An Investigation of EFL Classroom Interaction by Using Flanders Interaction Analysis Category System (FIACS)

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Abstract

Flanders Interaction Analysis Category System (FIACS) is a three-category system of communication possibilities inside the classroom. The aim of this study is to find out the percentage of teacher talk, direct and indirect, and students talk for second grade high school student. This study was conducted at SMA Labrotarium Unsyiah Banda Aceh. An English teacher from SMA Labroratorium Unsyiah was selected as the subject of this study while the object of this study was the teacher talk and the students talk during the classroom interaction in the teaching and learning process inside the classroom. The method of this study was qualitative study. The writer used observation sheet and video recording as instruments of this study. The result of this study showed that the percentage of indirect teacher talk category was 9.7%, direct teacher talk category was 40,32%, and the percentage of students' talk was 50% for the first meeting. However, there was a different percentage for the second meeting. More than 50% of verbal behavior inside the classroom for the second meeting was spent by students' talk category, followed by direct teacher talk category, 32,21%, and indirect teacher talk category, 16.8%. There was a little improvement between the first meeting and the second meeting in the category of students talk category and indirect teacher talk category.

Key Words : *Classroom Interaction, Interaction, FIACS.*

1.   INTRODUCTION

In the process of teaching and learning, talking is closely related to communication and interaction. One of the most prominent parts in teaching and learning process is classroom interaction. Classroom serves as a place for face-to-face activities in the process of teaching and learning. Classroom is real social context in which elements (teacher and learners) participate in an equally real social relationship, but in the sense of education. It is an artificial environment for teaching, learning, and using a foreign language.

Interaction is an important point in teaching and learning activities because not only students are benefited, but also the teacher gets feedback whether the delivered material can be received well by the students. According to Thibaut &

Kelly (in Ali, 2004, p. 87), interaction as an event affects each other when two or more are presenting together. It creates one another's results or communicate to each other. Benham and Pouriran (2009) claim that educational institutions would prefer English Foreign Language (EFL) students to practice English language rather than English Foreign Language (EFL) students who do not practice the language in the classroom. It means that the more they practice, the more skill and self-confident they will have in using the language. In fact, the purpose of teaching and learning the language is for communication.

The development of the original system of interaction analysis was primarily the work of Dr. Ned A. Flanders at the University of Minnesota between 1955 and 1960. According to Allwright and Bailey (2006, p. 200), Flanders interaction analysis system is an observational tool used to classify the verbal behavior of teacher and students as they interact in the classroom. Flanders instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. Flanders interaction analysis is a system of classroom interaction analysis which is concerned with verbal behavior only, primarily because it can be observed with higher reliability than van non-verbal behavior and more also. Flanders Interaction Analysis Category System (FIACS) is a ten category system of communication possibilities. There are seven categories used when the teacher is talking (Teacher Talk) and two when the students is talking (Students Talk) and tenth category is that of silence of confusion. Besides that, Flanders (1970, cited in Walsh 2006) divides teacher talk (accepts feeling, praises or encourages, accepts or uses ideas of student, asks questions, lecturing, giving directions, criticizing or justifying authority) students talk (students talk response, students talk initiation),and silence (periods of silence or confusion).

2.   LITERATURE REVIEW
2.1   Definition of Classroom Interaction

Classroom interaction is an interaction between the teacher and students that occur in the classroom during teaching and learning process. Dagarin (2004) states that classroom interaction is the action performed by the teacher and students during instruction. They interact to each other for a number of different reasons and on a continued basis throughout the school day. According to Allwright and Bailey (2006, p. 18), classroom is the place where teacher and students come together resulted language learning happens. Interaction, in fact, is every time students and teacher come together and somehow, they have to get along to each other, in a way which actually helps learners to learn.

