

CHAPTER IV

FINDINGS AND DISCUSSION

This research will explore the classroom interaction in English class in MAN 3 Banjar. In this research, the writer focused on percentages of teacher and student talk in the classroom and the characteristics of classroom interaction. In the following chapter the writer tries to describe in detail the results of observation conducted in XI MIPA 1 grader MAN 3 Banjar.

A. Research Findings

From the data collection, this research recorded three meetings of classroom interactions. The observed behaviour was translated into the descriptive codes. Its printed out is enclosed in appendix.

The observation was conducted in three meetings. They are, on Tuesday, August 15th 2017, on Tuesday, August 22nd 2017, and on Tuesday, September 19th 2017. In this research observation, the writer also uses video taping and voice recorder. Its instruments are aimed to make it easy to be analysed and make sure the data accurately.

1. Teacher Talk and Student Talk Percentage

This findings explains about the teacher talk percentage did in the classroom and the student talk percentage. The describing below are about the interaction that occurred in each meeting as follow:

a. First meeting

The meeting one was conducted on Tuesday, August 15th 2017. In this meeting, the class learned about Procedure Text.

Based on the observation that the writer did, it show that the most of time in meeting 1 was dominated by teacher talk. The data is served in the following matrix table:

Table 4.1 Matrix Table of First Meeting

	Teacher Talk							Student Talk			Total
	1	2	3	4	5	6	7	8	9	10	
Teacher Talk	1					1		2		1	4
2				1				10	22	2	35
3								1	2		3
4		6	2	7	3	8		24	26	15	91
5		4		1	14			9	5	6	39
6		5		5		31		38	5	11	95
7		1									1
Student Talk	8	3	7		35	13	27		4		89
9	1	12	1	31	3	12			19		79
10				11	6	16	1	1			35
Total	4	35	3	91	39	95	1	89	79	35	N = 471

This table shows what the result of tally sheet that writer got, from number 1 until 10. In the *table 4.1* is plotted the data into the matrix with form tally sheet (*see in Appendix 6*). There are 10 columns and 10 rows above. The numbers from 1 until 10 is categories of FIACS. The table divided into 2 categories, there are teacher talk and student talk. Number 1 until 7 in column and row is teacher talk and number 8 until 9 is student talk. Total of columns and rows is symbol “N”.

This is the result of data collection that can we see in the matrix table. Below is the explained of the highest and the lowest of teacher talk in first meeting:

Category 6: Giving Direction as the highest

Based on the result of observation in the matrix table above, we can see that giving direction was the most frequent utterance that the teacher said. Its recorded with the total 95 (*can be seen in the table 4.1*). Giving direction here was the clear category that the teacher make performed to make classroom activity. Giving requests or commands that the students are expected to follow. The extracts below shows the teacher giving command to the students.

Extract 1:

T : I want to ... I want you make a group . (6)

group 1, 2,3, 4, 5, 6, 7, 8

(choose the group based on the picture)

S : kita kerjakan (*noisy*) (9)

In extract 1, giving direction was recorded as the sixth category because shows that the teacher giving command to the student to make a group that is group 1 until 8.

Category 7: Criticizing or Justifying Authority as the lowest

Based on the result of observation in the matrix table above, we can see that criticizing or justifying authority was the lowest frequent utterance that the teacher said. Its recorded with the total only one (*can be seen in the table 4.1*). Criticizing or justifying authority here was the teacher's statement intended to change student behavior from non acceptable to acceptable pattern. The extracts below shows the teacher criticizing the student's behavior.

Extract 2:

T : okey sekarang tenang tenang... (7)

Ss : (*silent*) (10)

In extract 2, criticizing was recorded as the seventh category because shows that the teacher change students behavior from noisy situation became the silent situation and its same to change student behavior from non acceptable to acceptable pattern.

Below is the explained of the highest and the lowest of student talk.

Category 8: Student Talk Response as the highest

Based on the result of observation in the matrix table above, we can see that student talk response was the most frequent utterance that the student said. Its recorded with the total 89 (*can be seen in the table 4.1*). Student response, specific is the eighth category. This category is only responding the teacher within specific and limited range. Reading aloud, dictation, and drill are included. The extracts below shows the response of the students by responding the question from the teacher:

Extract 3:

T : this is omelette (2)

Ss: omelette (8)

T : are you hungry? I am hungry too (4,2)

Ss : yes hahhahaa (8)

In extract 3, student talk response was recorded as the eighth category because the students gave response likes said “yes” and repeat “omelette” agree with the teacher’s statement. This is limited response, with specific answer.

Category 10: Silent as the lowest

Based on the result of observation in the matrix table above, we can see that silent was the lowest frequent utterance that the student said. Its recorded with the total 35 (*can be seen in the table 4.1*). Silent is pause in the interaction which communication cannot be understood by the observer. Confusion and noisy are

include. Some extract below show the silent interaction in teaching learning activity.

