

CHAPTER IV

FINDINGS AND DISCUSSION

A. The Findings from Observation (FLINT)

The observation data is obtained by using FLINT (Foreign Language Interaction) Analysis, while observation is arranged to complete the data from observation in order to match the objectives of research. The objectives of this study are to know the categories of talks appeared in the classroom, to find out which categories of talk are dominant, and to identify the techniques of classroom interaction used by the teachers.

According to FLINT created by Moskowitz as cited in Brown (2001), classroom interaction can be seen based on several elements. These include teachers talks, students' talks, and the talks of teacher and students. Teachers talks are: (1) dealing with feeling, (2) praises or encourages, (2a) jokes, (3) using ideas of students, (3a) repeating students responses verbatim, (4) asking questions, (5) giving information, (5a) correcting without rejection, (6) giving direction, (7) criticizing students' behavior, and (7a) criticizing students' responses. Students' talks include: (8) students' responses, (9) students' initiated responses, (10) silence, (10a) silence during audio-visual equipment, (11) confusion, work-oriented, and (11a) confusion, non-work-oriented. While the

teacher and students' talk are (12) laughter, (13) using the native language, and (14) non-verbal.

In the following, the writer provides the result of observations obtained to know the implementation of elements in FLINT for classroom interaction. Here are the result the writer will explain it per element.

1. Teacher Talks

Teacher talks here refer to talks or expressions the teacher used in classroom interactions. The talks include (1) dealing with feeling, (2) praises or encourages, (3) jokes, (4) using ideas of students, (5) repeating students' response verbatim, (6) asking question, (7) giving information, (8) correcting without rejection, (9) giving direction, (10) criticizing students' behavior, and (11) criticizing students' response.

1) Dealing with Students' Feeling

One of the teacher talks in FLINT is dealing with feelings. This refers to accepting, discussing, referring to, communicating, and understanding of past, present, or future feelings of students in non-threatening way. These are the examples from the result of observation:

S: May I go to toilet Miss?

T: “Of course”

(source: Observation 1, teacher and EC-2B)

From the dialog above we can see teacher dealt with student’s feeling by accepting students’ aspiration. The teacher said ‘of course’. Without any threatening intonation or gesture as indication of accepting in non- threatening way. The next example is about discussing or communicating and understanding student’s feeling in non-threatening way.

T: Are you feeling ill Zahra?

S: No, Miss.

T: Are you sure? You look so quite today.

S: Flu, Miss

T: “ I hope you will get well soon”. Okay.

Above is one example when the teacher showed her attention to the students. This attention implies the initiative to communicate what students feel and experience. By practicing this dealing with feeling expressions, teacher can make students respectful.

Table 4.1 Dealing with students’ feeling

Teacher and Class	Meeting	Total
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	1	2	3	4	
Teacher and EC-2B	5	7	2	5	14
Teacher and EC-4B	3	2	6	3	14

Dealing with students' feeling is also the reflection of the effort to establish rapport as Brown stated to created the good climate for classroom interaction.

2) Praises and Encourages

Praises and encourages as adapted from Brophy are delivered to foster intrinsic motivation, one of the element of interactive language teaching. Praises can be considered as expression of your approval or admiration for somebody/something.

the writer found in the dialogue is in the following:

T: Indira, please write down the name of month?

S: Yes Miss (the student write down in the white board)

T: Ok, "Good job" Indira ! Thank you.

(source: Observation 1, Teacher and EC-2B)

" Good Job" in the extract above is the example of praise . other praises the writer found in this research are for example "excellent"!, "good answer", "very good", and so on.

T: Do you still remember learn last meeting?

S: About Dancing

T: “What dancing that you remember” ?

S: Salsa dance, Bali dance and etc

T: Yes, Good students.

(source: Observation 1, teacher and EC-4B)

Above, we can see the teacher said “ what dancing that you remember”? to encourage students remember the lesson last meeting. Then she said “yes, Good students” also as encouragement to the students to find another expressions of delivering opinion.

Table 4. 2Praises and Encourages

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	7	4	5	6	22
Teacher and EC-4B	6	4	11	5	26

Based on the data above, teachers’ expression EC-2B and EC-4B is almost the same used praise and encourages. When the students are able to write down the correct answer and the students are able to remember last meeting, the teacher will praises and encourage the students. The teacher that giving praises and encouragement helped student to develop good classroom atmosphere and gain students enthusiasm.