2.2   Flanders Interaction Analysis Category System (FIACS)

Flanders developed a system of interaction analysis to study what is happening in a classroom when a teacher teaches. It is known as Flanders Interaction Analysis Category System (FIACS). Flanders and others developed this system at the University of Minnesota, U.S.A. between 1955 and 1960. Flanders' coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities. Seven categories are used to categorize various aspects of teacher talk and two are used to categorize students talk. The last category is used when there is silence or confusion in the class

The description of Flanders Interaction Analysis Category System (FIACS) is presented below:

Table 2.1 Flanders Interaction Analysis categories System (FIACS)

No.	Flanders Interaction Analysis Categories System (FIACS)
Teacher Talk	
A.	**Indirect Influence**
1.	**Accepts Feeling**
	Accepts and clarifies the feeling tone of the students in a non-threatening manner. Feelings may be positive or negative. Predicting or recalling are included.
2.	**Praises or Encourages**
	Praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying, "um hm?" or "go on" are included.
3.	**Accept or Uses Ideas of Student**
	Clarifying, building, or developing ideas suggested by a student. As a teacher brings more of his own ideas into play, shift to category five.
4.	**Asks Questions**
	Asking a question about content or procedure with the intent that a student answer.
B.	**Direct Influence**
5.	**Lecturing**
	Giving facts or opinions about content or procedure: expressing his own ideas, rhetorical questions.
6.	**Giving Directions**
	Directions, commands, or orders to which a student is expected to comply.
7.	**Criticizing or Justifying Authority**
	Statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.
Student Talk	
8.	**Student Talk Response**
	A student makes a predictable response to teacher. Teacher initiates the contact or solicits student statement and sets limits to what the student says.
9.	**Student Talk Initiation**
	Talk by student which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduces own ideas.

10.	Silence or Confusion
	Pauses, short periods of silence, and period of confusion in which communication cannot be understood by the observer.

3. METHODS

This research used a qualitative method because the characteristic is to explain or describe a research phenomenon. McLaughlin, Robert & Eric (2012) define qualitative research as *"an approach that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon"* (p. 96). The subject of this research was a teacher and students of X IPA 1 at SMA Laboratorium Unsyiah Banda Aceh. The object of this study was the teacher talk and the students talk during the classroom interaction in the teaching and learning process at that class. The writer took a week time to conduct the research. In addition, in SMA Labratorium Unsyiah, there are two meetings a week for English subject consisted of 2 JP. 1 JP is 45 minutes. Thus, one meeting consists of 90 minutes. In relation to this study, the whole time the writer spent to complete this study as 4 JP or 180 minutes in a week.

There were two sources of data in this study. The first was the teacher-talk and the second was the students-talk from class XI IPA 1. The teacher-talk and student-talk are categories in FIACS. There are three categories in FIACS. However, the writer only focused on the teacher-talk and student-talk category. There are two instruments used in this research, namely observation sheet and audio recording. Observation is one of techniques of data collection where researchers make observations directly to the object of research to see closely the activities carried out (Riduwan, 2004, p. 104). Observation sheet was a key instrument in this research. The observation sheet was adopted from Flanders (1970) as cited in Hai and Bee (2006). During the observation, the researcher acted as a non-participant. The writer's roles were observing the situation, observing the problem occurs, and observing all classroom interactions of teaching and learning process. Non-participant observation is often used in tangent with other data collection methods, and can offer a more *"nuance and dynamic"* appreciation of situations that cannot be as easily captured through other methods (Liu & Maitlis 2010). In this research, the researcher focused on knowing the process in speaking classroom interaction done by the teacher and the students during the teaching and learning process activity.

Next, video recording is very important to obtain more accurate data because the researcher can watch the recording repeatedly outside the classroom. It also provides valuable source and natural interaction between teacher and learners in the classroom. As supported by Burn (2000) that video recording is a valuable technique that can furnish researchers with objective first-hand data for analyzing the data from the teacher in the classroom. In the process of recording the video, the writer used a camera from mobile phone to record a video of the whole part of teaching and learning process in order to obtain the real classroom interaction during teaching and learning process. The writer was helped by a friend of her to record the video. There were to observers. The first observer as the writer herself and second observer was a friend of the writer. While the second observer recorded the video, the writer acted as a first observer who used observation checklist as a tool of observation.