Extract 4:

T : you may write down your word in this paper (6)

S : write down artinya? (10)

T : tulis... (5)

Ss: (noisy) (10)

In extract 4, silent was recorded in ten category. In that extract showed that the student did not understand when they got a command from the teacher and it include in ten category. Noisy also includes in ten category.

Below is the explanation of teacher talk and student talk first:

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

Teacher Talk indicates teacher's verbal activities in teaching – learning process.

It is represented by a concentration in column 1 – 7 in the *table 4.1*.

2) Indirect Teacher Talk Ratio (ITT)

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

3) Direct Teacher Talk Ratio (DTT)

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

4) Student Talk Ratio/ Percentage of Student Talk (PT)

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

5) Silence or Confusion Ratio (SC)

It represent silence during teaching which may be due to confusion or any other reason. In this ratio, the tally of 10th category and divided by “N” to calculate the percentage.

Below is the result of calculating the data in first meeting:

Table 4.2 The Result of Teacher Talk and Student Talk in First Meeting

Formula	Score
$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100\%$	$TT = 274 \times 100 : 471 = 58,17\%$
$ITT = \frac{C1+C2+C3+C4}{N} \times 100\%$	$ITT = 133 \times 100 : 471 = 28,23\%$
$DTT = \frac{C5+C6+C7}{N} \times 100\%$	$DTT = 135 \times 100 : 471 = 28,66\%$
$PT = \frac{C8+C9}{N} \times 100\%$	$PT = 168 \times 100 : 471 = 35,66\%$
$SC = \frac{C10}{N} \times 100\%$	$SC = 35 \times 100 : 471 = 7,43\%$

Note :

TT = Teacher Talk Ratio/ Percentage of Teacher Talk

ITT = Indirect Teacher Talk Ratio

DTT = Direct Teacher Talk Ratio

PT = Student Talk Ratio/ Percentage of Student Talk

SC = Silence or Confusion Ratio (SC)

C = Total the Column of Interaction Matrix

N = Total tallies of the matrices

According to simple calculation above, we know that teacher talk percentage is 58,17%, Indirect teacher talk is 28,23%, Direct teacher talk is 28,66%, then move to students section, student talk percentage is 35,66% and the silent and confusing ratio is 7,43%.

From the result above, it can conclude that teacher talk in first meeting is dominant than the student talk. The teacher talk divided into 2 parts, there is indirect teacher talk or influence and direct teacher talk or influence. It can be seen in the table below:

Table 4.3 The List of FIACS Technique Category

Teacher Talk		Student Talk
Indirect Influence	Direct Influence	
1. Accept feeling	5. Lecturing	8. Students talk response
2. Praises and encourages	6. Giving directions	9. Students talk initiation
3. Accepts or uses ideas of students	7. Criticizing or justifying authority	10. Silence or confusion
4. Ask question		

The student talk included student talk response, student talk initiation, and silence or confusion. Based on the result in *table 4.2*, the percentage of the student talk is 35,66%. It meant that the student talk were enough active but the teacher talk still the dominant in talking in the classroom.

b. Second meeting

The second meeting was conducted on Tuesday, August 22nd 2017. In this meeting, the class learned about Report Text.

Based on the observation that the writer did, it show that the most of time in second was also dominated by teacher talk. The data is served in the following matrix table:

Table 4.4 Matrix Table of Second Meeting

	Teacher Talk							Student Talk			Total
	1	2	3	4	5	6	7	8	9	10	
1		1			1			3	1	2	8
2		5	1	1	2		2	5	23	16	55
3									13	1	14
4		11	4	10	8	1	2	25	25	23	109
5		7	3		76			13	9	32	140
6		4		3	1	13	1	9	8	12	51
7	2					2	2	1	2		9
8	3	6	1	33	7	8		4			62
9	3	12	2	47	10	9			29		112
10		9	3	15	35	18	2	2	2	5	91
Total	8	55	14	109	140	51	9	62	112	91	N=651

This table shows what the result of tally sheet that writer got, from number 1 until 10. In the *table 4.4* is plotted the data into the matrix with form tally sheet

(see in Appendix 11). There are 10 columns and 10 rows above. The numbers from 1 until 10 is categories of FIACS. The table divided into 2 categories, there are teacher talk and student talk. Number 1 until 7 in column and row is teacher talk and number 8 until 9 is student talk. Total of columns and rows is symbol “N”.

This is the result of data collection that can we see in the matrix table. Below is the explained of the highest and the lowest of teacher talk in second meeting:

Category 5: Lecturing as the highest

Based on the result of observation in the matrix table above, we can see that lecturing was the most frequent utterance that the teacher said. Its recorded with the total 140 (*can be seen in the table 4.4*). The lecturing that teacher did in this meeting is giving information, giving explanation, fact, or opinion about the content or procedure with her own ideas. The extracts below shows the lecturing that the teacher gave fact, or opinion about the content or procedure with her own ideas.

