

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents and discusses the finding of the research. The research was conducted to answer the questions mentioned in the research questions. It is about finding out the percentage of the teachers' and students' talking time, characteristic classroom interaction, and identifying the types of teacher and student talk.

Because of pandemic COVID-19 teaching and learning process implemented online using Zoom and Google classroom without no face-to-face component, separated by location and it was a little bit short than usual like normal day. To get the data related the kind of how much the percentage of the teachers' and students' talking time, what are characteristics of teacher talks during classroom interaction, and what are the types of teacher and student talk. the researcher did observation using tally sheet and did documentary by capturing picture as transcription during teaching and learning process.

The researcher investigated the classroom interaction at 9<sup>2</sup><sup>nd</sup> grade at English UPB of UIN Antasari Banjarmasin. The first observation was made on April 9<sup>th</sup> 2020, the second observation was made on April 22<sup>nd</sup> 2020 and the last observation was made on April 28<sup>th</sup> 2020. After editing and encoding the classroom events into ten categories, the researcher concerned with the construction of an interaction matrix table. It consist of ten rows and ten column.

The category number of the report is tabulated in matrix table. Each number is entered in the form of sequence pairs that used twice; firstly as the first number and secondly as the second number.

### **A. Findings**

This research recorded three meeting of classroom interaction. Conducting Flanders Interaction Analysis resulted in a matrix of classroom interaction. The observation focused on the classroom interaction within three types, there are teacher talk, students talk and silence.

The observation were arranged by Flanders Interaction Analysis Categories System (FIACS). While observation was arranged to obtain the data in order to match the objective the research.

According to Flanders Interaction Analysis Categories System (FIACS) that created by Flanders, there are several categories of classroom interaction. These include on teacher talk are : (1) accept feelings, (2) praise and (or) encourages, (3) accept or uses idea of students, (4) ask question, (5) lecturing, (6) giving direction, (7) criticizing or justifying authority. These include students talks are : (8) students talk response, (9) students talk initiation. The last one is silence, includes silence or confusion which is the complete 10 categories of FIACS.

The researcher will explain each of types teacher talk used by lecturer.

#### **1. Accept feelings**

This type of teacher talk produced by the lecturer in the class. The lecturer produced this type of teacher talk in order to help the students to

understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. There were nine (9) utterances occurred in three meetings. The example of giving direction made by the teacher is provided below.

L : Assalamu'alaikum wr.wb. Good morning everyone ?

S : Wa'alaikumsalam wr.wb. Good morning miss.

L : How are you today ?

S : I'm fine

## 2. Praise and (or) encourages

Praising and encouraging were lecturer's statements carrying the value judgment of approval. The lecturer's purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process. There were twenty (20) utterances occurred in three meetings. The following is an example of praising or encouraging produced by the lecturer.

L : Allright . So who want to give the example of adverb frequency ?

S : saya bu

L : Yes please.

S : I "always" go to bed before 11 p.m

L : Very good. Give applause for him.

## 3. Accept or uses idea of students

Sometimes, the lecturer was using ideas of students in a classroom interaction. This type deal with the teacher responses toward the student's

idea. The lecturer purpose in use idea of student is to developing the student's idea become clear. From three meetings observed, researcher only find one (1) utterance that lecturer produced using ideas of students. The following below is an example of using ideas of students produced by the lecturer.

L : "In" for public place example "in the garden", for inside building or place example "he was in the car" , "in" also can be used or to refer a village, city, or country.

S : can I say she lives in new York ?

L : Yes, you can use it. "She lives in new York". Like you said

#### 4. Ask questions

Asking questions was a type of teacher talk that also occurred in all meetings. During three meetings, the lecturer very often produced this type of teacher talk. Asking questions were the most frequently types of teacher talk that occurred in both of those classes Based on the transcriptions, there were twenty four (24) utterances occurred in all meetings. The following below is an example of asking question made by the lecturer.

L : Allright . So who want to give the example of adverb frequency ?

S : saya bu

L : Yes please.

S : I "always" go to bed before 11 p.m

L : Very good.

## 5. Lecturing

Based on the observation, this type of teacher talk occurred in all meetings. In classroom interaction, the lecturer gave information to the students. It can be showed in form of lecturing. There were twenty one (21) utterances made by the lecturer during three meetings. The example of giving information made by the lecturer is provided below.

L : If the frequency change to the percent it would be the word “always” 100%. “Usually” 90%, “normally/generally” 80%, “often/frequently” 70.

## 6. Giving direction

Giving direction is one type of teacher talk that also occurred in this study. There were ten (10) utterances occurred in three meetings. The example of giving direction made by the lecturer is provided below.

