AN UNDERGRADUATE THESIS

AN ANALYSIS OF TEACHER AND LEARNER INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS) TECHNIQUES AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018

By:

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TARBIYAH AND TEACHING TRAINING FACULTY

ENGLISH EDUCATION DEPARTEMENT

STATE ISLAMIC INSTITUTE OF METRO

1439 H/ 2018M

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GRADE OFSMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018**

**Presented as a Partial Fulfilment of Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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Title : AN ANALYSIS OF TEACHER AND LEARNER INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) TECHNIQUES AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Title   : AN ANALYSIS OF TEACHER AND LEARNER INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) TECHNIQUES AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

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Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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An Undergraduate Thesis entittled: AN ANALYSIS OF TEACHER AND LEARNERS' INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS) TECHNIQUES AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018

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AN ANALYSIS OF TEACHER AND LEARNERS` INTERACITION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS) TECHNIQUES AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018

ABSTRACT
BY
RETNO ASIH

The research aimed is to analysis how the teacher and learner conduct interaction in the classroom and what patterns of classroom interaction occur during teaching and learning process by using FIACS technique. The subject of this research was conducted toward teacher and learner at the second grade of SMP Negeri 2 Metro. In class VIII H consist of 32 students. This research was qualitative research. The data were collected by observing in the classroom, recording by using video recorder, and interview with ten students and also english teacher. Then, the data were analyzed by using Flander's formulates, and interaction matrix.

The result showed both of the teacher and learner were play the same role in the classroom interaction. It means both of them has to same proportion in conducted interaction in the classroom. Not only the teacher that most often talk but the learner has to take turn on it. However, the classroom teacher was applied some strategy in the teaching learning; it is by playing – studying – memorizing.

The researcher found four patterns of interaction in the classroom, they are: Student – student interaction, Teacher – whole class interaction, Teacher – whole group interaction, Teacher – individual students` interaction or individual students' – Teacher interaction. The researcher noticed that the most frequent pattern of classroom interaction was teacher and students interaction and it was rarely in solo or individual work. It was identified from doing observation, the researcher noticed that the teacher always ask the students to discuss the work that had been given by the teacher.

From the result, the researcher concluded that the students were not active enough in the classroom interaction.

Keywords: Classroom interaction, Flanders Interaction Analysis Categories system (FIACS) technique, qualitative research.

MENGANALISIS INTERAKSI GURU DAN MURID DI KELAS MENGGUNAKAN TAHNIK FLANDER INTERAKSI ANALISIS KATEGORI SISTEM PADA KELAS VIII SMP NEGERI 2 METRO TAHUN AKADEMIK 2017/2018

ABSTRAK
Oleh
RETNO ASIH

Penelitian ini bertujuan untuk menganalisis bagaimana guru dan murid melakukan interaksi di kelas dan apa saja bentuk-bentuk interaksi yang terjadi dalam proses belajar mengajar di dalam kelas dengan menggunakan teknik FIACS. Subjek dari penelitian ini dilakukan terhadap guru dan murid di kelas dua SMP Negeri 2 Metro. Di kelas VIII H terdiri dari 32 siswa. Penelitian ini merupakan penelitian kualitatif. Data dikumpulkan dengan cara mengamati kelas dengan menggunakan lembar observasi, dan rekaman dengan menggunakan perekam video. Kemudian, data dianalisis dengan menggunakan rumusan Flander, dan matriks interaksi.

Hasil menunjukan bahwa baik guru dan siswa memerankan peran yang sama dalam interaksi di dalam kelas, Itu berarti bahwa keduanya memiliki proporsi yang sama dalam melakukan interaksi didalam kelas. Tidak hanya guru yang paling sering berbicara, tetapi siswa juga harus melakukan juga. Bagaimanapun juga guru harus menerapkan beberapa strategi dalam kegiatan belajar mengajar; yaitu dengan bermain-belajar-mengingat.

Peneliti menemukan empat bentuk dari interaksi di dalama kelas, yaitu: murid-murid interaksi, guru-sekitar kelas interaksi, guru-kelompok interaksi, guru-individu interaksi, atau individu-guru interaksi. Peneliti menyadari bahwa bentuk interaksi kelas yang paling sering terjadi adalah interaksi guru dan siswa, dan siswa jarang melakukan kegiatan individu. Hal ini di identifikasi dari melakukan observasi, peneliti menyadari bahwa guru selalu meminta siswa untuk diskusi terhadap tugas yang telah di berikan oleh guru.

Dari hasil tersebut, peneliti menyimpulkan bahwa siswa tidak cukup aktif dalam interaksi di dalam kelas.

Kata kunci: interaksi kelas, teknik katagory interaksi kelas dari Flander FIACS, penelitian kualitatif.

STATEMENT OF THE RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the researcher's

research, in exeption of certain parts which are exepted from the bibliography

mentioned.

Metro, January 2018
The researcher

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Nama   : RETNO ASIH

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka

Metro,   January 2018
yang menyatakan

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MOTTO

فَٱصْدَعْ بِمَا تُؤْمَرُ وَأَعْرِضْ عَنِ ٱلْمُشْرِكِينَ ﴿٩٤﴾

"Then declare what you are commanded and

turn away from the polytheists." (Al-Hijr : 94)

Everything will be ok in the end.
If it's not ok then it's not the end.
(Ed Sheeran)

DEDICATION

This undergraduate thesis would highly dedicate to:

       Almighty Allah SWT, thanks God all about the precious gift inside to me. My beloved Father and Mother, Mr. Mariman and Mrs. Melinda who always support, protect and advice my life and my study, thank you very much for your everlasting love and incessant prayer. May Allah SWT bless you. Amin My beloved Sister and Brother who have given this valuble help and support.

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Praise is merely to the Almight Allah SWT for the gracious merecy and tremendeous blessing that enables the researcher to finish her undergraduate thesis entitled : "An Analysis of Teacher and Learner Interaction in the Classroom by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMP Negeri 2 Metro".

In this opportunity the researcher would like to express her respect and gratitude would be addressed to Prof.Dr. Enizar, M.Ag as the principle of State Islamic Institute of Metro, Dr. H. Akla, M.Pd as the principle of Tarbiyah and Teaching Training, Ahmad Subhan Roza M.Pd. as the principle of English Education Study Program. Dr. Widhiya Ninsiana, M.Hum as sponsor and Syahreni Siregar, M.Hum as co-sponsor who has given the researcher a lot of suggestion, comments and ideas in this research undergraduate thesis. The researcher realizes that this undergraduate thesis proposal would not be accoplished without any help and support from other people

Furthemore, the researcher also would like to express her thanks to the honorable lecturer of English Education Study Program, who help the researcher, and the students of English Education Study Program who become a good partner in studying english. The researcher will let herself to appreciate her beloved brothers and sisters all members of classmate of class C of semester ninth of english department who make her spirit and smile, and also all her friends wherever they are who support and pray for her.

Besides, the researcher also thank to her beloved comrades English Department 13. Thank you so much for giving great support along the way to finish the script. Hopefully this script would give a positive contribution to the educational development or to those who want to carry out further research.

Metro , Desember2017
The Researcher

RETNO ASIH
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CHAPTER I

INTRODUCTION

A. Background of the Research

Language is very important in human life. It is used to communicate each other. English is one of the languages in the world. It is used and learned by people in the word. Nowadays English has become an International language that is used by all countries as the first, the second, or the foreign language. Indonesia is one of the countries that determines English as a foreign language and in Indonesia the use of English is also very important.

English as communication language has a great role in human activities. English student must be able to master English in order to face the development of science and technology. Learning language is hoped to be able to help the students recognize them selves, their culture and other culture. On the other hand, learning language is hoped to help the students to express their ideas and feeling, participation in society and imagination in their selves, in learning of English.

The use of English language in classroom interaction is important for English Foreign Language (EFL) students. For EFL students, classroom is an educational institution where they can practice the language. In fact, practicing English as a foreign language usually occur inside the classroom.

When they are outside the classroom, they are rare to practice the language since they did not have partner to practice their English.

As a foreign language, language learning english is not easy as learning Indonesian language because it has different structure, pronunciation, and others. Moreover, the main purpose in teaching and learning English is the students can communicate to each others. Generally, there are four skills of English which should be taught in Junior High School in Indonesia namely, listening, speaking, reading, and writing. But in teaching learning English, speaking skill is put ahead than the other skills.

The teacher has to always give the control and guidance to the student's learning activities. It needs to be understood that not only the teacher becomes a determiner good or bad of the students' achievement, but also factors will be coming from the student itself, the purpose of the education, and the means and infrastructure of education itself.

Classroom is a place where the teacher just carries out predetermined routines, but rather than a place where various elements interact and another. These elements are the teacher with their educational background, the students, experience, knowledge, and expectation and also the activity in the classroom.

Classroom time is a golden opportunity to meet face to face with students, delivering the teaching materials effectively with the aim to ensure that students are learning what is being taught. On the other hand, the students are expected to be present on time and participate actively to

absorb, seek and apply the skills and knowledge shared in the classroom this relates to classroom interaction.

Classroom interaction is the action performed by the teacher and the students in the process of teaching and learning in the classroom. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning, and feedback.

Equally important, classroom interaction relates to teachers' teaching style that will determine the classroom interaction occurs in the classroom. Teachers' teaching style like teacher-centered will make the students passive in the classroom since the teacher talks all the time. It means that the teachers do not give chance to the students to talk. In contrast, students-centered will make the students active since the teacher is as a facilitator. Making the students active related to the writer's reason in choosing the topic of this research.

What's more, analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique is appropriate for analyzing the students' and teacher's talk at EFL context since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Besides that, Flander divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or

uses authority), students talk (response and initiation), and silence (period of silence or confusion).

Flanders' Interaction Analysis Categories System (FIACS) technique is to know how much the teachers' and students' talking time and characteristics in classroom interaction, the writer who wants to use FIAC has to do plotting a coded data with a constant time before putting the data into observation tally. FIAC suggests that the constant time referring to every three seconds. It means that the writers who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

In addition, analysis EFL classroom interaction was appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique was appropriate for analyzing the students' and teacher's talk at EFL context since the technique was to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and students are required to talk in the classroom. Besides that, Flander divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), student talk (response and initiation), and silence (period of silence or confusion).

Based on the statement above, the writer know that interaction in the language classroom is very important in the teaching and learning process.

How the teaching-learning process run well also depends on the interaction between the teacher and the students. Involvement for practicing their knowledge and skills in the teaching-learning process, the role of the teacher and the students in the classroom, and also to know the effectiveness of English teaching-learning process.

Moreover Based on the pra-survey was conduct on May,9, 2017 in SMP Negeri 2 Metro, it was find out problems in teaching learning process. For example, the writer did not found the common interaction between the teacher and learner that occur during teaching and learning process in the classroom, the students are not giving respond when the teacher ask the question to the students, and the students did not participate to talk if the teacher initiated, encouraged, and asked them to talk. The subject of this research is a english teacher of SMP Negeri 2 Metro. These problems may be caused there is nothing interaction between the teacher and the students. Besides that, it is also aimed to know the opportunities of the students'.

Based on the description above, and taking consideration of the significant role of classroom interaction in teaching – learning process, the writer is interested to conduct a research about Teacher and Learners` interaction in the Classroom by Using Flander Interaction Analysis Categories System (FIACS) Techniques at SMP Negeri 2 Metro in Academic Year 2017/2018.

B. Focus of Research

    1. Problem Formulation

        Considering the good effect of FIACS technique for the teacher and learner, the writer wanted to do a research in order to find out the teacher and students' interaction, how the teacher and learner conduct interaction in the classroom, and to investigate the patterns of interaction occur during in the teaching – learning process.

    2. Problem Limitation

        In line with the problems mentioned above, the writer limits the problem only focuses on, investigating interaction that occurred between teacher and learner in the classroom by using FIACS technique at the second grade of SMPN 2 Metro in academic year 2017/2018.

