teacher talk)***	The students were in short period of silence, because maybe they did not understand or confused about the teacher talk.
	10	*Teacher : jadi, arti dari past itu apa?* *Student : berlalu pak.* *Other student : masa lampau pak.* *Teacher : iya, suatu kejadian yang sudah berlalu di masa lampau. Kalau continuous apa?* *Students :* ***(silent.)***	The students were in short period of silence, because maybe they did not understand or confused about the teacher talk.

Source: Flander in clive seale 2004

Appendix 3.

Observation Sheet

Day/Date **: Day 1 = Sunday 07-10-17 (08.10-09.30),**
Day 2 = Saturday 07-15-17 (09.30-10.10),
Day 3 = Sunday 07-17-17 (08.10-09.30)
Teacher's name **: Refnaldi, S.Pd**
Class **: IX 2**
Meeting **: 1, 2, 3**
Material **: Past Continuous Tense**

Category number		Classroom Verbal Interaction	Explanation
Teacher talk	7	*Teacher : for example, I was learning English yesterday. What else?* *Student : I was reading book.* *Teacher :* ***jangan I aja terus yang di pakai, cari yang lain seperti my father, they, we. Banyak lagi.(justifying authority)***	The teacher justified authority the behavior of the students, in order to make the students creative to make an example.
	5	*Teacher : (write in the white board)* ***okey, ketika dia bukan orang yang ke tiga tunggal, dia pakai was. Tapi jika tidak dia pakai were. For example, they were waiting for you. (lecturing)***	The teacher gave explanation to the students about the content of the lesson. It means the teacher gave information or lecturing.
	6	*Teacher :* ***coba tukar bentuk kalimat ini menjadi kalimat negative, saya tidak sedang memakan sate (gives direction)*** *Student : berarti pakai not ya pak* *Teacher : of couse, bagaimana bentuk kalimatnya, siapa yang bisa?*	The teacher gave an order to the students to make other example, that direction was how to make a negative sentence based on that example.
	5	*Teacher :* ***dalam kalimat past continuous tense ini, to be yang di pakai yaitu was dan were. Was untuk subjek I, she, he, it. Sedangkan were untuk subjek we, you, they. (lecturing)***	The teacher gave explanation to the students about using to be in each subject. It means the teacher gave information or lecturing.

	3	*Students : I was not eating sate.* *Teacher : coba di ganti subjeknya dengan they, bagaimana bentuk kalimatnya.* *Student : they was not eating sate.* *Teacher :* ***they WERE not eating sate. Ok students. (accepts idea of students)***	The teacher clarified the idea of the student in order to make all of the students more understand.
	4	*Teacher :****coba bapak tanya sekarang, what is the differences between past tense and past continuous tense?(ask question)***	The teacher asked question to the students about the differences between past tense and past continuous tense.
	3	*Teacher : from this dialog, si edo… what the Edo has?* *Student : a dog* *Teacher :* ***ok, a dog.(accepts idea of student)*** *How is the dog?* *Students : jahat, galak.* *Teacher :* ***ok, jahat dan galak? (accepts idea of student)*** *Any opinion?*	The teacher clarified the idea of the student in order to make all of the students more understand.
	4	*Teacher : from this dialog, si edo… what the Edo has?* *Student : a dog* *Teacher : ok, a dog.* ***How is the dog?(ask question)*** *Students : jahat, galak.* *Teacher : ok, jahat dan galak? Any opinion?*	The teacher asked question to the students about "how the dog is". It means the teacher used asked question category to the students.
	4	*Teacher : your rabbit was playing in the snow.* ***Jadi apa maksud dari kalimat ini? (ask question)*** *Students : main salju pak, kelincinya yang main.*	The teacher asked question to the students about the meaning of the example.
	6	*Teacher :* ***coba ulangi setelah saya****. Your rabbit was playing in the snow.* ***(gives direction)*** *Students : (the students repeat to the teacher example). Your rabbit was playing in the*	The teacher gave an order to the students to repeat after the teacher speaks.