Septiyadi (2006) stated that the basic principle of data reliability is keeping consistency. Qualitative study itself obligates the researcher to keep the data

consistence to keep its reliability. The common way to keep the data more accurate in qualitative study is using triangulation. There are several types of triangulation. However, the writer used time triangulation as data validation since the writer gathered the data from the same group of students, but in different time (Septiyadi, 2006).

Furthermore, the data were collected by observing two times class meeting by using two instruments in collecting the data including observation sheet and video recording. The researcher observed an English teacher and students of XI IPA 1 at SMA Laboratorium Unsyiah Banda Aceh. The researcher used video recording and observation sheet to collect the data during classroom interaction. In this research, the researcher acted as a non-participant observant and only observed and recorded the teacher and students in the classroom activities.

After collecting the data through observation and recording, then the data were analyzed through some procedures. The researcher conducted data analysis in the following three steps adopted from Miles, Huberman and Saldana (2014, p. 31-33) who state that data reduction, data display, and drawing conclusion are parts of qualitative study data analysis. The explanation on the steps of data analysis is as follow:

1. Data Reduction.
    Data condensation is the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes or transcriptions.
2. Data Display
    Data display is process of organizing and compressing assembly of information that allows conclusion drawing and action to do. Data display is a part of the analysis that shows the data after the data sorted from observation and recording.
3. Data verification/Drawing Conclusion
    The last process is data conclusion drawing/verification. In this stage, the researcher took a conclusion. After all of those steps had been done, the result was revealed in the discussion.

4.   RESULT AND DISCUSSION
4.1   Results

This research was conducted to investigate the classroom interaction conducted by the teacher in the teaching and learning process of senior high school student. This study uses FIACS (Flanders Interaction Analysis Category System) as its framework which is adopted from Hai and Bee, 2006. This study took a week time to be conducted with too meetings of English teaching and learning process as object of this study. One meeting consists of 90 minutes, thus, the researcher took 180 minutes to conduct this study. This study took place at SMA Labrotarium Unsyiah. The writer displayed the result of observation for those two meetings. In addition, the writer also displayed the result of video recording analysis for data support of observation. The following sub-chapter displayed analysis and presentation of data.

The following figure is the result of observation analysis using Matrix of Flanders Interaction Analysis. The first meeting of this study was conducted in 10th march of 2020. The writer observed the teaching and learning process which took time 90 minutes.
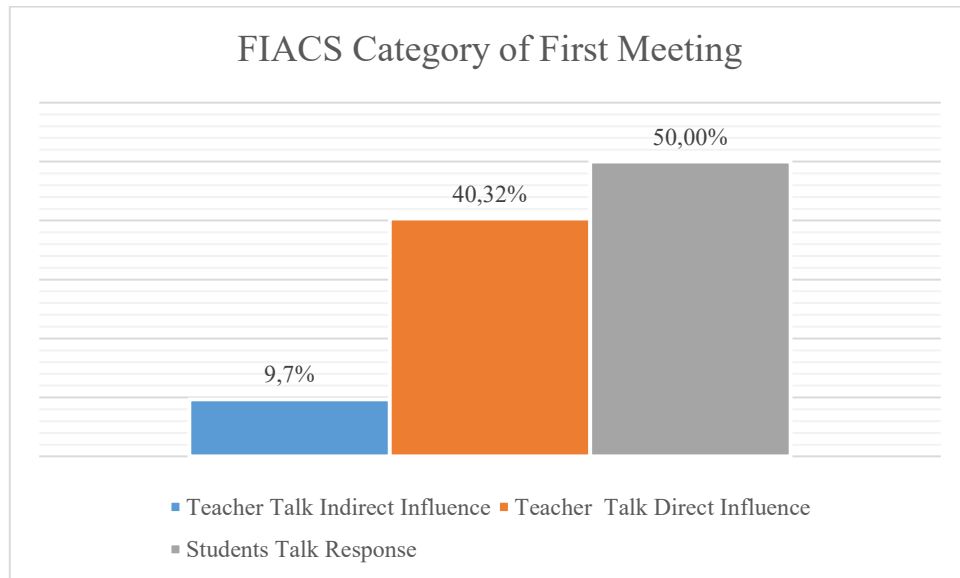
Figure 4.1. FIACS Category of The First Meeting