    3. Statement of Research Problems

    The problem that is discussed in this paper can be stated as follows:

    a. How do the teacher and learner conduct interaction in the classroom by using flander interaction analysis categories system (FIACS) technique at the second grade of SMPN 2 Metro in academic year 2017/2018?

    b. What patterns of classroom interaction occur during in the teaching - learning process by using flander interaction analysis categories system (FIACS) technique at the second grade of SMPN 2 Metro in academic year 2017/2018?

4. Objectives and Benefits of the Research

1. Objective of the Research

    Qualitative Research has main purposes. So from the problems above, the writer can formulate the objectives of the study, they are:

    a. To describe how the teacher and learner conduct interaction in the classroom by using flander interaction analysis categories system (FIACS) technique at the second grade of SMPN 2 Metro in academic year 2017/2018?

    b. To investigate the patterns of interaction occur during in the teaching – learning process by using flander interaction analysis categories system (FIACS) technique at the second grade of SMPN 2 Metro in academic year 2017/2018?

2. Benefits of the Research

    The findings of the research are expected to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process theoretically and practically. Other that it also gives contribution for the teacher, for the students and for the further writer.

    a. For the English teacher

        The results of this research can be used as a reflection or reference about all his/her duties that have been done as long, so

that the teacher can improve his/her performance in teaching during teaching-learning process.

b. For the students

For the students, they have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.

c. For the further writers

The results can be used for the further writers which focus on developing classroom interaction between teacher and students by using English in the classroom.

C. Prior Research

Furthermore, there were some previous findings about FIACS technique in analyzing classroom interaction. First, I Nengah Kumpul's proposed a script with entitled "Classroom Interaction Analysis in Bilingual Science Classes at SMAN 4 Denpasar" This research aimed at investigating the classroom interaction types in RSBI class by using FIAC (Flanders Interaction Analysis Categories) system. The data used by Kumpul's in the form of observation sheet, video recording, note taking, and interview guide. The teacher used 3 subjects that should be taught to the students. They were Biology, Chemistry, and Physics. Each subject was integrated, but still differences in teaching each of them. These were found to be high as this subject is characterized by difficult concept and

theories so that teacher needed to give explanations. The teacher usually taught the children by using direct influence. However, the students were active enough in the classroom interaction.[1]

The second research's from Rini Triani Pujiastuti's entitled "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)" found that, 1) the realization of verbal classroom interaction, 2) types of teacher talk, 3) teacher talk implication on student's motivation, 4) student talk, and 5) teacher's roles in classroom interaction. Employing a qualitative research design and case study approach, the data for this study were collected in a classroom context where the participants were an English teacher for young learners and her 15 students in one private primary school in Bandung in the form of observation and interview. The results indicated that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction.[2]

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[1] I Nengah Kumpul," *Classroom Interaction Analysis In Bilingual Science Classes In Sman 4 Denpasar", Language Education of Postgraduate Program, Ganesha University of Education Jl. Udayana, Singaraja*, 2012,P.1

[2] Rini Triani Pujiastuti," *classroom interaction: an analysis of teacher talk and student talk in English for young learners (eyl)", Journal of English and Education*,(Indonesia University), NO 1/ 2013,P.163

They were differences and similarity between those researches. Firstly, the subject of Kumpul's research was the student at SMAN 4 Denpasar, meanwhile the subject of Triani's research was classroom interaction at Private Primary School. Secondly, Kumpul's research used observation sheet, video recording, note-taking, and interview guide to get the data, on the other hand Triani's research used observation and interviewer where the participants were an English teacher for young leaners and her 15 students in one private primary school in Bandung. Those researches above not only have differences, but also those researches have similarity. The similarity of those researches was the using of FIAC (Flanders Interaction Analysis Categories) system to analyze classroom interaction in English Foreign Language (EFL).

CHAPTER II

THEORETICAL REVIEW

A. Concept of Classroom Interaction

1. Definition of classroom interaction

Amy B.M. Tsui said classroom interaction refers to the interaction between the teacher and learners, and amongst the learners, in the classroom. Earlier studies of second language (L2) classroom interaction focused on the language used by the teacher and learners, the interaction generated, and their effect on L2 learning. More recent studies have begun to investigate the underlying factors which shape interaction in the classroom.[3]

According to Ojedekon & Okewole, classroom interaction involves reciprocal actions that take place in a room, in a school, between the teacher and the students. This implies that the teacher formally instructs the students, while the students react in response to the teacher's instruction.[4]

Interaction is an important word for language teachers. It is the fundamental fact of pedagogy. According Douglas states that the next move after lesson planning is to step into the classroom and begin the

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[3] Ronald Cart er and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages,* (New York : Cambridge University Press, 2001), p. 120

[4]Bawa, Nura& Suleiman Zubairu," *Constructivism and Classroom Interaction:Inter national Journal of Modern Social Sciences"*,(florida/USA: Gombe State University), No.4/ 15 June 2015,p.72

process of stimulating the interaction.[5] Moreover, Wells define classroom interaction the theoretical shift in perspectives on learning and teaching that began to emphasis the active role of individuals in meaning-making and knowledge construction.[6]

Based on the quotations above, the writer can assume that Interaction is one important point of successful in teaching learning process, because interaction is a collaborative exchange of thought, feeling or ideas between a teacher and learner or a learner and other learner resulting in reciprocal effect on each other. Thus, interaction in a language classroom is a process of learning language.

Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with teacher present, and with the teacher who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur every day in teaching and learning process. It is managed by everyone, not only by the teacher in

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[5] Usman Kasim," *Classroom Interaction in the English Department Speaking Class at State University of Malang", Jurnal Ilmu Pendidikan*,(Banda Aceh: Syiahkuala University), NO 3/ oktober 2004,P.5

[6] Kristiina Kumpulaien and David Wray, *Classroom Interaction and Social Learning;From Theory to Practice,* (London and New York : Taylor and Fracis Group, 2002), p. 10

the classroom, but also the students. This interaction is usually used to express their ideas together.

2. Patterns of Classroom Interaction

There are the alternative patterns, i.e. those in which the initiation does not always have to be in the hands of the teacher and the interaction itself maybe between the students themselves or between a student and the material. To be detailed, the types of classroom interaction can be classified into various patterns of interactions, they are:

a. *Group work*: the students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

b. *Closed-ended teacher questioning ('IRF')*: only one 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.

c. *Individual work*: the teacher gives a tasks or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.

d. *Choral responses*: the teacher give a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.

e. *Collaboration*: the students do the same sort of tasks as in 'individual work', but work together, usually in pairs, to try to acieve the best result they can. The teacher may or may not intervene. (Note that this is different from 'Group work', where the task itself necessitates interaction.)

f. *Student initiates, teacher answers*: for example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.

g. *Full-class interaction*: the students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

h. *Teacher talk*: this may involve some kind of silent student response, such as writing from dictation, but there is no initiative on the part of the student.

i. *Self-access*: the students choose their own learning tasks, and work autonomously.

j. *Open-ended teacher questioning*: there are a number of possible 'right' answers, so that more students answer each cue.[7]

3. Types of classroom interaction

a. Learner-Content Interaction

The first type of interaction is interaction between the learner and the content or subject of study. Without it there cannot

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[7] Penny Ur, *A Course In Language Teaching; Practice and Theory,* (New York : Cambridge University Press, 1996), p. 227-228

be education, since it is the process of intellectually interacting with content that results in changes in the learner's understanding, the learner's perspective, or the cognitive structures of the learner's mind.

b. Learner-Instructor Interaction

The second type of interaction-regarded as essential by many educators, and as highly desirable by many learners-is interaction between the learner and the expert who prepared the subject material, or some other expert acting as instructor. In this interaction, distance instructors attempt to achieve aims held in common with all other educators.

c. Learner-Learner Interaction

It is the third form of interaction, his is inter-learner interaction, between one learner and other learners, alone or in group settings.[8] The learner had more chance to experiment with the target language. The students talked communicatively to each other. In other words, the learner talked more when they were given freedom to express their ideas. This situation particularly emerged when the learner were assigned to have a discussion in a small group without the instructor involvement.

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[8] Michael G. Moore," *Three Types of Interaction", Article in American Journal of Distance Education*, 21 May 2014, P.2

4. Teacher-Learner Interaction in the Classroom

a. Definition of Teacher-Learner Interaction in the Classroom

Wong said Teacher-Learner interaction is kind of interaction that is used to provide on going and systematic feedback to assist in repairing misunderstandings, giving students an opportunity to learn from each other and to expand their knowing by linking it to the constructs and thinking of fellow students.[9]

According to Philip Riley, Teacher-Learner is kind of interaction that provides the underpinning of a professional identity for the teacher, a learning identity for the students and a professional working relationship for both.[10]

Wiley Blackwell define Teacher-Learner interaction is one of the types of classroom interaction that focused on teacher and student behaviors at different grade levels and in varied configurated of student groups or class sizes.[11]

Based on the explanation above, the writer concludes that interaction between teacher and learner is very important in teaching and learning process. Teacher-learner interaction is essential in the teaching and learning process, teacher and students

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[9] M. Suzanne Donovan and Christopher T. Cross,"*Minority Students in Special and Gifted Education",* (Washington, DC: National Academy Press,2002), p. 326

[10] Philip Riley," *Attachment Theory and the Teacher–Student Relationship",* (London, New York: Routledge Taylor & Francis Group,2011), p. 30

[11] Wiley Blackwell, "*The Handbook of Classroom Discourse and Interaction",* (Southern Gate: John Wiley & Sons, In,2015), p.52

both are the key elements in the classroom interaction.The climate of communication between the teacher and learner in the class. Lesson where students have multiple opportunities to communicate with the teacher are essential for the effective construction of the students knowledge`

b. The Importance of Teacher-Learner interaction n the classroom

1) Teacher-learner interaction take place in a classroom environment that may enhance or detract from learning.

2) Teacher-learner interaction enables the students to communicate attitudes about learning and behavior, as well as feelings about individuals.

3) teacher–learner interaction forms a different social experience for each child and, therefore, leads to different developmental outcomes.

4) Specifically the teacher-learner interaction can make the students understand and appreciate the specific subjec.[12]

5) Teacher-learner interaction addressed the effects of teachers' attachment style on the formation and maintenance of classroom and staffroom relationships.

6) Teacher-learner interaction addressed the importance of attachment processes in scaffolding teachers' and students' emotional responses to daily educational tasks and

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[12] Roberta M. Berns, "*Child, Family, School, Community Socialization and Support",* (California, Irvine: John Wiley & Wadsworth, Cengage Learning,2010), p.233

7) Teacher-learner interaction addressed the degree of influence these factors have on teachers' classroom behaviour, particularly management of student behaviour.[13]

5. **Role Of Classroom Interaction**

a. Role of the Teacher

Constructivist teachers do not take the role of the 'sage on the stage'. Instead, teachers act as a 'guide on the side' providing students with opportunities to test the adequacy of their current understandings. Based on Constructivists, the following theory is arranged for teachers:

1) The educator should consider the knowledge and experiences students bring to class.

2) Learners construct their knowledge through a process of active enquiry (discovery) is facilitated by providing the necessary resources.

3) Knowledge is actively constructed & learning is presented as a process of active discovery.

4) Provide assistance with assimilation of new and old knowledge.

5) Learning program should be sufficiently flexible to permit development along lines of student enquiry.

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[13] Philip Riley,"*ibid*",p.2

6) Due to its interpretive nature, each student will interpret information in differently.

7) Create situations where the students feel safe questioning and reflecting on their own.

8) Present authentic tasks to contextualize learning through real-world, case-based learning environments.

9) Support collaboration in constructing knowledge, not competition.

10) Encourage development through inter-subjectivity.

11) Providing Scaffolding at the right time and the right level.