		snow.	
	7	*The students are not focus when the teacher ask question.* ***Teacher : ayo kita baca! Hey hey hey, (menepuk meja) (criticizing)*** *Teacher **:** ok now open page 11.* *Students : halaman berapa pak?* *Teacher : I said, 11.*	The teacher criticized authority the behavior of the students, in order to make the students focus to learning.
	6	*The students are not focus when the teacher ask question.* *Teacher : ayo kita baca! Hey hey hey, (menepuk meja)* *Teacher **: ok now open page 11. (gives direction)*** *Students : halaman berapa pak?* *Teacher : I said, 11.*	The teacher gave an order to the students to open page 11.
	2	*Teacher : bagaimana cara membuat kalimat dari masa lalu?* *Students : I was eating sir.* *Teacher : **yes, it is. (praising)***	The teacher gave praising to the students who answer the question correctly.
Students talk	8	*Students : I was not eating sate.* *Teacher : coba di ganti subjeknya dengan they, bagaimana bentuk kalimatnya.* *Student : **they was not eating sate. (students response)*** *Teacher : they WERE not eating sate. Ok students.*	The students responded to the teacher direction about other example with other subject.
	8	*Teacher : coba ulangi setelah saya. Your rabbit was playing in the snow.* *Students : **(**the students repeat to the teacher example). **Your rabbit was playing in the snow. (students response)***	The students responded to the teacher direction about repeat after the teacher speaks.
	8	*Teacher : bagaimana cara membuat kalimat dari masa lalu?* *Students : **I was eating sir. (students***	The students responded to the teacher question about how to make an

		response) *Teacher : yes, it is.*	example of past continuous tense.
	8	*Teacher* ***:*** *ok now open page 11.* *Students :* ***halaman berapa pak?(students response)*** *Teacher : I said, 11.*	The students responded to the teacher direction about what page that should be open.
Silence	10	*Teacher :coba bapak tanya sekarang, what is the differences between past tense and past continuous tense?* *Students :* ***(just keep silent and look at the teacher)***	The students were in short period of silence, because maybe they did not understand or confused about the teacher talk.

Source: Flander in clive seale 2004

Appendix 3.

Observation Sheet

Day/Date **: Day 1 = Sunday 07-10-17 (09.30-10.50),**
Day 2 = Saturday 07-15-17 (07.30-09.30),
Day 3 = Sunday 07-17-17 (09.30-10.50)
Teacher's name **: Refnaldi, S.Pd**
Class **: IX 3**
Meeting **: 1, 2, 3**
Material **: Past Continuous Tense**

Category number		Classroom Verbal Interaction	Explanation
Teacher talk	4	*Teacher : **how do you say it?** Ini pena dalam Bahasa inggris, lalu kalimat negatifnya apa.**(ask question)***	The teacher asked question to the students about the English of "ini pena".
	5	*Teacher : **jadi rumus dari past continuous tense adalah subject, to be nya (was/were), tambah verb ing di akhir, terakhir tambahkan object. (lecturing)*** *Student : Yes sir!*	The teacher gave explanation about the formula of past continuous tense. In order to make the students understand.
	7	*Teacher : **sangat memalukan ini, sudah kelas tiga, tapi tidak ada satupun yang betul latihanya, bagaimana ini?(criticizing students behavior)***	The teacher is criticized the students behavior, because no one of the students make the task correctly.
	4	*Teacher **: Apa fungsi dari kata bantu? (ask question)***	The teacher asked question to the students about the fungtion of to be.
	2	*Teacher : what is other example of past continuous tense?* *Student : I was playing football yesterday.* *Teacher **: yes, it is. (praising)***	The teacher gave praising to the students who answer the question correctly.