3) Jokes

In this study, jokes refer to whatever the teacher said which makes the students laugh. Jokes include deliberate joking, kidding, making puns, attempting to be humorous, and it is provided by the teacher's stimulus. The jokes should also never considered annoying student's feeling. Here is the example the writer found from observation.

T: Sekar, read the teks pragraph one?

S: *Hah, semuanya kah Miss* (confusion laughing)

T: *Iya, sampai habis 1 buku* (laughing) Pragraph one Sekar!

S: Yes, Miss.

T: Come on.

(*source: Observation 2, teacher and EC-4B*)

From the dialoge above, we can see the students' laugh, because the students do not pay attention and get confusion when the teacher gave the student read the text. The teacher repeated again to be clear.

Table 4.3 Jokes

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	1	3	8	3	15
Teacher and EC-4B	7	7	5	5	24

From the data above, we can see both the classes often used jokes or humor in their classes. In fact. Teaching and learning process in the classroom teacher and students often used jokes or humor, especially classes of English for children. The students used several interaction, media, play games and song in the class.

4) Using the Ideas of Students

Using ideas of students includes clarifying, interpreting and summarizing their ideas. Teacher uses students' ideas as encouragement and stimulating more interaction. Besides, students will feel more respected and hopefully they won't have doubt anymore to offer their answer or opinion. Here is the example the writer found from observation.

T: Can you give me example of any dance?

S: "*Seperti gaya Michel Jackson kah Miss*", (the students showed with example)

T: Good, okay, what else?

(source: *Observation 3, teacher and EC-2B*)

From the extract we can see teacher used students' idea to explore the example of the lesson, when teacher instruction to the student, they were getidea to the teacher and all friends in the class.

Table 4.4 Using the ideas of students

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	0	5	2	0	7
Teacher and EC-4B	1	2	1	1	5

5) Repeating Students' Responses Verbatim

Repeating students' responses verbatim means repeating or mentioning the exact word of students after they are participating. This technique surely can raise students' confidence because they will feel respected of being part of the class. Some findings the writer found is:

T: Danilo, what is your father's job?

S: He is Police, Miss?

T: "A police"! Good, what about others?

S: Businessmen, Miss.

T: Yes, "businessman", what else?

(source: *Observation 2, teacher and EC-4B*)

From the data above we can see the teachers repeated students' responses after they are asking a question. Therefore, we can say that teachers can use questioning technique to enhance this technique. But, still repeating students' responses verbatim is not used by teachers EC-2B and EC-4B in fourth meeting. The following is the data after four times of observation in each class.

Table 4.5 Repeating students' response verbatim

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	3	2	2	0	7
Teacher and EC-4B	1	1	3	0	5

6) Asking Question

This technique is mostly useful to foster interactive language classroom. The question are those which the answer are anticipated. Then thetoretical questions are not included in this category. Here are some of the findings:

T: Do you have any question?

S: What is the meaning "rhythm"?

T: What is "ryhthm" in Indonesia?

S: I think.....?

T: Yes, I think? “ryhtm” in Indonesia.

S:

T: Ryhtm is “*irama*”.

(source: Observation 3, teacher and EC-4B)

Here is another example of asking question :

T: What is “Birthday”?

S: *Ulang tahun*

T: Yes, *Ulang tahun*

S: Miss, *apa* “Date of birthday”?

T: *Tanggal ulang tahun.*

(source: Observation 2, teacher and EC-2B)

From the extracts we can see the teachers successfully enhanced more interaction by delivering question to the students. It seemed that both of the teachers are very good and experienced in using questioning technique. Here is data from observations:

Table 4.6 Asking question

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	13	9	8	7	37
Teacher and EC-4B	8	10	5	8	32

7) Giving Information

One of the teacher's role in interactive language teaching is the teachers as the source of information. Giving information could be giving facts, his/her own opinions and ideas. It could be also lecturing or asking rhetorical question. These is example of giving information:

T: Let's think how to operate computer. What is the first thing we should do?

S: Press power button on the CPU, Miss.