12) Provide opportunities for more expert and less expert participants to learn from each other. [14]

b. Role of the Students

The expectation within a constructivist learning environment is that the students play a more active role in, and accepts more responsibility for their own learning. The theory also brings out some activities expected of a student as an active participant in the learning process as follows:

1) The role of the students is to actively participate in their own learning.

2) Students have to accommodate and assimilate new information with their current understanding.

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[14] Bawa, Nura & Suleiman Zubairu," *ibid* "p.74

3) One important aspect of controlling learning process is through reflecting on their experiences.

4) Students begin their study with pre-conceived notions.

5) Students are very reluctant to give up their established schema/idea & may reject new information that challenges prior knowledge.

6) Students may not be aware of the reasons they hold such strong ideas

7) Learners need to use and test ideas, skills, and information through relevant activities.

8) Students need to know how to learn or change their thinking/learning style.

9) Because knowledge is so communally-based, learners deserve access to knowledge of different communities.

10) For students to learn they need to receive different 'lenses' to see things in new ways.

11) Learners need guidance through the Zone of Proximal Development (ZPD).

12) In social constructivism tutors and peers play a vital role in learning.[15]

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[15]*ibid*, P.74-75

6. Strategies for Helping Students to Involve in Classroom Interaction

The students have to involve in the classroom interaction while the teacher has to give the students tasks and activities that encourage them to participate at the classroom interaction. Moreover, creating classroom interaction is an important strategy for EFL students. Therefore, EFL teachers have to consider some strategies for creating classroom interaction.

To make the students want to participate at the classroom interaction, the teacher has to use some strategies. That are strategies to make the students involve in the classroom interaction including asking questions, body language, and topics. These strategies are for making the students involve in the classroom interaction.

The first strategy is asking question. Questions will make the students involve in the classroom interaction because most of them think that the questions is important for them. reasons for asking questioning including to provide a model for language or thinking; to find out something from the learners (facts, ideas, opinions); to check or test understanding, knowledge or skill; to get learners to be active in their learning; to direct attention to the topic being learned; to inform the class via the answers of the stronger learners; to provide weaker learners with an opportunity to participate; to stimulate thinking; to get learners to review and practice previously learn material; to encourage

expression self; and to communicate to learners that the teacher is genuinely interested in what they think.

The second strategy is body language. The body language will make the students talk since the teacher use their body movement to guess what the teacher mean. Body language is nonverbal signals that are powerful and more genuine. The teacher teaches some subjects, for instance, that are used in grammar. When the teacher points out one student who sits at the backside, the students say "you". Besides that, when the teacher says points out themselves, the students say "I". In addition, when the teacher moves their body, the students say "we", etc. It means that body language give chance to the students know when they have to talk or silent.

The last strategy is topic. The teacher has to consider some topics that are interesting for them since most of the students have the same interested topics as they are the same age. The interesting topic that is relevant form them will make them follow some activities actively and purposefully. It will make them involving in classroom interaction.

Based on the explanation above, the writer concludes that classroom interaction will occur if the teacher asks the students to talk. Besides that, the teacher has to use some strategies to make the students talking in order to the classroom interaction is from teacher and students.

B. Flanders Interaction Analysis Categories System (FIACS) Technique

According to Flanders, originally developed Flanders Interaction Analysis. Flanders Interaction Analysis system was designed to categorize the types and quantity of verbal interaction in the classroom and to plot the information on a matrix so that it could be analyzed and interpreted. The results gave a picture as to who was talking in the classroom, how much and kind of talking that took place. Flanders Interaction Analysis became widely used coding system to analyze and improve teacher student interaction pattern.[16]

Flanders Interaction Analysis is a system for coding spontaneous verbal communication. Interaction could either be observed in a live classroom or in a tape recording. Whichever, the coding system is applied to analyze and improve the teacher – student interaction pattern. For every 3 seconds, the observer writes down the category number of the interaction that has observed. Writer records these numbers in sequence in a column. Writer will write approximately 20 numbers per minute and at the end of a period of time, writer will have several long columns of numbers.[17]

FIAC is based on ten analytical categories that reflects Flanders' conceptualization of teacher–pupil verbal interaction. Each of the categories has a number, but no scale is implied. In his book Analyzing

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[16] Dr. Jasraj Kaur and Jasdeep Kamal Kaur Tatla," *Flanders Classroom Interaction Category System As A Tool Of Teaching* ",*international journal advanncemen in engineering technology management & applied science*, (Department of Education C.S., Punjabi University Patiala), NO 2/ september 2015, P.64

[17] Veronica Odiri Amatari," *The Instructional Process: A Review of Flanders' Interaction Analysis in a Classroom Setting*" *International Journal of Secondary Education* (science publishing group), NO 5/ may2015, P.45

Teaching Behavior, Flanders described the ten categories in detail, In order to help memorize the categories and make coding easier, one can shorten the descriptions of the categories.[18]

Based on the explanation above, the writer concludes that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction Analysis help the writer to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

Flanders established ten Interaction Analysis Categories (FIAC) to describe the teaching and learning processes according to the classroom language. These are as follows:[19]

1. Teacher talk

   ➢ Accepts feeling: Feelings may be positive or negative and their calculation and eliciting are included.

   ➢ Praises or encourages: it is includes positive talk, general discussion, telling jokes, nodding head or using phrases like 'Good! Go on'.

   ➢ Accepts or uses ideas of pupils: the teacher simplifies or develops students' ideas.

   ➢ Asks questions: Questions may be about content or procedure.

   ➢ Lectures: Gives facts or views about content or technique.

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[18] David Hopkins," *A Teacher's Guide To Classroom Research"* (New York : Open University Press, 2008) Fourth edition, P. 99

[19] Dr. Jasraj Kaur and Jasdeep Kamal Kaur Tatla,"*ibid"*, P.64

➢ Gives directions, commands or orders.

➢ Criticizes or justifies authority: E.g. statements intended to change pupils' behavior.

2. Pupil/students talk

➢ Response: Teacher initiates contact. Not all ideas are freely expressed.

➢ Initiation: Freedom to express their own ideas, initiate a topic, etc.

3. Silence

➢ Silence or confusion: Pauses, short periods of silence, confusion and blankness.

Flander Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIACS provides ten categories to classify classroom verbal interaction including into three groups, namely, teacher, student talk, and silence or confusion. Each classroom verbal interaction will be coded at the end of three seconds period. It means that at three seconds interval, the observer will decide which best category of teacher and student talk represents the completed communication. These categories will be put into columns of observational sheet to preserve the original sequence of events

after the writer do plotting the coded data firstly. Flanders' interaction Analysis help the writer to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

C. Procedures Of FIACS

The procedures for using the Flanders system are quite straightforward. Observers are first trained until they show a high level of agreement with other trained observers. Once they have been trained, they watch a lesson and apply the technique as follows using a coding sheet.

1. Every three seconds the observer writes down the category best describing the verbal behavior of the teacher in the class.

2. The numbers are written in sequence across the data sheet.

3. Each line of the data sheet contains 20 squares, thus representing approximately one minute of time.

4. Separate 'episodes' can be identified by scribbled margin notes, and a new line commenced for a new 'episode'.

5. In a research project, the observer would have a pocket timer designed to give a signal every three seconds, thus reminding them to record a tally (a mobile phone can be used).[20]

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[20] David Hopkins,"*ibid"*, P. 99-102

Table 1:

Flanders Established Ten Interaction Analysis Categories (FIAC):[21]

NO	FLANDER'S INTERACTION ANALYSIS CATEGORIES (FIAC)
TEACHER TALK	
A.	Indiract Talk
1.	Accept Feeling
	- In this category, teacher accepts the feelings of the students. - He feels himself that the students should not be punished for exhibiting his feelings. - Feelings may be positive or negative.
2.	Praise or Encouragement
	- Teacher praises or encourages student action or behavior. - When a student gives answer to the question asked by the teacher, the teacher gives positive reinforcement by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc.
3.	Accept or Uses Ideas of Students
	- It is just like 1st category. But in this category, the students ideas are accepted only and not his feelings. - If a student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. - The teacher can say, 'I understand what you mean' etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.
4.	Asking Question
	- Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. - Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.
B.	Direct Talk
5.	Lecturing/Lecture
	Giving facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions
6.	Giving Directions
	- The teacher gives directions, commands or orders or initiation with which a student is expected to comply with: - Open your books. - Stand up on the benches. - Solve 4th sum of exercise 5.3.

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[21] *ibid*, P. 100

7`	Criticizing or Justifying Authority
	- When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. - Teachers ask 'what' and 'why' to the students also come under this category. - Statements intended to change student behavior from unexpected to acceptable pattern - Bawling someone out - Stating why the teacher is doing what he is doing
STUDENTS TALK	
8.	Student Talk Response
	- It includes the students talk in response to teacher's talk. - Teacher asks question, student gives answer to the question.
9.	Student Talk Initiation
	- Talk by students that they initiate. - Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought like asking thoughtful questions; going beyond the existing structure.
10.	Silence or Pause or Confusion
	Pauses, short periods of silence and period of confusion in which communication cannot be understood by the observer.

D. Advantages of FIAC

1. The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction

2. Different matrices can be made and used to compare the bahaviour of teachers at different age levels, sex, subject-matter etc.

3. This analysis would serve as a vital feedback to the teacher or teacher trainee about his/her intentions and actual behaviour in the classroom. The supervising or inspecting staff can also easily follow this system.

4. It is an effective tool to measure the social-emotional climate in the classroom.[22]

E. Disadvantages of FIAC

1. The system does not describe the totality of the classroom activity. Some behaviour is always overlooked and who is to say that the unrecorded aspects of the teaching act are more important than those recorded.

2. Efforts to describe teaching are often interpreted as evaluation of the teaching act and of the teacher. While descriptions may be used as a basis of evaluation, judgment can be made only after additional value assumptions are identified and applied to data

3. The system of interaction analysis is content-free. It is concerned primarily, with social skills of classroom management as expressed through verbal communication.

4. It is costly and cumbersome and requires some form of automation in collecting and analyzing the raw data. It is not a finished research tool.

5. Much of the inferential power of this system of interaction analysis comes from tabulating the data as sequence of pairs in a 10 x 10 matrix. This is a time consuming process.

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[22] Veronica Odiri Amatari,"*ibid*", P.47

6. Once the high cost of tedious tabulation (electric computers) is under control but the problem of training reliable observers and maintaining their reliability will still remain.

7. Its potential as a research tool for a wide application to problems is to be explored.[23]

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[23] *ibid*, P.47

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is an academic activity and as such the term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deductions and reaching conclusions, and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis.[24]

According to Wolcott, qualitative research is fundamentally interpretive. This means that the writer makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically, stating the lessons learned, and offering further questions to be asked It also means that the writer filters the data through a personal lens that is situated in a specific sociopolitical and historical moment, One cannot escape the personal interpretation brought to qualitative data analysis.[25]

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[24] C.R. Kothari, *Research Methodology*, *(University of Rajasthan;Jaipur India)*, New Age International (P) Ltd., Publishers, 2004, P.1

[25] John W. Creswell, *Research Design qualitative, quantitative, and mixed methods approaches,* (London:Sage Publications,2003), second edition, p.*20*.

Qualitative research uses multiple methods that are interactive and humanistic. The methods of data collection are growing, and they increasingly involve active participation by participants and sensitivity to the participants in the study. Qualitative writers look for involvement of their participants in data collection and seek to build rapport and credibility with the individuals in the study. They do not disturb the site any more than is necessary. In addition, the actual methods of data collection, traditionally based on open-ended observations, interviews, and documents, the data collected involve text (or word) data and images (or picture) data.[26]

The design of this research is descriptive research with qualitative approach. This research use qualitative approach it means that the data collected is not in the form of number, but the data derived from interviews field note, record memos, and other official documents. It meant that the writer would observe teacher and students talk during teaching and learning process. In order to get expected data, the writer used Flander's Interaction Analysis Categories (FIAC). Through Flander's Interaction Analysis Categories (FIAC), the writer described the result of the interaction conducted by the teacher and learner, to describe how the teacher and learners conduct interaction in the classroom and to investigate the patterns of interaction occur during in the teaching – learning process at SMP Negeri 2 Metro in academic year 2017/2018.

