



**AN ANALYSIS OF VERBAL CLASSROOM INTERACTION  
AND ITS CHARACTERISTICS: FLANDERS' INTERACTION  
ANALYSIS**

a final project  
submitted in partial fulfillment of the requirement  
for the degree of *Sarjana Pendidikan*  
in English

by  
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2019**

## DECLARATION OF ORIGINALITY

I, Estika Berlian Oktaviani, hereby declare that this final project entitled "An Analysis of Verbal Classroom Interaction and its Characteristics: Flander's Interaction Analysis" is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references.

Semarang, October 14<sup>th</sup> 2019



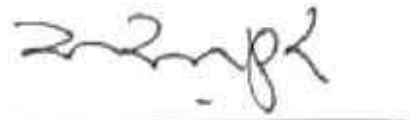
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## APPROVAL

This final project, entitled "AN ANALYSIS OF VERBAL CLASSROOM INTERACTION AND ITS CHARACTERISTICS: FLANDERS' INTERACTION ANALYSIS" has been approved by the Board of Examination and officially verified by the Dean of Languages and Arts Faculty of Universitas Negeri Semarang on December 2019

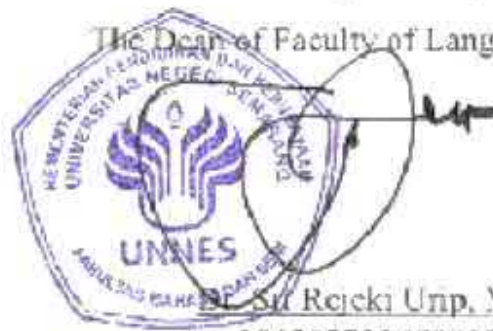
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## MOTTO AND DEDICATION

*“Success is not final; failure is not fatal: It is the courage to continue that counts”*

-Winston S. Churchill

*La yukallifullahi nafsan illa wus'aha*

“Allah never burden (you) beyond your capacity

*This final project is dedicated to:*

- *My beloved parents*
- *My sisters*
- *My big family*
- *All my best friends*

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I hope this final project will be useful for all of the readers especially for the next researchers.

Estika Berlian Oktaviani

## ABSTRACT

**Oktaviani, Estika Berlian.** 2019. Analysis of Verbal Classroom Interaction and Its Characteristics: Flanders' Interaction Analysis. A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Sri Wahyuni, S.Pd., M.Pd.

**Keywords :** Teacher Talk, Students Talk, The Characteristics of Classroom Interaction, Flanders' Interaction Analysis Category System.

This study is about an analysis of verbal classroom interaction and its characteristics. The aims of this study are to find out how much teacher talk and students talk spent in classroom interaction and what are the characteristics of classroom interaction found during teaching-learning process.

The design of this research is descriptive qualitative study which is classroom interaction analysis. This study was conducted in State Junior High School 1 Kunduran, Blora. The participants of this study were an English teacher and a class of the eighth grade students. The data were obtained by using classroom observation, videotapping and interview. The researcher used Flanders' Interaction Analysis Category System / FIACS (1970) strategies analysis to categorize and analyze the data findings in order to know the amount of teacher students talk time and the characteristics of classroom interaction.

The results of the analysis showed that teacher talk was the most dominant aspect in verbal classroom interaction. The proportion of teacher direct talk (31.16%) was higher than teacher indirect talk (22.55%). Based on the result, asking question (19.97%) was the most frequently used by the teacher talk. While in students talk, students-talk response was the most frequently used (35.93%). The percentage of teacher talk in averages was (53.70%), the student talk (36.29%) and silence (10.01%). Based on the observation result, the most dominant characteristics of classroom interaction was content cross (71.18%). This kind of interaction indicated that the teacher relied hard on asking questions and lecturing. It could be concluded that the domination of teacher talk based on characteristics of classroom interaction influenced the students' participation. Specifically, it hampered the students' initiation to share their thoughts and ideas during the teaching learning process.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents introduction which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, scope of the study, definition of key terms, and outline of the research report.

### **1.1 Background of the Study**

Interaction is an important part in our life. People should interact each other to give information, share their idea, opinion and mind. Interaction is needed to express mind, idea, opinion with someone else to get response from them. Dagarin (2004) stated that interaction is more than action followed by reaction. It means that interaction is an action that is given response or reaction or simply means a communication which involves more than one person.

Interaction can be found in classroom during teaching and learning process which involves teacher and students. Teacher and students are taking in turn through verbal communication in classroom interaction. Classroom interaction also includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction occurs because teacher and student talk in classroom, while the non-verbal interaction deals with the gestures and facial expressions by the teacher and

students when they communicate with no words.