	5	*Teacher :* ***jadi, untuk membuat kalimat negative, kita perlu menambahkan no sesudah kata bantu, contohnya Do + Not = Don't. do you understand? (lecturing)*** *Students : yes sir.*	The teacher gave explanation to the students about how to make a negative sentence of past continuous tense.
	6	*Teacher :* ***Okey, times is over, you have to submit your work guys! (Gives direction)*** *Student : wait moment sir! kurang sedikit (Almost)* *Teacher : Yes, I count you until 10.. 10,9,8,7,6,5,4,3,2,1. Submit it please!*	The teacher gave an order to the students to submit their task directly.
	6	*Teacher :* ***Okay now the name who I call please come foward and practice it in front of the class with your pairs. (gives direction)***	The teacher gave an order to the students to come forward and practicing it in front of class with their partner.
	7	*Teacher :* ***Yaa.. Kalau gurunya menerangkan diperhatikan, jangan guyonan sendiri, apalagi tolah toleh kebelakang, yaaa (please pay attention to your teacher, don't joke by your self, furthermore face to behind) (criticizing)*** *Students : Yes sir, I"m sorry!*	The teacher criticized the rejecting behavior of the students, in order to make the students pay attention to the lesson.
	4	*Teacher :* ***Ok, lets me review everything about expression ya, there are how many tense that we have discussed? (ask question)*** *Students : Very much sir, may be about three tense (Students response)* *Teacher :* ***Only four? yakin hanya 4? Coba sebutkan, what is that? (ask question)***	The teacher asked question to the students about the content of the lesson.
	2	*Teacher : Ok, enough, now identify there are how many tense do you ever heard?* *Students : (Just keep silence, and only look at the teacher)* *Teacher :* ***Speak up please! Don"t be shy my students! (encourage)*** *In this part of silent the teacher ask the*	The teacher encouraged the students to speak up.

		students to mention the kind of tense, but the students only keep silence.	
	3	*Teacher : your friends were swimming in the pool this morning. Bagaimana cara menterjemahkanya?* *Students : teman kamu berenang di……. Pagi ini.* *Teacher : ok, teman kamu berenang di KOLAM pagi ini. That is complete*	The teacher clarified the idea of the student in order to make all of the students more understand.
Students talk	8	*Teacher : as we know, past tense mengunakan verb apa?* ***Students : Verb two sir.(students response)***	The students responded to the teacher question about what is the verb of past tense, by answer "verb two sir".
	8	*Teacher : what is other example of past continuous tense?* *Student :* ***I was playing football yesterday. (student response)***	The students responded to the teacher question about what is the example of past continuous tense.
	8	*Teacher : Yaa.. Kalau gurunya menerangkan diperhatikan, jangan guyonan sendiri, apalagi tolah toleh kebelakang, yaaa (please pay attention to your teacher, don't joke by your self, furthermore face to behind)* *Students :* ***Yes sir, I"m sorry! (students response)***	The students asked apologize to the teacher criticized about rejecting behavior of them. The students say sorry to the teacher
	8	*Teacher : Ok, lets me review everything about expression ya, there are how many tense that we have discussed?* *Students :* ***Very much sir, may be about three tense (Students response)*** *Teacher : Only four? yakin hanya 4? Coba sebutkan, what is that?* *Student :* ***past tense, present tense, future tense.(Students response)***	The students responded to the teacher by answered the teacher question about the content of the lesson.
	8	*Teacher : Okay, other is there any addition?* *Students :****no sir. (students response)***	The students responded to the teacher question.

Silence	10	*Teacher : how do you say it? Ini pena dalam Bahasa inggris, lalu kalimat negatifnya apa.* *Student : this is a pen.* *Teacher : kalimat negatifnya?* *Students :* ***(just keep silence, and only look at the teacher)***	The students were in short period of silence, because maybe they did not understand or confused about the teacher talk.
	10	*Teacher* ***: Apa fungsi dari kata bantu?*** *Students* ***: (silence)***	The students were silence, because maybe they did not understand or confused to answer it.
	10	*Teacher : Ok, enough, now identify there are how many tense do you ever heard?* *Learner* ***: (Just keep silence, and only look at the teacher)*** *Teacher : Speak up please! Don"t be shy my students!* *In this part of silent the teacher ask the students to mention the kind of tense, but the students only keep silence.*	The students were in short period of silence, because maybe they were shy or confused about how to answer it.

Source: Flander in clive seale 2004

Appendix 3.

