# TEACHER AND STUDENT'S INTERACTION BY USING FOREIGN LANGUAGE INTERACTION (FLINT)

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**Abstract**

*The purposes of this research were to describe how was the teacher and student's interaction and to identify the categories of FLINT were used in English class at SMAN 1 Langsa. The research used qualitative design with the object was teacher-students interaction during the class. The subjects of the research were an English teacher and 30 students at a second-year class. The interaction in the classroom revealed that the teacher interacted with students by being cheerful, good natured, patient, not irritable, having good teaching skill, friendly, companionable, knowledgeable, building good communication, interested in students, understandable, and impartial. The students did most of the role but less increased in planning their own learning, mentoring and learning from other students. The result of the research showed that the pattern of interaction was mostly started by the teacher with utterance of teacher talk was 424 times in a meeting, while the students talk produced 299 times. Asking questions was the most category occurred with 192 times. The least frequently category was using ideas of students which was only two utterances produced by the teacher. In student talk categories, student initiation was the most occurred with 142 times and confusion was the least category used with only 11 times.*

 **Keywords**: *Teacher Talk, Students Talk, FLINT System, Interaction*

## I. INTRODUCTION

In teaching-learning process, the teachers still dominate the talking time in the class. It is the most common and conventional custom that happen inside the classroom in the middle of teaching and learning process. The analysis showed that the elicitation, response and feedback was taken over and used systematically by teacher. So, the students did not have appropriate time and opportunity in expressing their thoughts and exploring their idea. Classroom interaction is a place where the teacher and students do teach learning process. Classroom interaction is the most important thing to successful of teaching learning process. In the classroom, teachers and students do teaching learning process through interaction.

Interaction is a relationship involving more than one person. Through interaction, Brown (2001: 165) states that the teacher and students can exchange the thoughts, feelings or ideas and gain a reciprocal effect on each other.

In the classroom, the content of the communication among the students or between the teacher and the students can be about English subject, other subject, or other topics. Students also communicate about the current issue or news. A various information is probably shared in the English class. The teacher must have the initiate to create an interactive classroom to make the students active and participate to talk during the learning process. By applying good interaction during the learning process students will think, understand and give responses to the teacher. Students are not only to ask some questions but also should be able to give statements or have the initiate to talk or express their opinions to make them more active. When the teacher talk is less than the student talk, so it means that the students are more active than the teacher.

In the classroom interaction, the writer wants to know how the teacher and students talking. It was found by a model system which is called a Foreign Language Interaction (FLINT) system. Foreign Language Interaction (FLINT) system is one of the guidelines to analyze the interaction activities (Brown, 2001:170). Foreign Language Interaction (FLINT) system is a model that include teacher talk (deals with feelings or accepts feelings, praises or encourages, jokes, accepts or uses ideas of students, repeats students response verbatim, ask question, give information, corrects without rejection, gives direction, critizes students behavior, and critizes students response), student talk (students responses). Based on the background of study above, the problems of study were:

1. How is the teacher and students' interaction in the classroom?
2. What are the categories of interaction used in the classroom?

## 2. LITERATURE REVIEWS
### 2.1 Definitions of Interaction

Definitions of interaction are stated by some experts. For example, Brown states that in the era of communicative language teaching, interactionist the heart of communication (Brown, 2001: 167). From this concept, it is clearly stated that interaction is an important thing for language teachers.

Since communication is the main factor in the communicative language teaching, communication must appear in every language learning activity. Here, students are supposed to be able to communicate and interact with others in language learning contexts. They will learn how to communicate and interact through the interaction itself. Thus, the communication in the language teaching and learning classroom can be seen from the interaction among the language classroom participants.

## 2.2    Classroom Interaction

These are some definitions of classroom interaction proposed by some experts. Brown (2001: 169) emphasizes that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. One of  the  best ways to  develop  the  teacher's role as an  initiator  sustainer  of interaction is to develop a repertoire of questioning strategies. Classroom interaction is an interaction between the teacher and students in classroom during the teaching and learning process.

## 2.3    Teacher and Student Interaction

Interaction between the teacher and learners commonly takes place during the teaching learning process. The interaction, which involves both the teacher and learners, can be considered as reciprocal actions and reactions. The actions and reactions between the teacher and learners can be also described in the form of thoughts, ideas, and feelings.