The existence of interaction in classroom is influenced by teacher talk. Teacher talk is a speech delivered by the teacher when they explain the lesson to students. It is not one way speech but it also engages students' participation. Students can engage to learning situation by responding to teacher talk. Therefore, it becomes the consideration that teacher talk has beneficial affection toward students talk.

Teacher and students talk are related to the characteristics of classroom interaction since they are the prominent part of interaction. The characteristics of interaction in classroom covers teacher support, content cross, teacher control, and student participation. It is necessary to analyze the characteristics of classroom interaction due to the fact that teachers' direct or indirect teaching influence students' behavior.

Based on the preliminary observation, when I did teaching practice, it was found that the interaction happens in the English teaching and learning process are dominated by teacher. The teacher will perform activities such as asking questions, asking the students to repeat teacher's words, and asking them to do some exercises and some activities in English. Meanwhile, the students' participation in the classroom interaction may have different ways. At one time, they may be able to answer the questions correctly, repeat teacher's saying correctly, and follow the teacher's instruction correctly as well. But at another time, they may fail to do those activities correctly or even sit silently, giving no apparent reaction towards

what the teacher says. At this moment, silence occurred and dominated the class for a moment. Taking into consideration of the significant role of classroom interaction in teaching and learning process. Therefore, it is very important to explore the teacher and students talk toward the characteristics of interaction.

This study is classroom-centered research which concentrates on teacher and students talk. I investigated teacher and students talk as it is part of the classroom interaction as well as the characteristics of classroom interaction. By analyzing the characteristics of classroom interaction during teaching learning process, it is expected the teachers are able to gain the awareness of the influence of teacher talk toward the characteristics of classroom interaction. In line with this, the teachers are able to encourage students to talk and actively participate in teaching learning process.

To conduct such a classroom interaction research. I used interaction analysis suggested by Walsh (2006), which is Flanders Interaction Analysis Categories (FIAC) proposed by Ned A Flanders in 1970. Flanders' technique is appropriate for analyzing classroom interaction in EFL class since the technique is to measure how much the teacher and students take talking or pausing in teaching and learning process. Flanders (1970, cited in Walsh 2006) divided FIAC into three categories: teacher talk, student talk, and silence.

Clearly, in this research, I choose to investigate classroom interaction by using Flanders Interaction Analysis Categories (FIAS) and

concentrate on teacher and students talk. I want to analyze how teacher talk and students talk in classroom interaction during teaching learning process by showing the percentage of Flanders' matrix analysis and to identify the characteristics of classroom. I use Flanders' Interaction Analysis Categories suggested by Walsh (2006) as the theory to analyze classroom interaction because it is known as the appropriate approaches to analyze classroom interaction in EFL class.

## **1.2 Reasons for Choosing the Topic**

I choose the topic of the present study because I believe creating interactive environment in the classroom is an important point in the learning process and it will affect the students learning outcome. In addition, it is necessary to analyze teacher talk and student talk since they are part of classroom interaction which highly support teaching-learning process. Through classroom interaction, it will help the students to learn communicating in English by actively interaction with the teacher in learning process.

By conducting teacher-students talk analysis toward the characteristics of classroom interaction, some beneficial results of the interaction pattern in the teaching-learning situation will be obtained. It is hoped that the findings of this research may be used to improve the effectiveness of the class. Here, the result of the research can be an evaluative data to improve teacher proficiency in managing classroom interaction.



### **1.3 Statements of the Problem**

Based on the background of the study above, the problems that are explored, are stated as the following questions:

- (1) How much teacher talk and students talk spent in classroom interaction during teaching and learning process at the eighth grade of SMPN 1 Kunduran?
- (2) What are the characteristics of classroom interaction found during teaching-learning process at the eighth grade of SMPN 1 Kunduran?

### **1.4 Objectives of the Study**

The purposes for research consist of identifying the major intent or objective for a study and narrowing it into specific research questions or hypotheses (Creswell, 2012). Based on the statements of the problem above, the objectives of the study can be stated as follows:

- (1) to find out the teacher and student talk in the classroom interaction during teaching and learning process at the eighth grade of SMPN 1 Kunduran, and
- (2) to find out the characteristics of classroom interaction found during teaching-learning process at the eighth grade of SMPN 1 Kunduran.

### **1.5 Significance of the Study**

The findings of the research are expected to be beneficial and be able to give a contribution to the improvement of the effective English teaching and learning process theoretically, practically and pedagogically.