T: Are you sure? I think we should plug the cord first. (Giving her own opinion)

S: O yes, that is right, Miss

(*source*: Observation 2, from teacher and ECF-4B)

Table 4.7 Giving information

Teacher and Class	Meeting				Total
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	1	2	3	4	
Teacher and EC-2B	3	3	2	3	11
Teacher and EC-4B	5	5	2	4	16

8) Correcting Without Rejection

Correcting without rejection is also part of giving information. This includes telling students who have made a mistake in response without using words or intonation which communicate criticism. Here are some findings from observations:

(Here is the teacher evaluates the students' comprehension by asking them to recall some expressions of giving opinion, agreement, and disagreement.)

T: Okay, give me one example of giving opinion.

S: I think she beautiful

T: Yes, right. I think she IS beautiful! *Jangan lupa 'to be' is-nya jangan ketinggalan ya.*

(source: Observation 4, teacher and EC-4B)

In the extract above, the teacher repeated the students' answer and correct it by adding the missing element. There was no threatening way from the intonation and the way she said it.

S: May I go to *belakang*, Miss?

T: Going where?

S: Emmm....Bathroom, Miss.

T: You mean going to toilet?

S: Yes, Miss.

(source: *Observation 3, teacher and EC-2B*)

The extract above illustrates the way of teacher to correct her students error. By asking “you mean going to toilet?” the teacher tried to inform that bathroom is different with toilet. Teacher also uses the interaction to show that ‘toilet’ is the proper word instead of ‘bathroom’ related to student’s expression ‘*ke belakang*’. Even though the word ‘*ke belakang*’ is also an allusion in Bahasa.

Next is the table of ‘correcting without rejection’ expression in the classroom interaction.

Table 4.8 Correcting without rejection

Teacher and Class	Meeting				Total
	1	2	3	4	

Teacher and EC-2B	0	1	3	0	4
Teacher and EC-4B	0	1	1	1	3

9) Giving Direction

Giving direction is very important in the classroom interaction. Giving direction here refers to giving request or command that students are expected to follow, directing various drills, facilitating whole-class and small-group activity.

T: Now, let's do the exercise. "Open your book on page 72. What do you see there"?

S: *Mengisi* table miss.

T: That's right! You choose good answer and then you must write in the table. I am going to divide you into some groups. One group are three students. Please do the assignment on page 72. And then you must present with your friends.

(source: *Observation 3, teacher and EC-4B*)

In the conversation above, the teacher gave some direction to the students about group work and how to do the assignment of the lesson that day. On the other classes, there were also direction. Here is one of the examples:

T: "Ok students, open your book on page 63, the lesson about celebration"

S: Yes Miss

(source: *Observation 1, teacher and EC-4B*)

The extract above shows how the teachers gave demand and the direction to her students. To make easier students in searching topic that will belearned.

Table 4. 9 Giving direction

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	6	2	3	2	13
Teacher and EC-4B	7	5	1	2	15

From the data above, the teacher often gave direction to the students in order to get the aim of the lesson. Moreover, by giving direction and requests, teacher can make sure that the process of classroom interactions is running well.

10) Criticizing Students' Behavior

Criticizing students' behavior refers to rejecting, or trying to change the non acceptable behavior, communicating anger, annoyance, displeasure, or dissatisfaction of what students' doing. From the observation, the writer found that it is necessary for teachers to criticize

students' behavior for the sake of conditioning good atmosphere of teaching and learning as exemplified from the findings below

T: Do this assignment in the group with discussion?

S: Kevin, done Miss.

T: "This is group and then discussion with your friend"

S: No Miss, *aku mengerjakan sendiri*.

T: *Tidak boleh mengerjakan sendiri, ini tugas kelompok*.

(source: Observation 4. Teacher and EC-4B)

From the conversation above, teacher criticized one student because the students do not join group work with friends. The student felt able to do assignment. The following is another example from EC-2B.

T: Ivana, what are you doing?

S: Nothing, Miss.

T: "Okay, then listen to your friend reading"!

(source: Observation 3, teacher and EC-2B)

The illustration above shows us that the way the teacher EC-2B criticized her students. She criticized her students who did not pay attention while his friend was reading the text from teacher.