Nunan (1987: 70) affirms that most of the time that the teacher spent in interaction with the learners was in whole teaching and learning conditions. Teachers support student's learning in various ways in the classroom. Situations in which learners are least likely to be on task include working independently of the teacher while interacting socially with other learners and working in small groups with the teacher.

## 2.4    Foreign Language Interaction (FLINT) System

Interaction in the classroom becomes the central factors which is able to enhance the students' understandings as well as equipping them with appropriate skills for communication. Naimat states that the communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students (Naimat, 2011: 672). Lastly, it has a role to build students' confidence in speaking.

According to Brown, the most important key to creating an interactive language classroom is the initiation of interaction by the teacher because it promotes motivation in the initial stage of the classroom lesson as well as through the lesson. The author also remarks the importance of creating a climate of cooperation by recognizing and openly accepting students 'emotional  ups and downs (Brown, 2000: 169).
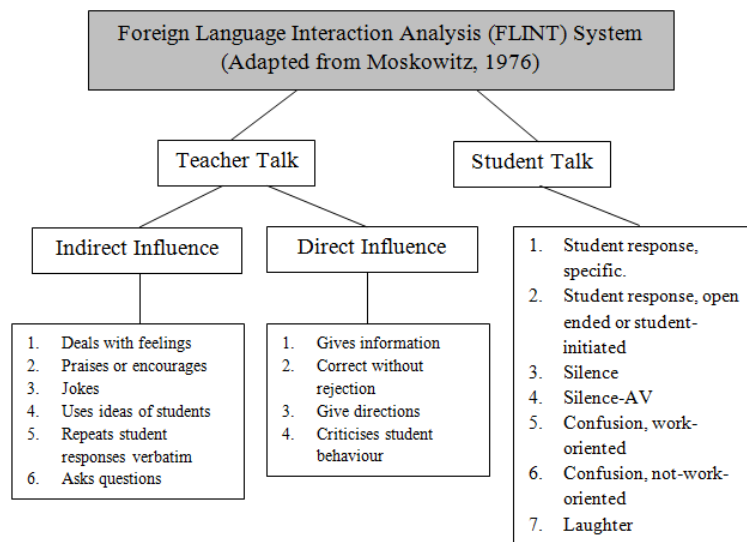
*Figure 2.1.* *Foreign Language Interaction Analysis (FLINT) System (adapted by Brown, 2000)*

Brown adapted some categories from the observation of classes taken by Flanders and Morkowitz and designed the FLINT model. This model are focused on the teacher talk and student talk (Brown, 2000: 168). The following are the teacher talk and student talk categories as described by Brown.

Categories of teacher talk which are included in this indirect influence are mentioned and described below (Brown, 2001: 170).

1. *Deals with feelings*
2. *Praises or encourages*
3. *Jokes*
4. *Uses ideas of students*
5. *Repeats student response verbatim*
6. *Asks questions*

Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows

1. *Gives information*: giving information, facts, own opinion, or ideas
2. *Corrects without rejection*
3. *Gives directions*
4. *Criticizes students response or behavior*

## 2.5   Student Talk

The student talk is divided into four main exchanges: Asking questions, creating talk exchanges, repeating, and answering teacher's or peer's question. By

asking questions, the students will not only get the answer of the questions, but also learn how to construct the meaning.

According to Moskowitz's FLINT in Brown (2001: 170) there are seven categories of students talk described as follows

1. *Student response, specific*
2. *Student response, open-ended or student-initiated*
3. *Silence*
4. *Silence-AV*
5. *Confusion, work-oriented*
6. *Confusion, non-work-oriented*
7. *Nonverbal*

## 3. METHODS

The researcher uses a qualitative approach to inquiry data that are proposed to be interpretative, evaluative or descriptive. Interpretive case studies are used to develop conceptual categories or to illustrate, support, or challenge theoretical assumptions held prior to the data gathering. The sources of data were the whole of classroom interaction in English class at SMAN 1 Langsa. There are two sources, they are teacher and students. The teacher is a female teacher who teaches English in SMAN 1 Langsa. The students are the second year grader in SMAN 1 Langsa. The number of the students is 30 students. The researcher had decided that the instruments which are used in this study is video recording.