Observation Sheet

Day/Date **: Day 1 = Sunday 07-10-17 (11.25-12.45),**
Day 2 = Friday 07-14-17 (08.10 09.30),
Day 3 = Sunday 07-17-17 (11.25-12.45)
Teacher's name **: Refnaldi, S.Pd**
Class **: IX 4**
Meeting **: 1,2,3**
Material **: Past Continuous Tense**

Category number		Classroom Verbal Interaction	Explanation
Teacher talk	4	*Teacher : **Ok now, what is tense? (Ask Questions)*** *Student : Suatu kalimat pak, yang terdiri dari subjek dan objek. (Describe something)* *Teacher : Ok, any others?*	The teacher asked the students about definition of tense. That is a direct talk where that question included into asking question category.
	5	*Teacher : No onces? Hmmmm.. **okey past continuous tense is describes actions or evens in a time before now, which began in the past and is still going on at the time. did you understand now? (Gives information)*** *Students : Yes sir* *student : Jadi itu artinya telah sedang melakukan sesuatu ya sir.* *Teacher : Yes, that's right*	The teacher gave explanation to the students about definition of past continuous tense.
	2	*(The students come forward practice the dialogue that they have made with the group, it is occur in ten minutes until the end of the class)* *Teacher : **Okay, good job guys. Give applause for us! (Praising)*** *Students : (Clap hand)*	The teacher gave praises to the students who did the task by say "good job guys, give applause for us"
	6	*Teacher : now, **open page 12. (giving direction)***	The teacher gave an order to students to open page 12. It means the teacher used direct talk

			especially giving direction category.
	5	*Teacher :* ***verb ing, pola kalimat yang digunakan untuk menyatakan suatu kejadian itu sedang berlangsung, misalnya kata kerja di tambah ing dibelakangnya. Contoh study+ing. (Gives information)*** *Students : Yes sir!*	The teacher gave explanation about what is V ing. So that the teacher used lecturing in the class.
	7	*Teacher : Behind… you understand what I have explained to you?* ***Jangan hanya tolah toleh (don"t shake your head),*** *coba jelaskan kalimat mana yang menyatakan dia past continiousnya****.(criticizing)*** *Students : sorry sir.*	The teacher criticized the rejecting behavior of the students.
	3	*Teacher : Yes, now we are going to the example yaa, what the example of past continuous tense ?* *Student : I was studying English* *Teacher :* ***Ok, I was studying English in the school. that is complete. do you get it? (Use ideas of the students)*** *Students : Yes sir.*	The teacher clarified the idea of the student in order to make all of the students more understand.
	4	*Teacher :* ***What about other example of past continuous tense?(ask question)***	The teacher asked to the students about other example of that material.
	6	*Teacher :* ***Ya, now please make some sentences about past continuous tense in your pairs (Gives direction)*** *Learner : It is free sentences sir?*	The teacher gave an order to the students to make a task in pairs.
	6	*Teacher : Yess free,* ***I will give you some example of dialogue that about past continuous tense, but I suggest you don't copy this on your assignment, because it's just an example, okey! (Gives direction)***	The teacher gave an order to the students about did not copy the example of the teacher to the students' assignment.

	5	*Teacher : Ok, I will explain about to be. Such as I. I lawanya Am. Sangat tidak mungkin I lawanya Are. Karena mereka sudah mempunyai pasanganya masing-masing. Do you still remember? Yg pernah bapak ajarkan dulu ini.*	The teacher gave an explanation about to be. It means the teacher used lecturing during teaching learning process.
	7	*Teacher : Hello, hei hei. Shut up! (the teacher knock the table)*	The teacher knocked the table in order to make the students silent, because the students too noisy in the class during learning process.