The following above is the whole data about criticizing students' behavior:

Table 4.10 Criticizing students' behavior

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	1	0	6	3	10
Teacher and EC-4B	7	2	4	3	16

Usually teachers were annoyed because the students did not pay attention to the lesson or they did some other things during teaching and learning process. Here the writer also found that the teacher paid attention to the ethics and even students' appearance.

11) Criticizing Students' Response

Criticizing students' response refers to telling the students his or her response is not correct or acceptable, and communicating criticism, displeasure, annoyance, rejection by words intonation. Here are some findings the writer found:

T: Every body pay attention, *tolong perhatikan*. Still remember names of

Month

S: *Lupa Miss*.

T: *Tadi ibu minta mengingatnya, oke ibu beri waktu mengingat kembali ya anak-anak.*

(source: Observation 1, teacher and EC-2B)

In the extract above, teacher EC-2B communicated with all students to pay attention and remember the names of month. But the students forget to remember it . the teacher give instruction to remember it again. Then, other example of criticizing students' response category also founded in student to student interaction, here is the example:

While a students was writing the name of month on the white board, suddenly, her friend said “ that is wrong”. Tulisan yang benar F-E-B-R-U-A-R-Y.

Table 4.11 Criticizing students' response

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	2	1	1	2	6
Teacher and EC-4B	1	3	3	1	8

2. Students' Talks

From students' talks will be explained one by one. These five kinds categories of students' talks. Students' talk involve students' responses to the teacher whether they are (1) specific or (2) initiated, (3)

silence caused by audio-visual by audio visual media (AV silence) or non-AV silence, (4) work-oriented confusion or non-work-oriented confusion.

Here are the writers will be described from the students' talks. The writers found any example students' talks and from the data also explain that related with students' talks.

1) Specific Students' Response

Specific students' responses here refer to responses of the students within a specific and limited range of available or previously practiced answer, like reading aloud, dictation, and drills.

T: How are you today?

S: "I am fine, Miss, and you"?

T: I am fine to, Thank's

(source: observation 4, teacher and EC-2B)

From the interaction above, even though it was not a reading aloud task, dictation, or even drills, but the sentence “I am fine, Miss, and you?” is somehow previously and continuously practiced answer. Therefore, it is also included as specific students’ response.

The writer found other examples of specific students response in the second observation. Teacher in EC-4B directed the students to read aloud a text while she checked their pronunciation.

Here is a dialogue:

T: Every body pay attention your friends will read the name of month.

Are you An an and Rachel.

S: Yes, Miss.

T: Okay, Lets star.

S1: January, March, May, July, September, November.

S2: February, April, June, August, October, December.

T:Okay, Thank’s you An an and Rachel, very good.

Here is the data from observations:

Table 4. 12 Specific students’ response

Teacher and Class	Meeting	Total
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	1	2	3	4	
Teacher and EC-2B	10	4	8	2	24
Teacher and EC-4B	8	6	4	5	23

From the data we can see the fourth observation in each class were the lowest frequency of the category. That is because at that time teachers did not make a lot of request or demand enable the students to respond specifically.

2) Students' Initiated Responses

Students' initiated response refers to initiating participation, open-ended students' response to the students with students' own ideas, opinions, reactions and feelings. It also can be giving one answer from many possible answers that have been previously but from which students must now make a selection. Here are the example of students' initiated responses that founded during the observation:

T: Students you must remember your birthday. Then you stand up and you will be tell with all friend.

S: "Miss, *hari, bulan and tahun semuanya kah...?*"

T: It is up to you. You can tell every thing.

S: Okay, Miss.

(source : *Observation 4, teacher and EC-4B*)

In the interaction above, a student asked the teacher to make clearer response what he should do about assignment. This question is initiated by the student himself while he also used *Bahasa Indonesia* to ask the question.

Here are the whole data about initiated students' responses from the observation:

Table 4. 13open-ended students' response

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	1	5	3	5	14
Teacher and EC-4B	4	4	5	6	19

The data illustrates that the students in EC-2B Anad EC-4B almost the same in open-ended students' response. So that the students in both classes seemed to be fine with initiating their reponses.