## 4. RESULTS AND DISCUSSION
### 4.1 Result

The use of English for communication in classroom was very rarely. The teacher and the students never spoke in English. They spoke mostly in Indonesian. It was only greetings that were always spoken in English. In explaining the material/topic, giving instruction, and asking questions, the teacher used Indonesian more. They were very rarely using English. When they used English expression, they always translated it. This condition reduced the students' chance to become usual in listening English expression.

### 4.1.1 Teacher and Students Interaction

In one occasion, the study shows that the classroom interaction among the teacher and students had a positive influence to create effective communication among the teacher and students. In making the students more active in class activity, the teacher interacted with the whole class by using Herbert and Elana's suggestion. They are *cheerful, good natured, patient, not irritable, have good teaching skill, friendly, companionable, knowledgeable, build good communication, interested in students, understandable, impartial,* and *fair in grading and marking.*

The students' behavior cited from Richards and Rogers' suggestion was also conducted in the study. They are *planning their own learning, being responsible, monitoring and and evaluating, learning by interacting, mentoring other students, learning from teacher, learning from other students,* and *learning from other teaching resources.* Students did the most of the roles but they did not plan their own learning, mentor other students and learn from other students. The teacher should know these aspects. The student-student interactions need to be considered as the important part of the lesson process.

### 4.1.2 FLINT Categories

Meanwhile, this section also presents the discussion about the classroom interaction in FLINT system, which the categories are divided into two parts, they are teacher talk and student talk of FLINT system. From the observation above, it was found that all categories both in the teacher talk and the student talk as mentioned in FLINT system had been applied in the subject. The category of *Asking Questions* with was mostly used by the teacher. This category increased to 192 times in the meeting. *Student Initiation* category was most dominant spoken by students with 142 times had been occured. Based on the findings of this study, it is recommended for the teacher to motivate students to speak and interact using the target language during the speaking activities, to praise them for what they have done for building up their confidence, and to encourage them to interact by applying question strategies which are able to develop their communicative competence.

### 5. DISCUSSION
### 5.1 Teacher and Students' Interaction
1) Teacher – Students Interaction

The following discussing talked about the interaction that happened between the teacher and the students. The information was sent by the teacher and addressed to the students. In the beginning of the class, the teacher greeted the some students individually, after s/he greeted all students in the class. The expressions like "Good morning" and "How are you?" were used. It was done to get to know the condition of the students in that day. When there was a progress of the student related to their study in class, the teacher gave praise to him cheerfully. It was found in observation 1. The student offered himself to answer an activity, the teacher appreciated him by saying, "Good! Yes, of course." This was a good motivation for the student and also his friends. It was quite rarely that there was a student who offered himself without calling from the teacher.

In the class discussion, the teacher accepted the ideas from the students individually. Every student was given a chance to participate in the class discussion. In the last, the teacher discussed the correct answers

generated from the students' answer. It was found in the observation 1. The teacher talked about causative *have* and *get*. After her explanation, she asked whether the students have understood. The students said that they didn't understand yet. Then, the teacher explained again patiently that we can see in the observation sheet 1 and gave more examples. She discussed the examples classically. After there were no more answers from the students, the teacher discussed the correct answers. Although the teacher the same chance for everyone in class, there were only few students who participated. The students felt ashamed and didn't have self confidence.

When asking or giving questions to the students, the teacher often pointed or called a certain student. The teacher discussed about a dialogue and a picture.

The teacher answered and explained directly and individually when there was a question about unclear writing. In explaining the topic, the teacher always wrote the important points on the board. If a student asked an unclear writing, the teacher directly answered it. Copying from the teacher's writing became an important activity in class. The teacher should make sure that the students wrote correctly. The students learned from what they had written from the class.

When the teacher used the English expressions, she translated it directly into bahasa Indonesia. The use of English without translation made the students confused. The students would know nothing if the teacher did not translate the English expressions used.