It is known that Flanders Interaction Analysis Categories System (FIACS) consists of three verbal behavior, namely teacher talk indirect influence, teacher talk direct influence, and students talk response. Figure 1 above shows the result of each verbal behavior in form of percentage. It can be seen that in the first meeting, students talk was dominant verbal behavior conducted by the teacher in the teaching and learning process. Out of 124 occurrences of verbal behavior inside the classroom, 62 occurrences were students talk (19,35%), followed by direct teacher talk (16,13%) and indirect teacher talk (2.4%) respectively. It represented that classroom situation was the combination of student-centered and teacher-centered for the first meeting of this study. The percentage margin direct influence teacher talks and students talk was not too big, thus, the classroom situation was the combination of teacher-centered and student-centered.

However, the lack of indirect influence talk of teacher should be worried. Indirect influence talk consists of accepts feelings. Praise or encourages, accepts or uses ideas of students. According to observation sheet, the number of occurrences for accepts feeling was 3 occurrences. It means that in the whole learning and teaching process, teachers' verbal behavior in accepting students' feeling is lack. Table 1 below will explain further about teacher talk indirect influence for the first meeting.

Only 9.68% did the teacher conduct teacher talk indirect influence. The aspect of accepts feeling was occurred 2% as well as accepts or uses ideas of students aspect. However, in this kind of verbal behavior, the teacher spent much of her time for praising or encouraging her students although it was not too significant for the whole teaching and learning process.

Table 4.1. The First Meeting Percentage for Indirect Influence

Type of Teacher Talk		Percentage	Total Percentage
Indirect Influence	1. Accepts feeling	2%	9.68%
	2. Praise or encourages	6%	
	3. Accepts or uses ideas of students	2%	

Seven occurrences took places for the teacher to express her praise and encourages to her students, as much as 6%. The result of this study was against the study conducted by Wardana (2009). His study shows that the teacher in his study spent much in expressing praising or encouraging his/her student, as much as 14% which make the praise or encourages aspect the larger number percentage in indirect talk verbal behavior. Different teacher has different style of teaching. Different teaching style between the subject of this study to Wardana's study might be considered the reason why the number of praises or encourages aspect differ.

Compared to indirect talk, direct talk seemed to be the second most dominant verbal behavior conducted by the subject of this study, as well as above 40%. The number occurrences for direct talk was 50 occurrences. Out of 4 aspects of direct talk, lecturing was the most dominant aspect conducted by the subject of this study, followed by asking question, giving direction, and criticizing or justifying respectively.

Table 4.2. The First Meeting Percentage for Direct Influence

Type of Teacher Talk		Percentage	Total Percentage
Direct Influence	1. Asks questions	16%	40.32%
	2. Lecturing	17%	
	3. Giving directions	4%	
	4. Criticizing or justifying authority	3%	

Further analysis about table 4.2 indicates that it seems the table was understandable. Lecturing, occurred more than 15%, becomes essential for the teacher to explain the material so that the students would be well-understood about the material. The second dominant aspect was asking question. Regarding to this category, the researcher found that the teacher intentionally asked questions and expected the answers from students. It was conducted to build two-side communication rather than one-side communication. Suryati (2015) cited from Wardana (2019) argues that if the purpose of asking question is to activate students' participation, displayed question is less encouraging compared to referential question.

The table 4.3 below represented the classroom situation. Initiation aspect as the highest percentage, 29%, in the students' talk verbal behavior. Secondly, students' response also got high percentage, more than 15% but below 20% while silence or confusion situation were rarely happened in the classroom.

Table 4.3. The First Meeting Percentage for Students Talk

		Percentage	Total Percentage
Students Talk Response	Students talk response	19%	
	Students talk initiation	29%	50.00%
	Silence or confusion	2%	

Both initiation and response got higher percentage mean that the teacher provided wide space for the students to express their idea by using their own word. Response and initiations are basically come from students themselves. The table 4.3 above also indicates that the students actively participated in the classroom. Out of 100% interaction inside the classroom, half of it was spent by students talk which indicates that students participated actively in the classroom interaction.

