

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This research explored the classroom interaction in English for Tourism Class at SMK Bina Banua Banjarmasin. In this research, the writer not only focused on teacher talk but also students talk. In the following chapter, the writer tries to describe in detailed result of the observation that has done.

The observation was conducted in three meetings. They were, on Monday, August 29th 2017; on Monday, September 7th 2017; on Monday, September 12nd 2017.

In this research observation, the writer also uses video-taping and voice recorder. Its techniques are aimed to make it easy to be analysed and make sure the data accurately.

The describing below are about the interaction that occurred in each meeting as follows:

1. Meeting 1

The meeting one was conducted on Monday, August 29th 2017. In this meeting, the class learned about how to use to be, positive sentence, negative sentence, and interrogative sentence.

Based on the observation that the writer did, it show that the most of time in meeting 1 was dominated by teacher talk. Its percentage is 63%. The data is presented in the following matrix.

Table 4.1
Matrix of Meeting 1

	1	2	3	4	5	6	7	8	9	10	11	Total
1								2	1	2		5
2		4	3	5	5	2		30	49	7	6	111
3								2	16	1		19
4	1	37	7	9	26	10	2	28	40	15	6	181
5		11	3	3	25	2	1	15	22	2	1	85
6		8	2	2	3	23	1	22	22	3	1	87
7					1			1	2	1	2	7
8	3	23		38	8	28	2					102
9	1	25	3	92	11	19					1	152
10		4		18	5	2	1	1				31
11				15	1	2						18
Total	5	112	18	182	85	88	7	101	152	31	17	798
%	0,63%	14,04%	2,26%	22,81%	10,65%	11,03%	0,88%	12,66%	19,05%	3,88%	2,13%	100%

Teacher Talk Ratio/Percentage of Teacher Talk (TT)

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100$$

$$TT = \frac{5+112+18+182+85+88+7}{798} \times 100$$

$$TT = 62.28\%$$

Indirect Teacher Talk Ratio (ITT)

$$ITT = \frac{C1+C2+C3+C4}{N} \times 100$$

$$ITT = \frac{5+112+18+182}{798} \times 100$$

$$ITT = 39.72\%$$

Direct Teacher Talk Ratio (DTT)

$$DTT = \frac{C5+C6+C7}{N} \times 100$$

$$DTT = \frac{85+88+7}{798} \times 100$$

$$DTT = 22.55\%$$

Students' Talk Ratio/ Percentage of Students' Talk (ST)

$$ST = \frac{C8+C9}{N} \times 100$$

$$ST = \frac{101+152}{798} \times 100$$

$$ST = 31.70\%$$

Silent and Confusing Ratio (SC)

$$SC = \frac{C10+C11}{N} \times 100$$

$$SC = \frac{31+17}{798} \times 100$$

$$SC = 6.01\%$$

According to simple calculation above, the writer knows that percentage of the teacher talk is 62.28%. Indirect teacher talk is 39.72%. Direct teacher talk is 22.55%. Then move to students section, the percentage of the student talk is 31.70% and the silent and confusing ratio is 6.01%.

This is the result of data collection that can see in the matrix table. The description is explained from the highest to the lowest percentage.

a. Ask question

Based on the result of observation in the matrix above, the writer can see that questioning was the most frequent utterance that the teacher said. Its percentage is 22.81% with 182 times recorded while the observation. Asking question is the fourth category in FLINT System. The questioning that teacher did in this meeting, whether to stimulate the student to talk, to know the student comprehension about the lesson, to get the students opinion, even though to get the information from the students. The following extract shows the questions that asked by the teacher was to know the students comprehension.

Extract 1

T : Sekarang kita bikin menjadi pola atau pattern, rumus.
What do you call this one? Apa namanya?

Ss : Subject

T : Subject, Please mention all of subject. Sebutkan semua subjek apa saja?

Ss : He, she, It, I, you, we, we,

In extract 1, the teacher gave direction to make the pattern based on the sentences that they made in the previous talk. After that, the teacher asked them the name word that the teacher pointed on the whiteboard. The students answered with 'subject'. To know the students comprehension about subject, the teacher asked question again about all of subject.

b. Student response, open-ended or student initiated

After the fourth category, the ninth category is revealed with 19.05%. It is student response, open-ended or student initiated. 152 times was recorded in this meeting as the ninth category. Student response, open-ended or student-initiated is one of the students talk categories. In this category, the students respond the teacher with their own ideas, opinion, reaction, etc. It is based on student initiation.

Extract 2

- T : Maya?
- S : Yes, Maya Rahmah
- T : Maya Rahmah, Maya sibuk
- Ss : She is Maya. Is she busy
- S : Maya is busy

In extract 2, student response was recorded as the ninth category, because the students with their initiated make sentence from the teacher said. Many students try to give the correct sentence, according the lesson they have learned, which is how to use to be.

c. Praises and encouragement

Then, the teacher talk; praise and encouragement get 14.04%. In meeting 1, it is recorded as many 112 times. This category included the teacher talk of praising, encouraging students to continue, trying to give them confidence or confirming that the answer were correct. This category has sub-categories which are jokes, kidding, making puns, attempting to be humorous that was done by the teacher.

Here some extracts showing the teacher gave praises and encouragement to the student which is the second category in FLINT system.

Extract 3

T : Jawabannya ya, Are- we- happy. Pertama, kalau yes, letakkan yes dulu. Sudah yes. Ya?

Ss : Ya

T : Yes, we...

Ss : We are

Extract 3 shows the teacher was trying to encourage the student to continue the answer. Even though it is the short answers the teacher can make the students response and encourage them to talk.

Extract 4

T : Nah, ini subjek ya. Disini berarti..

Ss : to be

T : to be . Yes, we are. Kalau No?

Ss : I am not, eh, no, we ...

Extract 4 is the same as extract 3, that is the teacher was encouraging the student to answer. Also, the teacher was confirming that the student's answer is correct. It was shown by repeating student answer 'to be'.

d. Student response, specific

After praises and encouragement, the student talk is taking turn. 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. In meeting 1, the eighth category gets 12.66% of all interaction. The number is 98 times recorded by the observer/writer. Here, the extract 5 that shows students response, specific.

Extract 5

T : Are you busy ada nggak? Nggak ada ya? Okay
Lihat jawabannya. Are-you- busy

Ss : Yes...

