

CHAPTER IV

FINDINGS AND DISCUSSION

The project investigates the classroom interaction in

4.1 Finding

4.1.1 Findings from the observation

The observations were categorized based on the Flanders Interaction Analysis Categories System (FIACS). The observation was undertaken to gather data that is consistent with the research objective. FIACS, established by Flanders (1970), categorizes several types of classroom interaction. The components of proficient teacher communication are as follows: The teacher engages in various activities, including recognizing emotions, giving compliments and support, integrating students' suggestions, asking questions, presenting lectures, giving directions, and providing constructive feedback or establishing control.

The classroom was watched for all categories of teachers' speech according to the Flanders Interaction Analysis Categories (FIAC), with some categories being more frequently utilized than others. The Flanders Interaction Analysis Categories were utilized to evaluate the degree of verbal communication by teachers. Within a singular meeting, a comprehensive examination of all the categories was conducted in a methodical manner. This examination involved the use of video recording, which was subsequently transcribed and coded. From the observation of the gathering, it can be concluded that the teacher dominated all the debates. The teacher offers instructional content through written texts and reading comprehension tasks, which could be one possible cause. As a result, the teacher communicates more verbally than his students.

The researcher will offer a thorough elucidation of every type of teacher discourse utilized by educators.

1. Accepting student's feeling

The category of accepting feelings in this meeting has an acceptance rate of 4.46%. This type of action is demonstrated by the teacher's approval of the kids' answer or reaction. The teacher's acceptance in the observed classroom might be perceived through both his verbal and non-verbal behaviors, as suggested by French and Galloway (1968). During the observation, the teacher displayed agreement with the pupils' emotions by nodding or smiling. This type of behavior arises when pupils express discontent or mutter, whether it be in the form of statements of happiness or other matters.

Table 1. Accepting student's feeling

part icip ant	Actual classroom verbal interaction	Code
Ss	Good morning mom	
T	Good morning every body, How are you today?	1
Ss	I'm fine, thank you and you?	
T	I'm fine too, thanks for ask to me	2
T	Are you happy today?	1
Ss	Yes mom	

Prior to commencing instruction, educators must ascertain the students' state and determine their readiness to engage in the learning process. Rothernberg (2006), as cited in Putri (2015), asserts that such actions foster a sense of acceptance among students. It is imperative for teachers to provide a secure learning environment that encompasses the validation of students' emotions. Commencing the learning process involves initiating

with a salutation of "good morning everyone, how are you today?" with the aim of ensuring the emotional well-being of all pupils, hence facilitating a seamless progression of the learning experience until its completion.

2. Praising or encouraging

The category received a commendable 8.03% occurrence rate, which is above average for the entire lesson. According to Crespo (2002), teachers should refrain from intentionally praising children and instead offer a genuine and immediate response to their actions. This category is used to increase student involvement in the teaching and learning process. The teacher's reactions to the students' responses serve as an indication. At certain junctures, the teacher provided encouragement to ensure that students possess the confidence to articulate their opinions. In accordance with Crespo's (2002) findings, providing encouragement and praise to students can effectively foster the development of their self-esteem.

Table 2. Praising or encouraging

Participant	Actual classroom verbal interaction	Code
T	Silakan dari kelompok 4 Silakan tidak apa-apa mari kita berpendapat	6 2
S1	Kurangnya pemahaman dalam berkendara	
T	Oke baik, sama degan jawaban sebelumnya Sudah?	3 4
Ss	Suda mom	

The given passage demonstrates that the teacher offers students the chance and support to express their thoughts by encouraging them with the phrase "Go ahead, it's okay, let's have an opinion." This aligns with Crespo's (2002) assertion that compliments should be

genuine and not premeditated. The teacher's evaluation was thereafter accompanied with the teacher assessment of student's answer, stating "difficult or obstacle." Subsequently, additional details were provided.