- (1) Theoretically, this research will complement previous researches and theories about classroom interaction. Moreover, this research can be used as a reference for those who will do further research regarding to teacher-students talk in classroom interaction.
- (2) Practically, the results are expected to be useful for the teachers to manage the classroom interaction well. Furthermore, it can make both teacher and students contribute and participate in the lesson effectively.
- (3) Pedagogically, the result of the study can be a source of information about classroom interaction study, especially in teacher-students talk which occur during teaching learning process in English class.

### **1.6 Scope of the Study**

The focus of the present study is on the teacher-students talk based on Flanders' Interaction Analysis Categories and the characteristics of classroom interaction. In this research, I try to analyze teacher-students talk and the characteristics of classroom interaction based on Flanders Interaction Analysis. Furthermore, this study observes an English teacher of

State Junior High School 1 Kunduran and the students she teaches. Besides, it is only one class of the eighth grade to be observed.

### **1.7 The Definition of Key Terms**

Referring to my present study, I would like to explain the terms used in this study. The terms are defined as follows:

#### **(1) Analysis**

Analysis is the process of breaking a concept down into simpler parts, so that its logical structure is displayed (Blackburn, 1996). The definition of analysis in my present study refers to the process of breaking a concept of classroom interaction especially in teacher-students talk.

#### **(2) Teacher Talk**

Teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, through teacher talk, it can give the student knowledge and control their behavior (Sukarni and Ulfah, 2015).

#### **(3) Students Talk**

Student talk is students' verbal behavior in the form of various expressions in learning process toward teacher talk.

#### **(4) Characteristics of Classroom Interaction**

Classroom interaction characteristic based on Flanders' Interaction Analysis Category is the kinds of interaction that emerge in the

classroom as a result of teacher and students' interaction. The characteristic of interaction includes content cross, teacher control, teacher support, and students' participation.

#### (5) Classroom Interaction

Classroom interaction is a verbal communication that includes teacher and students in a turn taking during the learning process. Dagarin (2006) stated that classroom interaction is the interaction between teacher and students that occur in classroom during teaching learning process.

#### (6) Flanders Interaction Analysis Categories

Flanders Interaction Analysis Categories System is an observational tool used to classify the verbal behavior of teacher and learners as they interact in the classroom (Amatari, 2015).

### **1.8 Outline of the Research Report**

The study consists of five chapters. Chapter I presents the introduction which explains about general background of the study, reasons for choosing the topic, problems of the study, objectives of the study, significance of the study, scope of the study, definition of the key terms, and outline of the research report.

Chapter II elaborates the review of the related literature. This chapter consists of review of previous studies related to the topic of the study, the

review of theoretical study and the theoretical framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with the research approach, roles of the researcher, participants and object of the study, the source of data, method of data collection, data analysis and triangulation.

Chapter IV presents findings and discussions which include general description supported by analysis result. Next, Chapter V presents the conclusions of the study from findings and discussions, pedagogical implications and gives some suggestions for teachers, students, and future researchers based on analysis result.

## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE**

This chapter deals with reviews of related literature which consists of reviews of the previous studies, theoretical background, and theoretical framework.

#### **2.1 Reviews of the Previous Studies**

There have been a number of studies working on classroom interaction. I have found some studies related to my topic. I divide them into several categories. There are teacher-students interaction, students-students interaction, based on research design, based on the theory used and the last is survey research.

For the first category, there are five studies which belong to teacher-students interaction category. The researchers who worked into this were Almira (2016), Mulyati (2013), Pujiastuti (2013), Sukarni and Ulfah (2015), and Sagita (2018). The studies conducted by Sukarni and Ulfah (2015) were aimed to describe the interaction between teacher and students conducted in the classroom and to identify the languages used in the classroom interaction during teaching-learning process. Another study conducted by Sagita (2018), the purpose of this study was to know what teacher talk and students talk constitute in classroom interaction. Almira (2016) intended to find out the process of teacher talk and student talk interaction in speaking class during teaching learning and to find out the students' Indonesian language percentages in the classroom interaction during teaching learning process in

speaking classroom. Meanwhile, Mulyati (2013) and Pujiastuti (2013) had the same concern in observing interaction between teacher and young learners. Mulyati (2013) aimed at investigating the realization of verbal classroom interaction especially teacher talk and students talk that occurred during teaching speaking. Pujiastuti (2013) also aimed to find out the realization of verbal classroom interaction, but she intended to know the teacher talk implication on student's motivation and teacher's roles in classroom interaction.

