

CHAPTER IV

FINDING AND DISCUSSION

The research investigated the classroom interaction at Seventh Grade A of SMP Negeri 1 Kapuas Timur. The first observation was made on August 1st 2017, the second observation was made on August 3rd 2017 and the last observation was made on August 8th 2017. After recording and encoding the classroom events into ten categories, the researcher concerned with the construction of an interaction matrix table. It consist of ten rows and ten column. The category number of the report is tabulated in matrix table. Each number is entered in the form of sequence pairs that used twice; firstly as the first number and secondly as the second number.

A. Findings

a) Finding from the observation (FIACS)

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

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

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

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

1) Dealing with feelings

The smallest frequency in types of teacher talk that occurred in the class was dealing with feelings. However, these types of teacher talk produced by the teacher in the classes. There were only twelve utterances occurred in three meetings. The teacher produced this type of teacher talk in order to help the students to understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. The example of giving direction made by the teacher is provided below.

There were only one utterances of dealing with feelings found in this meeting. The following is one of the examples.

T : Assalamualaikum wr.wb. Good morning everyone ?

S : waalaikumsalam wr.wb. Good morning mom.

T : how are you today ?

S : I'm fine, and you ?

T : I'm fine too, thank you.

2) Praising or Encouraging

Praising and encouraging were teacher's statements carrying the value judgment of approval. This type of teacher talk occurred in the classes. The teacher often gave praise and encourage to the students during the class interaction. The teacher's purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process. The following is an example of praising or encouraging produced by the teacher.

There are 16 utterances of praising and encouraging found in this meeting. The following is one of the examples.

T : that 's right. *Nah sekarang silakan buka bukunya on page 2. Di sana ada sebuah lagu. Apa judulnya ?*

S : good morning mom.

T : very good, *apa artinya ?*

S : *selamat pagi.*

T : Good.

3) Using Ideas of the Students

In a classroom interaction, sometimes the teacher was using ideas of students. This type deal with the teacher responses toward the student's idea. From four meetings observed, it can be found that the teacher produced 45 utterances of using ideas of students in all classes. The teacher purpose in use idea of student is to developing the student's idea become clear. The following is an example of using ideas of students produced by the teacher.

S : My favorite food is fried rice

T : *Artinya apa ?*

S : *Makanan kesukaan saya....(bingung)*

T : *Iyaa apa ?*

S : *Nasi*

T : *Yang friednya ? ibu kasih clue kalau kita memanaskan wajan kemudian menuangkan minyak goreng disebut apa ?*

S : *Goreng bu, nasi goreng*

T : Very good.

4) Asking Question

Asking questions was a type of teacher talk that also occurred in all meetings. During the four meetings, the teacher very often produced this type of teacher talk. Based on the transcriptions, there were 71 utterances occurred in all meetings. Asking questions were the

second most frequently types of teacher talk that occurred in both of those classes. The example of asking question made by the teacher is provided below.

T : Ok, I am a student of SMP Negeri 2 Biak. Ada yang tau artinya apa ?

S : Saya seorang pelajar SMP Negeri 2 Biak

5) Lecturing

Based on the observation, this type of teacher talk occurred in all meetings. In classroom interaction, the teacher often gave information to the students. It can be showed in form of lecturing. There were 79 utterances made by the teacher during four meetings. The example of giving information made by the teacher is provided below.

T : itu huruf R (/ar/) nah itu bedanya cara pengucapan huruf R dalam bahasa Indonesia dan bahasa Inggris. Jadi symbol titik dua itu menerangkan bahwa cara pengucapannya sampai pada tenggorokan.

6) Giving Direction

Giving direction is one type of teacher talk that also occurred in this study. There are 17 utterances occurred in three meetings. Giving direction was one types of teacher talk that frequently occurred during three meetings.

T : Very good. So, it is clear. Ok, now you have already open your book.

7) Criticizing Students Behavior

Criticizing student behavior is one type of teacher talk that also occurred in this study. There are only 5 utterances occurred in four meetings.

S : Who are you from ?