L : Very good. The last one. Rina, please give an example using the word “sometimes”

## 7. Criticizing or justifying authority

Criticizing student behavior is one type of teacher talk that also occurred in this study. There were only one (1) utterances occurred in three meetings by the lecturer..

L : Anyone ? who does remember ?

S : Ada verb 2 miss

L : Not complete, but there is verb 2 in formula

## 8. Students talk response

Talk by students in response to teacher's talk. The lecturer initiation contact, or students statement, or structure the situation. The lecturer ask question to students and student gives an answer to the question.

L : Sari , give each word between and among example

S : Iya bu. "I can't choose between pink and blue", " My bags among those bags"

#### 9. Students talk initiation.

Talk by students which they initiate. Expressing own ideas, initiating new topic, freedom to develop and a line of thought, like asking thoughtful questions, going beyond the existing structure

S : How to answer it the question miss ?

L : Good question, you can answer yes they were or no they were not.

And yes, she was or no she was not.

#### 10. Silence

Silence means pauses in interaction during which there is no verbal interaction.

L : Okay listen carefully, "I, he, She, it" use "was", and "we, you, they" use "were" for positive sentence and "was not or were not" for negative sentence. For example I was happy, they were not noisy.

S : Silence

1. The percentage of lecturer and students interaction during classroom interaction at 92<sup>nd</sup> grade English UPB of UIN Antasari Banjarmasin.

a. First meeting classroom interaction of 92<sup>nd</sup> grade English UPB of UIN Antasari Banjarmasin by FIACS

From the collected the data, this research recorded three meeting of classroom interaction. Conducting Flanders Interaction Analysis resulted in a matrix of classroom interaction. The matrix is presented in table below.

	1	2	3	4	5	6	7	8	9	10	total
1								3			3
2				3		1		3		3	10
3											0
4								5		2	7
5		1						3		3	7
6								5			5
7											0
8	2	9		2	4	1		24			42
9											0
10				2	3	3					8
total	2	10	0	7	7	5	0	43	0	8	82

1. Accepts feeling

6. Giving directions

2. Praises or encourages

7. Criticizing or justifying authority

3. Accepts or uses ideas of students

8. Student-talk response

4. Asks questions

9. Student-talk initiation

5. Lecturing

10. Silence

$$\text{a) Teacher Talk} = \frac{32 \times 100}{82} = 39,02 \%$$

$$\text{b) Students Talk} = \frac{42 \times 100}{82} = 51,21 \%$$

$$\text{c) Silence} = \frac{8 \times 100}{82} = 9,75 \%$$

The most dominant in interaction classroom in the first meeting was also student's talk because their response of submitting task. The proportion of teacher talk was 39.02%, the lecturer did more as in asking and lecturing in the classroom for first meeting. Teacher talk the classroom in the first meeting is summarized below : accepts or uses ideas of students 0% was the less activities in the teacher's talk and student-talk initiation also 0%. Direct teaching is more dominant used by lecturer than indirect teaching in classroom interaction. Silence or confusion in the first meeting spent 9.75% of the interaction classroom.

- b. Second meeting classroom interaction of 92nd grade English UPB of UIN Antasari Banjarmasin by FIACS

	1	2	3	4	5	6	7	8	9	10	Total
1								3			3
2				3				3		1	7
3										1	1
4								6		4	10
5								2		6	8
6								4			4
7											0
8	2	7	1	2	3	3		25			43
9											0
10				5	5	1		1			12
total	2	7	1	10	8	4	0	44	0	12	88

- |                                      |  |
|--------------------------------------|--|
| 1. Accepts feeling                   | 6. Giving directions                   |
| 2. Praises or encourages             | 7. Criticizing or justifying authority |
| 3. Accepts or uses ideas of students | 8. Student-talk response               |
| 4. Asks questions                    | 9. Student-talk initiation             |
| 5. Lecturing                         | 10. Silence                            |

$$\text{a) Teacher Talk} = \frac{33 \times 100}{88} = 37,5 \%$$

$$\text{b) Students Talk} = \frac{43 \times 100}{88} = 48,86 \%$$

$$\text{c) Silence} = \frac{12 \times 100}{88} = 13,63 \%$$

The most dominant classroom interaction in the second meeting also student's talk because their responses of submitting task. The proportion of teacher talk was 37,5 %, the lecturer still did more in asking and lecturing in the classroom like first meeting. Teacher talk in the classroom in the second meeting is summarized below : student-talk initiation 0%. Direct teaching still more dominant used by lecturer than indirect teaching in classroom interaction. Silence or confusion in the second meeting spent 13,63% of the interaction classroom.