3) Silence (AV and Non AV)

Silence non-AV (non-Audio Visual) refers to pauses in interaction or period of quite during which there is no verbal interaction. Silence AV (Audio Visual) means silence while audio or visual media is used to communicate to from the interaction. The writer found that both silence AV and non-AV was not appeared in the classroom interaction.

From the observations, the writers did not find in every meeting the students silence, because the students always have fun, jokes with friend, play games, sing a song and so on. Moreover, when the teacher explained the lesson and gave exercise the students never silence. This happened in two classes in every meeting. Especially in two classs English for Children. This pause then is included to non-AV silence.

Table 4. 14 Non-AV Silence

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	0	0	0	0	0
Teacher and EC-4B	0	0	0	0	0

The first data shows us that the silence only appeared in one time of observation in EC-2B, while in EC-4B it appeared second times of observation.

The writer found example of silence-AV from in EC-4B when the first obseravtaion. In this first meeting, the students listen the dialog, the teacher gave students to silence. While AV-silence appeared when the teacher and students listened the dialog. Dialog was also included to visual media or equipment in teaching and learning process. Here are the data of AV and non-AV silence.

Table 4. 15Silence _AV

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	1	0	0	0	1
Teacher and EC-4B	2	0	0	0	2

From the data above, it can be concluded that both AV and non-AV silence had no proportion in classroom interaction. It means that the students are more active and quite noisy. They rarely were quite or paid attention to the lesson, because they are always active in the class, especially English for Children.

4) Work-Oriented Confusion and Non-Work-Oriented Confusion

Confusion refers to more than one person at a time talking, so the interaction can not be recorded. While having work-oriented confusion, students call out excitedly, they are eager to participate or respond, and concern with the task at hand. Conversely, students will be out of order, not behaving as the teacher wishes, and not concerning with the task at hand at the moment is categorized as non-work-oriented confusion.

Here is the example:

T:What do you mean “earliest”

S: (The students tried to answer at the same time)

T: Yes, X, what do you know “earliest”?

S: *Paling pertama*, Miss.

T: Yes, *paling pertama*.

(source: *Observation 2, teacher and EC-2B*)

The extract above shows that the work-oriented confusion appeared when the students tried to answer the question from the teacher. The writer also concluded from the observation appeared when the teacher explain the lesson or gave individual assignment to the students. Here is the data about work-oriented.

Table 4.16 Confusion, work-oriented

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	0	2	1	2	5
Teacher and EC-4B	0	2	3	3	8

Table 4. 17 Non work-oriented confusion

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	0	2	2	2	6
Teacher and EC-4B	0	2	2	1	5

3. Student and Teacher Talks

Student and teacher talks refer to some categories of interaction that can appear from students, teacher, or both students and teacher. They are (1) laughter, (2) using native language, and (3) non-verbal interaction. These three kinds of categories that can combined with one of teacher or students talks.

1) Laughter

Laughter here is laughing and giggling by the class, individuals, and or teacher. Laughter can be the symbol of enjoyment being in a situation. A classroom must not be a place of pressure where the students can not be free to offer opinions and even laugh (of course at the right and proper situation and frequency). Here is the example about laughter:

T: what is *Ikam* (laughing), speak English *ikam*.

S: (laughing) *ikam* tu iya You Miss.

(source: observation 1, teacher and EC-4B)

The extract above we can see the teacher and the students felt relax in the class. The students always be active and the students almost every meeting jokes with friends. Moreover, when in teaching and learning process the students jokes.

The following is the table of data for laughter in the class:

Table 4. 18 Laughter

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	1	6	5	6	18
Teacher and EC-4B	11	7	3	4	25

2) Native Language

The using of native language here is always combined with other categories from teacher and students talks. The findings showed that teacher often used native language in teaching and learning process. Meanwhile the students tended to use more native language than English. Both teacher always enhanced the students tended to use English in the class all the time but still give them freedom to mix up the language with Bahasa or Banjarese if they did not know the translation in English. That is to keep students free to express their ideas and opinion while they don't know how to express it in English.

The writer found the example from using the native language in every meeting. When the teacher explain the lesson or talk with students. Sometimes the students misunderstand what the teacher talks. The teacher gave them freedom to mix up the language with Bahasa Indonesia or Banjarese.