T : *Sebentar bukan who tapi ?*

S : Where

T : *Ya, where silakan dilanjutkan lagi*

8) Students talk responses

Talk by students in response to teacher's talk. Teacher initiation contact, or students statement, or structure the situation. Teacher ask question students gives answer to the question.

T : *Biasanya apa saja yang disebutkan untuk memperkenalkan diri ?*

S : *Nama, alamat, hobi.*

9) Students talk initiation

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

S: *Bu tulis atasnya bahasa inggris, bawahnya bahasa Indonesia kah bu ?*

T : *Ya boleh, tulis dulu bahasa inggrisnya diatasnya, dibawahnya terjemahnya. Tapi, hasil akhir tetap tulis di buku masing-masing.*

10) Silence

Silence means pauses in interaction during which there is no verbal interaction. This is also include silence in which a piece of audio and visual equipment.

T : Very good. *Ya tolong nanti diperhatikan lagi temannya maju. Dihafalkan benar-benar karna dialognya ini singkat. Sekarang dari kelompok 1 dulu maju, 2 orang perwakilan dari kelompoknya, yang lain harap diperhatikan temannya yang di depan.*

S : (Silence)

1. The percentage of teacher and students interaction during classroom interaction at SMP Negeri 1 Kapuas Timur.
 - a) Classroom Interaction of Seventh Grade A of SMP Negeri 1 Kapuas Timur by FIACS (first meeting, 80 minutes).

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

Table 4.1 matrix classroom interaction of SMP Negeri 1 Kapuas Timur

	1	2	3	4	5	6	7	8	9	10	total
1	4										4
2		2				2		6			10
3								5			5
4				1		1		10			12
5											0
6	1	2						17			30
7											0
8		3	8	10		7	1	6		11	46
9					2		1			1	4
10		1				1	1				3
total	4	10	5	12	8	12	2	26	5	3	114

Notes:

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

$$a) \text{ Teacher Talk} = \frac{61 \times 100}{114} = 53.50\%$$

$$b) \text{ Students Talk} = \frac{50 \times 100}{114} = 43.85\%$$

$$c) \text{ Silence} = \frac{3 \times 100}{114} = 2.63\%$$

The most dominant in interaction classroom in the first meeting was also teacher's talk. The proportion of teacher talk was 53.50%, it means that the teacher did more in giving direction in the classroom. Teacher talk in classroom in the classroom in the first

meeting are summarized below : lecturing and Criticizing or justifying authority 0% was the less activities in the teacher's talk. Direct teaching is more dominant used by teacher than indirect teaching in her interaction. Silence or confusion in the first meeting spent 2.63% of the interaction classroom.

- b) Classroom Interaction of Seventh Grade A of SMP Negeri 1 Kapuas Timur by FIACS (second meeting, 80 minutes).

Table 4.2 matrix classroom interaction of SMP Negeri 1 Kapuas Timur

	1	2	3	4	5	6	7	8	9	10	total
1	4										4
2								3			3
3											0
4	1	2				2		17		3	25
5		1		1			2			4	8
6								28			28
7								3			3
8				16		30	1			3	50
9											0
10				6		7		1	1	1	16
total	4	3	0	23	35	1	3	50	0	15	137

Notes:

- | | |
|--------------------------|--|
| 1. Accepts feeling | 6. Giving directions |
| 2. Praises or encourages | 7. Criticizing or justifying authority |

- | | |
|--------------------------------------|----------------------------|
| 3. Accepts or uses ideas of students | 8. Student-talk response |
| 4. Asks questions | 9. Student-talk initiation |
| 5. Lecturing | 10. Silence |

- 1) Teacher Talk = $\frac{71 \times 100}{137} = 51.82\%$
- 2) Students Talk = $\frac{50 \times 100}{71} = 36.49\%$
- 3) Silence = $\frac{16 \times 100}{137} = 11.67\%$

The most dominant in interaction classroom in the second meeting was also teacher's talk. The proportion of teacher talk was 51.82%, it means that the teacher did more in giving direction in the classroom. Teacher talk in classroom in the classroom in the second meeting are summarized below : accepts or uses ideas of students 0% was the less activities in the teacher's talk. Direct teaching is more dominant used by teacher than indirect teaching in her interaction. Silence or confusion in the first meeting spent 11.67% of the interaction classroom.