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[26]John W. Creswell, *ibid*, second edition, p.*20.*

The presence of the researcher in this study is as non-participant observer, which means that the resercher do not reach the full involvement in participants activity. The researcher came to the class for only observing teacher and learner interaction in the classroom. The researcher did not introduce her presence to the students in order to students do not feel disturb. Thus, the teacher and the learner could behave as what they naturally behave in classroom.

In addition, it is qualitative interpretive nature helps the writer to realize this complexity in perspective. In short, a descriptive research is very important to help the writer to understand the view of those problems and finds route through it.

B. Data Source

Data is the result of the research either as a fact or the number. It means that data is the number of fact found by writer as result of research. The collected data must be relevant with the formulated research problems.

According to McLeod, data is one of these terms. In the context of qualitative research, the meaning of data is linked to the "sense data" of observations. "In contemporary usage, data has come to mean an array of information, as in data or data bank". It connotes "bits" of information.[27]

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[27] Donald E. Polkinghorne, *Language and Meaning: Data Collection In Qualitative Research*, *(University of Southern California)*, Jurnal ul Collnsding Psychology, 2005, NO 2, P.138

The data required to study experience require that they are derived from an intensive exploration with a participant. Such an exploration results in language data. The language data are not simply single words but interrelated words combined into sentences and sentences combined into discourses. The interconnections and complex relations of which discourse data are composed make it difficult to transform them into numbers for analysis. Producing findings from these data require analytic tools specifically designed to work with language data.[28]

After knowing what data is, the writer will discuss about the source of data. The source of data is very significant in the research. The research will not able to get information without the source of data.

In this research, according to Donald, source into two item, such as: primary and secondary sources. The primary are original documents (correspondence, diaries, reports, etc), relics, remains, or artifacts. These are the direct outcomes of events or the records of participants. Moreover, the secondary sources, the mind non-observer comes between the event and the use of the record. Common examples of secondary sources are history books, article in encyclopedia, and reviews of research. Historians seek to employ primary sources whenever possible.[29]

Data source is a source which data is taken from. The source of the data is very significant in the research, because the writer will not enable to get information without the source of data. In this research the primary

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[28] Donald E. Polkinghorne, *ibid*, P.138
[29] Donald Ary et al, *Introduction to Reasearch in Education*,(Canada: Wadsworth,Cengage Learning, 2010),8th Edition,p.467

sources of the data get from observation the Teachers who teach English in the second grade of SMP Negeri 2 Metro. And secondary sources of the data get from the article and interview the 10 students at the second grade of SMP Negeri 2 Metro.

In this research, the source of the data for this research are the interaction between teacher and students at SMP Negeri 2 Metro. The data concerning teacher and learner interaction in the classroom were collected by doing classroom observation at second grade of SMP Negeri 2 Metro.The writer focused on analyzing the process of teaching learning at this class because it provided certain days to hold teacher and students interaction where the students given some materials which required them to show their capability in English skill.

C. Data Collection Technique

The data of the present study are collected through the three following methods; doing observation, conducting interview and documentation/recording.

1. Observation

Observation is a method of data collection in which writer comes to the field to observe what is going on in the field. The qualitative research goal is complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. For doing observation the observer directly observed the classroom, and took notes on the relevant events

while the teaching-learning process was going on. In the meantime, video recording of the whole proceeding was also made to acquire more complete data about the classroom process.

In collecting the data, the writer conducted non-participant observation, in which the writer as the passive participant. It means that the writer didn't 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, which was the most widely used instrument in collecting data about all kinds of classroom verbal and non-verbal behavior.

2. Interview

A qualitative Interview occurs when writers ask one or more participants general, open-ended questions and record their answers. The writer then transcribes and types the data into a computer file for analysis.[30]

Interview is data collection method in which there is a dialogue between an interviewer and interviewee which talk about the content of observation. Stated that interview may provide information that cannot 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. There are three kinds of interview as follows:

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[30]John W.Creswell, *Educational Research: Planing, Conducting and Evaluating Quantitative and Qualitative research*, (Boston: Person, 2012), Fourth edition*, p. 217.

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 explained above, the writer uses free guided interview. In this research, before conducting interview the writer brings general idea by some questions that were prepared before. The structure of the interview is developed prior to the interview. For the instrument of collecting data the writer make an interview guide. Interview guide is list of question that is formulated by writer 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 writer asks help to the expert teacher to validate the interview guide.

In this step, the writer conducted interview with ten students. Similarly, the writer conducted the interview by asking ten students one by one. It is prepare to get information from the participants about their understanding about the material and their interaction with the teacher.

D. Procedure

Steps to be conducted in this research procedure are as follows:

1. The researcher come to the class and sit at the backside.

2. The researcher prepare video recording and guidance and rules of Flander interaction analysis category system (FIACS) technique.

3. Finding the subject of the research. The writer used one class at second grade of SMP Negeri 2 Metro. The research would be focused on the analysis of FIACS technique toward any teaching learning stage became the source of data. On the other hand, analyze the data based on the video record from the observation class.

4. The researcher put the code on the particular type of teacher and learner talk in order to get the data expected data.

5. Collecting and transcribing the data from the subject of the research through observation and video recording that has been taken previously.

6. Coding the transcription.

7. Evaluating and Analysing the data to come at the fixed result of the research.

8. Reporting the result of the data analysis to induce the research finding.

E. Data Analysis Technique

1. Flander's formulates

After the researcher got data from observation sheet of Flander interaction analysis, the researcher calculated how much the teacher and

students talk time in classroom interaction by using Flander's formulates in order to getting expected data. The researcher used it to find out the percentage of teachers and students talk during classroom interaction. Here are the formulas:

Proportion of classroom interaction = <u>total category</u>   X100%   Total number of every category

This research applied the Miles and Huberman model to analyze the data that has been collected. The procedure is shown in the following figure:

Figure 1

The Component in Data Analysis (Interactive Model) by Miles and Huberman[31]

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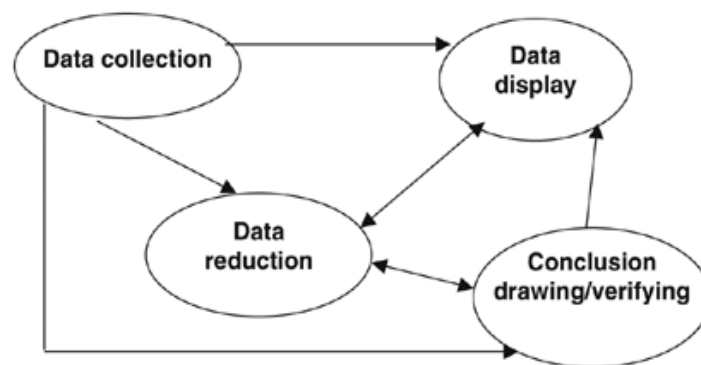
[31] Matthe B. Miles at al, *Qualitative Data Analysis*,(London: Sage Publication Ltd, 1994), Second Edition,p.10-12

Data analysis using Miles and Huberman model was conducted as follows:

1. Data collection

   It is the first in conducting the qualitative research. The writer should gather the information as many as possible. In this case, the writer gained the information from the students' argumentative paragraph in scientific writing as the major data and also documents.

2. Data reduction

   It is refers to process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

3. Data display

   Generally, a display is an organized, compressed assemblay of information that permits conclition drawing and action

4. Conclusion

   Conclusion includes drawing and verifying. It is the process of elaborating with lengthy argumentative and review of the conducted research.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. A Brief History of the Establishment of SMP Negeri 2 Metro

SMP Negeri 2 Metro was originally a filial school from SMP Negeri 1 Metro which became a difffed state school with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number: 0364 / O / 1977, dated August 25th 1977. This school is one of the excellent schools of Metro .Geographically SMP Negeri 2 Metro is located on the border with East Lampung Regency. Such conditions provide opportunities for elementary school graduates to compete to become students of SMP Negeri 2 Metro.

Demographically, the livelihood of the parents / guardians of students is very heterogeneous, such as profession as civil servant / civil servant, private employee, entrepreneur, farmer, trader, laborer, becak driver, and other unskilled laborers. This has implications for income levels that bring a diversity of their socio-economic level. The socio-economic condition of the community had an impact on supporting parents towards school programs, let alone the local government for free education. Meanwhile, the local government has not responded to the education budget of 20% of APBN and APBD I and APBD II, so many schools that cannot develop as expected.

In 2007 SMP Negeri 2 Metro was verified to be the organizer of National Standard School Stubs (SSN) based on the Decree of Director of Junior High

School Development, Directorate General of National Education Management Number: 818a / C3 / KEP / 2007, April 24th, 2007, it provides motivation and spirit new for all school citizens to be more active in improving quality, learning innovation, and school achievement.

Since becoming an SSN provider, SMP Negeri 2 Metro has implemented a school program emphasis on the fulfillment of eight standards as mandated by Government Regulation Number 19 Year 2005 on National Education Standards (SNP), both content standards, processes, competencies of graduates, educators and personnel education, management, infrastructure, financing, and assessment standards.

Since its establishment until 2016, SMP Negeri 2 Metro has experienced on leadership change of 11 (eleven) times, namely:

1. Hi. Moehammad, from 1977 until 1983

2. Doedoen Abdoelah, from 1983 until 1984

3. Soewito, from 1984 until 1990

4. Hi. Sugeng Hendro Atmojo, from 1990 until 1996

5. Drs. Hi. Syarif Barzan, S.H. , from 1996 until 1998

6.   Drs. Sutarjo, from 1998 until 1999

7. Drs. Tukiman S., from 1999 until 2000

8. Dra. Indrawati, from 2001 until 2006

9. Drs. Bambang Irawan, from (2006 until November 2009)

10. Drs. Suwarno, from (November 2009 until January 12, 2012)

11. Suyitno, S.Pd. (January 13, 2012 until. now)

2. Research Setting

    a. The profile of SMP Negeri 2 Metro

      1. School Name   : SMP NEGERI 2 METRO

      2. No. School Statistics   : 201120904002

      3. NPSN   : 10807602

      4. School Address   : Jl. Ki Hajar Dewantara 91 / 15A PO

           Box 138 Metro

           : Metro East District, Metro City,

           Lampung

      5. Phone / HP / Fax   : (0725) 41016 / Fax. 0725-41016

      6. School Accreditation Value   : A

      7. Land Area, Number of Rombel :

           Land Area   : 7,850 m2

           The amount of space on the 1st floor : 55

           The amount of space on the 2nd floor: 1

           Number of Rombels   : 23

      SMP Negeri 2 Metro has believed from the Government of Indonesia as the National Standart School and an accreditation status. It happened because SMP Negeri 2 Metro develop and keep on the quality of education

b. The Structural Organization of SMP Negeri 2 Metro

The structural organization of SMP Negeri 2 Metro in academic year 2017/2018 as follows:

Figure 2

The organization structure of SMP Negeri 2 Metro

HEADMASTER	SUYITNO, S.Sp

HEAD OF BUSINESS	AGNES SARINTEN

F.ADMINISTRATION MUNAH	OFFICIALDOM ADMNISTRATION SITI MARYANI	TREASURER DINIATI	ADMINISTRATION NI KOMANG SULISYANI	MANAGER SUDARTO	MANAGER RADIYO SAPUTRO

PREPARATION TRI WAHYU NURHAYATI	COMP. OPERATOR MARINA HINDAYANTI, S.SI	SECURITY UNITS SUGENG MAJ'MU	PRAMU SUYATI	CLEANING SERVICE HERI SUJOKO	CLEAN. SERVICE BAMBANG