3. Using ideas of the student

This area pertains to the acceptance or utilization of students' ideas. On average, it constitutes 11.60% of the whole class. This category is defined by the action of reiterating students' responses or concepts, deducing inferences from students' concepts or responses, and employing their conceptions to solve the problem. French and Galloway (1968) argue that students' statements can be observed when the teacher adapts and uses them to enhance or expand on the concepts given by the students. However, comments like "I get your point of view" can be interpreted as acknowledging or integrating students' ideas. During the observations, the teacher primarily focused on the act of rephrasing and deducing conclusions from the ideas or responses provided by the pupils.

Table 3. Using ideas of the student

Pari cipa nt	Actual classroom verbal interaction	Code
T	Baik kita tepu tangan dulu	2
T	Yang pertama dari kelompok ini mengatakan bahwa kurangnya pemahaman tentang tanda-tanda rambu lalu lintas	3
Ss	Mom	
T	Yes sayang	3
S1	Kami ingin menjawab satu lagi	
T	Boleh sialakan	3
S1	dan juga ada faktor lain yakni kurang ada petunjuk. kemungkinan lainnya	
T	Baik, ada kelompok lain?	4

Based on the given extract, we can infer that the student's response prompted the teacher to introduce a new subject. In this excerpt, the teacher suggests that the students discuss the answer "Yang pertama dari kelompok ini mengatakan bahwa kurangnya pemahaman tentang tanda-tanda rambu lalu lintas" as According to French and Galloway (1968), one technique to accept or exploit students' views is to engage in a classroom discussion regarding their remarks.

4. Asking question

The category that appeared the most frequently in the observed classroom was inquiry. This category accounted for an average of 40.17% during the entire class. This category is characterized by both the presence of an exclamation mark and the teacher's anticipation of pupils' answer, indicating that a question is being posed by the teacher. However, if the teacher poses a question then proceeds with the lecture without waiting for a response, it is not seen as a genuine inquiry. Based on classroom observation, it is probable that the teacher will request the students' comprehension of a certain matter.

Table 4. Asking questions

Part icip ant	Actual classroom verbal interaction	Code
T	Oke baik, halo-halo	2
Ss	Hay-hay	
T	Baik, halo kalian semua perhatikan kesini, jadi dari kasus yang tadi kita sudah berikan pendapat itu, What do we want to learn about today, who knows?	6,3,4
Ss	Rambu-rambu lalu lintas/ traffic lights	
T	Rambu-rambu lalu lintas, oke apa lagi, ayo kira-kira kita mau belajar hari ini tentang apa?	4
S1	Aturan	
T	Aturan oke	3

The snippet offered posed a question with the intention of helping students comprehend the concept of a text. The teacher inquired of the students, "What subject matter do we desire to acquire knowledge about today? Does anyone possess this knowledge?" The close-ended questions were answered by pupils using the concise phrase "Traffic lights." The teacher frequently administers this type of quiz in order to guarantee that pupils comprehend each challenging word in the book. Questions were not solely provided to ascertain the comprehension of students regarding a text. Brown (2001) asserts that posing inquiries serves as a means to encourage pupils to articulate their thoughts verbally.

5. Lecturing

Lecturing is a crucial component of teaching and learning, as it serves as the primary means of conveying information to students. Corresponding to the lecture, the term "correspond" is described as a pedagogical approach in which the teacher verbally presents factual information or concepts to learners (Good and Merkel, in Kaur, G., 2011). Within the observed classroom, this specific category accounted for an average of approximately 16.96% of the entire lesson. This category is characterized by the delivery of lectures, presentation of information or facts, and the expression of viewpoints, among other things. The teacher utilized the lecture-recitation method, wherein the teacher predominantly speaks but frequently pauses to ask pupils targeted questions or instructs them to study assigned material.