In addition to second meeting analysis, there are increasing number in two aspect of verbal behavior compared to the first meeting. Figure 4.2 below shows that the most dominant verbal behavior is students talk that gets more than 50% out of 100%. It is as same as the first meeting, but slightly increase students' participation inside the classroom in the second meeting. Indirect influence teacher talk also increases for the second meeting, compared to the first meeting that gets below 10% for the whole interaction inside the classroom. In the second meeting, it increases up to 17% for indirect influence teacher talk.

Nevertheless, the percentage for direct talk for the teacher decreases in the second meeting compared to the first meeting. Here, the percentage for direct talk for the second meeting is up to 32.5% compared to the first meeting which is up to 40%. The decrease in one aspect affects other aspect of Flanders Interaction Analysis Category System (FIACS).
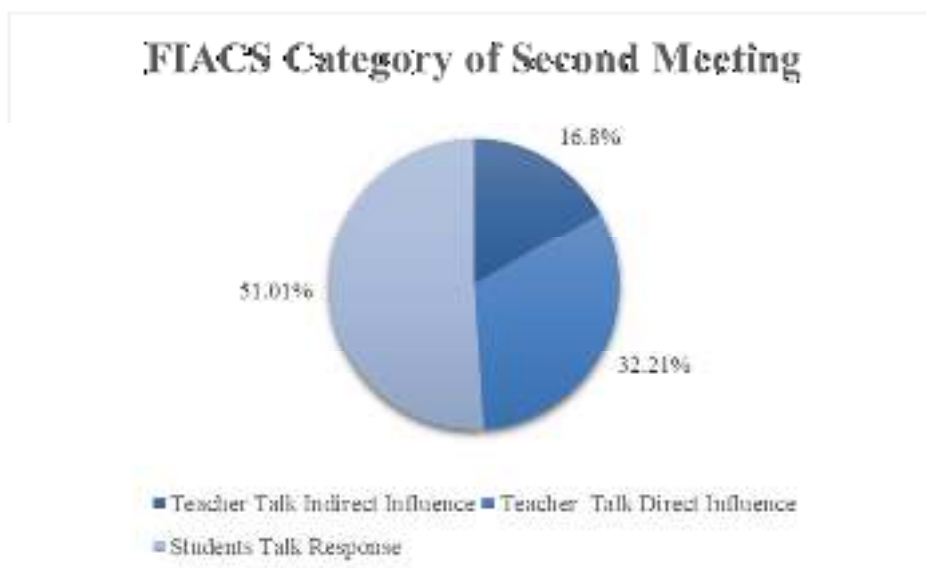

Figure 4.2. FIACS Category of Second Meeting

Out of 100% interaction inside the classroom for the second meeting, almost 17% were spent by teacher talk indirect talk. In the second meeting, there was increase number of praise or encourages aspect with 4% increase from the first

meeting. The increase was also occurred to accepts feeling and uses idea of students although it was small amount of percentage.

Table 4.4. The Second Meeting Percentage of Indirect Influence

Type of Teacher Talk		Percentage	Total Percentage
Indirect Influence	Accepts feeling	4%	
	Praise or encourages	10%	16.78%
	Accepts or uses ideas of students	3%	

According to observation sheet analysis, there were more than 10 occurrences for praise or encourages aspect. It was observed that the teacher came to praise or encourage the student when the student answered the question perfectly. The concern about the accepts feeling aspect in the first meeting was slightly improved in the second meeting. Six occurrences were happened in term of the teacher accepting students' feeling. Wardana's study implies that this type of verbal behavior happened since the teacher felt that the students have the right to express their feeling about teaching and learning process inside the classroom (Wardana, 2019).

Up to 32 % of interaction inside the classroom for the second meeting was spent for direct talk occurrences. There were 15 occurrences for both asking question and giving direction, while criticize only had 4 occurrences. Mostly, criticizing was used by the teacher to criticize inappropriate behavior of students inside the classroom.