T :Yes, you are

Ss : Yes you are

In extract 5, student only responds, 'yes' and only repeat what the teacher said. This is limited response, with specific answer.

e. Give direction

Giving direction is recorded to the number of 88 times and got 11.03% of the whole classroom interaction. Giving

direction was the clear category that the teacher performed to make classroom activity. Giving requests or commands that students are expected to follow, directing various drills, also included in the sixth category. Here, the extract 6 that show the teacher's command to the students.

Extract 6

- T : Oh, masing masing. Jadi, bikin positif, negative, interogatif ya. Okay. Iya, soal kedua yang kedua. Okay, please translate into English make it into positive, negative, interrogative. Number 2. Kita bahagia
- Ss : I am happy. Eh, we happy
- T : Sudah itu aja. Saya bahagia. Itu aja
- Ss : Itu aja Pak?
- T : Iya, itu aja. I give you 3 minutes. Nanti tiap kelompok perwakilannya maju. Kelompok ini positive, ini negative, dan yang disini interrogative.
- Ss : Iya Pa.

In extract 6, it can see that the teacher gave the exercise to the student and the teacher gave direction what the student had to do. The teacher also gave the limitation time for the student during doing the exercise and the teacher gave direction about group dividing.

f. Give information

The fifth category is giving information. The teacher probably gives fact, own opinion, lecturing, or asking rhetorical question. In this meeting giving information is 85 times with 10.65% and mostly each talking was longer taken than the other. The extract below shows the teacher's utterance in giving information.

Extract 7

T : Okay, sekarang terakhir Bapak ajarkan yes no answer nya. Ini yang terakhir ya. Hari ini positive, negative, interrogative, dan yes no answer.

Ss : (silent)

T : Jawabannya ya, Are- we- happy. Pertama, kalau yes, letakkan yes dulu. Sudah yes. Ya?

Ss : Ya

In extract 7, it can see the utterance that has done by the teacher when delivering the lesson in that day. According to the extract above, the teacher also gave the information in the previous talking. The teacher explained how to answer 'yes no question'. Definitely, most of teacher's explanation was in mother language.

g. Silent

Silent is recorded to the number 31 times of the whole interaction. It got 3.88%. Silent is a pause in the interaction when communication cannot be understood by the observer. Some extracts below show the silent interaction in teaching learning activity.

Extract 8

T : Tiga. How many to be are there? Jawabannya
There are..

Ss : (silent)

T : Tiga apa bahasa Inggrisnya?

Ss : Three

In extract 8, the students did not give response to the teacher question because they did not pay attention to the teacher explanation before.

Extract 9

T : Pujangga. Okay, Pujangga sibuk

S : He is busy

T : Pujangga....

S : (silent)

T : Pujangga, Pujangga (pointing whiteboard)

S : He

Extract 9 shows the silent interaction is caused by students need to think and interpret the teacher purpose with only one word 'Pujangga'

h. Use idea of the student

After the ninth category, the third category is taking position with 2.26% and recorded to the number of 18 times. In this category, there are four elements of using ideas of students, namely clarifying, interpreting, summarizing, and rephrasing of what the students talk about.

Extract 10

T : Adjective?

S : Kata ganti, kata sifat.

T : Adjective?

S : Kata sifat.

T : Kata sifat. Bila rumus to be, berarti menggunakan kata selain kata kerja. Jadi, ini apa namanya?

Ss : Subjek

T : Subjek. Ini?

Ss : To be

The conversation in extract 10 shows that the teacher was clarifying the student's answer is correct. After questioning and getting the correct answer, then the teacher moved to the next question. The interaction in this category is only in clarifying students ideas.

i. Confusing

In FLINT system, silent and confusing are distinguished. So, the observer must be aware and gave more attention to distinguish them, whether it is only silent or confusing. In meeting 1, confusing category got 2.13% with 17 times is recorded. The extract below shows the example of confusing part in this meeting.

Extract 11

T : I'm fine, thank you. Ok who is absent today?

Ss : (confusing)

Based on the extract above, it can see the teacher asked the students but there was no answer even though many of students still talking each other and ignored the teacher. Also, the others were confusing with the teacher's question because they did not know the meaning.

j. Criticizes the student response

In meeting 1, the seventh category was 7 times with 0.88%. In criticizing student's behaviour, most of the teacher utterance was intended to manage the classroom, to keep the students' attention, and so on. Here the example of criticizing students.

Extract 12

Ss : (talking together)

T : Yang diujung perhatikan. Jaga. Lihat rumusnya pattern nya. Apa yang diletakkan di depan?

Ss : (silent)

The extract above shows that there were students who talking together then the teacher criticized them and asked them the question. After that, the students were paying attention for the teacher.

k. Deal with feeling

Deal with feeling is the first category in FLINT system. In this meeting, it got 0.63% with 5 times was recorded. Deal with feeling includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present,

and/or future time, but the classroom discussion depended on the material the class were having.

Extract 13

T : Good morning, students

Ss : Good morning teacher

T : Nice to see you again. How are you today?

Ss : I'm fine thank you. And you?

In extract 13, we can see that the teacher asked the students feeling. Actually, what the teacher did was very general. The writer did not find the other data of deal with feeling in this meeting.

2. Meeting 2

The meeting one was conducted on Monday, September 7th 2017. In this meeting, the class learned about how to make positive, negative and interrogative sentence by using verb.

Based on the observation that the writer did, it showed that the most of time in meeting 2 was dominated by teacher talk. Its percentage is 62.19%. The data are presented in the following matrix.

Table 4.2
Matrix of Meeting 2

	1	2	3	4	5	6	7	8	9	10	11	Total
1								3	2	1		6
2		5	7	23	7			54	39	4	1	140
3								18	19			37
4	1	23	22	2	20	9	1	61	40	10	4	193
5		4		1	44	6		25	17	5	1	103
6		20	1	1	4	20			54	4	1	105
7								2	3			5
8	3	51		91	16	33						194
9	1	20	5	75	10	32	9					152
10		2		24		7		1				34
11				5		2						7
Total	5	125	35	222	101	109	10	164	174	24	7	976
%	0,51%	12,81%	3,59%	22,75%	10,35%	11,17%	1,02%	16,80%	17,83%	2,46%	0,72%	100%

Teacher Talk Ratio/Percentage of Teacher Talk (TT)

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100$$

$$TT = \frac{5+125+35+222+101+109+10}{976} \times 100$$

$$TT = 62.19\%$$

Indirect Teacher Talk Ratio (ITT)

$$ITT = \frac{C1+C2+C3+C4}{N} \times 100$$

$$ITT = \frac{5+125+35+222}{976} \times 100$$

$$ITT = 39.65\%$$

Direct Teacher Talk Ratio (DTT)

$$DTT = \frac{C5+C6+C7}{N} \times 100$$

$$DTT = \frac{101+109+10}{976} \times 100$$

$$DTT = 22.54\%$$

Students' Talk Ratio/ Percentage of Students' Talk (ST)

$$ST = \frac{C8+C9}{N} \times 100$$

$$ST = \frac{164+174}{976} \times 100$$

$$ST = 34.63\%$$

Silent and Confusing Ratio (SC)

$$SC = \frac{C10+C11}{N} \times 100$$

$$SC = \frac{24+7}{976} \times 100$$

$$SC = 3.17\%$$

According to the simple calculation above, the writer know that the percentage of the teacher talk is 62.19%. Indirect teacher talk is 39.65%. Direct teacher talk is 22.54%. Otherwise, the percentage of the student talk is 34.63% and the silent and confusing ratio is 3.17%.