SECURITY UNITS SUHENDAR

c. **The Condition of Teachers and Official Employers at SMP Negeri 2 Metro**

The number of teacher and official employers in SMP Negeri 2 Metro in academic year of 2017/2018 that can be identified as follows:

Table 2

The Condition of Teachers and Official Employers at SMP Negeri 2 Metro

No	Level of Education	Number and Status of Teachers				Total
		GT/PNS		GTT/Honor		
		L	P	L	P	
1.	S3/S2	1	2	-	-	3
2.	S1	6	27	1	1	35
3.	D-4	-	-	-	-	-
4.	D3/Sarmud	1	-	-	-	1
5.	D2	-	-	-	-	-
6.	D1	2	3	-	-	5
	Total	10	32	1	1	44

Source: Documentation of SMP Negeri 2 Metro

Table 3

Number of teachers with teaching assignments in accordance with the background education

No.	Teacher	Number of teachers with educational background in accordance with the teaching task				Number of teachers with educational background who is not in accordance with teaching duties				Total
		D1/D2	D3/Sarmud	S1/D4	S2/S3	D1/D2	D3/Sarmud	S1/D4	S2/S3	
1.	Science	-	1	6	-	-	-	-	-	7
2.	Mathematics	-	-	4	2	-	-	-	-	6
3.	Indonesian	-	-	5	-	-	-	-	-	5

No.	Subject									Total
	Language									
4.	English language	-	-	5	-	-	-	-	-	5
5.	Religious education	-	-	3	-	-	-	-	-	3
6.	IPS	-	-	4	1	-	-	-	-	5
7.	Penjasorkes	1	-	2	-	-	-	-	-	3
8.	Art and culture	2	-	-	-	-	-	-	-	2
9.	PPKn	-	-	2	-	-	-	1	-	3
10.	TIK	-	-	-	-	-	-	-	-	-
11.	Prakarya	1	-	-	-	-	-	-	-	1
12.	BK	-	-	2	-	-	-	-	-	2
13.	Lainnya: a. Lampung Language		-	-	-	-	-	2	-	2
	b. Librarian	-	-	-	-	1	-	-	-	1
	Total	**3**	**1**	**32**	**3**	**1**	**-**	**3**	**-**	**44**

Source: Documentation of SMP Negeri 2 Metro

d. The building of SMP Negeri 2 Metro

The conditions of SMP Negeri 2 Metro have rooms division and building, there is:

Table 4

Table of building SMP Negeri 2 Metro

No.	Room Type	Total (Room)	Size (m^2)	Condition
1.	Headmaster	1	9 x 5	Good
2.	Vice Principal	1	9 x 3	Good
3.	Teacher	1	18 x 7	Good
4.	Administration	1	7 x 9	Good
5.	Room Guest	1	5 x 3	Good
6.	Library	1	14 x 7	Good
7.	Science Laboratory	1	14 x 8	Good
8.	Skills	1	14 x 8	Good
9.	Multimedia	1	12 x 8	Good
10.	Art	1	9 x 7	Good
11.	Language Laboratory	1	14 x 8	Good
12.	Computer lab	1	12 x 7	Good
13.	Hall	1	15 x 8	Good
14.	Warehouse	1	4 x 4	Good
15.	Kitchen	1	6 x 3	Good
16.	Teacher Toilet + KS	3	3 x 2	Good
17.	Student Toilet	12	2 x 1,5	Good
18.	Counseling Guidance	1	7 x 5	Good
19.	UKS	1	9 x 7	Good
20.	PMR / scout	-	-	Good
21.	OSIS	1	9 x 3	Good

22.	Mosque	1	8 x 7	Good
23.	Cooperative	1	3 x 4	Good
25.	Canteen	1	9 x 3	Good
26.	Pump House Water Tower	2	2 x 2	Good
27.	Vehicle Ward	2	9 x 7	Good
28.	House Keeper	1	9 x 6	Good
29	Security post	1	3 x 3	Good

Source: Documentation of SMP Negeri 2 Metro

e. **The Sketch of Location of SMP Negeri 2 Metro**

Figure 3
The Location Sketch of SMP Negeri 2 Metro
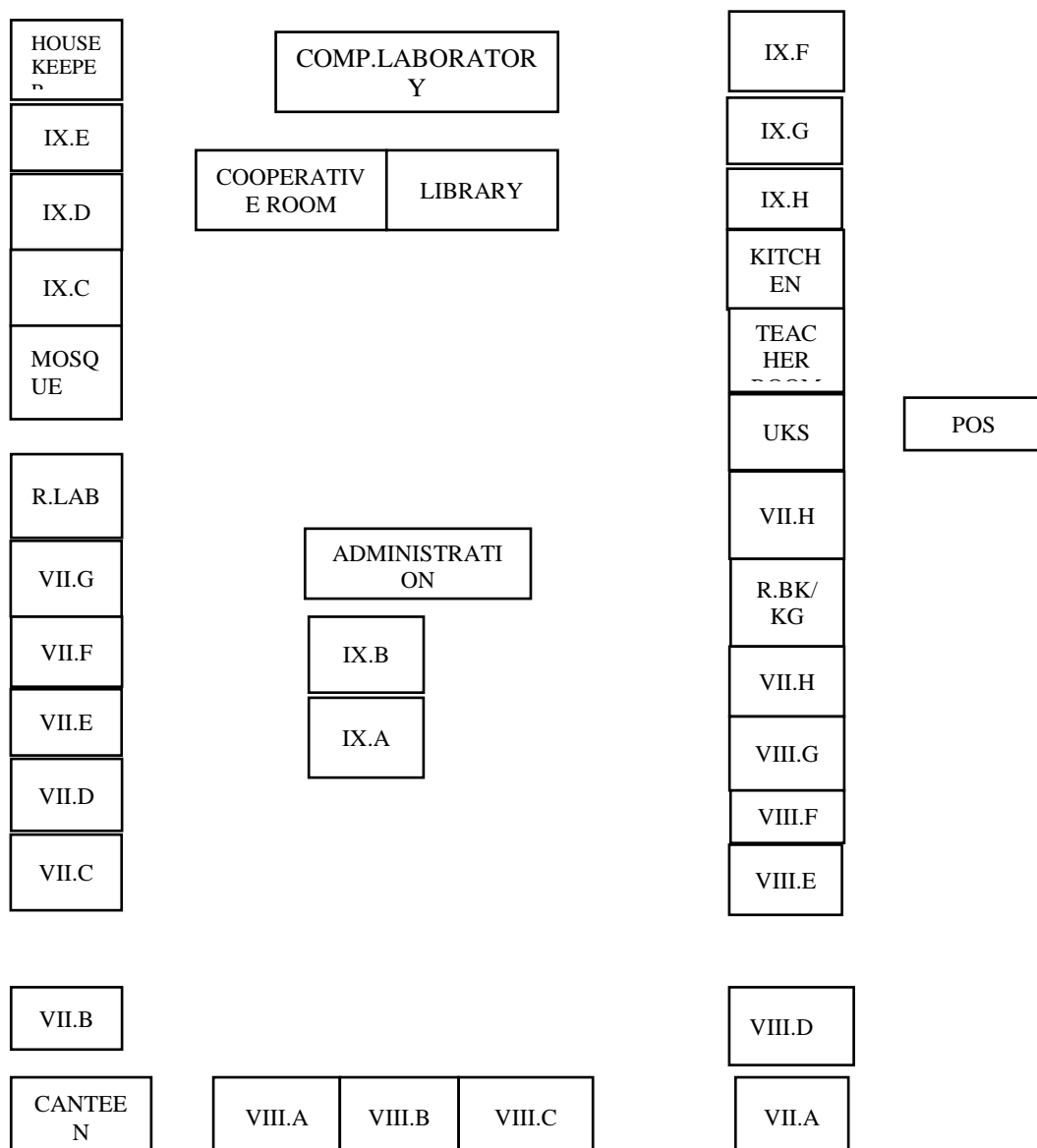
B. Description of Data Analyze

Based on the research that has done by the researcher on 21th November 2017 and interview with the 10 students and also English teacher, it can be describe that the interaction that they are conduct in the classroom is absolutely interactive, its mean teacher and learner used two ways of interaction, they change their opinion each other while in teaching learning process. The teacher said that good interaction in the classroom is absolutely much needed in teaching learning process, because for the teacher interaction can explore the material by interact and communicate with the students and by implementing good interaction it is very meaningful to support students participation during the process of teaching learning. Through meaningful interaction, the teacher can provide opportunity for the learner to interact not only with the teacher but also with their friend both in a group work and in individually. Moreover, classroom interaction can stimulate the learner to speak because it is useful in stimulating them to think, understand and to give respond to the given stimulation.

Based on the interview with English teacher, She suggest that the way to create good atmosphere in the classroom activity is by invite the learners to pay attention in the topics of discussion, other than they used strategy during teaching learning by playing – studying –memorizing. By applying this strategy the interaction in the classroom will be interactive and effective, because learners will not got boring in teaching learning process, other that the can accept the material that has been given by the teacher easily. The

teacher also say ``by enjoying the study the learner more interest to join my class, and I feel more easy to explore my material to them".

At the second place, based on having observation in the classroom and interview with ten students of second grades it can be concluded that they feel their classroom is building good atmosphere of interaction, it is can be seen from the verbal and non – verbal interaction both of them. Although it was begun from the teacher talk but after that the learner also takes their turn in interaction. Such as they always answer and asked question from the teacher and this occur alternately both of them. On the other hand they are also frequently do discuss in the small group rather than individually to done the work given by the teacher. It was intended in order they can work together, avoid saturation in doing the task and they can share each other and exchange their opinion. By implement this, hopefully the classroom is would be effective, and the interaction to be more effective. It is because the proportion of teacher and learner talk same. It means both of them together can establish the effectiveness and interactivity in communication in the classroom.

1. **How the Teacher and Learner Conduct Interaction in the Classroom**

Based on the data observation, it can be concluded that both the teacher and learner were play the same role in the classroom interaction, it means both of them has to same proportion in conducted the interaction in the classroom. Not only the teacher that most often talk but the learner has to take turn on it. However, the classroom teacher was applied some strategy in the teaching learning; it is by playing – studying – memorizing.

By applying this strategy the interaction in the classroom will be more effective and interactive, because learners wouldn't bored in the classroom, other that the can accept the material that has been given by the teacher easily. In the other hand the classroom teacher also implemented various methods, it was intended to stimulate the students" involvement in the classroom interaction and make the students to be active. The teacher talk, described in the Foreign Language. Interaction Analysis model, in teaching the students, it gave impact to the students. For example by praising and encouraging the students, they were confidents to be more interactive in teaching and learning process and they also felt confident to response the teacher questions.

In doing interaction in the classroom, the teacher and learner employed some types of communicative approach. First, they employed one-way communication, in which the students just listened to the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students. Second, restricted two-way communication, in which the learners respond orally to the teacher in whatever language (the target or the first language) or even by using gestures. This kind of communication was used when the teacher asked the students about things related to the materials of the lesson it was used to see the students" involvement in the lesson. And the third by employed full two-way communication, in which the students speak in target language, acting as both recipient and sender of verbal messages. The

target language used is simple and limited. In this case, the correct grammar is not the main goal, but meanings should be well understood by each communicant. This kind of communication was used when the students had question and-answer activities with their friends.

In other side the classroom teachers also applied some approach of teaching methods such as Grammar Translation Method, the Audio Lingual Method, the Total Physical Response and Communicative Approach, were not make the students felt bored with the lesson. The teacher talk were to function to stimulate the students" participate in the teaching learning process. The students were asked to participate in teaching learning process, so that the students were active in learning process. The teacher talk, for example, asked questions to the students, was to function to stimulate learner response and it gave opportunity for less active students to practice. Moreover, teacher talks were also important to direct and encourage the students to allow what the teacher wanted. By implemented this all method and strategy of interaction the condition of the classroom will be more effective and the achievement of the lesson will be run well also the interaction between teacher and learner will happened as good as possible.