Table 4.5. The Second Meeting Percentage of Direct Influence

Type of Teacher Talk		Percentage	Total Percentage
Direct Influence	Asks questions	10%	
	Lecturing	9%	
	Giving directions	10%	32.21%
	Criticizing or justifying authority	3%	

The teacher conduct verbal criticizes for non-acceptable behavior of students in the second meeting was as much as in the first meeting. It is interpreted that almost all of students inside the classroom as well-behave toward their teacher, so that the teacher did not spent much verbal action to criticize their unacceptable behavior.

The table 4.6 below represented the classroom situation inside the classroom for the second meeting. Initiation aspect was the highest percentage, 26%, in the students' talk verbal behavior. Secondly, students' response also got high percentage, more than 20% compared to the first meeting, 19% while silence or confusion situation were slightly increase for the second meeting compared to the first meeting.

Table 4.6. The Second Meeting Percentage for Students Talk

		Percentage	Total Percentage
Students	Students talk response	22%	51.01%

Talk	Students talk initiation	26%
Response	Silence or confusion	3%

The small amount of silence or confusion category indicates that the classroom interaction was active and interesting enough for the students to be participated. It also indicated by high percentage for both students' response and students' initiations. In the second meeting, students talk was the most dominant verbal behavior with the percentage more than 50%.

4.2 Discussion

This study was set out to figure out the percentage of teacher talk and student talk during the classroom interaction in the teaching and learning process by using Flanders Interaction Analysis Category System (FIACS) framework. The data was collected through observation in teaching and learning process inside the classroom. The data was gathered from two meetings of English teaching and learning process at second grade of senior high school student. The data gathered from the observation was analyzed through three steps, which are data reduction, data display, and data verification/drawing conclusion. The data also outlined that the increasing participation for students in the second meeting with the percentage more than 50%. The remain two categories of FIACS, teacher talk direct and indirect influence, was in 16% and 32% of percentage respectively. It was also indicated that the classroom verbal behavior was fulfilled by most of students talk. Two-side communication was also built in the second meeting.

Further analysis of the first meeting shows that in indirect teacher talk category, the teacher spent most in praising and encouragement aspect, with 6% percentage. The remain two aspects of indirect teacher talk category as spent as much as 2%. For direct teacher talk category, the aspect lecturing was in the first position spent by the teacher, with the percentage up to 17%. It was understandable since the teacher has to deliver perfect material explanation so that the students have better understanding about the material. According to the data for the first meeting, the aspect of asking question was in the second place, with the percentage more than 15%. However, the data from recording video indicates that the question asked by the teacher was intentionally asked and expected students to answer the question. The inanition aspect in student talk category was the highest percentage. It was 29% by the percentage. The initiation aspect is the talk that is initiated by the students themselves in response to the statement made by the teacher. It can be unpredictable statement (Flanders in Allwright and Bailey (2006).

The increasing number of indirect teachers talk category in the second meeting was happened. In the first meeting, the category of indirect teacher talk was below 10%, but raised up to 16% in the second meeting. Deep analysis on the second meeting shows that there was a little improvement made by the subject of this study in the aspect of praising and encouragement from indirect influence teacher talk category for the second meeting. The number of students' participation also increased in the second meeting. The percentage of students talk in the second meeting was more than 50%. Further analysis of the second meeting for students talk category shows that the portion of students initiation also increased for the second meeting.

5. CONCLUSION AND SUGGESTIONS

Based on the result of classroom observation and verified through video recording, it was obtained that in the first meeting, 50% of verbal behavior

conducted inside the classroom was student talk. The remain 50% was spent by teacher talk verbal behavior, both direct and indirect talk. From the data gathered in the first meeting, the writer concluded that the students were active enough to be involved in the interaction inside the classroom. It was proofed by the number of students talk behavior was 50%. It also indicates that the teacher built two-side communication inside the classroom rather than on-side communication. classroom activity should be treated as interaction (Allwright and Bailey, 2006) and interaction took place with two-side communication..

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