

CHAPTER I

INTRODUCTION

A. Background of Study

Language is kind of a system of vocal symbols, arbitrary, which permit every people in a given culture, or other people who have learned the system of that culture, for interacting or communicating (Finnocchiaro, 1964, p. 8). Language is any set or system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meanings (Pei, 1966, p. 141). Human was born with the capacity to talk. Human also have to begin with mother tongue and able to learn a second language. Language itself may be a human instrument to communicate with each other. It becomes the responsibility of a human being to learn a language, as stated in Qur'an surah Al Huud verse 24:

﴿مَثُلُّ الْفَرِيقَيْنَ كَالْأَعْمَى وَالْأَصَمَّ وَالْبَصِيرُ وَالسَّمِيعُ هُلْ يَسْتَوِيَانِ مَثْلًا أَفَلَا تَذَكَّرُونَ ﴾ ٢٤

This surah points the students in order to ask them to learn harder, especially regarding this second language lesson, which is considered hard for them to learn and understand. In addition, people who have knowledge is exclusive and different between they don't have knowledge and will be raised by Allah SWT. Prophet Muhammad also emphasized:

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ مُسْلِمٍ وَمُسْلِمَةٍ

He said that seeking knowledge is an obligation on every male and female. It means according to this hadist learning and studying are important to get knowledge.

In Indonesia, English is taught as a foreign language. In English as a Foreign Language (EFL) class, learners are not accustomed to English in their daily conversation, except a few learners who have background in using English in their home or environment.

An effective teacher creates interesting classroom for example by applying questioning. Effective teachers are teachers who promote student learning that enhances their cognitive, social, effectiveness and personal development.

Since of that, teacher has some roles as the facilitator to present them into new language especially as a model. The interaction within the form of language and communication, in helping young learners to become competent and effective learners, generally were emphasized on the opinion of childhood education. Thus, most of the teachers considered talking to and with young learners an important part of their work. In learning English as a foreign language, young learners need to play with the language, try it out, test it, receive feedback and try again.

Based on Brown (2001, p. 82) states that a teacher-centered or teacher-fronted classroom is appropriate for some of classroom time. Teacher responsibility is to keep the interaction streaming easily and efficiently.

Additionally, EFL students are required to apply the language in the classroom as possible as they could. Behnam and Pouriran (2009, p. 118) claim that educational institutions would prefer EFL students practice English language

than EFL students who did not practice the language in classroom. It implies that the more they practiced, the more they had ability and self-confident in utilizing the language. In fact, the determine of teaching and learning the language is for communication. It is true that the educational institution truly appreciate at the EFL students who apply the language. Besides that, According to Mouhanna (2009, p. 5) contends that using mother's tongue in the classroom was a controversial pedagogical issue. It implies that many of EFL teachers do not request the students to apply the language in the classroom. Thus, it'll make the teaching and learning the language useless. However, requesting the EFL students to apply the language is important for them. Incidentally, classroom interaction that was considered in this research was how the teacher and students participate to talk during teaching and learning process. In fact, according to Kundu, Musumeci, and Chaudron cited in Tuan and Nhu (2010, p. 38) teacher talk is dominant in classroom interaction. Thus, the researcher would like to analyze classroom interaction. Through the classroom interaction, the researcher would know the teachers' and students' talking time, characteristic, and the relationship of the amount of teachers' and students' conversation contribute significant impact to the teachers' and students' characteristics or not.

The researcher decided to set English teachers of 92nd grade at English UPB of UIN Antasari Banjarmasin as the subject of this research. Besides that, the group was recommended by one of English lecturer of English Department. Actually, the researcher wanted to know how much teacher and students talk in the classroom that is rare observed by the researcher.

The current Antasari IAIN Language Development Center (PBB), originally called the language Institute IAIN Antasari was founded in 1975. In early 2002 it changed again to the Antasari IAIN Language Service Center (PPB) Since 2013 it has changed again to the Antasari IAIN Language Development Center. Now the Language Development Center (PPB) has changed its name to the UIN Antasari Language Development Unit (UPB) but still with same vision , mission, and meaning.

Similarly important, classroom interaction relates to teachers' teaching style that will decide the classroom interaction arises in the classroom. Teachers' teaching style like teacher-centered will make the students inactive in the classroom since the teacher talks all the time. It implies that the teachers do not offer 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 researcher's reason in choosing the topic of this research.

The FIACS technique is to know how much the teachers' and students' talking time and characteristics in classroom interaction, according to Flander cited in Kia and Babelan, (2010, p. 56), the researcher who uses FIACS has to do plotting a coded data with a constant time before putting the data into observation tally sheet. It is deliberated for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIACS recommends that the constant time referring to every three seconds. It means that the researcher who wants to use FIACS strategy has to utilize every three seconds to choose which one the finest category of teacher talk, students talk, or silence ought to be written down

to put in the observation sheet. What's more, analysis EFL classroom interaction is relevant by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique is suitable 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. Flanders' Interaction Analysis Categories System (FIACS) is a ten categories system of communication possibilities. There are seven categories used when the teacher is talking (teacher talk) and two when the students is talking (students talk) and tenth category is that of silence or confusion. Flander cited in Walsh (2006, p. 50) divides *teacher talk* (accepts praises, feelings, or encourages, accepts or uses ideas of students, lectures, asks questions, gives direction, and criticizes or uses authority), *students talk* (initiation and response), and *silence* (confusion or period of silence).