- c) Classroom Interaction of Seventh Grade A of SMP Negeri 1 Kapuas Timur by FIACS (third meeting, 65 minutes).

Table 4.3 matrix classroom interaction of SMP Negeri 1 Kapuas Timur

	1	2	3	4	5	6	7	8	9	10	total
1	4										4
2								3			3
3								3			3
4	1				2	1		26		4	34
5					1			6		3	10
6		1						24		4	29
7											0
8		4	2	32	5	20		1			64
9											0
10				2		4					6
total	4	3	3	34	35	4	0	64	0	6	153

Notes:

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

$$\text{a) Teacher Talk} = \frac{83 \times 100}{153} = 54.24\%$$

$$\text{b) Students Talk} = \frac{64 \times 100}{153} = 41.8\%$$

$$\text{c) Silence} = \frac{6 \times 100}{153} = 3.92\%$$

The most dominant in interaction classroom in the third meeting was also teacher's talk. The proportion of teacher talk was 54.24%, it means that the teacher did more in giving direction in the classroom. Teacher talk in classroom in the classroom in the third meeting are summarized below : Criticizing or justifying authority 0% was the less activities in the teacher's talk. Indirect teaching is more dominant used by teacher than direct teaching in her interaction. Silence or confusion in the first meeting spent 3.92% of the interaction classroom.

2. Research Question 2

2. Characteristic of teacher talk at SMP Negeri 1 Kapuas Timur

- A. The characteristic of teacher talk in classroom interaction at SMP Negeri 1 Kapuas Timur of each meeting in English classes will be presented on the data result in the previous part of this chapter. The interpretation of data results will be presented as bellow :

1) The characteristic of teacher talk in the first meeting

From 3 times of research, researchers analyzed some characteristics of teacher talk, and based on the theory of FIACS, in the first meeting the most dominant characteristics in Seventh Grade A are :

a. Teacher control

Teacher also give more direction, because on the first meeting the material are dominant to teacher giving direction, like open book, given direction to students following teacher to read the dialog . in addition to correcting the way students pronunciation during the dialogue.

b. Students participation

Students are quite active in responding to questions asked by teachers, although the answers they use are still using the mother tongue which is also partly mixed with the Indonesian language.

2) The characteristic of teacher talk in the second meeting

Characteristics of teacher talk more dominant on second meeting are :

a. Content Cross

By adding the category 4 and 5, we know the Content Cross. The Content Cross shows how the teacher delivers questions and lectures. In the second meeting teacher give more dominant question. And the questions the teacher asks more about vocabulary, because most students have very little vocabulary, so asking questions are mostly used by teachers at the second meeting.

b. Teacher Control

By adding the percentage category 6 and 7, we know the total of the teacher control. The teacher control show that the teacher give commands and reprimand the students. At the second meeting the teachers also keep giving more directives to the students. The directions that are often given are translating the English language dialog into Indonesian

c. Students Participation

By adding the percentage of category 8 and 9, we know the Student Participation. The students participation show that the students give response or ask question to the teacher. Students are also very active in responding to questions asked by teachers, such as about vocabulary. students are very enthusiastic when given a question about English sentence which they then replied and translated into Indonesian.

3) The characteristic of teacher talk in the third meeting

The third meeting of interaction is more active, the students are more responsive than the previous meetings. so the interaction between teacher and student is good enough even though they are still dominant in mother tongue.

a. Content Cross

By adding the percentage category 4 and 5, we know the Content Cross. The Content Cross shows how the teacher delivers questions and lectures. The third meeting of interaction is more active, the students are more responsive than the previous meetings. so the interaction between teacher and student is good enough even though they are still dominant in mother tongue.

a) Students Participation

By adding the percentage of category 8 and 9, we know the student participation. The students participation show that the students give response or ask question to the teacher. At this meeting students are more active than the first and second meetings. the direction given by the teacher responded well to the students.