This is the result of data collection that can see in the following matrix. The description is explained from the highest to the lowest percentage.

a. Ask question

Ask question by the teacher in teaching learning process was taking place as the highest position as same as in the meeting 1. Based on the result of observation in the matrix above, it can see that questioning was the most frequent utterance that the teacher said. Its percentage is 22.75% with 222 times recorded while the observation. Asking question is the fourth category in FLINT System. The questioning that teacher did in this meeting, whether to stimulate the student to talk, to know the student comprehension about the lesson, to get the students opinion, even though to get the information from the students. The extract below shows the question that asked by the teacher intended to stimulate the student to talk.

Extract 14

T : Okay, kasih tau jawabannya apa? Is he busy?

Ss : (confusing)

T : Yes, apa?

S : yes, he is

Extract 14 shows that the teacher was trying to stimulate the students to talk. In previous talk, the students confused how to answer or to express their answer. Therefore, the teacher asked the same question with a little clue.

b. Student response, open-ended or student initiated

Same with meeting 1, in this meeting the ninth category is revealed as the second position with 17.83%. In this meeting, the percentage is lower than meeting 1. But, the number of this category was increase to 174 times. Student response, open-ended or students-initiated is one of the students talk categories. In this category, the student responded the teacher with their own ideas, opinions, reactions, etc. It is based on the student initiation.

Extract 15

T : Kata kerja. Ya? Bapak minta diakhir pelajaran nanti kalian bisa membuat itu. Paham?

- S : Understand
- T : Do you understand?
- Ss : Yes..... yes, I do
- T : Okay, is there any question?
- S : Adakah yang ditanyakan?

As can see in the extract above, students' responses were free according to their own idea or reaction. In line 2, the student responded the teacher question by using English. They said, 'understand'. After students' response, the teacher said 'do you understand?' to correct the answer pattern. At the first, the students only said, 'yes'. Then just a moment, they were completing the answer by said 'yes, I do'. The students response was non predictable. It based on their own, so these talks were included in the ninth category.

c. Student response, specific

In meeting 2, the third percentage position was student response-specific. It is the eighth category. In meeting 2, the eighth category got 16.80% of all the interaction in the whole class. The number was 64 times recorded by the observer/writer. The percentage of this meeting is higher than the meeting 1. This category is only responding the teacher

within specific and limited range. Reading aloud, dictation, and drill are included. Here, the extract 16 that shows students response, specific, drill that did by the students.

Extract 16

T : No, she is not. Okay, repeat

S : No, is not

T : No

S : No

T : She

S : She

T : Is

S : is not

In extract 16, students' responses were very limited. The activity is called drill which the students only repeat what the teacher said.

d. Praises and encouragement

After the students part, the teacher talk was taking position; praise and encouragement get 12.81%. It was lower than the previous meeting. It is also only recorded as many 125 times. This category included the teacher talk of praising, encouraging students to continue, trying to give them

confidence or confirming that the answer were correct. This category has sub-category which are jokes, kidding, making puns, attempting to be humorous that was done by the teacher.

Here extracts 17 that show the teacher gave prizes and encouragement to the student.

Extract 17

T : Iya.

S : Oh, iya berarti yang diatas tu panas. Yang dibawah tu dingin.

(The class is laughing)

T : Iya, yang ini panas. Berarti verb 1 nya nggak pakai es/s. Yang dibawah dingin, jadi pakai es/s.

S : Iya, pakai es batu..

T : Okay, sekarang saya ganti kalimatnya.

Ss : Apa Pa?

According the extract above, in line 3 the teacher was attempting to be humorous. Maybe it was intended to make the atmosphere of the classroom to be more fun.

Extract 18

T : Adelia. What do you think of Adelia's answer?

Ss : True

T : The answer is true

Ss : true..

T : Okay, give applause for her

Ss : (tepuk tangan)

In extract 18, it can see that the teacher gave a praises for a student who her answer was correct. The teacher asked all of the students to give her applause as the praising category.

e. Give direction

Giving direction is recorded to the number of 109 times and gets 11.17% of the whole classroom interaction. Giving direction was the clear category that the teacher performed to make classroom activity. Giving requests or commands that students are expected to follow, directing various drills, also included in the sixth category. Here, the extract 19 that show the teacher's command to the students.

Extract 19

T : Okay. Sekarang Bapak kasih soal. I give you an exercise.

S : Saya akan kasih kamu soal

T : Okay, write down on your notebook. Number 1

S : Belum Pa

T : Tono
 Ss : (writing down)
 T : Minum
 SS : Ulang Pa
 T : Tono minum. Susu setiap pagi
 Ss : Tono minum susu setiap pagi
 T : Iya. Okay, next. Number 2, Tini
 Ss : Apa Pa?
 T : Nomor 2, Tini. Makan- nasi goreng
 S : Nasi goreng.

Based on the extract above, the writer knows that the teacher gave the exercise to the students. The exercise was to translate the sentence and make them into the positive sentence. The teacher only gave 3 exercises with 3 minutes time to doing it.

f. Give information

After giving direction, giving information was taking place. Giving information is the fifth category. The teacher probably giving fact, own opinion, lecturing, or asking rhetorical question. In meeting 2, giving information is 101 times, with 10.35% and mostly each talking was longer taken time than the

other. The extract below shows the teacher's utterance in giving information.