Students talk	8	*Teacher : Ok, lets me review everything about expression ya, there are how many tense that we have discussed?* *Students :* ***Very much sir, may be about three tense (Students response)*** *Teacher : Only four? yakin hanya 4? Coba sebutkan, what is that?* *Students :* ***past tense, present tense, future tense.(Students response)*** *Teacher : Okay, other is there any addition?* *Students :****no sir.***	The students responded to the teacher. It means the students response to the teacher question.
	8	*Teacher : No onces? Hmmmm.. okey past continuous tense is describes actions or evens in a time before now, which began in the past and is still going on at the time. did you understand now? You understand?* *Students :* ***Yes sir (students response)*** *student :* ***Jadi itu artinya telah sedang melakukan sesuatu ya sir. (student response)*** *Teacher : Yes, that's right*	The students responded to the teacher. It means the students response to the teacher where they were understood about the lesson.
	8	*Teacher : Behind… you understand what I have explained to you? Jangan hanya tolah toleh (don"t shake your head), coba jelaskan kalimat mana yang menyatakan dia past continiousnya.* *Students :* ***sorry sir. (students response)***	The students responded to the teacher. It means the students responded by asking apologize to the teacher because their mistake.
	8	*Teacher : Yes, now we are going to the example yaa, what the example of past continuous tense ?* *Student :* ***I was studying English (student response)*** *Teacher : Ok, I was studying English in the school. that is complete. do you get it?* *Students :* ***Yes sir. (students response)***	The students responded to the teacher. It means the students response to the teacher question.
Silence	10	*Teacher : What about other example of past continuous tense?* *Students : (silent)*	The students were in short period of silence, because maybe they did not understand or

			confused about the teacher talk.

Source: Flander in clive seale 2004

Appendix 4. INSTRUMENT INTERVIEW GUIDELINE

Variable	Sub Variable	Indicator	Sub Indicator		Description	No item	Total of item
Classroom Interaction	Aspects of Classroom Interaction In based on FIACS	4. Teacher talk a. Indirect talk b. Direct talk	Indirect talk	1. Accepts Feelings	The teacher accepts and clarifies the feeling (maybe positive or negative). The teacher feels himself that the students should not be punished for exhibiting his feelings.	1,2	2
				2. Praises or Encourages	The teacher praises or encourages student's action behaviour or what they have said or done is correct, for example the teacher gives positive applauses by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.	3,4	2
				3. Accepts or uses ideas of students	The teacher clarifies or interprets the ideas of students. The teacher can say, "I understand what you mean" etc. The ideas must be rephrased by the teacher but still be recognized what the students have said.	5,6	2
				4. Asks	The teacher asks questions	7,8	2

				Questions	about content of the lesson, based on the teacher ideas and expecting an answer from the students.		
			Direct Talk	5. Lecturing	The teacher lectures by give information or ideas based on his own explanation	9,10	2
				6. Giving Directions	The teacher gives directions or commands that the students are expected to follow.	11,12	2
				7. Criticizing or Justifying Authority	The teacher rejects the behavior of students, trying to change the non-acceptable behavior.	13,14	2
		5. student talk	8. Response		The students respond to the teacher talk or question and give answer to the teacher.	17	1
			9. Initiation		The students respond to the teacher with students own ideas or opinions. Initiating the participation	18,19	2
		3. Silence	10. Silence or confusion		Periods of quiet during which there is no verbal interaction. So the interaction cannot be understood by the observer.	15,16	2

Appendix 5. INTERVIEW SHEET FOR TEACHER

TEACHER

1. Bagaimana sikap bapak jika ada seorang siswa yang tidak dalam kondisi baik dalam belajar? Jika siswa dalam kondisi sakit?

   Penyebab siswa tidak focus atau tidak dalam kondisi baik dalam belajar ada dua factor, internal & external. Dr internal misalnya kalau dia sakit kita punya UKS, saya anjurkan dia ke uks. Kalau tidak bisa di tanggulangi saya bawa ke puskesmas dekat sini. Dr external misalnya dia kelihatan murung atau cemberut, saya tanya sama dia, apakah dia ada masalah keluarga, atau malas belajar, Lalu kita kasih dia motivasi.
2. Apakah bapak akan memastikan kondisi siswa senyaman mungkin di kelas? bagaimana cara bapak memastikanya?

   Tentu, pertama persiapkan siswa dr segi kesehatan. Cara mengkondisikanya. Ketika saya mencek absen dia itu sudah keliatan nanti apakah dia dalam kondisi baik atau tidak. Jika ada salah satu siswa kelihatan buruk maka saya akan menanyai dia langsung.
3. Bagaimana respon bapak terhadap siswa yang mampu menjawab pertanyaan dengan benar?