Extract 5:

T : stir of milk this well (5)

Ss : waduw,, stir of milk this well (8)

T : ready to drink, ready to eat boleh. (5)

Ss : ready to eat (8)

In extract 5, lecturing was recorded as the fifth category because the teacher giving fact about procedure to make something likes in above, the teacher

said “*stir of milk this well*”, and said “*ready to drink, ready to eat boleh*” its includes that the teacher gave the information to the student that it can use sentence ready to drink or ready to eat.

Category 1: Accepts Feeling as the lowest

Based on the result of observation in the matrix table above, we can see that accepts feeling was the lowest frequent utterance that the teacher said. Its recorded with the total 8 (*can be seen in the table 4.4*). Accepts feeling includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present, and/or future time. Below is the extract.

Extract 6:

- T : Assalamualaikum wr.wb. (1)**
 Ss : Waalaikumsalam wr.wb (8)
T : Good afternoon (1)
 Ss : Good afternoon (8)
T : How are you today? (1)
 Ss : I’m fine thank you, and you? (9)

In extract 6, accepts feeling was recorded in category one. We can see that the teacher asked the students feeling and pray for the students save. Actually, what the teacher did, was very general. So the teacher accept the feeling with gave attention to the students.

Below is the explained of the highest and the lowest of student talk.

Category 9: Student Talk Initiation as the highest

Based on the result of observation in the matrix table above, we can see that student talk initiation was the most frequent utterance that the student said. Its recorded with the total 112 (*can be seen in the table 4.4*). In this category, the student was response the teacher with their own ideas, opinion, reaction, etc. It is based on student initiation. The extracts below shows the response of the students by responding the question from the teacher with their initiated.

Extract 7:

T : 400 sampai? (4)

Ss : **400 sampai 680 kilogram** (9)

S : **kilometer hehehe(*laughing*) hahaha** (9)

In extract 7, student talk initiated was recorded as the ninth category, because the students with their initiated make sentence from the teacher said. For example in extract 7 that the teacher ask question “400 sampai?” and the students answering with their initiated said “400 sampai 680 kilogram”, and “kilometer”.

Category 8: student talk response as the lowest

Based on the result of observation in the matrix table above, we can see that student talk response was the lowest frequent utterance that the teacher said. Its recorded with the total 62 (*can be seen in the table 4.4*). Student response,

specific is the eighth category. This category is only responding the teacher within specific and limited range. Reading aloud, dictation, and drill are included. The extracts below shows the response of the students by responding the statement of the teacher.

Extract 8:

T : itu kan di tropis biasanya, (5)

karna sifat kulitnya atau bulunya itu berbeda. (5)

S : berbeda (8)

In extract 8, student talk response was recorded as the eighth category because the students gave response repeat and said “*berbeda*” agree with the teacher’s statement. In the second meeting, student talk response is the lowest and the student talk initiation is the highest in category student talk.

Below is the explanation of teacher talk and student talk first:

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

Teacher Talk indicates teacher’s verbal activities in teaching – learning process.

It is represented by a concentration in column 1 – 7 in the *table 4.4*.

2) Indirect Teacher Talk Ratio (ITT)

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

3) Direct Teacher Talk Ratio (DTT)

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

4) Student Talk Ratio/ Percentage of Student Talk (PT)

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

5) Silence or Confusion Ratio (SC)

It represent silence during teaching which may be due to confusion or any other reason. In this ratio, the tally of 10th category and divided by “N” to calculate the percentage.

Below is the result of calculating the data in second meeting:

Table 4.5 The Result of Teacher Talk and Student Talk in Second Meeting

Formula	Score
$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100\%$	$TT = 386 \times 100 : 651 = 59,29\%$
$ITT = \frac{C1+C2+C3+C4}{N} \times 100\%$	$ITT = 186 \times 100 : 651 = 28,57\%$
$DTT = \frac{C5+C6+C7}{N} \times 100\%$	$DTT = 200 \times 100 : 651 = 30,72\%$
$PT = \frac{C8+C9}{N} \times 100\%$	$PT = 174 \times 100 : 651 = 26,72\%$
$SC = \frac{C10}{N} \times 100\%$	$SC = 91 \times 100 : 651 = 13,97\%$

Note :

TT = Teacher Talk Ratio/ Percentage of Teacher Talk

ITT = Indirect Teacher Talk Ratio

DTT = Direct Teacher Talk Ratio

PT = Student Talk Ratio/ Percentage of Student Talk

SC = Silence or Confusion Ratio (SC)

C = Total the Column of Interaction Matrix

N = Total tallies of the matrices

According to simple calculation above, we know that teacher talk percentage is 59,29%, Indirect teacher talk is 28,57%, Direct teacher talk is 30,72%, then move to students section, student talk percentage is 26,72% and the silent and confusing ratio is 13,97%.