The results of those five studies showed that the interaction patterns are dominated by teacher talk. A study conducted by Sukarni and Ulfah (2015) showed the percentage of the teacher talk was 78.15%, whereas the students' participation was 21.16% and the interaction was found in three ways communication: interaction between teacher-students, students-teacher, and students-students. Sagita (2018) showed that the teacher used more in indirect influence rather than direct influence. It is about 49.6% / 16.4 %, the total of teacher talk is 56.4% of the class time. Then, the learners did more response rather than initiation with percentage 30.4% / 12.4% from the total learner talk is 42.8%. Meanwhile, Almira (2016) found the most frequently used by teacher talk was giving direction 38.46% while students talk was 39.56% and based on the observation of the result, the percentage of Indonesian language use was 27.9% in interaction.

The results of the teacher-students interaction study in young learners level conducted by Mulyati (2013) found the teacher acted as the

most dominant interlocutor during speaking activity. Besides, it also showed that the teacher's roles during interaction as director, manager, and facilitator. A study conducted by Pujiastuti (2013) showed that giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It is also found that student's initiation plays a significant part in the classroom interaction.

The study concerned on students-students interaction was conducted by Astuti (2011). In her study, she focused on finding and describing the classroom interaction in the English teaching and learning process of the bilingual class at SMPN 1 Prambanan, not only revealing the interaction between teacher and students, but also describing students-students interaction. The results of this study did not show the percentage of interaction, but the result revealed the description and discussion based on the findings. It showed the interaction between student and student was focused on (1) interaction in pre-teaching; (2) interaction in whilst-teaching divided into two namely, discussing the material activity, and practicing English activity; and (3) interaction in post-teaching.

The following studies were categorized based on the research design. Most of the researchers who worked into classroom interaction analysis using descriptive qualitative in form of case study. They are Astuti



(2011), Pujiastuti (2013), Putri (2015), Sukarni and Ulfah (2015), Almira (2016), Purwadi (2016), Nawawi (2017), Sari and Rido (2018) and Sagita (2018). However, an action research was conducted by Mukhamirudin (2015) with the purposes of the study were to find out the interaction pattern in the classroom during the teaching-learning activity, to find out the effort might be done to improve teacher talk and to know how to enhance teacher-students interaction through improving the teacher talk. The object of this study was teacher talk delivered by the teacher of SMP N 1 Slawi and the interaction pattern in the teaching-learning activity at the seventh grader students of VII-4. The activity of action research consisted of planning, acting, observing and reflecting.

In the following category, I categorized based on the theory used. Most of the researchers used FIAC theory to categorize the classroom interaction. To be specific, the researchers who worked into this were Nugroho (2010), Pujiastuti (2013), Putri (2015), Aisyah (2016), Nawawi (2017) and Sagita (2018). Another theory used was FLINT, the researchers who applied this theory were Nisa (2014), Shofyan and Mahmud (2014) and Mukhamirudin (2015). In summary, Nisa (2014) intended to investigate type of classroom interaction used during EFL speaking class and to analyze the category of teacher and student talk. As a result, Nisa (2014) applied FLINT theory to analyze classroom interaction, the findings revealed that both teacher and students applied all categories of talk as mentioned in FLINT system and classroom interaction types. The categories which were

highly suggested for the teacher to apply more are ‘praises and encourages’ and ‘asks questions’ to promote their communicative skill and to encourage students to use English during speaking activities, particularly in group work activities. Afterward, Mukhamirudin (2015) used Foreign Language Interaction Analysis (FLINT) as an analysis instrument from Moskowitz to analyze the teacher talk and the interaction.

The last category is survey research. It is commonly making used of teachers as the subject of the study. The researchers who worked into this were Suryati (2015) and Hasanat (2017). Suryati (2015) conducted a study which aimed to investigate the interaction strategies employed by teachers during the teacher-students interaction in their English class. In addition, the participants of the study involved 18 English teachers and the theory used was Self Evaluation Teacher Talk (SETT). Another survey study conducted by Hasanat (2017) was aimed to examine extent and nature of classroom verbal interaction in tenth-grade, Arabic language class based on teachers’ gender, academic degree, and years of experience. The study sample consisted of 63 teachers. The used data collection tool was an observation sheet that developed based on FIACS for classroom observation.

Regarding the previous studies which focused on classroom interaction, I decide to explore teacher-students talk toward the characteristics of classroom interaction. I also combined the methods from those researchers in collecting the data. I used classroom observation and recorded the teaching-learning activity. Besides, I also interviewed the

English teacher that I had been observed to know their perceptions about classroom interaction.