- c. Third meeting classroom interaction of 92nd grade English UPB of UIN Antasari Banjarmasin by FIACS

Table 4.3  
Matrix classroom interaction of 92nd grade English UPB of UIN Antasari Banjarmasin

	1	2	3	4	5	6	7	8	9	10	total
1								3			3
2							1	2			3
3											0
4								6	1		7
5								2		4	6
6								1			1
7								2			2
8	2	2		4	5		1	23			38
9		1									1
10				3	1	1		1			4
total	2	3	0	7	6	1	2	39	1	4	65

- |                                      |  |
|--------------------------------------|--|
| 1. Accepts feeling                   | 6. Giving directions                   |
| 2. Praises or encourages             | 7. Criticizing or justifying authority |
| 3. Accepts or uses ideas of students | 8. Student-talk response               |
| 4. Asks questions                    | 9. Student-talk initiation             |
| 5. Lecturing                         | 10. Silence                            |

$$\text{a) Teacher Talk} = \frac{22 \times 100}{65} = 33,84 \%$$

$$\text{b) Students Talk} = \frac{39 \times 100}{65} = 60 \%$$

$$\text{c) Silence} = \frac{4 \times 100}{65} = 6,15 \%$$

The most dominant classroom interaction in the third meeting still student's talk because their responses of submitting task. The proportion of teacher talk was 33,84 %, the lecturer still did more in asking and lecturing in the classroom like first meeting. Teacher talk in classroom in the classroom in the second meeting is summarized below : accepts or uses ideas of students 0% was the less activities in the teacher's talk. Direct teaching still more dominant used by lecturer than indirect

teaching in classroom interaction. Silence or confusion in the first meeting spent 13,63% of the interaction classroom.

## 2. Characteristic of teacher's talk at 92nd grade English UPB of UIN Antasari Banjarmasin.

The characteristic of teacher talk in classroom interaction at 92nd grade English UPB of UIN Antasari Banjarmasin. of each meeting in English classes will be presented on the data result in the previous part of this chapter. The interpretation of data results will be presented as below:

### a. The characteristic of teacher talk in the first meeting

From 3 times of research, researchers analyzed some characteristics of teacher talk, and based on the theory of FIACS, in the first meeting the most dominant characteristics of 92nd grade English UPB of UIN Antasari Banjarmasin are :

#### 1) Students participation

Students most active in responding to question that asked by the lecturer and response about submitting their assignment.

#### 2) Content cross

By adding the category 4 and 5, we know the Content Cross. The Content Cross shows how the lecturer delivers questions and lectures. In the first meeting lecturer give more dominant questions and lectures. And the questions the lecturer asks more about adverb of frequency to make sure they understand about the lesson.

3) Teacher support

The lecturer also give more praises and encourages towards student, because they can answer and give example about questions of adverb of frequency that the lecturer gave to them.

b. The characteristic of teacher talk in the second meeting

In second meeting , these are the most dominant characteristics of teacher talk :

1) Students participation

By adding the percentage of category 8 and 9, Students most active in responding to question asked by the lecturer and response about submitting their assignment. Beside that, students are enthusiastic when given answer about example of preposition of place sentence.

2) Content cross

By adding the category 4 and 5, we know the Content Cross. Same with first meeting, The Content Cross shows how the lecturer delivered questions and lectures. In the second meeting the lecturer give more dominant questions and the questions the lecturer asked more about preposition of place and responded well to the students.

3) Teacher support

The lecturer also give more praises and encourages towards student, because they can answer and give example about questions of preposition of place that teacher gave to them.

c. The characteristic of teacher talk in the third meeting

The third meeting of interaction is less active, but same like two meeting before, the students still dominated and make the interaction between teacher and student is good enough even.

1) Students Participation

By adding the percentage of category 8 and 9, The students participation show that the students give response to report their assignment and answer the lecturer's questions. At this meeting students are less active than the first and second meetings.

2) Content Cross

By adding the percentage of category 4 and 5, we know the Content Cross. The Content Cross shows how the lecturer delivers questions and lectures. The third meeting of interaction is less active, also the students are less responsive than the previous meetings.

3. Types of teacher talk used by the teacher at 92nd grade at English UPB of UIN Antasari Banjarmasin.

In this section, the researcher will explain each type of teacher talk used by the lecturer. The lecturer performed all types of teacher talk in each meeting. Before explaining each type, the researcher is going to present the frequency of types of teacher talk. The use of teacher talk types used by the lecturer was similar in each meeting in English classes. The researcher presenting the table of frequency of teacher talk types.