From the result above, it can conclude that teacher talk in second meeting is also dominant than the student talk likes in the first meeting. The teacher talk divided into 2 parts, there is indirect teacher talk or influence and direct teacher talk or influence. It can be seen in the table below:

Table 4.6 The List of FIACS Technique Category

Teacher Talk		Student Talk
Indirect Influence	Direct Influence	
1. Accept feeling	5. Lecturing	8. Students talk response
2. Praises and encourages	6. Giving directions	9. Students talk initiation
3. Accepts or uses ideas of students	7. Criticizing or justifying authority	10. Silence or confusion
4. Ask question		

The student talk included student talk response, student talk initiation, and silence or confusion. Based on the result in *table 4.5*, the percentage of the student talk is 26,72%. It meant that the student talk were enough active but the teacher talk still the dominant in talking in the classroom.

c. Third Meeting

The third meeting was conducted on Tuesday, September 19th 2017. In this meeting, the class learned about Analytical Exposition Text.

Based on the observation that the writer did, it show that the most of time in third meeting was also dominated by teacher talk. The data is served in the following matrix table:

Table 4.7 Matrix Table of Third Meeting

	Teacher Talk							Student Talk			Total	
	1	2	3	4	5	6	7	8	9	10		
Teacher Talk	1	1				1		1	2	1	6	
	2	5		2				14	33	10	64	
	3			1					1		2	
	4	14		4	5	3		29	23	8	86	
	5	9	1	1	36			22	5	16	89	
	6	1	9				24	27	11	14	86	
	7						1				1	
Student Talk	8	4	19		22	20	29	1	15		1	111
	9	1	5	1	43	8	17			40	2	119
	10		2		13	20	11		3	4	4	56
Total	6	64	2	86	89	86	1	111	119	56	N=620	

This table shows what the result of tally sheet that writer got, from number 1 until 10. In the *table 4.7* is plotted the data into the matrix with form tally sheet (*see in Appendix 16*). There are 10 columns and 10 rows above. The numbers

from 1 until 10 is categories of FIACS. The table divided into 2 categories, there are teacher talk and student talk. Number 1 until 7 in column and row is teacher talk and number 8 until 9 is student talk. Total of columns and rows is symbol "N".

This is the result of data collection that can we see in the matrix table. Below is the explained of the highest and the lowest of teacher talk in third meeting:

Category 5: Lecturing as the highest

Based on the result of observation in the matrix table above, we can see that lecturing was the most frequent utterance that the teacher said. Its recorded with the total 89 (*can be seen in the table 4.7*). The lecturing that teacher did in this meeting is giving information, giving explanation, fact, or opinion about the content or procedure with her own ideas. The extracts below shows the lecturing that the teacher gave fact, or opinion about the content or procedure with her own ideas.

Extract 9:

T : jadi, analytical exposition text (5)
adalah jenis text yang termasuk ke dalam
argumentation text dimana text tersebut
berisi tentang pemikiran terperinci
penulis tentang sebuah kejadian atau
peristiwa yang ada di sekitar.

Ss : (*silent*) (10)

In extract 9, lecturing was recorded as the fifth category because the teacher giving explanation about definition of analytical exposition text likes in above. That explanation its same likes give informatin that the teacher gave the student new knowledge about analytical exposition text. In the third meeting, lecturing became the highest category the teacher did. Its same with in the second meeting.

Category 7: Criticizing or Justifying Authority as the lowest

Based on the result of observation in the matrix table above, we can see that criticizing or justifying authority was the lowest frequent utterance that the teacher said. Its recorded with the total only one (*can be seen in the table 4.7*). Criticizing or justifying authority here was the teacher's statement intended to change student behavior from non acceptable to acceptable pattern. The extracts below shows the teacher cricizing the student's behavior.

Extract 10:

T : ada 6 buting,,, tiap kelompok dapat satu,, (5)

Ss : (*noisy*) (10)

T : dengarkan dulu dengarkan,, (6)

kalau ribut kada ibu mulai kena... (7)

Ss : inggih bu.. (8)

S : diam pang ey.. (9)

In extract 10, criticizing was recorded as the seventh category because shows that the teacher change students behavior from noisy situation became the silent situation and its same to change student behavior from non acceptable to acceptable pattern. In this meeting, criticizing was the lowest category the teacher did. Its same with in the first meeting.

Below is the explained of the highest and the lowest of student talk.

Category 9: Student Talk Initiation as the highest

Based on the result of observation in the matrix table above, we can see that student talk initiation was the most frequent utterance that the student said. Its recorded with the total 119 (*can be seen in the table 4.7*). In this category, the student was response the teacher with their own ideas, opinion, reaction, etc. It is based on student initiation. The extracts below shows the response of the students by responding the question from the teacher with their initiated.

Extract 11:

T : (<i>show the picture</i>)	(4)
Ss : kobra kobra,, snake ,,snake,,	(9)
T : (<i>show the picture</i>)	(4)
Ss : buaya bu,,, hahaha	(9)
T : in english? Masa buaya..	(4,3)
Ss : hmm,, krokodile bu	(9)
T : Crocodile ya,, baca nya crocodail	(2,2)
Ss : crocodail	(8)

In extract 11, student talk initiated was recorded as the ninth category, because the students with their initiated make sentence from the teacher said. For example in extract 7 that the teacher ask question using showed the picture and the students answering with their initiated said “*kobra kobra, snake snake*”, “*buaya bu*”, and “*krokodaile bu*”. The student showed their talk response initiation with their kind answer.