To make the class go interesting, the teacher gave some help to the students individually. When the teacher was writing the material on the boad, there were some students who were noisy. The teacher stopped her writing to remind the students to copy the material on their book and keep silent. When the students did class activity, the teacher walked around the class. She checked the students' work, helped them, reminded some noisy students to do the activity, and answered their questions to build a good relationship and communication. It could be seen on the observation sheet 1. She did this to make sure that the students had understood the topic. If she found the students' mistakes, she would directly correct it.

Another help from the teacher could be found when the teacher distributed the textbooks to the students. When explaining the topic, the teacher wrote the

important points and their examples on the board. The students would be easier to get the point of the topic. The could write it on their notebook. The teacher controlled the students' notes by collecting and checking it regularly. She also gave the score. The teacher did not directly give the correct answers. She gave more chance for the students to learn by themselves.

From the observation above, it can be conclude that the teacher had all the characteristics of behaviour proposed by Herbert and Elana .

The result can be seen on the observation sheet 1 about the teacher's behaviour which students like best, those are *being cheerful, good natured, patient, not irritable, good teaching skill, friendly, companionable, building a good relationship and communication, interesting, being understandable, impartial, and be fair in grading and marking*.

2) Students – Teacher Interaction
.The students' response was divided into two kinds: responses to questions related to the topic were happened in the following condition:
a. Beginning of the class
Before beginning the class, the teacher asked the students whether they had got the textbook in English. The students answered it in English, too.
b. Before coming to a new topic
The students had got the textbook. The teacher asked whether they had found the page to be studied. The students could answer it well. The conversation was done in English.
c. When the students did the activity
When the students were doing the class activity, the teacher asked some questions, such as: *Have you finished? What is the meaning of...? Who are the speakers (of a dialogue) and where are they?* The students answered these questions using simple English sentences. When the teacher asked some questions related to a picture, some students answered in English, while some others were in Indonesian.
d. After the teacher explained a topic
After explaining a topic, the teacher asked some questions to know whether the students had understood the topic. The questions were: *Any questions? Any comments?* The students answered by saying *no*. There wasn't *yes* answer.

Responses to questions unrelated to the topic happened when the students answered the teacher's greeting. It also happened when the teacher asked about the students' attendance. The questions and responses were in English.

Gestures and action were another form of the students' responses to the teacher's questions or directions. The students' gestures were nodding head and going to their seat, listening to the teacher while watching the board, and paying attention to the teacher's explanation. The students' action happened when the students did directly what the teacher asked without saying anything.

The students' silence or confusion happened when they were asked by the teacher. The students did not answer the teacher's questions spontaneously. When the teacher pointed them individually, they could do it well. Some teacher's questions that weren't answered by the students were questions like:

*Any questions? Any difficult words? What the meaning of ...?* In observation 2, when

## 5.2 The Categories of Interaction in the Classroom
### 5.2.1 Teacher Talk

| Categories | No. | Types of Teacher Talk | Utterances |
|---|---|---|---|
| Indirect Influence | 1 | Dealing with feelings | 5 |
| | 2 | Praising or encouraging | 45 |
| | 3 | Joking | 10 |
| | 4 | Using ideas of students | 2 |
| | 5 | Repeating students response verbatim | 36 |
| | 6 | Asking questions | 192 |
| Direct Influence | 1 | Giving information | 49 |
| | 2 | Correcting without rejection | 9 |
| | 3 | Giving directions | 72 |
| | 4 | Criticizing student behaviour | 4 |
| **Total** | | | 424 |

***Table 4.1.*** *Number of Utterances of Teacher Talk Types*

The table above presented the types of teacher talk used by the teacher in the classroom. From the table above, it can be seen that the teacher used all types of teacher talk based on Brown's theory. The table 4.1. above shows that the teacher produced 424 utterances during the meeting observed.

1) Indirect Influence
a. *Dealing with feelings*

Dealing with feeling is the first category in FLINT system. It includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present and/or future time, but the classroom discussion depended on the material the class were having. The example of giving direction made by the teacher is provided below.

*Extract 1*

T　　: *Good morning, students.*
Ss　　: *Good morning, teacher.*
T　　: *Nice to see you again. How are you today?*
Ss　　: *I'm fine thank you. And you?*

b. *Praising or Encouraging*

Praising and encouraging were teacher's statements carrying the value judgement of approval. This type of teacher talk occured in the classroom. The teacher often gave praise and encourage to the students during the class interaction. The teacher's purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process.