No	Types of Teacher Talk	1st meeting	2nd meeting	3rd meeting	Total
1	Deal with feelings	3	3	3	9
2	Praising or encouraging	10	7	3	20
3	Using ideas of students	0	1	0	1
4	Asking question	7	10	7	24
5	Lecturing	7	8	6	21
6	Giving direction	4	5	1	10
7	Criticizing students response	0	0	1	1
Total		31	34	21	86

The table above present the types of teacher talk used by the teacher 92nd grade at English UPB of UIN Antasari Banjarmasin. From the table above, it can be seen that the teacher used all types of teacher talk based on Brown's theory (2001). The table 4.4 above shows that the teacher produced 86 utterances during the three meeting observed. The most frequently used types of teacher talk is asking questions with 24 utterances, following by lecturing with 21 utterances and praising or encouraging with 20 utterances. In the other hand, the smallest frequency type of teacher talk that occurred in classroom were using ideas of student and criticizing students response with only 1 utterance each catagories. So, the types of teacher talk the use by the lecturer are controller, director, and resourcer.

## B. Discussion

1. The percentage of lecturer and students interaction during classroom interaction at 92nd grade English UPB of UIN Antasari Banjarmasin.

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 reality, whether they can fit the reality easily or conversely it.

Based on the result, it can be seen that the ten categories of interaction analysis such as (1) accept feeling, (2) praises and (or) encourages, (3) accepts or uses ideas of students, (4) ask question, (5) lecturing, (6) giving direction, (7) criticizing or justifying authority. Students talk includes: (8) students talk response, and (9) students talk initiation, (10) silence were applied in the classroom during teacher-learning process.

From the interpretation of matrix table that the students were talking more than teacher because of their responses while submitting assignments, it can be seen in the proportion of teacher talks, they are first meeting 51,21 % second meeting 48,86%, and third meeting 65 %.

In fact, if we do not include student's responses while submitting assignment. The result showed that the lecturer was taking most part in the classroom such asking questions, lecturing and praise or encouragement. The lecturer active in asking question to the students, the question strategy is to initiate the interaction in the classroom. It is an

important part in creating classroom interaction because the lecturer's questions have strong effect to them to participate. Most of the students have perception that the teacher's question will make the teacher know who they are.

According to Eison (2010, p. 8), students' questions can stimulate student-teacher interaction in the classroom since the students are active, the teacher will be enthusiastic to support the students' activeness, identify which part of lesson they are still confused or misunderstanding, give explanation that the material of the lesson is important for them, and encourage student-student to collaborate. It means that the students' question will make them aware to create a question based on their need.

In this finding, the lecturer also using the simple sentences or speech modification in questioning and lecturing, it is make the students will understand by easily. Nunan (1989, p. 47) defines that speech modification is teacher talk that is modified by the teacher to make the students more understand at what she has talked. If the students understand what the teacher talks and wants, what they must do, they will be confident to communicate in the classroom. It will motivate them to use the foreign language in the classroom because they know what the teacher wants and what they must do.

2. Characteristic of teacher's talk at 92nd grade English UPB of UIN Antasari Banjarmasin.

Even on the results, the most dominant and high characteristics in the classroom interaction from three meetings was student participation because their responses about their assignments. Content cross also the most second characteristic that the lecturer given to students like questioning to make students more active in classroom interaction with the lecturer, and lecturing about the lesson. The last is teacher support which it is teacher given praises and encourages to students when they can answer and give an example when the teacher asked to students such as say good job or give applause to them that can answer the questions.

3. Types of teacher talk used by the lecturer at 92nd grade at English UPB of UIN Antasari Banjarmasin

The Analysis of Teacher Talk Types includes identifying the different types of Teacher Talk, categorizing the various types of Teacher Talk into ten footing patterns and generalizing the relationship among these footing. Brown cited (2001), that there are five roles of interaction teacher. They are as controller, director, manager, facilitator and resource. The teacher as controller means controller who is in charge of everything that happens in the classroom. Teacher as director, the teacher often gave direction, command and order to the students to which the students were expected to follow the teachers' instruction. Then, the teacher also did their role as resources means lecture by giving them some material and information about the lesson.

Therefore, it can be concluded that the classroom interaction that occurred during the teaching-learning process in the classroom at 92nd grade at English UPB of UIN Antasari Banjarmasin involved the lecturer and the students with the types of teacher talk used by the lecturer are controller, director, and resourcer.

The teachers' talk is dominant in interaction during the teaching-learning process even though the students also active enough to talk.