Category 10: Silent as the lowest

Based on the result of observation in the matrix table above, we can see that silent was the lowest frequent utterance that the student said. Its recorded with the total 56 (*can be seen in the table 4.7*). Silent is pause in the interaction which communication cannot be understood by the observer. Confusion and noisy are include. Some extract below show the silent interaction in teaching learning activity.

Extract 12:

T : kemudian argument...apa itu? (5,4)

S : (*silent*) (10)

T : Di bagian ini penulis menghadirkan (5)

argumen-argumen atau pendapat-pendapat yang mendukung ide pokok penulis teks tersebut.

S : ooh, pendapat, (8)

In extract 12, silent was recorded in category ten. In that extract showed that the student did not understand when the teacher asked them about what is the argument and the students silent. Its meant that they did not know about what is argument in Bahasa.

Below is the explanation of teacher talk and student talk first:

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

Teacher Talk indicates teacher's verbal activities in teaching – learning process.

It is represented by a concentration in column 1 – 7 in the *table 4.7*.

2) Indirect Teacher Talk Ratio (ITT)

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

3) Direct Teacher Talk Ratio (DTT)

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

4) Student Talk Ratio/ Percentage of Student Talk (PT)

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

5) Silence or Confusion Ratio (SC)

It represent silence during teaching which may be due to confusion or any other reason. In this ratio, the tally of 10th category and divided by “N” to calculate the percentage.

Below is the result of calculating the data in third meeting:

Table 4.8 The Result of Teacher Talk and Student Talk in Third Meeting

Formula	Score
$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100\%$	$TT = 334 \times 100 : 620 = 53,87\%$
$ITT = \frac{C1+C2+C3+C4}{N} \times 100\%$	$ITT = 158 \times 100 : 620 = 25,48\%$
$DTT = \frac{C5+C6+C7}{N} \times 100\%$	$DTT = 176 \times 100 : 620 = 28,38\%$
$PT = \frac{C8+C9}{N} \times 100\%$	$PT = 230 \times 100 : 620 = 37,09\%$
$SC = \frac{C10}{N} \times 100\%$	$SC = 56 \times 100 : 620 = 9,03\%$

Note :

TT = Teacher Talk Ratio/ Percentage of Teacher Talk

ITT = Indirect Teacher Talk Ratio

DTT = Direct Teacher Talk Ratio

PT = Student Talk Ratio/ Percentage of Student Talk

SC = Silence or Confusion Ratio (SC)

C = Total the Column of Interaction Matrix

N = Total tallies of the matrices

According to simple calculation above, we know that teacher talk percentage is 53,87%, Indirect teacher talk is 25,48%, Direct teacher talk is 28,38%, then move to students section, student talk percentage is 37,09% and the silent and confusing ratio is 9,03%.

From the result above, it can conclude that teacher talk in third meeting is also dominant than the student talk likes in the first meeting. The teacher talk divided into 2 parts, there is indirect teacher talk or influence and direct teacher talk or influence. It can be seen in the table below:

Table 4.9 The List of FIACS Technique Category

Teacher Talk		Student Talk
Indirect Influence	Direct Influence	
1. Accept feeling	5. Lecturing	8. Students talk response
2. Praises and encourages	6. Giving directions	9. Students talk initiation
3. Accepts or uses ideas of students	7. Criticizing or justifying authority	10. Silence or confusion
4. Ask question		

The student talk included student talk response, student talk initiation, and silence or confusion. Based on the result in *table 4.8*, the percentage of the student talk is 37,09%. It meant that the student talk in third meeting had increased than in first and second meeting and it meant that the student talk more active than previous meeting although still the teacher talk is dominant in the classroom interaction.

Table 4.10 Summary of The Results Teacher's Talk and Student's Talk

No	Meeting	Teacher talk		Student talk		Silence	
		Quantity	%	Quantity	%	Quantity	%
1	First	274	58,17%	168	35,66%	35	7,43%
2	Second	386	59,29%	174	26,72%	91	13,97%
3	Third	334	53,87%	230	37,09%	56	9,03%
Total		994	57,11%	572	33,15%	182	10,14%
Utterances total		994+572+182 = 1.748					

Based on the result above from first meeting until third meeting, teacher talk with the all of total in the *table 4.10* had the percentage 57,11% is the dominant than student talk with the all of total in the *table 4.10* had the percentage 33,15% in the classroom interaction. The silence's percentage only 10,14%. It meant that the teacher more talking and more active in teaching – learning process, but the student also has the percentage that they are also active in the classroom interaction and the student only spent their silence with the percentage 10,14%. The complete result in percentage can be seen in *Appendix 5*.

2. The Characteristics of Classroom Interaction

In this section, the writer will take a result in every meeting. The characteristic of classroom interaction had results as follow:

a. First meeting

This findings explains about the characteristics first. The characteristics about classroom interaction divided into four as follow:

1) Content Cross

Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing.

