

The implementation of FIACS in English classroom

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Abstract

This study focuses on verbal interaction between teacher-students in English classroom. The aims of this study are to find out the type of interaction between teacher-students in MAN 1 Kota Cirebon and to describe the verbal interaction between teacher-students in the classroom. This study employs qualitative research by using descriptive qualitative design. The present study chose the eleventh grade which consist thirty students and one English teacher as the subject. In collecting the data, the present study used observation by using FIACS rubrics and videotaping to identify and analyze teacher and students talk in verbal interaction in English classroom. The data were confirmed by doing the interview with English teacher. The result of this study found, the categories that occur in English classroom, the most significant of the indicators from the teacher talk is Asking Questions. The percentage of the teacher talk is 86,65%, the students talk is 10%, and the silence or confusion is 3,33%. However, the significant of the indicators from the student talk is Student Talk Response. Furthermore, from all FIACS categories, which do not occur in the classroom are Accepts Feelings, Accepts or Uses Ideas of Students, Criticizing or Justifying Authority, and Student Talk Initiation. Verbal interaction in English classroom is considered to be well enough because there were six categories of FIACS that occur in the teaching and learning process that were Praise or Encouragement, Asking Questions, Lecturing/Lecture, Giving Directions, Students Talk Response, Silence or Confusion.

Keywords: FIACS; Verbal Interaction; Teacher-Students Interaction; English Classroom.

INTRODUCTION

Interaction simply means a communication which involves more than one person. The important of interaction is explained by Brown (2000: 165) through interaction between teacher and students can exchange thoughts, feelings, and ideas resulting in a reciprocal effect on each other in the classroom. Most researchers and scholars reveal that the quality of teacher-students interactions plays a major role in the effectiveness of the teaching and learning (Darling-Hammond, 2007). Therefore, teaching and learning process is an essential interaction process between a teacher and students. The interaction between students and teacher is oftenly carried out

one way where the students only listen what the teacher says without responding. Students should be actively involved to interact with the teacher or between students in order to create two ways communication.

Classroom interactions are related to an interaction between teacher and students during the classroom activities. Interaction is one of tool to make it easier at the teaching and learning process.

Creating communicative interaction between the teacher and the students is one of the problems in teaching and learning process. During teaching and learning process, the teacher plays an important role to deliver the material. The teacher is a learning resource for students at school because from the teacher students gets the new knowledge. There will be time when the teacher does not get response from the students at all, although in fact the students know and have willingness to give responses to the teacher.

The verbal interaction takes place because the teacher and students' talk. Meanwhile, non-verbal interaction covers gestures, eyes contact or facial expression by the teacher and the students when they communicate without using words. So in the present study focus only on verbal interaction. Regarding on the kind of interaction above, it is an undeniable fact that classroom interaction (verbal interactions) enables students to develop their speaking skills to encourage them to interact actively in the classroom (Lucha and Berhanu, 2015).

The use of English language as a communication language in Indonesia, where it is taught as a Foreign language (EFL), reveals that the students are still difficult to use English as a target language. Students also feel difficult to interact in English language because when learning English they usually talk using mother tongue in the classroom. It has happened since the EFL students have common native languages (Brown, 2000: 180). Teacher needs to convince and encourage students to build students' confidence to speak English in order to increase students learning English and create classroom interaction. According to my observation during PPL program in MAN 1 Kota Cirebon, it is found that there were many students who were still unconfident to speak up. They were afraid to speak English, there were many weakness of the articulates and the students less to try interaction in English classroom with the teacher or their friends. The students said that they

felt unconfident and afraid to speak up because, their languages were not suitable with the grammar and pronunciation.

In line with objective of this study, the present study chooses MAN 1 Kota Cirebon as subject conducting this research. The aim of this study is to investigate, identify, and describes types of verbal interactions that are used during the teaching and learning process in the classroom. Therefore, this study aims to investigate types of verbal interaction of teacher-students, students-teacher and how verbal interaction between teacher and students are implemented in the classroom.

METHOD

Research Design

This study employs qualitative research by using descriptive qualitative design. The writer used FIACS to analysis verbal interaction in English classroom. In this study the writer observed teacher talk, students talk and silence or confusion during teaching and learning process. Through FIACS, the present study described the result to get the data and a clear description of interaction between teacher and students during teaching-learning process in English classroom. The present study used descriptive method to transcribe the data and as a non-participant observer in classroom interaction when teaching and learning process.

Research Question

Classroom Observation by Using FIAC Rubrics

The writer conducted observations in the English classroom. According to Williamson (2018: 405-427), "Observation is a widely use technique or tool, regarded by many as fundamental to research". The writer chooses the technique, because the writer wants to observe directly classroom environment and interaction in learning process. In this study take direct observation non-participant. Direct observation means this study involves in the classroom. Meanwhile, direct non-participant means the writer watches the subject of the research, but without taking an active part in the situation under scrutiny.

Flanders' Interaction Analysis Categories is a system of classroom interaction analysis. The Flanders' Interaction Analysis Categories (FIAC) consists of ten categories of communication records what teacher talk and students talk 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. Flanders interaction analysis categories is developed by Flanders that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom (Amatari, 2015).

Video Taping

To describe what the teacher and students talk constitute in classroom interaction, this research required videotaping as one of the research tools. This research uses videotaping to capture natural interaction in detail. Videotaping of the whole process is made to get more the complete data in the classroom process. However, with the presence of investigator, student's behaviour naturally and do not interrupt during the classroom learning. Teacher and students do not disturb the presence of researcher during recording process.

Interview

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

In this study the purpose of interviewing teacher was to find out the teacher opinion, reason about their teaching particularly their talk, teaching performance and student's talk during the interaction. The researcher created the interview lists based on the observation result.