For example:

T: Okay student, pay attantion. *Perhatikan anak-anak.*

T: I need you to introduce your name. *jadi kalian memperkenalkan diri kalian.*

(source: observation 1, teacher and EC-2B)

Another example:

S: May your borrow *penggaris*?

S: *ambil ja.*

The extract above we can see the teacher and the students use to mix up the language with Bahasa or Bahasa Banjarese. If they did not know the translation in English. That is to keep students free to express their ideas and opinion while they don't know how to express it in English.

Table 4. 19 Using the native language

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	11	5	7	6	29
Teacher and EC-4B	7	5	4	6	32

3) Nonverbal

Nonverbal utterance refers to gesture or facial expression by the teacher or the students that communicate without the use of word. This category always combined with one of the categories of teacher and students behavior.

The writer found that gesture was still seldom used by teacher and students. The kinds of gesture the teacher usually used were such as nodding head as the sign of acceptance, showing the thumb as the sign of

prise and encouragement, pointing to the floor as the sign location the students supposed to stand and so on.

When the students in the classroom talked and made some noise. The teacher can give direction with put her finger on the the lips. The teacher always gave a warning when there are some student noise in the class. Gesture in this case was often combined with giving praises and encouragment and giving direction. The following is the data:

Table 4. 20 Non verbal

Teacher and Class	Meeting				Total
	1	2	3	4	
Teacher and EC-2B	5	4	2	3	14
Teacher and EC-4B	5	3	4	2	14

B. The amount of Interaction in EFL Classroom

The amount of interaction from teachers in EC-2B and EC-4B can be seen in table 2.1 and 2.2. They show the amount of interaction per category in FLINT in percentage. There are two groups of categories in FLINT; Teacher Talks (from ‘dealing with feeling’ up to ‘criticizing students’) and Students Talks (from ‘specific students’ responses’ up to

'confusion'), while 'laughter', 'native language', and 'nonverbal gesture' can be combined with other categories.

The Amount of Interaction in FLINT Teacher and EC-2B

Table 4. 21

NO	CATEGORY	MEETING				Total	%
		I	II	III	IV		
1.	Dealing with students' feeling	5	7	2	5	14	5.44%
2.	Praises or encourages	7	4	5	6	22	8.56%
	2a. Jokes	1	3	8	3	15	5.83%
3.	Using ideas of students	0	5	2	0	7	2.72%
	3a. Repeating students' response verbatim	3	2	2	0	7	2.72%
4.	Asking question	13	9	8	7	37	14.39%
5.	Giving information	3	3	2	3	11	4.28%
	5a. correcting without rejection	0	1	3	0	4	1.55%
6.	Giving direction	6	2	3	2	13	5.05%
7.	Criticizing students' behavior	1	0	6	3	10	3.89%
	7a. Criticizing students' response	2	1	1	2	6	2.33%
8.	Specific students' response	10	4	8	2	24	9.33%

9.	Open-ended students' response	1	5	3	5	14	5.44%
10.	Silence	0	0	0	0	0	0%
	10a. Silence_AV	1	0	0	0	1	0.38%
11.	Confusion, work-oriented	0	2	1	2	5	1.94%
	11a. Confusion, non-work-oriented	0	2	2	2	6	2.33%
12.	Laughter	1	6	5	6	18	7.00%
13.	Using the native language	11	5	7	6	29	11.28%
14.	Nonverbal	5	4	2	3	14	5.44%
Total						257	100%

The table above shows us the amount of interaction in FLINT in EC-2B. still we need to compare the result in EC-2B with the result in EC-4B. therefore, the table of FLINT interaction is presented on the next table.

The Amount of Interaction in FLINT Teacher and EC-4B

Table 4.22

NO	CATEGORY	MEETING				Total	%
		I	II	III	IV		
1.	Dealing with students' feeling	3	2	6	3	14	4.94%
2.	Praises or encourages	6	4	11	5	26	9.18%
	2a. Jokes	7	7	5	5	24	8.48%
3.	Using ideas of students	1	2	1	1	5	1.76%
	3a. Repeating students' response verbatim	1	1	3	0	5	1.76%
4.	Asking question	8	10	5	8	32	11.30%
5.	Giving information	5	5	2	4	16	5.65%
	5a. correcting without rejection	0	1	1	1	3	1.06%
6.	Giving direction	7	5	1	2	15	5.30%
7.	Criticizing students' behavior	7	2	4	3	16	5.65%
	7a. Criticizing students' response	1	3	3	1	8	2.82%
8.	Specific students' response	8	6	4	5	23	8.12%