Flanders classroom interaction is most critical. The interaction which takes place between the teacher and students is known as teaching. Teaching may be a dynamic and composite phenomenon including teachers, students and subject-matter. Teacher is an critical feature in the process of student's development just in case his teaching is success. So the teaching-learning process has the closest connection with teacher's teaching style and students' learning style. Brown (2001, p. 105) showed that referential questions make more interaction between learners than display questions. Moreover, Allwright and Bailey (1991, p. 35) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). It can be concluded that interaction plays

very important role in teaching-learning process. Chaudron (1988, p. 20) stated Interaction is seen as critical only through interaction. The learner can dissolve the teaching learning structures and derive meaning from classroom events. Interaction gives learners the opportunities to incorporate teaching learning structures into their own speech and the significant for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Flander originally developed Flanders Interaction Analysis System (FIACS) 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.

Researcher interested in what are characteristics classroom interaction to know how many teacher and students characteristics while interaction in classroom and also types of teacher talks in classroom interaction as the role of teacher in the classroom that can influence student motivation in teaching and learning process which have been applied by the teacher and students by using Flander's Interaction Analysis Categories System (FIACS).

Due to pandemic Covid-19, the process of teaching and learning held online that connect teacher and students with no face-to-face component, all

interaction between teacher and students is conducted via application.and they generally separated by location.

Based on the explanation above, the researcher wanted to conduct a research, entitled “An Analysis of Classroom Interaction by Using Flander Interaction Analysis Catagories System (FIACS) Technique at 92nd grade at English UPB of UIN Antasari Banjarmasin”.

B. Research Questions

Considering the good effect of FIACS technique for the teacher and students, the researcher wanted to do a research in order to find out the teachers' and students' talking time, characteristic, and the correlation of whether the amount of teachers and students talk contribute significant influence to the teachers' and students' characteristics or not. Based on the condition above, the researcher formulates the research problems as follow:

1. How much the percentage of talking time did lecturer and students spend during classroom interaction at 92nd grade at English UPB of UIN Antasari Banjarmasin?
2. What are the characteristics teachers talk during classroom interaction at 92nd grade at English UPB of UIN Antasari Banjarmasin?
3. What are types of teacher talk in English classes at 92nd grade at English UPB of UIN Antasari Banjarmasin?

C. Objective of Study

Based on the problem of the research, the objectives of the research were as follows:

1. To find out the percentage of the lecturer and students' talking time during classroom interaction at 92nd grade at English UPB of UIN Antasari Banjarmasin.
2. To find out characteristics of teacher talk during classroom interaction at 92nd grade at English UPB of UIN Antasari Banjarmasin.
3. To identify the types of teacher talk in English classes at 92nd grade at English UPB of UIN Antasari Banjarmasin.

D. Significance of Study

After finishing this research, the researcher expects:

1. This study will increase the studies of linguistic related with teacher talk in English classes.
2. This research will give us the information about the types and the function of teacher talk.
3. In addition, this study is useful as an additional reference for those who are interested in making a further study on this teacher talk. It will enrich our knowledge about the classroom interaction, especially about teacher talk.

E. Definition of Key Terms

In order to avoid the misinterpretation does not occur when exploring the content of this research, the following are the definition of several key terms.

1. Classroom interaction

Classroom interaction is interactions between the teacher and students that occur in the classroom during the teaching and learning process (Dagarin, 2004) which the writer implies consist of interaction between teacher to students, students to teacher and students to students during the learning process. Classroom interaction will greatly assist communication between teachers and students easier.

2. FIACS (Flander Interaction Analysis Categories System)

FIACS (Flander Interaction Analysis Categories System) is the category of Flander system that used as an instrument of the observation to analyze the classroom interaction. It consist of teacher talk, students talk and silence. According to Hai and Bee (2006) “FIACS technique is a tool research to improve the teacher’s teaching style in order to make the students active in the classroom”.

3. Interaction Analysis

Interaction Analysis is the collaborative exchange of thoughts, feeling or ideas between two or more people. According to IGI Global journal interaction analysis is a method for the investigation of human beings with each other and with the objects in their environments.

4. Teacher

Teacher is a person who helps students to acquire knowledge, competence or virtue. Teacher can be someone whose job is to teach in a school or college (in other context it called with lecturer).

5. Online class

Online class is a system that connect between teacher and students during class with no face-to-face using program as a tool. Teacher and students usually separated by location.