   Dalam teori kita harus berikan reinforcement. Dan saya pun ada memberikan reinforcement itu. Seperti good, very good, dan memberikan tepuk tangan kepada mereka.
4. Bagaimana bentuk apresiasi yang bapak berikan terhadap siswa yang memberikan respon yang sangat baik terhadap pembelajaran?

   Pernah waktu itu saya pergi liburan, saya beli beberapa souvenir yang nantinya akan saya berikan kepada siswa yg mampu menjawab pertanyaan dengan benar, atau yang mendapatkan nilai tertinggi saat ulangan.
5. Bagaimana cara bapak memancing ide dari siswa?

Sebelum kita masuk materi, umumya saya mengarahkan materi yang akan di bahas pada saat itu dengan latar belakang kehidupanya sehari-hari. saya lakukan tanya jawab. Bebas aja.

6. Bagaimana cara bapak memperjelas ide yang telah disampaikan oleh siswa saat kegiatan pembelajaran berlangsung?

   Tujuanya memang siswa itu mengerti semuanya, ada keterangan yang lebih di kembangkan dari jawaban siswa, agar para siswa bisa mengeri semuanya. Saya memberikan contoh yang lebih benar.

7. Pada saat kegiatan pembelajaran berlangsung, apakah bapak memberikan pertanyaan seputar materi saat itu?

   Tentu. Saya selalu memberikan pertanyaan seputar materi pembelajaran.

8. Apakah bapak memberikan variasi dalam bertanya? Bagaimana contohnya?

   Iya, saya memberikan contoh atau pertanyaan berdasarkan kehidupan yang dekat dengan siswa. Kehidupan sehari-hari mereka. Agar lebih mengena dan mereka ingat tentang materi yang saya ajarkan.

9. Apakah bapak mengunakan bahasa yang mudah dipahami siswa dalam menjelaskan materi pembelajaran?

   Iya, saya mengunakan Bahasa inggris sehari-hari, maksudnya disini saya menggunakan Bahasa inggrisnya Indonesia, saya tidak mengunakan Bahasa native begitu.

10. Dalam menyampaikan materi ajar, apakah bapak memberikan contoh yang dekat dengan kehidupan siswa? Bagaimana contohnya?

    Iya, seperti yang sudah saya bilang tadi ya. Agar lebih mengena saya memang memberikan contoh berdasarkan kehidupan keseharianya para siswa.

11. Bagaimana cara bapak memberikan instruksi tetentu agar para siswa mengikuti instruksi yang bapak berikan? Bagaimana contohnya?

    Ya sebisanya saya memberikan instruksi yang jelas tentunya. Jika mereka binggung, saya perjelas lagi dengan menggunakan Bahasa Indonesia.

12. Bagaimana respon dari siswa terhadap instruksi yang bapak berikan?

    Responya bagaimana ya, ada yang melakukan, ada juga yg tidak begitu.

13. Bagaimana cara bapak menyikapi siswa yang tidak berprilaku sepatutnya di kelas?

    Ada cara tertentu ya, misalnya mereka meribut, ya saya diamkan. Jika tidak bisa diam ya saya pindahkan duduk mereka. Yang utama saya terlebih dahulu menegur siswa yang berprilaku buruk tersebut, setelah itu baru saya melakukan tindakan yang pantas untuk menyikapi sikap siswa tersebut.

14. Apa saja contoh prilaku buruk siswa yang pernah dilakukanya di kelas?

    Apa ya, berkelahi di kelas ada, meribut dan berjalan-jalan di kelas juga ada. Tapi insyaallah melawan kepada guru, kepada saya tentunya tidak pernah ya.

15. Pernahkah siswa tidak memberikan respon terhadap kegiatan pembelajaran? Kenapa?

    Pernah. Ya menurut saya mungkin mereka kurang focus dalam belajar, sama seperti yang ditanyakan tadi ya, mungkin sebagian dari mereka tidak dalam kondisi baik.

16. Menurut bapak, apa alasan tidak adanya respon dari siswa terhadap pertanyaan atau instruksi yang bapak berikan?

    bisa jadi mereka kurang mengerti dengan apa yang saya katakan. Karena mereka berpikir bahwa inggris ini begitu sulit untuk di mengerti.