9.	Open-ended students' response	4	4	5	6	19	6.71%
10.	Silence	0	0	0	0	0	0%
	10a. Silence_AV	2	0	0	0	2	0.70%
11.	Confusion, work-oriented	0	2	3	3	8	2.82%
	11a. Confusion, non-work-oriented	0	2	2	1	5	1.76%
12.	Laughter	11	7	3	4	25	8.83%
13.	Using the native language	7	5	4	6	23	8.12%
14.	Nonverbal	5	3	4	2	14	4.94%
Total						283	100%

From the data above, we can see that teacher talks in forms of 'asking question' (14.39% in EC-2B and 11.30% in EC-4B) is dominating. It can be concluded that the teachers developed questioning strategies There are in line with Brown (2001) who stated that developing questioning strategies helps teachers to be a good sustainer and initiator of interaction. Furthermore, 'specific students response' (9.33% in EC-2B and 8.12 in EC-4B) was the most appeared one that other categories in students talks. It reflects that during the classroom time, the students responded to the teachers' question.

It can be seen also that the teachers talks (56.80% in EC-2B and 57.95% in EC-4B) dominated that classroom interaction. It illustrates that teachers tended to use traditional method while teachers were dominant is asking question, praises or encourages and delivering material.

C. Discussions

In this session, the result of the research is discussed related to the theories collected in Chapter Two. By the discussion. It can be seen how the theories meet the reality; whether they can fit the reality easily or conversely it they show many different sides of the real classroom interaction.

D. Categories of Talks in Classroom Interaction

Based on the result, the most dominant category appeared both in the classroom interaction in EC-2B and EC-4B are ‘asking question’ (14.39% in EC-2B and 11.30% in EC-4B). It means that the most of the teaching and learning process was devoted to asking question by the teachers. Asking question means the teacher asks some question about the lesson which the answers are anticipated, rhetorical question are not included in this category. Therefore, the classroom activities were somehow still in teachers’ domination, just like typical Indonesian classroom. In both classes, the teachers tried to speak English all the time. They only spoke native language when the students showed to be confused and did not understand the lesson. The students sometimes also tried to respond in English, but most of them still could not find some words in English so the mostly speak and express their feeling in native language.

Both in EC-2B and EC-4B, silence (0% in EC-2B and 0% in EC-4B) had no proportion in classroom interaction. This means during the teaching and learning process both in EC-2B and EC-4B there were interactions. However. English classroom in EC-4B seemed to be enjoyable for the students because the teacher did more jokes (8.48%) and praises or encourages (9.18%). Compared to teacher in EC-2B ‘jokes’ (5.83%) and praises or encourages (8.56%).

From the percentage, we can see that the students were active enough in the classroom interaction. The result showed that students' participation (specific students' responses and open-ended responses) were high enough from the total appearances of interactive categories of talks. In EC-2B, specific students response is 9.33% while students open-ended responses is 5.44%. specific students' response is response to the teacher within a specific or limited range of available or previously practiced answer like reading aloud, dictation, drills and so on. Students' open-ended response to the teacher with students' own ideas, opiniopns, reactions, feelings and giving one form among many possible answers that have been previously practiced but from which students must now make a selection. As we can see in the percentages, usually students are more active in specific responses than open-ended responses.

Moreover, the result showed that the interaction in the classroom is in three way communicatio; they are interaction between teacher-students interaction, students-teacher interaction and students-students interaction. Teacher – students interaction can be seen from the teachers' activities such as dealing with feelings, praising and encouraging, accepting or using the ideas of students, asking question, giving information, giving direction and criticizing students. Student- teacher interaction is reflected in students' specific and initiated responses, while student-students interaction appears in students' discussion or group work during teaching and learning process.

In conclusion, the classroom interaction in English for children of LBPP-LIA Banjarmasin is still dominant by teachers' activities. However, the students were active

enough in the classroom interaction. In enhancing the interaction, teachers often asked question related to the material and gave the students varied directions.