Table 5. Lecturing

Participant	Actual classroom verbal interaction	Code
T	Baik jadi begini dari kasus ini yang mau kita pelajari hari ini adlah tiga hal ini, Notice, Warning, and Caution Kelas 8A, orang bilang tak kenal maka tak sayang, jadi mari kita lihat ketiga kata ini. Perhatikan kesini! Perna dengar ketiga kata ini?	5, 6,4
Ss	Perna	
T	Kira-kira dari tiga kata yang kalian dengar ini Notice itu apa?	4
Ss	Peringatan	
T	Baik, notice itu apa?	4
Ss	Peringatan	
T	Yes, yes, baik mari kita lihat, jadi halo, hari ini kita belajar tentang tiga hal ini	5
T	Baik, notice itu kalau dalam bahasa indonesia disebut pemberitahuan. Dia hanya memberitaukan, warning itu memperingatkan, sementara caution itu larangan, jadi dalam level bahaya itu ada notice, warning dan caution.caution itu paling tinggi. Sudah kah? Jadi hari ini kita akan belajar tentang notice, warning and caution tujuan pembelajaran yang mau kita cape hari ini yang pertama belajar dari kasus yang kita bahas tadi, setelah pembelajaran ini saya harap kelas 8A bisa yang pertama, memahami fungsi sosial dari notice, warning dan caution	5, 4

The extract above clearly reveals that the teacher used the lecture recitation kind of lecture described by Kaur (2011). The teacher made a statement, "*hari ini kita belajar tentang tiga hal ini Baik, notice itu kalau dalam bahasa indonesia disebut pemberitahuan. Dia hanya memberitaukan, warning itu memperingatkan, sementara caution itu larangan, jadi dalam level bahaya itu ada notice, warning dan caution.caution itu paling tinggi. Sudah kah? Jadi hari ini kita akan belajar tentang notice, warning and caution tujuan*

pembelajaran yang mau kita cape hari ini yang pertama belajar dari kasus yang kita bahas tadi, setelah pembelajaran ini saya harap kelas 8A bisa yang pertama, memahami fungsi sosial dari notice, warning dan caution." Lectures were delivered, followed by the administration of questions to ensure students acquire a comprehensive understanding of the topic under discussion. At the commencement of a lecture, the instructor imparts a concise narrative that establishes a connection with the subject matter to be examined, while also resonating with the pupils in the classroom. The manner the teacher provide the information is in keeping with Sampath's (1987) assertion as mentioned in Kaur (2011, p.2) that numerous facts may be delivered in short period of time and the impressive approach in which the teacher refer to objects found in the classroom as an example.

6. Giving direction

Providing guidance is one of the kinds of communication used by instructors, which is demonstrated through closely monitoring, instructing, and ensuring compliance. The aforementioned categories of instructor discourse accounted for an average of 17.85% of the entire lesson. Instructions were supplied to instruct students in completing the assigned tasks. According to Brown (2001), students require guidance and support in order to effectively present their comprehensive ideas in a methodical manner. Based on the performed observation, the teacher consistently provides explicit directions to his students while also ensuring their comprehension of each lesson. The instructions were provided whenever students were instructed to engage in group discussions, work on a project, or read a chapter.

Table 6. Giving direction

Parti cipa nt	Actual classroom verbal interaction	Code
T	Memberitaukan bahasa inggrinya apa, ada yang tau?	4
Ss	To tell	
T	To tell, oke apa lagi?	3,4
Ss	Menginformasikan	
T	Menginformasikan bahsa inggrisnya apa?	4
S	Information	
T	Memberikan informasi/ to tell information Siapa bisa tulis di papan? Karin please Stevano, clean the white board please	3,4, 6

Parti cipa nt	Actual classroom verbal interaction	Code
T	Now, I ask each group, for five minutes, please discuss in groups the cause, why did they crash? So what do you think about this woman that she doesn't understand? What about this man doesn't he understand?	4
Ss	Oke mom	
T	I'll give you five minutes, you can use Indonesian, please discuss	6
Ss	Yes mom	

Both of the samples provided above pertain to the concise directions given by the teacher. The initial quotation depicts the teacher assigning a task to the students as a duty, phrased as 'Stevano, kindly attend to the whiteboard by cleaning it.' The term "please" indicates that the teacher refrains from exerting pressure on students to complete the task. In the previous quotation, the teacher instructs the pupils to engage in a discussion regarding the questions provided by the teacher, stating, 'I will allocate five minutes for this activity. You are allowed to utilize the Indonesian language. Please proceed with the discussion.' This aligns with the findings of Sofyan and Mahmud (2014, p. 56) who propose that providing guidance allows students to enhance their proficiency in English. In this instance,

students were instructed to evaluate a tale from the preceding class. Both of the offered clips demonstrate the teacher consistently providing clear and nuanced instructions.