There were 45 utterances produced by the teacher in the meeting. The following is an example of praising or encouraging produced by the teacher.

*Extract 2*

    T     : Terus perubahan *verb* apa yang kita pakai setelah *auxiliary?*
    S     : *Verb 3. Washed!*
    T     : *Brilliant!* Lalu bagaimana dengan kalimatnya yang benar?

It shows the teacher was trying to encourage the student to continue the answer. Eventhough it is the short answers the teacher can make the students response and encourage them to talk.

c. *Joking*

The following is an example of joking that occured in the class.

*Extract 3*

    T     : Ibu beri waktu lima menit. Sepatu, apa sepatu?
    Ss    : Shoes.
    T     : Mencuci?.
    S     : *Laundry (all laughed)*
    T     : Itu artinya kalau emak tak sanggup mencuci maka dibawa ke laundry. Tidak, ya. Mencuci itu *'wash'. (all laughed)*

It can be seen from the transcription, the teacher often use Indonesian language when performed this type of teacher talk. In the classroom activities sometimes the teacher mad funny sentences, funny intonation and even a funny gesture. The teacher did it in order to make the students laugh.

d. *Using Ideas of Students*

The following is an example of using ideas of students produced by the teacher.

*Extract 4*

    T     : Setelah satu soal ini, kita langsung penilaian ya..
    Ss    : Baik, Bu.
    T     : Berarti soal kedua.
    S     : Masing-masing, Bu.
    T     : *Okay*, masing-masing.

Based on the extract above, in line 3 the teacher was clarifying that the students' answer was accepted. In the previous talk the teacher gave the instruction about doing the exercise. The student gave an idea about doing it each person, not in group. And then the teacher used the students' idea, so this talking was included as the third category in the teacher talk.

e. *Repeating Students' Response Verbatim*

The example of repeating students response verbatim found in the meeting is provided below.

*Extract 5*

    T     : *After that, plus?*

Ss    : *Auxiliary.*

T     : *Auxiliary.* Apa *auxiliary*-nya*f.   Asking Questions*

The example of asking question made by the teacher is provided below.

*Extract 6*

T     : *Verb* apa yang digunakan dalam kalimat *Present Perfect?*

S     : *Verb-3.*

T     : *Verb-3.* Apa *verb-3* dari *'wash'?*

Ss    : *Washed.*

2) Direct Influence

a. *Giving Information*

The example of giving information made by the teacher is provided below.

*Extract 7*

T     : Ini adalah *pronoun* kata ganti orang ketiga tunggal seperti *he, she,* atau *it.* Kalau *the boys, the kids, subject noun* yang lebih dari satu atau pakai 's' itu sama dengan *pronoun* apa?

Ss    : *You.*

T     : *You?*

Ss    : *They.*

It shows that the teacher attempted to correct student's mistake of grammar without using words or intonation leading to the criticism.

b. *Correcting without Rejection*

The example of correcting without rejection made by the teacher is provided below.

*Extract 8*

S     : *You have did something true.*

T     : *(pointed at whiteboard)*

Ss    : *You have done something true.*

T     : *Good.* Lebih tepatnya '*you have done something correctly'.*

c. *Giving Direction*

This transcription tells about the teacher gave direction to the students when applying group work speaking activity. This category of "gives direction" is commonly applied when the teacher acts as a director which directs the students in doing group work activity.

The example of giving direction made by the teacher is provided below.

*Extract 9*

T     : Kalau nggak ada. Kita latihan. *We'll do the exercise.*

Ss    : Iya, Bu.

T     : Buatlah kalimat tiga jenis tadi. *Positive, negative, and interrogative sentences. Write down on your notebook. Number 1,* Anak kecil itu...

This category of "gives direction" is commonly applied when the teacher acts as a director which directs the students in doing group work.

d. *Criticizing Student Behaviour*

The example of criticizing student response made by the teacher is provided below.

*Extract 10*

> T     : *Hey, you. Hello. True or false?*
>
> S     : (silent)
>
> T     : Nah, bingung kan? Makanya perhatikan.