2. **The Pattern of Classroom Interactions**

Based on the observation conducted by the researcher during the teaching learning process, the researcher noticed that the most frequent pattern of classroom interaction was teacher and students discussion and it

was rarely in solo or individual work. It was identified from doing observation, the researcher noticed that the teacher always ask the students to discuss the work that had been given by the teacher. By asking question the students in doing their work the teacher hoped that they can do discussions, exchanging opinions between one another in solving the problems in the work given. And by implement this pattern of interaction the classroom would be conducive and make the students would be more active and interactive in the talking.

In this pattern of interaction, the researcher found four patterns of interactions in the classroom. They are:

(a) Student – student interaction,

(b) Teacher – whole class interaction,

(c) Teacher – whole group interaction,

(d) Teacher – individual students` interaction or individual students' – Teacher interaction.

First for the student – students" interaction this pattern happened when the students find some difficulties in understanding the material or do not know the meaning of a word in English, the chose to discuss with their friend, rather than ask to the teacher, it is also occur during the small group work discussion, where every group offered their product to their friend.

Second for teacher – whole class interaction happened during the class discussion and also this pattern happened when the teacher conveyed

learning material and gives instructions to the students. And these patterns are the most common used in the classroom when they did the interaction.

Third for teacher – whole group interaction happened when the teacher comes to the small group discussion and asks the students is there any difficulties to in doing their work.

And the last pattern is teacher – individual students" interaction or individual students" – teacher interaction this pattern of interaction happened the students ask the teacher about the difficult word and they do not know the meaning in English.

3. **Teacher Talk and Students Talk at the Second Grade of SMP Negeri 2 Metro**

During the lesson, the interaction occur between teacher and students in the classroom involve teacher talk and students talk. In analyzing interaction in the classroom, the researcher applies the Flander Interaction Analysis Catregories System (FIACS).

a. **Teacher talk in the classroom**

Beside on classroom observation conducted by researcher, the data finding teacher talk is show in this following table:

Table 5:

The data of the teacher talk in the Classroom by using FIACS

No		Teacher Indirect talk		Teacher Direct Talk					
	Category	Accept Feelings	Praise or Encouragement	Accepts or Use Ideas of Students	Asking Questions	Lecturing/ Lecture	Giving Directions	Criticizing or Justifying Authority	
	Code	AF	PE	AUI	AQ	L	GD	CJA	
	Name								
1	Agustina Widiastuti	✔ ✔ ✔	✔ ✔ ✔ ✔ ✔ ✔ ✔	✔ ✔ ✔ ✔	✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔	✔ ✔ ✔ ✔ ✔ ✔ ✔ ✔	✔ ✔ ✔ ✔ ✔ ✔ ✔	✔ ✔	
	TOTAL	3	7	4	8	8	7	2	39

Table 6:

Tot7l of the teacher talk in the Classroom by using FIACS

TEACHER TALK	Teacher Indirect Talk		Teacher Direct Talk					Total
	AF	PE	AUI	AQ	L	GD	CJA	
	3	7	4	8	8	7	2	39

Table 7:

The data transcripts of teacher talk in the classroom

Categories	Statement
Accept Feelings (AF)	1. Can we start now? 2. Oke, finish? 3. What are you doing now?
Praise or Encouragement (PE)	1. Next 2. Can you repeat again 3. Any other sentence? 4. All right

	5. Oke, thank you
	6. Give applause for her
	7. Oke, come on
Accepts or Use Ideas of Students (AUI)	1. Oke, reading the book
	2. Oke, for asking something
	3. Oke, in the kitchen
	4. Yes, river
Asking Questions (AQ)	1. I am what....?
	2. I am playing...?
	3. So, what is the conclusion?
	4. Any question?
	5. How many of subject?
	6. How many of to be?
	7. Mother is...?
	8. To be of mother is?
Lecturing/ Lecture (L)	1. Good morning
	2. Today we are going to discuss about...
	3. So, for asking activities
	4. So, what are you doing is....
	5. To be of "they" is "are"
	6. My mother washing clothes in the ....
	7. Oke, time is up, now i want you to make a sentence...
	8. Oke, i think that all, see you again in Friday with your homework.
Giving Directions (GD)	1. Before we start, i give you five minutes to study this material today
	2. Please, open your book
	3. Look at the page 93...
	4. Please make the sentence
	5. Oke, now give me a sentence one by one
	6. You, please stand up....
	7. Oke, i give you homework for next Friday.

Criticizing or Justifying Authority (CJA)	1. Louder please? 2. Please, pay attention

The diagram below show the percentage of each categories that happening in the observation.

Figure 4

The percentage of each category of Teacher Talk
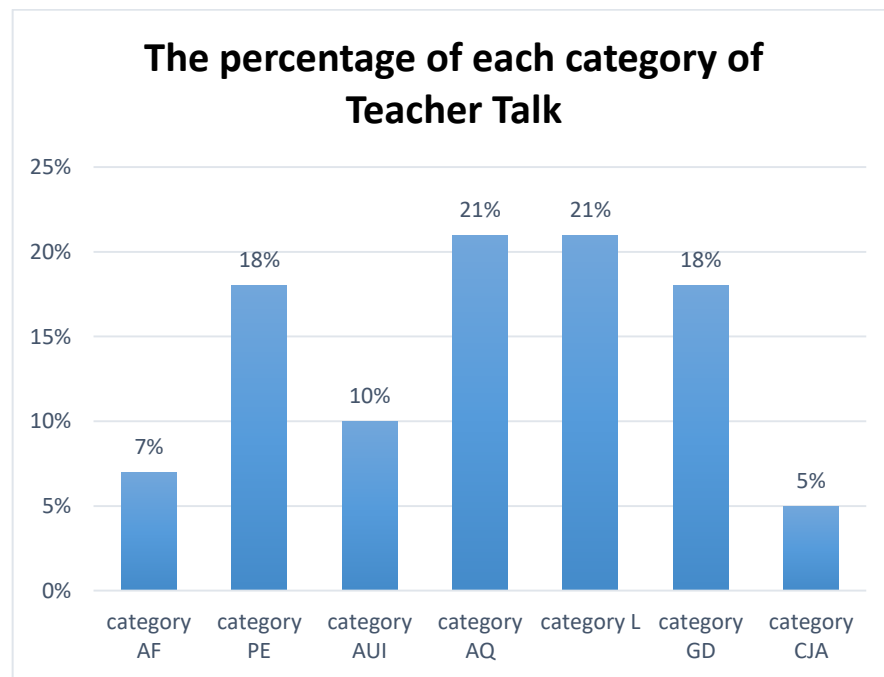
1) Accept feeling

      Based on the observation, the researcher found the teacher accepted students' feeling. In the observation, category AF took 7% from percentage. From the detail information see figure 4

2) Praise or encourages

Based on the result in the observation, the percentage of category PE is 18%. The researcher found that the teacher stimulated the students by giving them some praises as like all right, oke thank you, and give applause for her.

3) Accepts or uses ideas of students

Category AUI that found by researcher in the observation had 10% from percentage. Category AUI show in the following interaction between teacher and students in the classroom based on the observation.

Teacher : My mother washing clothes in the..... (Category L)

Students : in the river (category STR)

Teacher : oke, in the river (category AUI)

4) Asks question

The other category of teacher talk is asks question in category AQ. The teacher stimulated the students by asking question to explore their skill or to share their ideas. Category asks question has 21%.

5) Lecturing/lecture

One of the most important roles of teacher talk is lecturing. In the classroom observation the researcher found that lecturing category or category L took 21% from percentage. The teacher spends much time to give information to the students when students did not understand about the material the teacher give them more explanation about it.

6) Giving direction

Based on the observation, the researcher found that category of giving direction or category GD has 18%. Before teacher give duty to the students, the teacher always gives direction to the students until the students understand with their duties.

7) Criticizing of justifying authority

Category CJA also found in the observation, the researcher found 2 kinds of criticizing that used by teacher. They are louder please, and please pay attention it show that in the class, the students were attention to the lesson. Category CJA took 5% from percentages in the observation.

Based on the diagram above, it show that the categories of teacher talk that has higher percentage than other is category AQ (asking question) and category L (lecturing/lecture) is 21%. It was followed by category PE (Praise or encourages) and category GD (Giving direction) IS 18%. Followed by category AUI, category AF, and category CJA.

b. Students talk in the classroom

In this research, the researcher determines to investigate students talk interaction in the classroom through classroom observation. The types of students talk which were investigated to the students in H class are students talk response, and students talk initiation. The table below show all of the categories of students talk based on the frequency that got from the observation classroom.

Table 8:
The data of the students talk in the Classroom by using FIACS

No	Category	STUDENTS TALK		
		Student Talk Respose	Student Talk Initiation	Silence or Pause or Confusion
	Code	STR	STI	SPC
	Name			
1	ABPK	✓	✓	
2	AP			✓
3	ASSA	✓	✓	
4	AS		✓	
5	AP	✓	✓	
6	AA			✓
7	AFD	✓	✓	
8	AA			✓
9	DPH	✓	✓	
10	DA		✓	
11	DAW		✓	
12	FRP	✓	✓	
13	FSK	✓	✓	
14	GS		✓	
15	MA	✓	✓	
16	MKA		✓	
17	MAA			✓
18	MMP	✓	✓	
19	PP		✓	
20	RDA	✓	✓	
21	RSW			✓
22	RCAP	✓	✓	
23	RCS		✓	
24	SN			✓
25	SSP	✓	✓	
26	SAS	✓	✓	
27	TDP		✓	
28	UKR	✓	✓	
29	YAE			✓
30	YTH	✓	✓	
31	ZA	✓	✓	
32	RR		✓	
TOTAL		16	25	7
		48		

Table 9:

Total of student talk in the classroom by using FIACS

STUDENT TALK	Sudent Talk Response (STR)	student Talk initiation (STI)	Silence or Pause or Confusion (SPC)	Total
	16	25	7	48

Table 10:

The data transcripts of students talk in the classroom

Categories	Statements
Student Talk Respose (STR)	1. Doing something 2. What are you doing 3. I, he, she it, they, we, you 4. Is, are, am 5. She..... 6. In the kitchen 7. How many....? 8. Washing 9. Plate... 10. In the river 11. It (dia benda) 12. Adverb 13. Wake up 14. Sit down 15. See 16. In the class....
Student Talk Initiation (STI)	1. In the stable 2. I am reading the book 3. I am study in the school now 4. I am swimming in the swimminng pool now 5. I am studying in the classroom now 6. I am opening the window now

	7. I am reading this dictionary now
	8. I am standing in the class now
	9. I am sitting in the chair now
	10. I am sit down now
	11. I am sleeping in the bedroom
	12. I am studying english now
	13. I am going to bali now
	14. I am playing fooball now
	15. I am drawing a picture
	16. I am therasing the whiteboard
	17. I am opening the door
	18. I am cleaning the table now
	19. I am swimming in the river
	20. I am studying english now
	21. I am sitting now
	22. I am writing a letter
	23. I am singing in the class now
	24. I am drawing the picture now
	25. I am loving you
Silence or Pause or Confusion (SPC)	–

Based on the classroom observation, the researcher tabulated the data of student talk which were obtained from observation. Then, the researcher displayed those data of student talk using percentage to make the readers easily interpret the data in diagram below:

Figure 5

THE PERCENTAGE OF EACH CATEGORY OF STUDENT TALK

Category SPC, 15%

, 0

Category STR, 33%

Category STR
Category STI
Category SPC
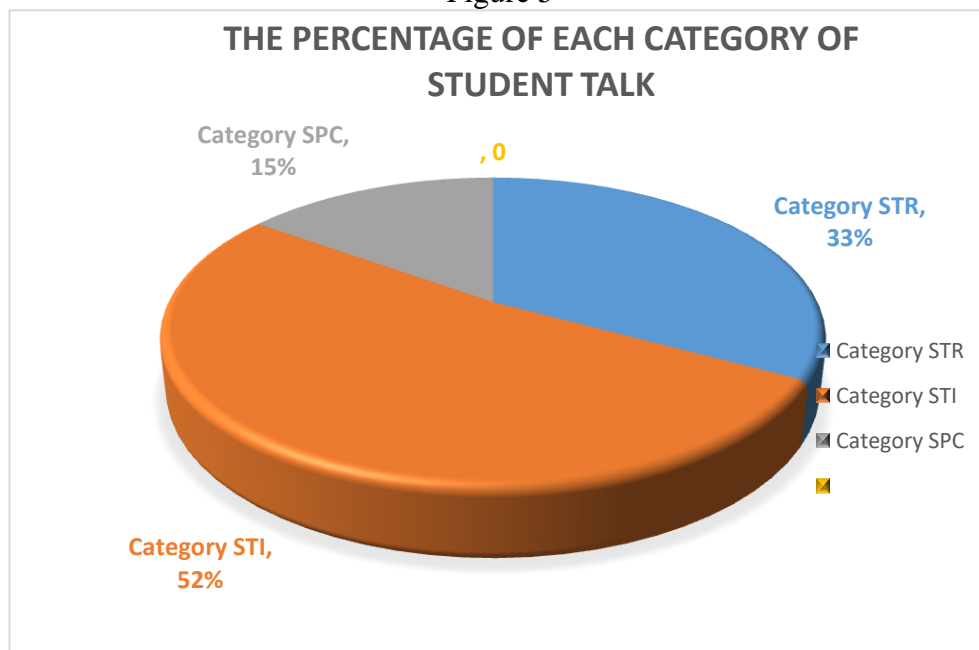
Category STI, 52%

Based on the diagram above, it show student talk initiation had higher percentage than student talk response. For the detail information, the researcher would explain it:

a. Student talk response

Based on the classroom observation, category student talk response took 33% *(see the figure 5)*. The researcher found that the teacher stimulates the students by asking question. In order, the students participate and active in classroom activity.

b. Student talk initiation

Based on the result of the observation, the researcher found that the category STI or category student talk initiation got 52% *(see the figure 5)*. While student talk response took 33%. It is the higher percentage than category student talk response.

The researcher found in the observation that the students seldom wanted to ask or answer the question by volunteer. The students will more active in the classroom. If the teacher asked or initiated them to answer the teacher's question. So that, category student talk initiation had high percentage in this research.

c. Silence or Pause or Confusion

Based on the result of the observation, the researcher found that the category SPC or category Silence or Pause or Confusion got 15% *(see the figure 5).* In this case more than one students confused and cannot answer the teacher's question, so the interaction cannot be recorded. Such as when the teacher asked the students to make a sentence and they not giving response or just silence, in this case the students was confused, so the talk cannot be recorded because it was in the crowded situation.

4. **Data Finding**

Data finding are the data found during the observation and interview which are appropriate with the formulation of research question. After the researcher analyzed the classroom observation data, the researcher tried to ensure the result of class observation of data analysis. The researcher interviewed the teacher to obtain her opinions on the certain talk that have distributed and her teaching performance in order to manage the interaction. The researcher list the sample of interview questions with classroom teacher and the students. The complete interview result with Mrs. Agustina Widiastuti S.pd can be seen on the table.

Table 11:
Sample of interview questions with classroom teacher

No	List of Question
1	When you enter in the classroom you greet your students by using the expression of "good morning, friends?" do you have any reason for using friends rather than students?
2	You intense to use referential question to asked your students. Do you have any purpose with that?
3	How if your student can not answer your questions correctly?
4	What will you do to make them understand with your explanation about the material?
5	Students tend to answer the question shortly when you required them to produce student talk response "answer". Any reason about that?

The following is the sample of interview questions list with the students. The researcher does the interview with ten students to get the data from students' perception. The question of interview totally is eight questions. The table below shows the questions of the interview.

Table 12
Sample of interview questions with the students

No	Questions
1	Do you feel afraid to answer the teacher's question? Why? Or why not?
2	How do you feel when the teacher gives you a praise?
3	Do you like the way your teacher explain the material? Why? Or why not?
4	When a student gives idea or opinion, does your teacher accept student's idea with positive feeling or not? What is your opinion?
5	Is your class less of attention? What does the teacher do to engage the

	students?
6	Does your teacher ever make a joke in your class? Do you like it? Why?? Or why not?
7	Are you interested in joining the classroom activity? Why? Or why not?

a. The interview result

The first interview with the classroom teacher was done in November 21th 2017 in the teacher's room. The researcher arranged the appointment before met her. The interview took time for 10-15 minutes. The interview with the teacher were done in English. The teacher gave the researcher a lot information about teaching learning process in her class. She was very helpful and answered the question very detail information.

The interview was conducted after some basic findings and result to develop interview question. The researcher had already listed the crucial point from the interview result. Below is the summary interview with classroom teacher.

Table 13

The summary interview with classroom teacher.

TOPIC (Question)	RESPONSE
Question 1 (Accepting)	• She greets the students by *"friend"* because she wants to be their friend instead of teacher. • The students always response her greeting and excited to know about *today activity*.
Question 2	• She often uses referential question to explore

(asking question)	students' ideas about the topic. • The teacher has prepared the material the day before we teach the students together with curriculum division.
Question 3 (giving direction)	• When the students do not understand the direction, the teacher will repeat the direction. • Teacher stimulate students to aware their own mistake and corrected by themselves • The long direction are given to give comprehensible input for students.
Question 4 (Lecturing/l ecture)	• Teacher gave explanation about fact such as teacher personal experience or knowledge to the students. • The long explanation means many inputs for students • Teacher use Indonesian language when the teacher explain new and complicated term. • Teacher has enough time to review the explanation in the end of lesson or the day after. • There are presentation, discussion and exploration section in whole teaching.
Question 5 (student talk)	• Teacher usually tend to stimulate student to answer in long sentence in order to explore their experience. • The students love to interact with new person by using English. • The teacher also help them by corrected both vocab and structure.

The second interview with the students was done in November 24th 2017. The researcher does the interview with ten students to get the data from students' perception, the interview took 15 minutes and it was done

in Indonesian language. Table below show the summary interview with the students.

Table1 4

The summary interview with the students.

TOPIC (Question)	RESPONSE
Question 1 (Ask question)	Based on the interview, the researcher found that 4 students from 10 students that has interviewed, state that they are afraid to answer teacher's question. 3 students said that they are afraid if their answer is wrong. Although, the teacher is not angry if the answer is wrong. They chose keep silence than to answer the question. And 3 students stated that they are afraid to answer the question because they are not confident and nervous to answer the question.
Question 2 (praise)	From the finding, the 7 students said the praise makes students have some motivation from the teacher to answer the question. While 3 students said that they were felt happy when get praise from the teacher.
Question 3 (lecturing)	The result of the interview, 3 students stated that the students like the way teacher explain the material. The 4 students said that the teachers relax but serious when explain the material. But 3 students that the way of the teacher's explaining is bored and the teacher voice is too soft in order to the students who sit in the back row did not understand with she said. One of them said that *"when i sit in the back row, i cannot hear the teacher's voice."* It makes the students cannot understand about the lesson.
Question 4 (uses idea of the students)	Based on the finding, the 6 students said that the teacher accept the students' opinion or idea then the teacher discuss with all of students. And 4 students said that by using idea of students it means that the teacher appreciates students' opinion.
Question 5 (	The researcher found that 8 students from 10 students said

make the students attention)	their class is less of pay attention specially students who sit in the back row. Based on the finding, 5 students said that to make students attention sometime the teacher gives some question and points of the students to answer it. And 5 students said sometime the teacher order to the students to make a sentence that related to the lesson.
Question 6 (give a joke)	Based on the interview, the researcher found that 2 students said that sometime teacher gives a joke, and the students said that teacher's joke makes the teaching process is more relax. And 8 students said that the teacher never gives a joke.
Question 7 (interest in joining classroom)	Based on the finding, 6 students said that sometime they tend to get bored in joining the lesson. The teacher seldom gives game, play music, and act, to make the students more interesting in joining in the classroom activity. While 4 students stated that they are interested in joining the classroom because the teacher is kind and friendly so that they are interested in joining the classroom activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data presentation, it can be concluded that both the teacher and learner were play the same role in the classroom interaction, it means both of them has to same proportion in conducted the interaction in the classroom. Not only the teacher that most often talk but the learner has to take turn on it. However, the classroom teacher was applied some strategy in the teaching learning; it is by playing – studying – memorizing. By applying this strategy the interaction in the classroom will be more effective and interactive, because learners wouldn't bored in the classroom, other that the can accept the material that has been given by the teacher easily. In the other hand the classroom teacher also implemented various methods, it was intended to stimulate the students" involvement in the classroom interaction and make the students to be active. The teacher talk, described in the Foreign Language. Interaction Analysis model, in teaching the students, it gave impact to the students.

Based on the observation conducted by the researcher during the teaching learning process, the researcher noticed that the most frequent pattern of classroom interaction was teacher and students discussion and it was rarely in solo or individual work. It was identified from doing observation, the researcher noticed that the teacher always ask the students to discuss the work that had been given by the teacher. By asking question the students in doing

their work the teacher hoped that they can do discussions, exchanging opinions between one another in solving the problems in the work given. And by implement this pattern of interaction the classroom would be conducive and make the students would be more active and interactive in the talking.

The finding research showed from seven categories of teacher talk, there are two categories that most dominant used during teaching and learning process at the second grade of SMP Negeri 2 Metro. They are category AQ (asking question) and category L (lecturing/lecture) is 21%. It was followed by category PE (Praise or encourages) and category GD (Giving direction) IS 18%. Followed by category AUI, category AF, and category CJA. It means that the teacher stimulates the students by lecturing, asks question and giving direction. And the category STI or category student talk initiation got 52%. While student talk response took 33% and category Silence or Pause or Confusion got 15%. It is the higher percentage than category student talk response. The researcher found in the observation that the students seldom wanted to ask or answer the question by volunteer. The students will more active in the classroom. If the teacher asked or initiated them to answer the teacher's question. So that, category student talk initiation had high percentage in this research.

B. Suggestions

1. For the Teacher

   a) English teachers should accept in mind that interaction is something people can do together collectively. Obviously, in the classroom it is considered as important for the teacher to manage who should talk, to whom, on what topic, in what language and so on.

   b) The teacher should create positive atmosphere in the classroom, so the students will more enjoy taking a part in the teaching-learning activities. The teacher can create positive atmosphere through some ways, e.g. change way she act, talk, teach, communicate with her students, encourage the students with positive feedback whenever possible, create a positive physical and emotional; create a positive classroom discipline system.

2. For the further research

   a) This study investigated the use of FIACS technique in classroom interaction by using teaching learning process. Future research can try to focus investigating the use of FIACS technique in another activities, for example, FIACS in discussion session or presentation session. Therefore, the result will be different from this research.

   b) This study has subjects from the second grade of junior high school students. It could be idea if further research can investigate the difference of FIACS technique use in different level and subjects of study but using the same model of learning.

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APPENDICES

Appendix 1

Instruments of the research

A. Interview questions with classroom teacher:

1. When you enter the classroom you greet your students by using expression of "*good morning, friends*?" do you have any reason for using *friends* rather than students?

2. You intense to use referential question to asked your students. Do you have any purpose with that?

3. How if your students can not answer your questions correctly?

4. What will you do to make them understand, in case your students are considered as young learners?

5. Students seem prefer to initiate their answer rather than just do yes no question or shet answer. Why is thet so?

B. Interview questions with the students:

1. Do you feel afraid to answer the teacher's question? Why? Or why not?

2. How do you feel when the teacher gives you a praise?

3. Do you like the way your teacher explain the material? Why? Or why not?

4. When a student gives idea or opinion, does your teacher accept student's idea with positive feeling or not? What is your opinion?