2) Teacher Control

Teacher control is the characteristic that has a heavy concentration in a column and rows 6 and 7 which indicates extensive commands, giving directions, criticizing or justifying, and reprimands by the teacher.

3) Teacher Support

Teacher support is the characteristic that has a heavy concentration in a column and rows 1, 2, and 3 indicates that the teacher is reinforcing, praising, encouraging, accept the feeling, and clarifying the students.

4) Student Participation

Student participation is the characteristic that has a heavy concentration in a column and rows 8 and 9 reflects student responses to the teacher's behaviour. (Flanders, 1967 cited in Nasrulloh 2013, p. 48).

This table below explains about the characteristics in the matrix using FIACS Techinque that showed about the dominant characteristic. The table is presented in as follow:

Table 4.11 Characteristics of Classroom Interaction of the Eleven Grade of MIPA 1 MAN 3 Banjar by Interaction Categories (1st meeting)

	Teacher Talk							Student Talk			Total
	1	2	3	4	5	6	7	8	9	10	
1						1		2		1	4
2				1				10	22	2	35
3								1	2		3
4		6	2	7	3	8		24	26	15	91
5		4		1	14			9	5	6	39
6		5		5		31		38	5	11	95
7		1									1
St ud	8	3	7		35	13	27	4			89

	9	1	12	1	31	3	12			19		79
	10				11	6	16	1	1			35
	Total	4	35	3	91	39	95	1	89	79	35	N = 471

This table shows what the result of tally sheet that writer got, from number 1 until 10. In the *table 4.11* is plotted the data into the matrix with form tally sheet (*see in Appendix 6*). There are 10 columns and 10 rows above. The numbers from 1 until 10 is categories of FIACS. The table divided into 2 categories, there are teacher talk and student talk. Number 1 until 7 in column and row is teacher talk and number 8 until 9 is student talk. Total of columns and rows is symbol “N”.

From the result of teacher talk and student talk above, especially in first meeting, it showed that the teacher talk is the highest percentage than the student talk in the classroom interaction. In the teacher talk divided into 2 parts, there are indirect influence and direct influence. In the first meeting, from the result, the teacher talk especially in category 4 with total 91 times is the highest that the teacher talk did in the classroom. Based on the explanation about the characteristics of classroom interaction, in this first meeting includes in Content Cross characteristic because the Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing. In this meeting, ask question is dominant. It can conclude that the characteristic of classroom interaction in first meeting is Content Cross.

There are also the colours in the table. Based on the chapter 3, there are some colours that show the characteristics. Likes pink shows that the characteristic is Teacher Support, red is Content Cross, blue is Teacher Control and green is Student Participation. In this meeting, it shows with red colour and its meant that the colour showed that is Content Cross.

b. Second meeting

This findings in the second meeting explains about the characteristics first.

The characteristics about classroom interaction divided into four as follow:

1) Content Cross

Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing.

2) Teacher Control

Teacher control is the characteristic that has a heavy concentration in a column and rows 6 and 7 which indicates extensive commands, giving directions, criticizing or justifying, and reprimands by the teacher.

3) Teacher Support

Teacher support is the characteristic that has a heavy concentration in a column and rows 1, 2, and 3 indicates that the teacher is reinforcing, praising, encouraging, accept the feeling, and clarifying the students.

4) Student Participation

Student participation is the characteristic that has a heavy concentration in a column and rows 8 and 9 reflects student responses to the teacher's behaviour. (Flanders, 1967 cited in Nasrulloh 2013, p. 48).

This table below explain about the characteristics in the matrix using FIACS Techinque that showed about the dominant characteristic. The table is presented in as follow:

Table 4.12 Characteristics of Classroom Interaction of the Eleven Grade of MIPA 1 MAN 3 Banjar by Interaction Categories (2nd meeting)

	Teacher Talk							Student Talk			Total	
	1	2	3	4	5	6	7	8	9	10		
Teacher Talk	1		1			1			3	1	2	8
	2		5	1	1	2		2	5	23	16	55
	3									13	1	14
	4		11	4	10	8	1	2	25	25	23	109
	5		7	3		76			13	9	32	140
	6		4		3	1	13	1	9	8	12	51
	7	2					2	2	1	2		9
Student Talk	8	3	6	1	33	7	8		4			62
	9	3	12	2	47	10	9			29		112
	10		9	3	15	35	18	2	2	2	5	91
Total	8	55	14	109	140	51	9	62	112	91	N=651	

This table explains what the categories are above from number 1 until 10. In the *table 4.12* is plotted the data into the matrix with form tally sheet (*see in*

Appendix 11). There are 10 columns and 10 rows above. The numbers from 1 until 10 is categories of FIACS. The table divided into 2 categories, there are teacher talk and student talk. Number 1 until 7 in column and row is teacher talk and number 8 until 9 is student talk.