### 5.2.2 Student Talk

In this section, the writer gives the example of student talk used by students and also explains each type. The students performed all types of student talk in the meeting. Before explaining each type, the writer is going to present the frequency of types of student talk. The writer presented the table of frequency of student talk types.

| No. | Types of Student Talk | Utterances |
|-----|----------------------|------------|
| 1 | Student response | 101 |
| 2 | Student initiation | 142 |
| 3 | Silence | 45 |
| 4 | Confusion | 11 |
| Total | | 299 |

***Table 4.2.*** *Number of Utterances of Student Talk Types*

The table above presented the types of student talk used by the students in the classroom. From the table above, it can be seen that the students used all types of student talk based on Brown's theory. The table 4.2. above shows that the students produced 299 utterances during the meeting observed.

a. *Students' Response*

    *Extract 11*

> T     : Walaupun panjang, tapi itu masih satu subjek. Itu *pronoun*-nya orang ketiga tunggal, jadi *auxiliary*-nya pakai *'has'*. *Among* itu artinya di antara. Kalau subjeknya panjang seperti ini, nanti kita bahas lebih lanjut di pertemuan selanjutnya. *Okay,* sekarang maju perwakilan dari grup *negative*
>
> S     : *(The student got up and did what the teacher asked)*

This response is categorized as the simple and limited. Another type of student response with limited and simple response is found as follow.

*Extract 12*

 T  : Dua bahasa Inggrisnya apa?
 Ss  : *Two.*
 T  : *Two auxiliaries. Auxiliary*-nya ada du...
 Ss  : Dua.
 T  : Kalau '*I*' menggunakan apa *auxiliary*-nya?
 S  : *Have.*

  There were 101 utterances occured in the meeting. Student response was the type of student talk that frequently occured during the meeting. It can be seen from the table above. Student response was the second most frequently type produced by the students in the classroom.

*b. Students' Initiation*

  This category means the students respond to the teacher with students own ideas, opinions, reactions and feelings. For example:

*Extract 13*

 S  : Dibaca *Red*. Seperti mengucapkan warna merah.
 T  : *Good*. *Read*-nya dibaca seperti mengucapkan warna merah.

  Student initiation was a type of student talk that was the most occured in the meeting. During the meeting, the students often produced this type of student talk. Based on the transcriptions, there were 142 utterances occured in the meeting. Student initation were the most frequently types of student talk that occured in the meeting.

*c. Silence*

  Silence means pauses in interaction during which there is no verbal interaction. This is also include silence in which a piece of audio and visual equipment. For example:

*Extract 14*

 T  : *Okay*, kerjakan sekarang. Ibu hanya beri waktu lima menit. *(class was silent for 5 minutes)* Sekarang perwakilan tiap kelompok. Kalau salah, berarti salah semua satu kelompok.

 Ss  : *(silent)*

  The silence category happened when the teacher wrote the material. During the time, there was no verbal interaction. In the meeting, still the teacher was dominating the interaction. There were 45 utterances produced by the students in the meeting.

*d. Confusion*

  Confusion means that more than one person at time talking, so the interaction cannot be recorded. For example:

*Extract 15*

 T  : *True or false?* Ayo kelompok sini.
 Ss  : *(discussing)*

The transcription above shows that students at the same time talking and discussing the topic given by the teacher, so the interaction could not be recorded. The smallest frequency in types of student talk that occured in the class was confusion. However, this type of student talk produced by the students in the classrrom. There were only 11 utterances occured in the meeting.

## 6.   CONCLUSIONS

1. As much as 44% of respondent use a positive language attitude and 56% use a negative language attitude when calling their friends and it can be seen from the addressing terms that they used. There are three kinds of addressing terms which are used among teenagers such as: Address using name, the researcher found 11 respondents who call their friends by using name, Address using mockery, there are 12 respondents use this one to call their friends and the last one is address using close relation, 2 respondents use this one. Then address using family relationship and address using respectful terms did not used by teenagers in this research.
2. The researcher found factors that influence their language attitude which are: Historical factor, the sociocultural, Factor prestige and power of language, Ethnicity and the last Social class. And after analyze the data, the researcher found that Ethnicity as the dominant factor here.

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