The differences between the present study and the previous studies were I did not only focus on exploring teacher-students talk, but I also analyzed characteristics of classroom interaction found and used by teacher. Therefore, I could find whether teacher-students' talk influence the characteristics of classroom interaction. Furthermore, I used interaction analysis which is called Flanders' Interaction Analysis Categories System (FIACS). From those previous studies above, almost all the researchers used FIACS to categorize teacher and students' talk, but only few of them who applied this theory to explore the characteristics of classroom interaction. That is why I intended to use Flanders' Interaction Analysis Categories System (FIACS).

## **2.2 Reviews of the Theoretical Study**

This part contains the definitions of classroom interaction, roles of classroom interaction, aspects of classroom interaction, characteristics of classroom interaction and Flanders Interaction Analysis Categories System (FIACS).

### ***2.2.1 Classroom Interaction***

Classroom interaction is a verbal communication that includes teacher and students in a turn taking during the learning process. The interaction in the classroom has an important role in learning process, through interaction the teacher can exchange ideas or information, share the feeling or experience,

and also socialize. According to Sundari (2017:148) classroom interaction involves teacher and students as interactants in using target language. In the classroom, communication is mostly initiated and maintained by the teachers. They, as a key holder of classroom communication, play prominent roles to manage the classroom participation and stimulate student language production.

### ***2.2.2 Roles of Classroom Interaction***

Interaction in the classroom plays a significant role in acquiring and learning the target language. These are several roles for interacting using the target language in the classroom.

#### **2.2.2.1 Increasing Students' Language Store**

Rivers (1987) states that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students, in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed - in real life exchanges.

#### **2.2.2.2 Developing Communication Skill**

The interaction during teaching and learning process not solely can increase students' knowledge and language store. According to Thapa and Lin (2013), "Interaction in the classroom becomes the central factor which is able to enhance the students' linguistic resources as well as equipping them with appropriate skills for communication." Naimat (2011) adds, "The

communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students.”

#### 2.2.2.3 Building Confidence

Thapa and Lin (2013) stated, “In language classroom, interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users”. Therefore, by accustoming students to interact with teacher and among their fellows will build their knowledge as well as their confidence.

#### 2.2.2.4 Strengthening the Social Relationship

Naimat (2011) explained that interaction, for students, will strengthen the relationship, either among them or with their teachers since it gives them the chance to learn from each other and to get feedback on their performance.

### ***2.2.3 Aspects of Verbal Classroom Interaction***

According to Amatari (2015), classroom interaction is divided into two kinds of classroom interaction, there are verbal classroom interaction and non-verbal classroom interaction. The main aspects of verbal classroom interaction consist of teacher talk and students talk.

#### 2.2.3.1 Teacher Talk

Teacher talk is one of the sources of language inputs that students get in the classroom. According to Ellis (1998:96), in language teaching what is claimed by teacher talk is the language typically used by teacher in their

communication. Teacher talk is crucial and important, not only for the organization and for the management of the classroom but also the process of the target language acquisition.

#### 2.2.3.2 Students Talk

Students talk can be used by the students 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. According to Flanders Interaction Analysis Category System (FIACS) technique in Brown (2001:177) there are six categories of students talk described as follows.

- (a) Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
- (b) 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.
- (c) Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
- (d) 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.

(e) 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.

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

#### ***2.2.4 Characteristics of Classroom Interaction***

Classroom interaction characteristic based on Flanders' Interaction Analysis Category is the kinds of interaction that emerge in the classroom as a result of teacher and students' interaction. The characteristic of interaction includes content cross, teacher control, teacher support, and students' participation.

##### **(a) Content Cross**

Based on the categorization of Flanders' Interaction Analysis, Content Cross belongs to teacher direct talk influence which covers (4) Asking questions and (5) Lecturing.

##### **(b) Teacher Control**

Teacher control also belongs to teacher direct talk influence which covers (6) Giving direction and (7) Criticizing or Justifying authority.

(c) Teacher Support

Teacher support goes to teacher indirect talk influence which covers (1) Accepts feeling, (2) Praise or encouragement, and (3) Accepts or uses ideas of students.

(d) Students' Participation

The last part of classroom interaction characteristics is students' participation. It covers the last two categories of student talk which are (8) student-talk response and (9) students-talk initiation.