From the result of teacher talk and student talk above, especially in second meeting, it showed that the teacher talk is the highest percentage than the student talk in the classroom interaction. In the teacher talk divided into 2 parts, there are indirect influence and direct influence. In the first meeting, from the result, the teacher talk especially in category 5 with total 140 times is the highest that the teacher talk did in the classroom. Based on the explanation about the characteristics of classroom interaction, in this second meeting includes in Content Cross characteristic because the Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing. In this meeting, lecturing is dominant. It can conclude that the characteristic of classroom interaction in first meeting is also Content Cross.

There are also the colours in the table. Based on the chapter 3, there are some colours that show the characteristics. Likes pink shows that the characteristic is Teacher Support, red is Content Cross, blue is Teacher Control and green is Student Participation. In this meeting, it shows with red colour and its meant that the colour showed that is Content Cross.

c. Third meeting

This findings in the third meeting explains about the characteristics first.

The characteristics about classroom interaction divided into four as follow:

1) Content Cross

Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing.

2) Teacher Control

Teacher control is the characteristic that has a heavy concentration in a column and rows 6 and 7 which indicates extensive commands, giving directions, criticizing or justifying, and reprimands by the teacher.

3) Teacher Support

Teacher support is the characteristic that has a heavy concentration in a column and rows 1, 2, and 3 indicates that the teacher is reinforcing, praising, encouraging, accept the feeling, and clarifying the students.

4) Student Participation

Student participation is the characteristic that has a heavy concentration in a column and rows 8 and 9 reflects student responses to the teacher's behaviour. (Flanders, 1967 cited in Nasrulloh 2013, p. 48).

This table below explain about the characteristics in the matrix using FIACS Techinque that showed about the dominant characteristic. The table is presented in as follow:

Table 4.13 Characteristics of Classroom Interaction of the Eleven Grade of MIPA 1 MAN 3 Banjar by Interaction Categories (3rd meeting)

	Teacher Talk							Student Talk			Total	
	1	2	3	4	5	6	7	8	9	10		
Teacher Talk	1		1			1		1	2	1	6	
	2		5		2			14	33	10	64	
	3				1				1		2	
	4		14		4	5	3		29	23	8	86
	5		9	1	1	36			22	5	16	89
	6	1	9				24		27	11	14	86
	7						1					1
Student Talk	8	4	19		22	20	29	1	15		1	111
	9	1	5	1	43	8	17		40	2	119	
	10		2		13	20	11		3	4	4	56
Total	6	64	2	86	89	86	1	111	119	56	N=620	

This table explains what the categories are above from number 1 until 10. In the *table 4.13* is plotted the data into the matrix with form tally sheet (*see in Appendix 16*). There are 10 columns and 10 rows above. The numbers from 1 until 10 is categories of FIACS. The table divided into 2 categories, there are teacher talk and student talk. Number 1 until 7 in column and row is teacher talk and number 8 until 9 is student talk.

From the result of teacher talk and student talk above, especially in third meeting, it showed that the teacher talk is the highest percentage than the student

talk in the classroom interaction. In the teacher talk divided into 2 parts, there are indirect influence and direct influence. In the third meeting, from the result, the teacher talk especially in category 5 with total 89 times is the highest that the teacher talk did in the classroom. Based on the explanation about the characteristics of classroom interaction, in this third meeting includes in Content Cross characteristic because the Content cross is the characteristic that has a heavy concentration in a column 4 and 5 and rows 4 and 5 which indicates teacher dependence on ask questions and lecturing. In this meeting, lecturing is dominant. It can conclude that the characteristic of classroom interaction in first meeting is also Content Cross.

There are also the colours in the table. Based on the chapter 3, there are some colours that show the characteristics. Likes pink shows that the characteristic is Teacher Support, red is Content Cross, blue is Teacher Control and green is Student Participation. In this meeting, it shows with red colour and its meant that the colour showed that is Content Cross.

Based in the result above from the first meeting until the third meeting, it can concludes that the characteristic in XI MIPA 1 grader is Content Cross. It meant that the teacher more active in ask question and lecturing the student in the classroom interaction.

B. Discussion

This section presents the discussion of the result of the data collection. It is aimed at describing the classroom interaction between teacher and students in XI MIPA 1 grader at MAN 3 Banjar.

In classroom interaction in FIACS Technique, the categories are divided into two parts, they are teacher talk and student talk. The teacher talk also divided into two parts again, they are Indirect influence which includes category accept feeling, praises or encourages, accepts or uses ideas of students, and ask question and Direct influence which includes category lecturing, giving directions, and criticizing or justifying authority. The students talk divided into three parts, they are student talk response, student talk initiation, and silence or confusion. The following table shows the FIACS Technique that the writer used to analysed the data.