Extract 20

- T : Kata kerja, Sepak bola sebagai ob...
- Ss : Objek
- T : Subjek
- Ss : Subjek
- T : Verb
- Ss : Verb
- T : Plus objek. Coba Bapak beri contoh. Saya bermain sepakbola setiap hari Minggu. Saya-bermain-sepakbola-setiap-hari-Minggu.
- Ss : I playing
- T : Nggak pakai ing. Kita pakai present tense.
- Ss : I play football. Everyday Sunday.. Sunday

All of the teacher utterance in extract 20 was included in give information. In this meeting, when the teacher said like on the extract above, he was writing on the whiteboard. Also he wrote the pattern to make the student easy to learn and understand it.

g. Use idea of the student

After the fifth category, the third category is taking position with 3.59% and recorded to the number of 35 times. It increased from the meeting 1 which only got 18 times for this category. In this category there are four elements of using ideas of students, namely clarifying, interpreting, summarizing, and rephrasing of what the students talk about.

Extract 21

- T : Iya. Ok, coba kamu?
- S : No, she isn't
- T : Iya, bisa keduanya ya. Is not atau isn't. Nah, hari ini. Today saya ingin kamu semua bisa menggunakan positive sentence, negative sentence kalimat negative, interrogative sentence by using verb.

Based on the extract above, in line 3 the teacher was clarifying the students' answer is accepted. In the previous talk the teacher give the explanation about how to answer the question (yes no question). He gave an example 'he is not', and supposed to the students will answer with the same pattern. On the other hand, students' answer was 'no, she isn't'. And then he used the students' idea, so this talking was included as the third category in the teacher talk.

h. Silent

In meeting 2, silent is recorded to the number 24 times of the whole interaction. It gets 2.46% and it is lower than in the meeting 1. Silent is a pause in the interaction which communication cannot be understood by the observer. Some extract below show the silent interaction in teaching learning activity. Here, some extracts in this meeting that show the silent category.

Extract 22

T : Nah, inilah rumus positif. Sekarang Bapak ganti. Bila subjeknya Bapak ubah berubah nggak verb nya nih?

Ss : (silent)

Extract 23

T : Kata kerja dengan kalimat negative. Ada yang bisa bikin kalimat negative?

Ss : (silent)

T : Atau ada yang tau rumusnya? Dou you know the pattern?

Ss : (silent)

In extract 22 and 23 above, the students were silent and there is paused interaction.

i. Criticizes the student response

In meeting 2, the seventh category was 10 times with 1.02%. In criticizing student's behaviour, most of the teacher utterance was intended to manage the classroom, to keep the students' attention, and so on. Here the example of criticizing students.

Extract 24

- T : Iya, 3 kali. Jawabannya apa jawabannya?
- Ss : to study
- T : (menggeling)
- Ss : Yes I is
- T : salah
- S : Yes, I am
- T : Iya, jawabannya yes I am. Bapak kasih contoh, lihat semuanya? Hallo..
- Ss : Hai
- T : Hai
- Ss : Hallo
- T : Hallo hallo hai
- Ss : Hai hai hallo
- T : Hai hai hallo
- Ss : Hello hello hai

In line 3 of extract 24, the student's answer was wrong, the teacher will stop asking until the answer was correct, and the teacher criticized them because they were noisy. The teacher used 'hello hi' method to make the classroom more quite.

j. Confusing

In FLINT system, silent and confusing is distinguished. So, the observer must be aware and gave more attention to distinguish them, whether it is only silent or confusing. In meeting 1, confusing category gets 2.13% with 17 times is recorded. While in this meeting, the percentage was decrease. It only gets 0.72% with 7 times recorded. The extract below shows the example of confusing part in this meeting.

Extract 25

T : Okay, before we start we pray first. Pray begin.

Ss : (confusing)

T : Paham jua kah?

Ss : Kada...

Based on the extract above, the student were confusing when the teacher gave the instruction. The confusing part

occurred because they did not know the meaning of teacher's instruction.

k. Deal with feeling

Deal with feeling is the first category in FLINT system. In this meeting it only gets 0.51% with 5 times was recorded. Deal with feeling includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present, and/or future time. But, the classroom discussion depended on the material the class were having.

Extract 26

T : Good morning, students

Ss : Good morning, teacher

T : Nice to see you again. How are you today?

Ss : I'm fine, thank you. And you?

T : I feel okay. What day is today?

Ss : Yes

In extract 26, we can see that the teacher asked the students feeling. Actually, what the teacher did was very general. The writer did not find the other data of deal with feeling in this meeting.

3. Meeting 3

The meeting one was conducted on Monday, September 12nd 2017. Actually, in this meeting, the class was late to begin. The teacher was coming late to the class about 20 minutes. Therefore, the interaction that recorded was less from the real time.

In this meeting, the class learned about how to make positive, negative and interrogative sentence by using W-H question.

Based on the observation that the writer did, it shows that the most of time in meeting 2 was dominated by teacher talk. Its percentage is 61.33%. The data is served in the following matrix.

Table 4.3
Matrix of Meeting 3

	1	2	3	4	5	6	7	8	9	10	11	Total
1								2	2	1		5
2		2	1	1	4	2		11	19		2	42
3								11	27			38
4	1	16	21	3	16	11	3	18	31	4	4	128
5		2	1		34	7	1	23	24	3	1	96
6		4	9	4	4	12	1	30	21	5	1	91
7				1	1		1	1		1	1	6
8	3	9	2	35	17	30				1		97
9	1	8	3	68	8	25		1	2			116
10		1	1	7	1	4		1		1		16
11				9								9
Total	5	42	38	128	85	91	6	98	126	16	9	644
%	0,78%	6,52%	5,90%	19,88%	13,20%	14,13%	0,93%	15,22%	19,57%	2,48%	1,40%	100%

Teacher Talk Ratio/Percentage of Teacher Talk (TT)

$$TT = \frac{C1+C2+C3+C4+C5+C6+C7}{N} \times 100$$

$$TT = \frac{5+42+38+128+85+91+6}{644} \times 100$$

$$TT = 61.33\%$$

Indirect Teacher Talk Ratio (ITT)

$$ITT = \frac{C1+C2+C3+C4}{N} \times 100$$

$$ITT = \frac{5+42+38+128}{644} \times 100$$

$$ITT = 33.07\%$$

Direct Teacher Talk Ratio (DTT)

$$DTT = \frac{C5+C6+C7}{N} \times 100$$

$$DTT = \frac{85+91+6}{644} \times 100$$

$$DTT = 28.26\%$$

Students' Talk Ratio/ Percentage of Students' Talk (ST)

$$ST = \frac{C8+C9}{N} \times 100$$

$$ST = \frac{98+126}{644} \times 100$$

$$ST = 34.78\%$$

Silent and Confusing Ratio (SC)

$$SC = \frac{C10+C11}{N} \times 100$$

$$SC = \frac{16+9}{644} \times 100$$

$$SC = 3.88\%$$

According to the simple calculation above, the writer know that in this meeting, teacher talk percentage is 61.33%. Indirect teacher talk is 33.07%. Direct teacher talk is 28.26%. Then move to students section, student talk percentage is 34.78% and the silent and confusing ratio is 3.88%.