### ***2.2.5 Flanders Interaction Analysis Categories System (FIACS)***

Flanders Interaction Analysis developed by Ned Flanders (1970 cited in Amatari 2015) is an observational tool used to classify the verbal behavior of teacher and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. Flanders' Interaction Analysis Categories has ten categories system of communication that stated inclusive of all communication possibilities. There are seven categories used when the teacher is taking apart (Teacher Talk) and two categories when the students are taking apart (Student Talk) and the last category is silence or confusion. Table 2.1 presents the complete framework of Flanders Interaction Analysis Categories System (FIACS).



Table 2.1 The Categories of FIACS

Teacher Talk	Indirect Influence (Response)	1) <b>Accepts feeling:</b> Accepts and clarifies an attitude or feeling tone of a pupil in a non-threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included
		2) <b>Praises or encourages:</b> Praises or encourages action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head saying um, hmm or go on are included.
		3) <b>Accepts or uses ideas of pupils:</b> Clarifying, building or developing ideas suggested by a pupil. Teachers' extensions of pupil ideas are included but as teacher brings more of his own ideas into play, shift to category five.
		4) <b>Asks questions:</b> Asking a question about content or procedures; based on teacher ideas, with the intent that the pupil will answer.
	Direct Influence (Initiation)	5) <b>Lecturing:</b> Giving facts of opinions about content or procedures; expressing his own ideas, giving his own explanation or citing an authority other than a pupil.
		6) <b>Giving direction:</b> Directions, commands or orders to which a student is expected to comply.
		7) <b>Criticizing or justifying authority:</b> statements intended to change pupil behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-references.

Pupil Talk	Response	<b>8) <i>Pupil-talk – response</i></b> : Talk by pupils in response to teacher. Teacher initiates the contact or solicits pupil statement or structures the situation. Freedom to express own ideas is limited.
	Initiation	<b>9) <i>Pupil-talk – initiation</i></b> : Talk by pupils that they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thought, like asking thoughtful questions, going beyond the existing structure.
Silence		<b>10) <i>Silence or confusion</i></b> : Pauses, short periods of silence and periods of confusion in which communication cannot be understood by the observer.

### 2.3 Theoretical Framework

According to the related theories and previous studies of this research, I make a theoretical framework to make the process of analysis the data during the research easier to do.