Table 4.14 Flander's Interaction Analysis Categories System (FIACS)

Teacher Talk		Student Talk
Indirect Influence	Direct Influence	
<p>1. Accepts Feeling: Accepts and clarifies the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting or recalling feeling is included.</p> <p>2. Praises Or Encourages: Praises or encourage student actions or behavior.</p>	<p>5. Lecturing: Giving facts or opinion about content or procedure with his own ideas, asking rhetorical question.</p> <p>6. Giving Directions: Directions, commands, or orders to which a student is expected to comply.</p> <p>7. Criticizing Or Justifying Authority: Statements intended to change student behavior from non-</p>	<p>8. Students Talk-Response: A student makes a predictable response to teacher. Teacher initiates the contact or solicits student statements and sets limits to what the student says.</p> <p>9. Students Talk Initiation: Talk by students which they initiate. Unpredictable statements in response to teacher.</p> <p>10. Silence Or Confusion: Pauses, short periods of silence, and periods of confusion in which communication cannot be</p>

<p>Jokes that release tension, not at expense of another individual, nodding head or saying “um hum?” or “go on” are included.</p> <p>3. Accepts Or Uses Ideas Of Students: Clarifying, building, or developing ideas suggested by a student.</p> <p>4. Ask Questions: Asking a question about content or procedure with the intent that a student answers.</p>	<p>acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extremely self-reference.</p>	<p>understood by the observer.</p>
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Based on three times observation that have been conducted at the XI MIPA 1 grader, it was found that all categories both in teacher talk and student talk as mentioned in FIACS Technique (Flander (1970 as cited in Febby 2014, p. 32) had been applied by the subjects. The category of “asks question” was mostly used by the teacher and “student talk initiation” category was most dominant spoken by students. Teacher talk percentage in this class in first meeting is 58,17%, second meeting is 59,29%, and the third meeting is 53,87%. Its meant that the teacher talk is dominant in the classroom. The student talk percentage in this class in first meeting is 35,66%, second meeting is 26,72%, and third meeting is 37,09%. It meant that the student talk was enough active in the classroom interaction.

Based on the results above, it could be concluded that most dominant characteristics in the classroom interaction was content cross. It meant that the

teacher more active in ask question and lecturing the student in the classroom interaction. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. It means that classroom interaction is all of interactions that occur in the learning and teaching process. In this class, we can see the interaction between students and teacher and from the result, the classroom interaction was dominant in content cross, it meant that the teacher more talking in the class and especially in category ask question and lecturing. According to Scrivener (2012, p. 146-149), There are some techniques about the questions. They are technique distinguishing degrees of openness in questions included polar closed questions, closed and open questions, distinguishing different purposes in questions included real, check, and concept questions, and look for learning, not to for correct answers. In this research, the ask question that did the teacher in teaching – learning time was included in technique question look for learning, not to for correct answer, that the teacher give the students question with the purpose look for learning. The teacher tend ask more questions to the students who seem interested and active, and this makes the students seem more interested and active, which means that they get ask more questions. Based on the theory, classroom interaction is an interaction between teacher and student, that appropriate with in this class. They did the interaction although the most dominant in the classroom is teacher talk.

Moreover, based on Dagarin (2004), that there are five types of interaction that occur in the classroom: (1) Teacher-whole class; (2) Teacher-a group of students; (3) Student-student; (4) Students-students; and (5) Students-teacher. But

in this class could be said that the interaction in this class was in four – way communication; there were interaction between teacher – students, students – teacher, students – students, and teacher – a group students . The interaction between teacher and students could be seen from the teacher’s activity in explaining the materil, asking question, giving direction, accepting feeling, praising and encouraging, accepting or using ideas of students and criticizing or justifying authority. The students – teacher interaction could be seen from the students’ activity like student’s talk response and student’s talk initiation. The students – students interaction could be seen from student’s activity also. Ur (1996) insist that there are many patterns of classroom interaction, such as group work, close-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and students answer, full-class interaction, teacher talk, self-access and open ended teacher questioning. According to the theory, In that class, we can see that interaction between students and students from the students activity when they did assignment as a group work, individual work and full class interaction. Teacher – a group students interction could be seen from when they had assignment in group. It meant like the teacher gives a task that has to be discussed in the group.

According to Brown (2007), there are five roles of interactive teacher below:

1. The teacher as controller
2. The teacher as director
3. The teacher as manager

4. The teacher as facilitator
5. The teacher as resource

In that class, the teacher as a manager, controller, and resource that could be seen from the teaching – learning process which can see that the teacher more active and talking. In addition, Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that teacher who are active in the classroom interaction are determined by the teacher's role that give chance the students to talk in the classroom. Equally important, the teacher is the key one to create the classroom interaction. So, it can be concluded that teaching – learning process in grader XII MIPA 1 in MAN 3 Banjar was content cross dominant activity which the teacher more active in talking especially in ask question and lecturing.

According to Dagarin (2004) asserts that three strategies to make the students involve in the classroom interaction including asking questions, body language, and topics. These strategies are for making the students involve in the classroom interaction. In that class, the teacher talk more dominant because the teacher dominant only in asking question. Based on Dagarin before, there are three strategies. So the teacher has to add some strategies in the teaching learning process likes more using body language and using some topics that are interesting for them since most of the students have the same interested topics as they are the same age. The interesting topic that is relevant form them will make them follow some activities actively and purposefully. It will make them involving in classroom interaction.