This is the result of data collection that can see in the matrix. The description is explained from the highest to the lowest percentage.

a. Ask question

Ask question by the teacher in teaching learning process was taking place as the highest position as same as in the meeting 1 and meeting 2. Based on the result of observation in

the matrix table above, we can see that questioning was the most frequent utterance that the teacher said. Its percentage is 19.88% with 128 times recorded while the observation. Asking question is the fourth category in FLINT System. The questioning that teacher did in this meeting, whether to stimulate the student to talk, to know the student comprehension about the lesson, to get the students opinion, even though to get the information from the students. The extract below shows the question that asked by the teacher was to get the information from the students.

Extract 27

T : Okay, sekarang siapa yang nggak hadir hari ini?
Who is absent today?

Ss : Faturrahman

T : Fatturrahman. What's happen to him?

Ss : Alpa

T : without news. And?

Ss : Lisa Lisa

T : Lisa Amelia Rahmah.

Ss : Yes

T : What's happen to her?

Ss : alpa

T : alpa juga. Who else?

Ss : M. Riza

In extract 27, the question that the teacher asked was to get the information from the student. He asked the students about their friends who was absent in that day. The students then respond it with limited responses because they were very hesitated to express it in English.

b. Student response, open-ended or student initiated

Same as meeting 1 and meeting 2, in this meeting the ninth category is reveal as the second position with 19.57%. In this meeting, the percentage is the highest one than meeting 1 and meeting 2. The number of this category was 126 times. Student response, open-ended or students-initiated is one of the students talk categories. In this category, the student responded the teacher with their own ideas, opinions, reactions, etc. It is based on student initiation.

Extract 28

T : Please give me a sentence of to be. Positive sentence. Raise your hand

S : Ulun Pak

T : Ya, kamu. Baca. Kalimat positif, pakai to be

S : Pakai to be?

- T : Iya
- S : we are happy
- T : Iya, you may take a sit. Okay. Who's next. Negatif sentence using to be
- S : Ulun
- T : Ya. You?
- S : Kalimat negative?
- T : Iya, bisa nggak?
- S : Emm... enggak
- T : Nggak bisa? Okay, you
- S : We are not happy

In extract 28, the teacher asked the students to make some sentences orally. But, at first the students were in stand up position. If they can make sentence based on the teacher's request, they can sit down. Based on the extract above, there are three students who participated on that talking. The first student can make a positive sentence using to be. The answer or her response was recorded as the ninth category. While the second students could not complied teacher's request to make a negative sentence using to be. Therefore he could not sit down. After that, the teacher asked the other students, and fortunately, the third student could complied the request. She make a negative sentence, it is 'we are not happy'.

c. Student response, specific

In meeting 3, the students talk gets higher percentage than the other category. This category gets 15.22% in this meeting. The number is 98 times recorded by the observer/writer. 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. Here, the extract 29 that shows students response, specific.

Extract 29

T : Dengarkan semuanya. The eleventh

Ss : The eleventh

T : Of

Ss : Of

T : September

Ss : September

T : Two thousand and seventeen

Ss : Two thousand and seventeen

T : Coba ulangi, bisalah?

Ss : Bisa

According to extract above, the teacher asked the students to repeat his talking. The teacher told them how to mention the date in English. This is drill activity. The students' responses in drilling were recorded as the eighth category.

d. Give direction

In this meeting, giving direction is recorded to the number of 91 times and gets 14.13% of the whole classroom interaction. Giving direction was the clear category that the teacher performed to make classroom activity. Giving requests or commands that students are expected to follow, directing various drills, also included in the sixth category. Here, the extract 30 that show the teacher's command to the students.

Extract 30

- T : Please give me a sentence of to be. Positive sentence. Raise your hand
- S : Ulun Pak
- T : Ya, kamu. Baca. Kalimat positif, pakai to be
- S : Pakai to be?
- T : Iya
- S : we are happy
- T : iya, you may take a sit. Okay. Who next. Negatif sentence using to be
- S : Ulun
- T : Ya. You?
- S : Kalimat negative?

Same with extract 28, but this extract did not focus on students talking. The all of teacher's utterances in this extract was included in giving direction.

e. Give information

After giving direction, giving information was taking place. Giving information is the fifth category in FLINT system. The teacher probably giving fact, own opinion, lecturing, or asking rhetorical question. In meeting 3, giving information is 85 times, with 13.20% and mostly each talking was longer taken time than the other. The extract below shows the teacher's utterance in giving information.

Extract 31

T : Dengan siapa kamu ngomong. Whom do you talk to. Dengan siapa kamu ngomong. Saya ngomong dengan Andi. I talk to Andi. Ya? Berarti Andi tadi menjadi ob...

Ss : Objek

T : Objek. Who is absent today? Siapa yang kada hadir hari ini. Berarti pertanyaannya subjek. Ya? Itu. Nah, kembali kita kerumus simple present tense, yang menggunakan kata tanya. Gimana rumus introgatifnya? Yang kata kerja

Ss : (silent)

In the extract above, the teacher was explaining the using of who and whom, and how to distinguish them. Then, the teacher explained about simple presents tense more. As we know, this category mostly was longer taken time than the other.

f. Praises and encouragement

In meeting 3, praise and encouragement got 6.52%. It was the lowest one than the meeting 1 and meeting 2. It is also only recorded as many 42 times. This category included the teacher talk of praising, encouraging students to continue, trying to give them confidence or confirming that the answer were correct. This category has sub-category which is jokes, kidding, making puns, attempting to be humorous that was done by the teacher.

Here extract 32 that shows the teacher gave praises and encouragement to the student.

Extract 32

- T : Tulis rumus interrogative yang kata kerja. Coba aja dulu.
- S : Oh, yang interrogative kah?
- T : Ya, kata tanya. Salah belakangan, yang penting maju dulu.
- Ss : (silent)

In extract above, the teacher's talking included in encouragement, even though it was in Indonesian language. The teacher encouraged the students to be brave come in front of the class and confident about their answer.

Extract 33

- T : Berarti sampai sini. Sisanya adalah ob...
- Ss : Objek
- T : English once a week at school at time 10.00 am.
Ya.
- S : Kalau 10.00 in the morning pang Pak?