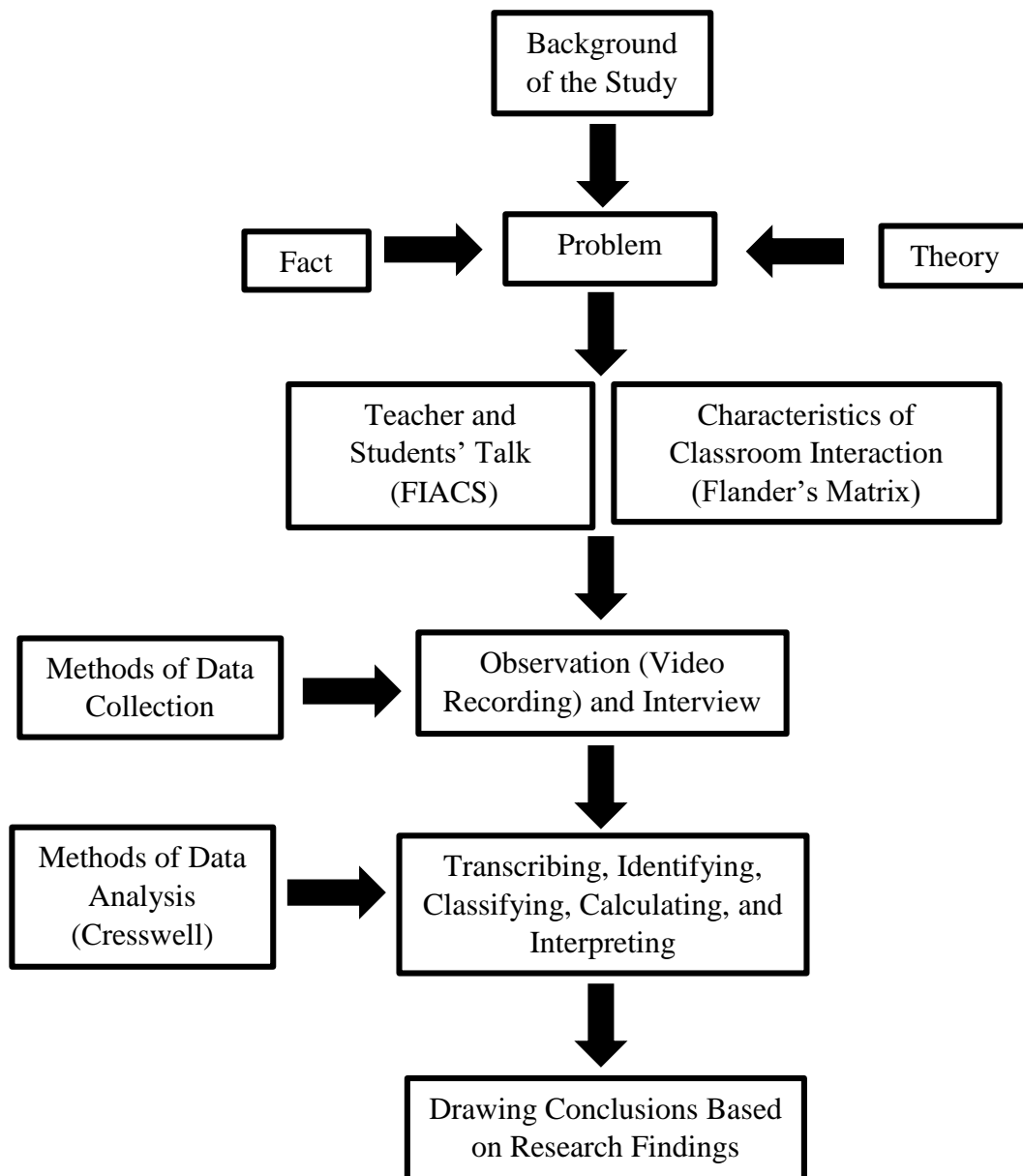


Figure 2.1 Framework of Analysis

The first procedure of doing the study is formulating the problem by considering the background of the study and the theoretical framework. As mentioned previously, the objectives of the study are to analyze teacher and students talk in the classroom interaction and to find out the characteristics of classroom interaction found during teaching-learning. The teacher and students talk are analyzed by using Flanders' Interaction Analysis System Categories. In order to fulfill those objectives, several data collecting procedures are employed, they are observation (video recording) and interview. The interview is used to get information that cannot be gained through observation. After that, the data are transcribed, identified, classified, calculated and interpreted. The last procedure is drawing conclusions based on the research findings.

**CHAPTER V**  
**CONCLUSIONS, PEDAGOGICAL IMPLICATIONS,**  
**AND SUGGESTIONS**

This chapter five presents conclusions of the analysis results based on chapter four. Moreover, the suggestions for the English teachers, students, and future researchers were also provided.

**5.1 Conclusions**

This section presents the conclusions of the whole study which has been obtained from the analysis result. In this study, it could be revealed that the English teacher who I observed in Junior High School 1 Kunduran dominated in verbal classroom interaction in the teaching and learning process.

The result of the study shows that teacher talk plays dominant part in classroom interaction. Based on Table 4.2 (p.40); it was also found that some categories of teacher talk, are beginning from the highest percentage to the lowest one in averages are: asking questions, lecturing, giving directions, criticizing and justifying the authority, praising or encouraging, accepting feelings, and using or accepting ideas of students. Regarding the students talk, this study has showed two aspects of students talk covering students-talk response and students-talk initiation. Some questions, explanations, and instructions posed by the teacher had encouraged the students to give responses. However, the students were still lack of initiation

to trigger their critical thinking and bring their ideas. Therefore, the teacher should take into account in making classroom interaction to be more interactive by reducing the central position of the teacher, appreciating the uniqueness of individuals, providing chances for students to express themselves in meaningful ways, giving opportunities for the students to negotiate meaning with each other and the teacher, and giving students choices, such as; to express what they want to say, to whom they want to say it, and how they want to say it.

The finding of the study also revealed the characteristics of classroom interaction. The role of the teacher talk in verbal classroom interaction was mostly dominated by content cross. It can be shown from the high percentage of asking questions and lecturing by which the teacher led the flow of interaction.

- (1) It could be revealed that the most dominated in verbal classroom interaction was teacher talk. It had the greatest percentage in all meetings, which were about 55.70% in averages, while the percentage of students talk was 36.29%. The highest average category of teacher talk was asking question category, the percentage was 19.97%. Asking question included in teacher direct talk and the Table 4.3 (p.41) showed that the result of teacher direct talk is higher than teacher indirect talk, which means the ratio of teacher talk is less than 1, so that the teacher talk is classified to be direct teacher talk in her teaching. Meanwhile, the lowest average category of teacher talk is

using ideas of students; the percentage was 0.29%. Using ideas of students category included in teacher indirect talk.