3. Research Question 3

3. Types of teacher talk used the teacher at SMP Negeri 1 Kapuas Timur

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

The researcher presenting the table of frequency of teacher talk types

- a) The types of teacher talk are there in English classes at SMP Negeri 1 Kapuas Timur are

Table 4.4 Types of Teacher Talk

No	Types of Teacher Talk	1 st meeting	2 nd meeting	3 rd meeting	Total
1	Deal with feelings	4	4	4	12
2	Praising or encouraging	10	3	3	16
3	Using ideas of students	5	0	3	8
4	Asking question	12	25	34	71
5	Lecturing	9	35	35	79
6	Giving direction	12	1	4	17
7	Criticizing students response	2	3	0	5
Total		54	71	83	208

The table above present the types of teacher talk used by the teacher in English Classes of A class at SMP Negeri 1 Kapuas Timur. From the table above, it can be seen that the teacher used all types of teacher talk based on Brown's theory (2001). The table 4.4 above shows that the teacher produced 208 utterances during the three meeting observed.

The most frequently used types of teacher talk is lecturing with 79 utterances, following by asking question with 71 utterances and giving direction with 17 utterances. In the other hand, the smallest frequency type of teacher talk that occurred in both of class was dealing with feelings with 12 utterances. So, the types of teacher talk the use by the teacher are controller, director, facilitator and resource.

B. Discussion

1. Teacher and students interaction during learning process

In this session, the result of the research is discussed related to the theories collected in Chapter Two. By the discussion it can be seen how the theories meet reality, whether they can fit the reality easily or conversely it.

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

From the interpretation of matrix table that the teacher was talking more that students, it can be seen in the proportion of teacher talks, they are first meeting 53.50% second meeting 51.82%, and third meeting 54.24%.

The result show that the teacher was taking most part in the classroom such given direction, lecturing and criticizing or justifying authority and praise or encouragement. The

teacher active in asking question to the students, the question strategy is to initiate the interaction in the classroom. This will make the students think and use their idea that they had been discussed before. It is an important part in creating classroom interaction because the teacher's questions have strong effect to them to participate. Most of the students have perception that the teacher's question will make the teacher know who they are. According to David (2007) argues that questions will attract students' attention. Because it will create classroom interaction between teacher and students, a teacher must have skill in asking questions.

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

This finding the teacher also using the simple sentences or speech modification in English, it is make the students will the understand by easily. Nunan (1989) defines that speech modification is teacher talk that is modified by the teacher to make the students more understand at what she has talked. If the students understand what the teacher talks and wants, what they must do, they will be confident to communicate in the classroom. It

will motivate them to use the foreign language in the classroom because they know what the teacher wants and what they must do.

The teacher used cooperative learning in classroom work in group. It will be stimulate the students to more active on learning process. The teacher's role at this strategy is as a facilitator. Work in group will make them feel more comfortable to say their ideas in using the foreign language because they have known the quality of their friends. Jones and Jones (2008) maintain that working in the groups will make the students tolerate each other toward their strength and weakness to achieve one purpose.

2. Characteristic of teacher talk

Based on the results, the most dominant characteristics in the classroom interaction was content cross which the teacher most given the students question to make students more active to interaction with the teacher, teacher control which it is teacher given direction to students like read the dialog without book and translated the dialog, and then the teacher also criticizing if the students have a not true when read the dialog, and the last student participation, it means that student most actively in question and answer activity in classroom interaction. The students were very active in the classroom interaction. The result shows that the students' participation (students' talk response and students' talk-initiation) was high from the total teaching-learning time.

3. Types of teacher talk

The Analysis of Teacher Talk Types includes identifying the different types of Teacher Talk, categorizing the various types of Teacher Talk into ten footing patterns and generalizing the relationship among these footing. Brown cited (2001:166), that there are five roles of interaction teacher. They are as controller, director, manager, facilitator and resource. It means that the teacher facilitate the students involve in the activity, like make students group. Teacher as director, the teacher often gave direction, command and order to the students to which the students were expected to follow the teachers' instruction. Then, the teacher also did their role as resource lecture by giving them some material and information.

Therefore, it can be concluded that the classroom interaction that occurred during the teaching-learning process in the classroom at the Seventh Grade of SMP Negeri 1 Kapuas Timur involved the teacher and the students. The teachers' talk is dominant in interaction during the teaching-learning process even though the students also active enough to talk.