And in extract 33 above, the teacher's talking in first line was the teacher's encouragement to the students to continue the answer. And in the line 3, the teacher was confirming that the student's answer was correct. So, these utterances included in prizes and encouragements.

g. Use idea of the student

In this meeting, the third category is take position with 5.90%. It was the highest percentage of the third category among the other meeting and it was recorded to the number of 38 times. In this category there are four elements of using ideas of students, namely clarifying, interpreting, summarizing, and rephrasing of what the students talk about.

Extract 34

- T : Do atau does. Plus ?

Ss : Plus not
 T : Not, habis not?
 Ss : Verb 1
 T : Verb 1. Plus, ?
 Ss : Plus objek

Extract 35

T : Iya, you
 S : Are we happy?
 T : Are we happy. Okay, sit down. 3 orang. Positive sentence using verb
 S : Pak

Based on the two extract above, we can see that the teacher use the students idea by clarifying the students answer. The teacher mentioned the students' answer as clarifying part. In extract 35, the teacher also used the student's idea in making sentence. In this meeting only clarifying part revealed and the summarizing, interpreting, rephrasing was nothing.

h. Silent

In meeting 3, silent is recorded to the number 16 times of the whole interaction. It gets 2.48% and it is quite the same

with meeting 2. Silent is a pause in the interaction which communication cannot be understood by the observer. Some extract below show the silent interaction in teaching learning activity. Here, some extract in this meeting that show the silent category.

Extract 36

- T : Negative sentence using verb
 S : (silent)
 T : Menggunakan kata kerja, kalimat negative.
 S : (silent)

Extract 37

- T : Kalau whom yang ditanyakan?
 Ss : objek
 T : Objek
 Ss : (silent)
 T : Dengan siapa kamu ngomong. Whom do you talk to. Dengan siapa kamu ngomong. Saya ngomong dengan Andi. I talk to Andi. Ya? Berarti Andi tadi menjadi ob...

In extract 36, the silent part was because the student gave extra attention on the teacher explanation. While in extract 37, the silent part was because the students did not know what are

they going to do or going to say. For breaking the silence, then the teacher explained more about the lesson.

i. Confusing

In FLINT system, silent and confusing is distinguished. So, the observer must be aware and gave more attention to distinguished them, whether it is only silent or confusing. In this meeting, confusing category got 1.40% with 9 times is recorded. The extract below shows the example of confusing part in this meeting.

Extract 38

T : Objek. Who is absent today? Siapa yang kada hadir hari ini. Berarti pertanyaannya subjek. Ya? Itu. Nah, kembali kita kerumus simple present tense, yang menggunakan kata tanya. Gimana rumus introgatifnya? Yang kata kerja

Ss : (confusing)

T : Ada nggak catatannya? Rumus kata kerja yang kalimat tanya

S : Subjek plus

Extract 39

T : Kalau salah, yang bujur kayapa?

Ss : (confusing)

T : Okay, Bapak beri petunjuknya dulu sedikit. Kalau bentuk kalimat negative, kira-kira rumusnya apa dulu ? yang memakai kata kerja

Ss : Do atau does

In extract 38 and 39, the students were confusing because they did not get the point of teacher's explanation. Therefore the class was confusing for a while.

j. Criticizes the student response

In meeting 3, the seventh category was 6 times with 0.93%. In criticizing student's behaviour, most of the teacher utterance was intended to manage the classroom, to keep the students' attention, and so on. Here the example of criticizing students.

Extract 40

T : Okay, Bapak nggak mau yang lain ngomong. Coba perhatikan. Yang ngomong itu coba kerjakan positifnya, interogatifnya, yes no nya. Coba pikirkan. Jangan ngomong terus. Atau kalau ngomong pelan-pelan diskusikan jawabannya nya mana yang benar.

Ss : (silent)

Extract 41

T : Nah, makanya jaga. Yang dibelakang apa jawabannya?

Ss : (silent)

T : Makanya jangan ngomong lagi. Sekarang jaga.
Pertanyaan Bapak yang ini true or false?

Ss : False

Based on the extract 40, and 41, all of the teacher's utterance were including in criticizes student behaviour. Many students were talking each other, the teacher warned their behaviour in order to the class focused in teaching learning activity.

k. Deal with feeling

Deal with feeling is the first category in FLINT system. In this meeting it only got 0.78% with 5 times was recorded. Deal with feeling includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present, and/or future time. But, the classroom discussion depended on the material the class were having.

Extract 42

T : Good morning, students

Ss : Good morning, teacher

T : Nice to see you again. How are you today?

Ss : I'm fine, thank you. And you?

T : I'm fine too. What day is today?

Ss : Lisa. Tanpa keterangan

Extract 43

T : Iya. I think enough for today. I would like to say.
Summa saalamu alaikum warahmatullahi
wabarakatuh

Ss : Wa'alaikumus salam warahmatullahi wa barakatuh

In extract 42 and 43 we can see that the teacher asked the students feeling. Actually, what the teacher did was very general. The writer did not find the other data of deal with feeling in this meeting.

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 English for Tourism Class at vocational school SMK Bina Banua Banjarmasin.

In classroom interaction in FLINT system, the categories are divided into three parts they are teacher talk, student talk, and other FLINT categories. There are also sub-categories that portrayed the whole

classroom interaction. The following table shows the FLINT system category that the writer used to analysed the data.

Table 4.4
Teacher Talk Categories

	CODE	TEACHER TALK CATEGORIES
Indirect Influence	1	Deals with feelings: accepts and clarifies the feelings of the students in a non-threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
	2	Praises or encourages: praising, complimenting, and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct. 2a. Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not anyone expense. (unintentional humor is included in this category)
	3	Uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. The ideas must be rephrased by the teacher but still be recognized as being student contributions. 3a. Repeats students' response verbatim: repeating the exact words of students after they

		participate.
	4	Asks questions: asking questions to which the answer is anticipated. (Rhetorical questions are not included in this category)
Direct Influence	5	<p>Gives Information: giving information, facts, ideas or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.</p> <p>5a. Corrects without rejection: telling students who made a mistake the correct response without using words or intonations which communicate criticism.</p>
	6	Gives directions: giving directions, commands, or that students are expected to follow, directing various drills; facilitating whole-class and small group activity.
	7	<p>Criticizes student behavior: rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger; displeasure, annoyance, dissatisfaction with what they are doing.</p> <p>7a. criticizes student response: telling the student his or her response is not correct or acceptable and</p>

		communicating criticism, displeasure, annoyance, rejection by words or intonation.
--	--	--

Table 4.5
Student Talk Categories

CODE	STUDENTS TALK CATEGORIES
8	Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answer. Reading aloud, dictation, drills.
9	Student response, open-ended or student-initiated: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participation.
10	<p>Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.</p> <p>10a. silence – AV: Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.</p>
11	Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.