- (2) The most dominant characteristics of classroom interaction in teacher talk was content cross, which were about 71.18% in averages. It showed that the teacher spent more time in teaching – learning process to ask questions and lecture. The second dominant characteristic was the students' participation. The students participated in responding the teacher's question and making initiation. The proportion of students' participation was 36.32%. It meant that the students were active enough in the classroom interaction. The teacher control was the following dominant characteristic; it spent 1.07% of teaching – learning time in averages. From the result, it showed that the teacher spent a little time in giving directions and criticizing or justifying activity. While in supporting the students, the teacher spent 0% of the teaching – learning time since the teacher was rarely in praising or encouraging the students.

In conclusion, the domination of teacher talk based on characteristics of classroom interaction influenced the students' participation, it could hamper the students' initiation to share their thoughts and ideas during teaching learning process. The teacher should reduce the classroom anxiety by establishing more interactive discussion that encourage questions and stimulate students' critical thinking in the classroom without being afraid of making mistakes. In this case, the teacher could help the

students to boost their self-esteem and self-confidence, and create comfortable and non-threatening environment.

## **5.2 Pedagogical Implications**

In this part, I showed the pedagogical implications of the research as the reflection done by me as the researcher on the research findings during the research as follows:

### *(1) The importance of teacher's strategies in developing teaching method*

The English teacher should use a variety of teaching methods. Therefore, the students during teaching-learning process could be more focused on the various methods used by the teacher. According to Shinn (1997), the paradigm of teaching and learning has been changed from traditional transfer of knowledge by the teacher to constructing knowledge through experiences (by student). Therefore, the use of teaching strategies should be based on student-oriented approaches and experiences. The teacher tried to give more space for the students to share their thoughts, so that the teacher's role should be changed to be a guide or helper for student learning because student learning is not a passive process, it is active process.

### *(2) The importance of understanding the implementation of 2013 Curriculum*

According to Resita (2018), mastering learning theories and principles of educational learning can be known through the model, method, learning approach used. The study results showed that the English teacher who became the participant of the study used a learning model or method that was teacher learning-centered. However, it was contradictive with the goals



of 2013 Curriculum which tends to students learning-centered. In this case, the students are required to use discovery learning because it is considered more effective because it saves time and improves students' critical thinking. For methods, the teacher can apply groups discussion or presentations. These methods are used with the aim of training students to be more active in the learning process so that the materials taught can be maximum absorbed.

English teachers were doing reflective actions to find out the students' abilities before and after the lesson, in addition to that reflective action to improve teacher performance is by finding suitable methods or exercises to achieve the learning objectives. Moreover, by discussing students' problems with other teachers, they can find the best solutions for students. However, in this case, there is a thing that needs to be improved, namely that teachers need to apply CLT (Communicative Language Teaching) to make the students accustomed to using English during the teaching-learning activity.

### **5.3 Suggestions**

In this following section, I give some suggestions for teachers, students, and future researchers who are related to the use of verbal classroom interaction and the characteristics of classroom interaction.

First, for English teachers, this study contains of the analysis of verbal classroom interaction. Based on the findings, it is recommended for the teachers to increase dealing with feeling and encouraging the students, since

it is essential to strengthen relationship between a teacher and students and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom. For example, the teacher provides chances for students to express themselves in meaningful ways and appreciates the students by giving a reward or verbal encouragement. In addition, indirectly it will increase the teacher support in the characteristics of classroom interaction.

In the use of native language, the teacher always uses Bahasa and Javanese in interaction after the target language. Consequencely, the students are following to speak in Bahasa and Javanese. Therefore, it is recommended for the teacher to accustom the students listen to the explanation in English in order to make the teacher and the students can interact in target language.

Second, the students should not hesitate to speak in English and they should increase their talk in the class especially in making initiation. They might respond to the teacher yet they were so rare in delivering their initiation. So that, they should be more active not only in responding to the teacher talk but also in creating initiation. Teachers do not have to point them directly or force them to come forward, but the students are better to raise their hands voluntary. If they want to have better English, they must try to be active and contribute in the classroom as much as they can. Also they must try to be able deliver their response or initiation in English.

Third, for future researchers, this study can be one of the references for them who are interested in verbal classroom interaction. They will find another theory from this study which shows that teacher and student talk influence the characteristics of classroom interaction. They can use this study to support or give another perspective and additional evidence for their studies. Future researchers can explore widely about the use of students and teacher talk and the characteristics of classroom interaction in the teaching and learning activity.

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