7. Criticizing and justifying authority

The category of criticizing and justifying authority has the smallest share among all the categories at each meeting. Feedback, in addition to appraisal and encouragement, can also take the shape of criticism and justification from authority figures, which is important for pupils. The teacher rarely used this category of teachers' speak, as it accounted for an average of only 1.78% of the entire lesson. The teacher is likely to utilize this category only in situations where the students are being disruptive, as well as when he has to capture the students' focus and critique wrong responses. This category demonstrates the teacher's capacity to effectively control and exercise authority over what is permissible and impermissible in the classroom. Nevertheless, it is important for teachers to be mindful that any criticism provided should not be overly severe, as it might have a negative impact on students (Gharbavi and Iravani, 2014).

Table 7. Criticizing and justifying authority

Parti cipa nt	Actual classroom verbal interaction	Code
S	Dari kelompok kami menjawab, krang berhati-hati dan juga kurangnya konsetrasi saat mengendarai sepeda motor	
T	Oke, kurang berhati-hati ya?	4
S	Yes mom	
T	She is not careful Kelompok lain(G3) silakan menjawab	3,6
S1	Dia tidak punya konsetrasi penuh	
Ss	Sudah	
T	Tidak apa-apa ini orang punya pendapat kita tidak bisa menilai begitu She doesn't have fully concentration / dia tidak punya konsetrasi penuh	7,3

Based on the given passage, it can be inferred that the teacher reprimanded the students by stating "it's okay, people have opinions, we can't judge that way." This was done to

emphasize the importance of respecting and valuing each other's answers, even if they have been given before. The teacher's intention was to foster a more positive classroom atmosphere. According to Amidon (1966, p. 2), criticism or justified authority is commonly employed to modify students' behavior. The teacher demonstrated the necessity of classroom management for effective teaching and learning.

4.1.2. The percentage of teacher interaction during classroom interaction

This study recorded one classroom interaction meeting using the data acquired. Conducting Flanders interaction analysis on a matrix of classroom interactions. The matrix is provided in the table below

Table 4.1

Matrix classroom interaction

	1	2	3	4	5	6	7	8	9	10	total
1										5	5
2	9										9
3					13						13
4		45									45
5						19					19
6				20							20
7			2								2
8											0
9											0
10											0
Total	9	45	2	20	0	19	0	0	0	5	113

The predominant form of teacher discourse identified in this study is the use of interrogative statements, which accounted for 40.17% of the overall teacher communication. The primary reason for this category's prevalence is teachers' endeavor to engage and encourage students to actively participate in the learning process, while also ensuring that pupils grasp the concepts being taught. It was discovered that the majority of frequently requested questions were close-ended inquiries, which necessitate brief responses in the form of short words.

4.1.3. Types of teacher talk used the teacher

The teacher gave a variety of teacher talks during the gathering. Before explaining each category, the researcher will provide the frequency of the various types of teacher speak. The teacher employed comparable teacher talk styles in English class meetings. The researcher gave a table with the frequency of instructor speaking type:

Table 4.2

Types of teacher talk

No	Types of teacher talk	One meeting
1.	Accepting student's feeling	5
2.	Praising orencouraging	9
3.	Using ideas of students	13
4.	Asking questions	45
5.	Lecturing	19
6.	Giving direction	20
7.	Criticizing and justifying authority	2
Total		113

The table provided displays the various forms of teacher discourse employed by the instructor in English classrooms for eighth-grade students at SMPK Adisucipto. It is evident that the teacher employed many forms of teacher discourse according to Brown's theory (2001). Additionally, it is evident that the teacher generated a total of 113 verbal expressions during the monitored meeting. The predominant form of teacher discourse is the utilization of interrogative statements, accounting for 45 instances, followed by the dispensation of instructions with 20 instances, and the act of delivering lectures with 19 instances. On the other hand, the least frequent sort of teacher discussion seen in the class was the act of criticizing and justifying authority, which occurred only twice. The instructor employs various sorts of teacher talk, namely controller, director, facilitator, and resource.