	11a. confusion, non-work-oriented: more than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
--	---

Table 4.6
Other FLINT Categories

CODE	OTHER FLINT CATEGORIES
12	Laughter: laughing and giggling by the class, individuals, and/or the teacher.
13	Use the native language: use of the native language by the teacher or the students. This category is always combined with one of the categories from 1 to 9.
14	Nonverbal: gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or student behavior.

Based on three times observation that has been conducted at the English for Tourism Class, it was found that all categories both in teacher talk and student talk as mentioned in FLINT system (Moskowitz, 1971 as cited in Brown, 2001, p.170) had been applied by the subjects. The category of “asks question” was mostly used by the teacher and “student

response, open ended” category was most dominant spoken by students. In addition, only 5 types of classroom interaction Malamah-Thomas’s framework (1987, cited in Nisa, S, H, 2014, p.126) had been applied with “teacher speaking to the whole class” was mostly applied in the English for Tourism class.

1. Teacher Talk

a. Deals with Feeling

The writer found that ‘deals with feeling’ in this classroom interaction was only 5 times occurred with 0.63% in meeting one, 5 times occurred with 0.51% in meeting two, and 5 times occurred with 0.78% in meeting three. There is no change frequency in three meeting, also it only got 5 times in each meeting. Moreover, it becomes the lowest category that occurred in the classroom interaction.

According to Brown (2007, cited in Elismawati, 2015, p.64), dealing with students feeling, it is also important to communicate students past feeling. It is important because their experiences shaped their minds, the reason behind their feeling in present time, and it helps teacher avoiding students’ trauma. The understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom.

Interaction in language classroom, particularly in using “Deals with students’ feelings” category, is essential to strengthen relationship between a teacher and students and also to break the ice because the students usually feel nervous, especially at the first time they meet their teacher.

In this class, deals with students feeling only got a bit portion. As we know that is essential part to strengthen relationship between a teacher and students.

b. Praises and Encourages

The writer found that ‘praises and encourages’ in this classroom interaction was only 112 times occurred with 14.04% in meeting one, 125 times occurred with 12.81% in meeting two, and 42 times occurred with 6.52% in meeting three. There is significant percentage difference in each meeting. In meeting three, the praises and encourages that the teacher gave was decreased from the two previous meeting. But, the average of those three meetings is 93 times occurred with 11.12%. The percentage was not bad and had a balance through the whole classroom interaction.

This category got the higher number if it was compared with the other research that related with this topic. According to Winanti on her journal; “Classroom Interaction: Teacher and Student Talk in

International Class Program”, the percentage only got 5.4%. Therefore, praises and encourages that found in this research was quite high.

Teacher activities are not only conducting lesson plan and develop teaching materials, also motivate students. The activities can raise their motivation so they can find and develop their language skill.

In education, the term *praise* refers to ways that a teacher approves, acclaims and extols a student for what they have done. It is typically for completing tasks successfully and to improve to a high standard. It conveys to a student that are pleased with them and their work. (Scrivener J, 2012, p.163)

In doing daily activities in the classroom, teacher can support students with praising, complimenting and tell the students that their ideas and works are valuable. In this research, the writer found that the teacher gave encouraging more than the praising

This category is important as well since it determines the relationship between teacher and students. In addition, praising and encouraging will help them to be more confident when speaking. However, the teacher hardly used this category in teaching learning process.

c. Uses Idea of Students

The writer found that ‘uses idea of students’ in this classroom interaction was 18 times occurred with 2.26% in meeting one, 35 times

occurred with 3.59% in meeting two, and 38 times occurred with 5.90% in meeting three. Its percentage was increase from meeting by meeting.

According to Brown (2007, cited in Elismawati, 2015 p.64) Teacher's attention to students contribution is a great appreciation for students works. Some ways in expressing the appreciation, such clarify, using, interpret or summarize the ideas of students. Teacher can start a discussion based on students' ideas by rephrasing them but still recognized as students' contribution.

Although this category has many criteria of uses idea of students that is described above, in fact the criteria that writer found only clarifying and using. It is because the target language interaction was limited and in short span.

d. Asks Question

The writer found that 'asks question' in this classroom interaction was 182 times occurred with 22.81% in meeting one, 222 times occurred with 22.75% in meeting two, and 128 times occurred with 19.88% in meeting three. The percentage of each meeting was stable on 21.81% approximately.

The fact that asking questions in classroom interaction dominate the teacher talk is very positive as Cotton (1983, cited in Elismawati, 2015, p.69), stated that instruction which include posing questions

during lessons is more effective in producing achievement gains than instruction carried out without questioning students. Oral questions posed during classroom recitations are more effective in fostering learning than are written questions.

Questions are central to classroom life. Used well, they are one of the main engines of moving forward, Jim Scrivener (2012, p.146). In this research, ask question is the most utterance that was used by the teacher. In asking questions, the teacher frequently asked the students about their understanding related to the materials and directions given by asking “Do you understand?” Asking students using that expressions is less appropriate since it only need simple responses and polar answers, just by saying yes or no. However, if the teacher wanted to check students’ understanding, it is more appropriate to give knowledge questions, for instance “What did you get from my explanation?” This question strategy will create the interactive learning as suggested by Brown (2001, p.169).

e. Give Information

The writer found that deals with feeling’ in this classroom interaction was only 85 times occurred with 10.85% in meeting one, 101 times occurred with 10.35% in meeting two, and 85 times occurred with 13.20% in meeting three. The percentage result is quite the same in each meeting and its average is 11.46%.

Gives information is giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. (Brown, 2001, p.170)

According to Jim Scrivener, (2012, p.134) the aim of telling is to convey facts, information or procedural guidelines that will be useful for students to know – in a way that is clear, comprehensible, and memorable. Teachers need to tell students things for two main reasons: (1) to explain what to do and how to do it, (2) to convey facts and information that form part of the teaching content of the lesson.

In this research, the writer found that the teacher's reason of the telling/giving information category is dominated by conveying facts and information that form part of the teaching content of the lesson.

f. Give Directions

The writer found that 'give direction' in this classroom interaction was 88 times occurred with 11.03% in meeting one, 109 times occurred with 11.17% in meeting two, and 91 times occurred with 14.13 % in meeting three. In giving direction, the teacher used English and also translated it into mother language.