Data Analysis

The data analysis was conducted by the writer after collecting the data. This study used Flander's formulates to get the expected data. It used to count the percentage in order to compare teacher talk and student talk. To gather quantitative data that supporting the finding by providing simple statistic data.

Teachers' and Students' Ratio

After this study got data from observation analysis, the writer calculated how much the teacher talk frequency in classroom interaction by using Flander's formulates (1970). The researcher used it to find out the percentage of teacher and student talk during classroom interaction. Here are the formulas:

1. Teacher Talk Ratio / Percentage of Teacher Talk (TT)

The tallies of first seven categories are added and divided by the total tallies of the matrices (N) and hence the percentage can be calculated.

$$TT = \frac{C1 + C2 + C3 + C4 + C5 + C6 + C7}{N} \times 100$$

2. Indirect Teacher Talk Ratio (ITT)

- It indicates teacher actions in encouraging and supporting pupil's participation.
- Its percentage can be calculated by adding the tallies of the first four categories and dividing by the total tallies of the matrix (N)

$$ITT = \frac{C1 + C2 + C3 + C4}{N} \times 100$$

3. Direct Teacher Talk Ratio (DTT)

- It indicates the teacher actions restricting student participation.
- In this ratio, the tallies of 5th, 6th and 7th categories are added and divided by N to calculate the percentage.

$$DTT = \frac{C5 + C6 + C7}{N} \times 100$$

4. Student's Talk Ratio/Percentage of Student Talk (ST)

- It indicates verbal activities of students in response to the teacher.
- In this ratio, the tallies of 8th and 9th categories are added and divided by N to calculate the percentage.

$$ST = \frac{C8 + C9}{N} \times 100$$

5. Silence or Confusion Ratio (SC)

$$SC = \frac{C10}{N} \times 100$$

Trustworthiness of the Data

In this research, the writer used triangulation technique. Triangulation may be defined as the use of two or more methods of data collection in the research. The purpose of triangulation is to increase the credibility and validity of the findings. Besides, the writer collects the data by classroom observation by using FIACS

rubrics, videotaping and interview can be used to verify observations. The result of classroom observation by using FIACS rubrics and videotaping would be clarified with the teacher opinion. Therefore, the purpose of interviewing the English teacher was to discover their reason, opinion, understanding, and expectations toward classroom interaction. The questions were constructed later after the classroom observation data analysis. The reason is the writer ensured that the trustworthiness was preserved.

RESULT AND DISCUSSIONS

Types of Verbal Interaction between Teacher and Students

According to the data shows that the activities during teaching and learning process in English classroom have different proportions, the percentage of teachers in accepts feelings is 0%, the percentage of teachers in give praise or encouragement to students is 3,33%, the percentage of teachers in accepts or uses ideas of students is 0%, the percentage of teachers in asking questions to students is 66,66%, the percentage of teachers in Lecturing/Lectures is 6,66%, the percentage of teachers in giving direction is 10%, the percentage of teacher in criticizing or justifying authority is 0%, the percentage of student talk response is 10%, the percentage of student talk initiation is 0% and the last percentage silence or confusion is 3,33%.

The result of study showed that teacher talk was 86,65%, students talk was 10%, and the students silent or confusion was 3,33% of the time. The students talked a lot when they gave responses to the teacher's lecturers or questions.

The concluded of the explanation the most significant of the indicators from the teacher is 'Ask Questions', however, the significant of the indicators from the students is 'Student Talk Response'. Furthermore, from all indicators, which do not occur in the classroom are 'Accepts Feelings', 'Accepts or Uses Ideas of Students', 'Criticizing or Justifying Authority', and 'Student Talk Initiation'.

The Implementation of Verbal Interaction between Teacher and Students

In this study there were two subjects, the first subject was an English teacher to be interviewed and the second subjects was English teacher and students to be observed. This study conducted on 5 August 2019, the interview took time for 20-30 minutes. The English teacher gave a lot information about teaching learning process in his class which offer much contribution in this study.

Verbal interaction in English classroom is considered to be well enough because there were six categories of FIACS that occur in the teaching and learning process that were "Praise or Encouragement", "Asking Questions", "Lecturing/Lecture", "Giving Directions", "Students Talk Response", Silence or Confusion". And the categories of FIACS that often occurs and the highest in the learning process was the "Asking Question".

CONCLUSION

Firstly, based on the result of the data, from the FIACS categories that occur in the classroom are, in indirect teacher talk there are praise or encouragement and, asks questions, then, in direct teacher talk there are lecturing/lecture and, giving directions. However, in student talk there are, student talk response, and silence or confusion. Furthermore, from all the FIAC categories, which do not occur in the classroom are Accepts Feelings, Accepts or Uses Ideas of Students, Criticizing or Justifying Authority, and Student Talk Initiation. The teacher talk is 86,65%, the students talk is 10%, and the silence or confusion is 3,33%. From all the indicators, the highest indicators is the teacher talk 86,65% because Asking Questions is the most dominantly happened. It means the teacher more dominant in the English classroom than the students. The teacher more active than the students in teaching and learning process. The students talking time is used largely for responding to the teacher's questions.

Secondly, the results from the English teacher interview can be concluded that Flanders' Interaction Analysis Categories (FIACS) consists of ten categories of communication record what teacher talk, students talk and silence or confusion. Verbal interaction in English classroom is considered to be well enough because there were six categories of FIACS that occur in the teaching and learning process that were "Praise or Encouragement", "Asking Questions", "Lecturing/Lecture", "Giving Directions", "Students Talk Response", Silence or Confusion". And the categories of FIACS that often occurs and the highest in the learning process was the "Asking Question".

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