Appendix 5. INTERVIEW SHEET FOR STUDENTS

17. Ketika guru memberikan pertanyaan ataupun perintah, apakah Ananda memberikan jawaban terhadap beliau? Bagaimana contoh jawaban dari Ananda?

    Contohnya, ketika guru bertanya what is definition descriptive text? / Open page 47 / Do you understand?

    Yani : iya, saya menjawab sesuai dengan yang ditanya guru

    Dini : kadang-kadang, jika itu perintah saya langsung kerjakan, tetapi kalau menjawab pertanyaan, saya jarang untuk menjawab

    Lely : tentu, jika saya mengerti saya akan menjawabnya, dan akan saya jawab semampu saya.

    Tuti : sebenarnya saya kurang paham dengan pembelajaran Bahasa inggris ini, sulit bagi saya, karna dari itu saya sering diam. jika tidak mengerti saya hanya diam.

    Lena : ada, tapi saya akan lihat buku dahulu, kalau jawabanya tidak ada dalam buku, saya jawab saja berdasarkan logika saya.

    Kesimpulan : Iya tentu, ya saya menjawab semampu saya. Jika saya tidak tau saya akan melihat buku atau catatan kembali.

18. Ketika guru memberikan pertanyaan kepada Ananda, Apakah Ananda menjawab pertanyaan dari guru secara suka rela?

    Contohnya, Ananda berinisiatif dengan menunjuk tangan tanpa di tunjuk oleh guru dan langsung menjawab pertanyaan dari guru.

    Indah : kalau saya tunggu di tujuk dulu, baru saya akan menjawab

    Aysah : tidak. Karena saya takut salah dalam memberi jawaban, jika jawaban yang saya berikan tidak sesuai dengan pertanyaan.

    Zahra : tunggu nama saya di panggil dulu, kalau saya tau maka akan saya jawab, kalau saya tidak tau saya hanya diam saja.

    Nia : kadang-kadang, kalau saya tau saya akan tunjuk tangan dan menjawabnya secara langsung

Fitri : iya, saya langsung menjawab pertanyaan guru secara langsung. Jujur, saya tidak suka menunjuk tangan, karena jika saya tunjuk tangan, semua teman-teman di kelas melihat langsung ke saya, dan mereka hening, menatap ke saya. jadi saya merasa grogi, jawaban yang saya ketahui tadi bisa lupa. Oleh karena itu saya langsung menjawab saja ketika bapak bertanya.

Kesimpulan : Iya, terkadang jika saya tau jawabanya saya langsung menjawab berdasarkan opini saya tanpa di tunjuk terlebih dahulu. Jika saya tidak tahu saya hanya diam atau menunggu giliran saya di tunjuk.

19. Pada saat Ananda menjawab pertanyaan dari guru, apakah Ananda memberikan jawaban berdasarkan pemikiran Ananda sendiri? Seperti apa?

    Contohnya, menurut saya, descriptive text itu adalah…. / berdasarkan pengalaman saya sendiri polusi itu menyebabkan udara semakin kotor.

    Andi : saya melihat buku dahulu atau melihat catatan saya kembali, jika saya menemukan jawabanya, saya akan menjawabnya.

    Rizka : biasanya ada teman saya yang menunjukan memberikan jawaban kepada saya, sstelah itu saya jawab dengan jawaban yang telah teman saya berikan tadi.

    Rino : terkadang saya lupa dengan pembelajaran yang telah guru ajarkan, maka dari itu saya melihat catatan saya kembali, dan setelah itu baru saya bisa menjawabnya.

    Reza : iya, saya menjawabnya sesuai dengan logika saya saja.

    Sintia : misalnya guru menyuruh saya mencari pengertian dari topik tersebut, saya akan melihat buku lalu menjawabnya, jika guru bertanya tentang pemahaman, saya akan menjawabnya berdasarkan opini saya.

    Iya, terkadang saya menjawab dengan pemikiran saya sendiri, jika saya benar memang tidak tahu saya akan melihat buku atau catatan.

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