Students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically. It stated by Elismawati (2015, p.64). They expect some direction or command from their teacher. So teacher should direct the various

exercises and facilitate them by giving a whole-class or small-group activities.

According to Jim Scrivener (2012, p.128) the aim of giving direction is to give clear and effective instruction. If the students get the instruction wrong, they will cause problems that ripple through the following activity and on into the rest of the lesson. For an instruction to be heard and understood, the teacher need to make sure that the students are listening and paying attention.

g. Criticizes Student Behaviour

The writer found that ‘criticizes students behavior’ in this classroom interaction was only 7 times occurred with 0.88% in meeting one, 10 times occurred with 1.02% in meeting two, and 6 times occurred with 0.93% in meeting three. This category only got a little percentage. Even, Winarti on her journal; “Classroom Interaction: Teacher and Student Talk in International Class Program”, this category did not exist in that interaction.

Criticizes student behavior, included rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

According to Brown (2007, cited in Elismawati, 2015, p.64) sometimes in the classroom there are a few students that are difficult to

handle. In students' age, there are many internal problems they should face, such as puberty and unstable emotion. This is when teacher should communicate anger and so dissatisfaction and annoyance with students. Teacher should know the way to communicate the emotion atmosphere in the classroom so teacher can find a solution to solve the problem and build a positive interaction with students. Teacher's critic is important for students' leadership development. Telling the students about incorrect or acceptable response must be done in positive behavior without letting down the students' passion in learning.

2. Student Talk

Students talk can be used to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity.

a. Student Response, Specific

The writer found that 'student response specific' in this classroom interaction was 101 times occurred with 12.66% in meeting one, 164 times occurred with 16.80% in meeting two, and 98 times occurred with 15.22% in meeting three. The percentage in each meeting had variation. Then, the writer has to calculate its average. It was 14.89 %.

In this research, student response, specific includes responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.

Based on the previous research that conducted in Bilingual Science Classes in SMAN 4 Denpasar, in Biology classes which may be closer to students' real life, student talk-response became dominant as students could actively participate during the process of teaching and learning. Meanwhile, in Chemistry classes, the dominant analysis of classroom interaction was Teacher's Talk (Giving Direction) stated I Nengah Kumpul (2012, p.10)

In this research, in the English for Tourism Class, student talk also was not dominant. But, it got the quite high percentage. Students were most likely to give response to the teacher because of the comfortable atmosphere built by the teacher. In other words, the dominant types of interactions were dependent upon the characteristics of the subject matter.

b. Students Response, open-ended or students initiated

The writer found that 'student response, open ended or students initiated' in this classroom interaction was 152 times occurred with 19.05% in meeting one, 174 times occurred with 17.89% in meeting two, and 126 times occurred with 19.57% in meeting three. Those percentages in this research were in high level, approximately 20%.

In the related research that conducted by Afrianto A.M entitle Improving Teacher Talk To Enhance Teacher – Students Interaction (An Action Research At SMPN 1 Slawi) he stated the result of the category 9 got 6.5% at the cycle 1 and it became 20% at the cycle 2 (2015, p.126).

Therefore, the result of this category in this research is quite good if we compare with the previous research above.

c. Silence

Based on FLINT, in Brown (2001, p.170) Silence is divided into two parts. First, silence; pauses in the interaction. Periods of quiet during which there is no verbal interaction. Second, silence-AV; silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.

In this research, only silence in first category that revealed. The writer found that ‘silence’ in this classroom interaction was only 31 times occurred with 3.88% in meeting one, 24 times occurred with 2.46% in meeting two, and 16 times occurred with 2.48% in meeting three. The percentage in each meeting had variation. But, the average was approximately about 2.94%.

d. Confusion

In this research, the writer found that ‘confusion’ in this classroom interaction was only 17 times occurred with 2.13% in meeting one, 7 times occurred with 0.72% in meeting two, and 9 times occurred with 1.40% in meeting three.

Based on FLINT explanation about this category, confusion is divided into 1) Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. 2) confusion, non-work-oriented: more than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

3. Other FLINT Categories

The other FLINT system are laughter, use the native language, and nonverbal. Based on the result of research laughter was occurred 3 times in meeting one, 3 times in meeting two, and it did not exist in meeting three. Laughing and giggling by the class, individuals, and/or the teacher.

In use native language category, almost in every interaction was combined with the other category. For example, when the teacher gave instruction in English, then the teacher gave the translation of that instruction in native language.

Same with use native language category, gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or student behavior. For example, the teacher pointing the sentence, or facial expression that showed by the teacher if the students answer was wrong.

4. Type of Classroom

In the foreign language classroom, the interaction occurs variously. Malamah-Thomas (1987) as cited in Nisa, S, H (2014, p.126) divided types of classroom interaction into seven types, namely (1) teacher speaking to the whole class which is established when a teacher talks to the whole class at the same time, (2) teacher speaking to an individual with the rest of students as the hearers that can be used for an informal conversation at the beginning of the lesson or for leading students into a less guided activity, (3) teacher speaking to a group of students which refers to the teacher participating students' group work, (4) student speaking to the teacher that refers to the students' initiation, (5) student speaking to the student related to the pair-work activities that involves collaboration and self-initiated with only two students (6) student speaking to group members which is related to the group work and (7) student speaking to the whole class which is commonly applied

when the speaking activities are students-fronted, for instance in presentation and workshop

In this research, there are only 5 types of classroom interaction that occurred in English for Tourism Class. They are:

a. Teacher speaking to the whole class

This type of interaction occurred when first, the teacher greeted students in the beginning of the lesson and gave the material. Second, in the meeting 2 the teacher gave instruction for giving score of students' work. Third, it was also applied when the teacher gave a several feedback for students' performances in the end of lesson. The last, when the teacher gave information about next material that will be learned.

b. Teacher speaking to an individual

This type of interaction was applied when the teacher checked students' attendance, directed and asked a student in the classroom activities. Furthermore, it was applied when the teacher criticize students' behavior if there is a student who talk or make noisy.

c. Teacher speaking to group of students

This type was used when the teacher divided class into four groups. Then the teacher gave instruction about rule to each group. And the teacher asked each group with each question.

d. Student speaking to teacher

This type refers to the student's initiation to ask or interact with the teacher. It occurred in every meeting. The students asked the teacher about the material. But, the students only spoke in mother language.

e. Student speaking to group members

The type refers to student group discussion. The teacher asked them to make particular sentences. Unfortunately, they tended to spend their times to interact with their fellows using native languages, Banjarese and Bahasa Indonesia.