5. Is your class less of attention? What does the teacher do to engage the students?

6. Does your teacher ever make a joke in your class? Do you like it? Why?? Or why not?

7. Are you interested in joining the classroom activity? Why? Or why not?

Answer:

The summary interview with the classroom teacher:

TOPIC (Question)	RESPONSE
Question 1 (Accepting)	• She greets the students by *"friend"* because she wants to be their friend instead of teacher. • The students always response her greeting and excited to know about *today activity*.
Question 2 (asking question)	• She often uses referential question to explore students' ideas about the topic. • The teacher has prepared the material the day before we teach the students together with curriculum division.
Question 3 (giving direction)	• When the students do not understand the direction, the teacher will repeat the direction. • Teacher stimulate students to aware their own mistake and corrected by themselves • The long direction are given to give comprehensible input for students.
Question 4 (Lecturing/ lecture)	• Teacher gave explanation about fact such as teacher personal experience or knowledge to the students. • The long explanation means many inputs for students • Teacher use Indonesian language when the teacher explain new and complicated term. • Teacher has enough time to review the explanation in the end of lesson or the day after. • There are presentation, discussion and exploration section in whole teaching.
Question 5	• Teacher usually tend to stimulate student to

(student talk)	answer in long sentence in order to explore their experience.
	• The students love to interact with new person by using English.
	• The teacher also help them by corrected both vocab and structure.

The summary interview with the students:

TOPIC (Question)	RESPONSE
Question 1 (Ask question)	Based on the interview, the researcher found that 4 students from 10 students that has interviewed, state that they are afraid to answer teacher's question. 3 students said that they are afraid if their answer is wrong. Although, the teacher is not angry if the answer is wrong. They chose keep silence than to answer the question. And 3 students stated that they are afraid to answer the question because they are not confident and nervous to answer the question.
Question 2 (praise)	From the finding, the 7 students said the praise makes students have some motivation from the teacher to answer the question. While 3 students said that they were felt happy when get praise from the teacher.
Question 3 (lecturing)	The result of the interview, 3 students stated that the students like the way teacher explain the material. The 4 students said that the teachers relax but serious when explain the material. But 3 students that the way of the teacher's explaining is bored and the teacher voice is too soft in order to the students who sit in the back row did not understand with she said. One of them said that *"when i sit in the back row, i cannot hear the teacher's voice."* It makes the students cannot understand about

	the lesson.
Question 4 (uses idea of the students)	Based on the finding, the 6 students said that the teacher accept the students' opinion or idea then the teacher discuss with all of students. And 4 students said that by using idea of students it means that the teacher appreciates students' opinion.
Question 5 (make the students attention)	The researcher found that 8 students from 10 students said their class is less of pay attention specially students who sit in the back row. Based on the finding, 5 students said that to make students attention sometime the teacher gives some question and points of the students to answer it. And 5 students said sometime the teacher order to the students to make a sentence that related to the lesson.
Question 6 (give a joke)	Based on the interview, the researcher found that 2 students said that sometime teacher gives a joke, and the students said that teacher's joke makes the teaching process is more relax. And 8 students said that the teacher never gives a joke.
Question 7 (interest in joining classroom)	Based on the finding, 6 students said that sometime they tend to get bored in joining the lesson. The teacher seldom gives game, play music, and act, to make the students more interesting in joining in the classroom activity. While 4 students stated that they are interested in joining the classroom because the teacher is kind and friendly so that they are interested in joining the classroom activity.

The data of the teacher talk in the Classroom by using FIACS

No	Category	Teacher Indirect talk		Teacher Direct Talk					
		Accept Feelings	Praise or Encouragement	Accepts or Use Ideas of Students	Asking Questions	Lecturing / Lecture	Giving Directions	Criticizing or Justifying Authority	
	Code	AF	PE	AUI	AQ	L	GD	CJA	
	Name								
1	Agustina Widiastuti	✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓	
	TOTAL	3	7	4	8	8	7	2	39

The data of the students talk in the Classroom by using FIACS

No	Category	STUDENTS TALK		
		Student Talk Respose	Student Talk Initiation	Silence or Pause or Confusion
	Code	STR	STI	SPC
	Name			
1	ABPK	✓	✓	
2	AP			✓
3	ASSA	✓	✓	
4	AS		✓	
5	AP	✓	✓	
6	AA			✓
7	AFD	✓	✓	
8	AA			✓
9	DPH	✓	✓	
10	DA		✓	
11	DAW		✓	
12	FRP	✓	✓	
13	FSK	✓	✓	
14	GS		✓	
15	MA	✓	✓	
16	MKA		✓	
17	MAA			✓
18	MMP	✓	✓	
19	PP		✓	
20	RDA	✓	✓	
21	RSW			✓

22	RCAP	✓	✓	
23	RCS		✓	
24	SN			✓
25	SSP	✓	✓	
26	SAS	✓	✓	
27	TDP		✓	
28	UKR	✓	✓	
29	YAE			✓
30	YTH	✓	✓	
31	ZA	✓	✓	
32	RR		✓	
TOTAL		**16**	**25**	**7**
		48		

SURAT KETERANGAN

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 04 Desember 2017
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Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

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Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth
1. Dr. Widhiya Ninsiana, M.Hum.
2. Syahreni Siregar, M.Hum.
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini :

Nama   : RETNO ASIH
NPM   : 13108177
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut.

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
    a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
    b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
    a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
    b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
    a. Pendahuluan ± 1/6 bagian
    b. Isi ± 2/3 bagian
    c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

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di-
        Tempat

Assalamu'alaikum Wr. Wb.

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Nama	:	**RETNO ASIH**
NPM	:	13108177
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 2 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHER AND LEARNER INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS) TECHNIQUE AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 November 2017
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Untuk :

1. Mengadakan observasi/survey di SMP NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF TEACHER AND LEARNER INTERACTION IN THE CLASSROOM BY USING FLANDER INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS) TECHNIQUE AT THE SECOND GRADE OF SMP NEGERI 2 METRO IN ACADEMIC YEAR 2017/2018".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 08 November 2017

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Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

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NPM   : **13108177**   Semester : IX

| No | Hari / Tanggal | Pembimbing | | Materi yang Dikonsultasikan | Tanda Tangan Mahasiswa |
		I	II		
1	Friday 15/12/17		√	Revise Chapter IV – V Complete your thesis (appendix & abstract)	
2	Tuesday 02/Jan'18		√	Acc and continue to the first sponsor	

Mengetahui,
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NPM   : 13108177   Semester : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 12/12 2017	✓		Revise - cover - abstract - Table of conten - acknowledgement - Chapter I, III, V - Bibliography	
2.	Friday 29/12 2017	✓		Revise - abstract - acknowledgment - Chapter IV, V	
3.	Wednesday 3/2018	✓		Revise - abstract - chapter IV, V	
4.	5/1/2017	✓		Acc Munaqasah	

Mengetahui,
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Semester : IX

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Friday 10/10/17		✓	Acc Research instrument	

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NPM   : 13108177   Semester : IX

No	Hari / Tanggal	Pembimbing I	Pembimbing II	Materi yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	24/11/18	√		Acc APD	

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Nama : Retno Asih   Jurusan : TBI
NPM : 13108177   Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 18/07/17		✓	.Revise Chapter I – III	
2	Thursday 27/07/17		✓	Revise again and show reference.	
3	Tuesday 08/08/17		✓	Revise Chapter II (add the reference of FIACS) Revise your typing.	
4	Tuesday 22/00/17		✓	Acc and continue to the first Sponsor	

Mengetahui
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
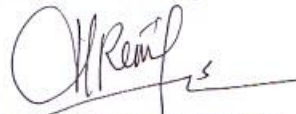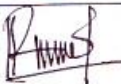**IAIN METRO**

Nama : Retno Asih
NPM : 13108177

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Thursday 8 June 2017	✓		Revise chapter I — Problem Formulation — Grammatical and revise Chapter II	
2	Friday 16 June 2017	✓		Revise chapter I – II	
3.	Friday 4 August 2017	✓		- Revise cover, table of contents - Revise chapter I - Grammatical	
4.	friday 25 august 2017	✓		- Revise title - chapter I - chapter III	
5	Tuesday 28 september 2017	✓		- Revise title. Chapter I. III	
6	3 nov 2017	✓		Acc to seminar	

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Appendix 2

Photos of the Teacher and the Students Actifity in the Classroom

1. The students forward in the front of class to repeat the material that has explain by the teacher

2. The teacher ask the students one by one to make a sentence about the material

3. The students answer the teacher's question

4. The students give respons to the teacher's explain

5. The teacher explain about the material

6. The researcher interview the teacher class

7. the researcher interview the students

APPENDIX

A. Interview questions with classroom teacher:

6. When you enter the classroom you greet your students by using expression of "*good morning, friends*?" do you have any reason for using *friends* rather than students?

7. You intense to use referential question to asked your students. Do you have any purpose with that?

8. How if your students can not answer your questions correctly?

9. What will you do to make them understand, in case your students are considered as young learners?

10. Students seem prefer to initiate their answer rather than just do yes no question or shet answer. Why is thet so?

A. interview questions wiith the students:

8. Do you feel afraid to answer the teacher's question? Why? Or why not?

9. How do you feel when the teacher gives you a praise?

10. Do you like the way your teacher explain the material? Why? Or why not?

11. When a student gives idea or opinion, does your teacher accept student's idea with positive feeling or not? What is your opinion?

12. Is your class less of attention? What does the teacher do to engage the students?

13. Does your teacher ever make a joke in your class? Do you like it? Why?? Or why not?

14. Are you interested in joining the classroom activity? Why? Or why not?

Simulated matrix of Flander interaction

Day/Date :

Teacher's Name :

Class :

Meeting :

Material :

CATEGORY	Teacher Indirect Talk		Teacher direct talk					Students talk			
	Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing / lecture	Giving directions	Criticizing or justifying authority	Student talk response	Student talk initiation	Silence or pause or confusion 10	

Appendix 2

Classroom Observation Sheet by using FIACS

Day/Date   : Thursday/21th November 017   Class   :VIII H

Teacher's Name   : Agustina Widiastuti, S.Pd.

No		Teacher Indirect talk		Teacher Direct Talk					Students Talk		
	Category	Accept Feelings	Praise or Encouragement	Accepts or Use Ideas of Students	Asking Questions	Lecturing/ Lecture	Giving Directions	Criticizing or Justifying Authority	Student Talk Respose	Student Talk Initiation	Silence or Pause or Confusion
	Code	AF	PE	AUI	AQ	L	GD	CJA	STR	STI	SPC
	Name										
1	ABPK										
2	AP										
3	ASSA										
4	AS										
5	AP										
6	AA										
7	AFD										
8	AA										
9	DPH										
10	DA										
11	DAW										
12	FRP										
13	FSK										
14	GS										
15	MA										
16	MKA										
17	MAA										
18	MMP										

19	PP									
20	RDA									
21	RSW									
22	RCAP									
23	RCS									
24	SN									
25	SSP									
26	SAS									
27	TDP									
28	UKR									
29	YAE									
30	YTH									
31	ZA									
32	RR									

CURRICULUM VITAE

The name of the writer is Retno Asih. The writer was born in Candi Rejo, Centre Lampung on April 21, 1994. She is the last child of happy couple, Mr. Mariman and Mrs. Melinda.

She was entrolled her study in Candi Rejo, at SDN 2 Candi Rejo in 2001 and graduate in 2006. She continued her study at SMP N 2 Way Pengubuan in 2006 and graduated in 2009. She continued her study at SMAN 1 Way Pengubuan in 2009 and graduate 2012. In the year 2013, she was registered as S-1 student of English Education Program of State Islamic Institute of Metro.