4.2 Discussion

The observation results indicate that the seven categories of interaction analysis, namely (1) accepting feelings, (2) praising and/or encouraging, (3) accepting or utilizing student ideas, (4) asking questions, (5) lecturing, (6) giving directions, and (7) criticizing or justifying authority, were implemented in the classroom during the teacher learning process. Based on the analysis of the matrix table, it is evident that the teacher spoke more than the pupils. This is evident from the proportion of teacher talk, which accounted for 40.17% of the total in the category of asking. The distribution of teacher talk categories is as follows: questions account for an average of 17.85%, giving directions for an average of 16.96%, utilizing student ideas for an average of 11.60%, praising or encouraging for 8.03%, accepting students' feelings for an average of 4.46%, and the category with the least teacher talk is criticizing and justifying authority, with an average of 1.78%. The findings also indicated that the instructor played a dominant role in the classroom, mostly through

activities such as providing instructions, delivering lectures, offering criticism or justification, and providing praise or encouragement. The teacher actively engages pupils by posing questions, using an approach that promotes classroom interaction. This will prompt the pupils to engage in critical thinking and apply the ideas previously presented. The teacher's questions play a crucial role in fostering classroom interaction as they strongly influence students' participation. The majority of pupils hold the belief that when a teacher asks them a question, it allows the teacher to get insight into their identity. David (2007) contends that questions have the ability to capture the attention of students. Proficiency in questioning is essential for teachers as it fosters active engagement and dialogue inside the classroom. Eison suggests that students' inquiries might foster engagement between students and teachers in the classroom. Due to the students' high level of engagement, the teacher will display enthusiasm in order to facilitate their active participation. The instructor will detect any areas of confusion or misunderstanding among the students, provide them with explanations emphasizing the significance of the lesson content, and encourage collaborative work among the students. It signifies that the students' inquiry will prompt them to generate a question that aligns with their specific requirements. The teacher's use of simple sentences or speech modification in English improves students' comprehension. Nunan (1989) describes speech modification as the adaptation of instructor speak to enhance students' comprehension of the content discussed. If the students comprehend the teacher's discourse and intentions, as well as what is expected of them, they will develop a sense of assurance in their ability to communicate effectively inside the classroom. Knowing the teacher's expectations and requirements will serve as a strong incentive for students to actively engage in using the foreign language throughout classroom activities. The teacher employed cooperative learning strategies to facilitate

group work in the classroom. It will encourage pupils to be more engaged in the learning process.

The teacher's role in this method is that of a facilitator. Collaborating in a group setting can enhance individuals' confidence in expressing their thoughts in a foreign language, as they are already familiar with the abilities of their peers. According to Jones and Jones (2008), engaging in group work can foster mutual acceptance among students, allowing them to recognize and leverage one other's strengths and weaknesses in order to reach a common goal. The Analysis of Teacher Talk varieties involves the identification and categorization of the many varieties of Teacher Talk. Brown stated that there are five distinct functions of an interactive instructor. They work as a controller, director, manager, facilitator, and resource. It indicates that the teacher encourages pupils' active engagement in the activity by grouping them into group.

As the director of the classroom, the teacher frequently provided guidance, instructions, and commands to the students, who were expected to comply with the teacher's directives. Furthermore, the teacher fulfilled their responsibility as a resource lecturer by providing the students with relevant materials and information. Thus, it can be inferred that the classroom interaction during the teaching-learning process in the eighth grade classroom at SMPK Adisucipto consisted of the teacher and the pupils. The professors' discourse predominates in the engagement during the teaching and learning process, although the students are also sufficiently engaged in verbal communication.