UTILIZING FIACS FOR EXCALATING CLASSROOM INTERACTION AS TEACHING INOVATION

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Abstract

This paper present and analises utilizing of FIACS to decipher the students' passive problem in classroom interaction which was done by the teacher and nineth grade students of SMP N 1 Sungai Pua. This paper used qualitative descriptive method with observation. FIACS as an observational system, it captures the verbal behaviour of teachers and students. The role of FIACS is finding out the students' passive problem in classromm interaction as teaching inovation. There are ten categories to clasify classroom verbal interaction. Those categories devided into three aspects. They are teacher talk, students talk, and silence. One of categories in FIACS is praises and encourages. The actions in praises are giving reward in order to confirming that the students answer is correct, and giving some statement like good, very good, excelent, ect. On the other hand the actions of encourages are giving the positive reinforcement to construct the students' convident in classroom interaction. this category is applying as teaching inovation to escalating the students initiation in classroom interaction.

Keywords : classroom interaction, FIACS.

A. INTRODUCTION

Teaching and learning process in English Foreign Language classroom is including the factors that affect in learning process. There aresome factors which influence the teaching learning process such as teacher,curriculum, syllabus, materials, methods, media, evaluation, students, and interaction (harmer 2003). Each factor will influence the learning activities and learning outcomes.

Teaching is guiding and facilitating learning, enabling students to learn and set the condition for learning. It requires teacher to formulate and manage learning to enable students to achieve the target. Furthermore, teaching and learning process in classroom should be conducted as interaction to get language model and facility since its quality can influence level of acquisition. Therefore, teaching and learning process is a nature interaction process between a teacher and students.

In the English foreign language classroom teacher usually asks questions to the students and vise versa. That is called interaction. Without interaction, teaching and learning process impossible to be occurred. Interaction simply means a communication which involves more than one person. Interaction is collaborative exchange of talk, feelings or idea between two or more people resulting in a reciprocal effect on each other (brown 1994). Through interaction, students can increase their language competent and their ability in communication especially in English classroom. In the classroom activity, interaction is occurred everyday between teacher and students. It is managed by everyone, not only by the teacher in the classroom but also the students.

Classroom interaction is one of a particular nature and it involves everything communicative happening in the classroom that is occur between the teacher and students in the classroom during the teaching and learning process. Moreover, classroom interaction became an important feature of teaching learning process. There are two component of classroom interaction in teaching learning process, they are the teacher and the students. Through classroom interaction the teacher will know their quality of talking time to talk and the students will know their participation at the classroom. It means that they interacted to each other. In fact, creating communicative interaction between teacher and the students is one of the problems in teaching and learning process. During teaching and learning process, there will be time when the teacher does not get response from the students.

By applying good interaction during the process of teaching learning would support the learner participation. The interaction is called good if the students cooperate and interact among themselves, between them and the teacher, or between them with somebody else who are aware of language learning. Furthermore, classroom interaction can encourage the student to speak because it is useful in encouraging the student to think, understand and give respond. Thus, classroom is a place of teacher and students to do communication, and language classroom should become a place of all students to practice the communicative skill in real interactive situation inside and outside especially in English classroom.

There are some research tools which can be used to analyze classroom interaction. In this research the researcher using Flanders'Interaction Analysis

Categories System (FIACS) because this tool is most popular than other tools. Also this tool have observational system that is an accepted method of organizing system, in order to for coding spontaneous verbal communication, arranging the idea into a useful display and then analyzing the result. The systematic observation represents a useful means of identifying, studying, classifying and for measuring teacher influence and resultant student attitude and achievement. FIACS provides ten categories to classify classroom verbal interaction. Flander divided it into three aspects, they are teacher talk, student talk, and silent (flander 1970). In teacher talk there are some categories, it includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). In student talk there are some categories, it includes (response and initiation). In silence, it includes (period of silence or confusion).

FIACS (Flander's Interaction Analysis Categories System) is used to discover the aspects of interaction between teachers and students in classroom. FIACS used observation sheet to measure the interaction between teacher and student in the classroom. It is intended for knowing the aspects of interaction between teacher and students in the classroom. It means that researcher who wants to use FIACS tool should be written down the phenomenon of classroom verbal interaction in the observation sheet. This tool was used to measure and decide which one of the best category of teacher talk, students talk, or silence should be written down to write in the observation sheet during teaching and learning process. In fact, teacher and students are required to talk in the classroom.

Based on preliminary observation on January at 9th grade in SMP 1 Sungai Pua, the researcher found a problem. The students less to talk and they would participate to talk if the teacher encourage and asked them to talk. If the teacher did not begin to speak the students would not speak. It means that the students passive in the classroom. In this case, the teacher talk had a big influence to students talk in teaching learning process.

B. RESEARCH METHOD

Design of this research

The design of this research was descriptive qualitative. Descriptive research can be used to identify and classify the elements or characteristics of the subject.

Qualitative research was more subjective in nature and involves examining and reflecting on the less tangible aspects of a research subject, values, attitudes, and perceptions. It means that descriptive qualitative research should have informative and knowledgeable subjects. The researcher used FIACS tool to analysis as qualitative design. The researcher would describe teacher and students categories during teaching and learning process. In order to get expected data, the researcher used Flander's Interaction Analysis Categories System (FIACS). Through Flander's Interaction Analysis Categories System (FIACS), the researcher described the result of this research by showing the phenomena that occur in the classroom such as aspects of students and teacher during classroom interaction.

Informant of the Research

The informants of this research were the 9th grade in SMP 1 Sungai Pua. The reason of the research chose in SMP 1 Sungai Pua because the problem was found in that school. The classes consisted of four class, which are IX (1), IX (2), IX (3), and IX (4) class. The informant in this research was described in the following table:

Table 3.1 : The Total Informant of IXth Grade in SMP 1 Sungai Pua.

Class	Amount of students
1	20
2	20
3	20
4	20
Total	80

Source: 9th grade students in SMP 1 Sungai pua.

The table shows that there were four classes from 9th grade in SMP 1 Sungai Pua included IX (1) class, IX (2) class, IX (3) class and IX (4) class. Each class consisted 20 students from IX (1) class, IX students from IX (2) class, IX students from IX (3) class and 20 students from IX (4) class. So, the totally of IX (1) class, IX (2) class, IX (3) class and IX (4) class in SMP 1 Sungai Pua were 80 students.

Technique of Data Collection

1. Observation

Observation is a method of data collection in which researcher comes to the field to observe what is going on in the field. According to Ary *et al* defined that observation is a basic method for obtaining data in qualitative (Donald et al 2010). The qualitative research goal is complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. For doing observation the observer directly observed the classroom based on FIACS, they can be a prove by observation sheet.

In the observation sheet, the researcher got data since the researcher would take a note the describing of the data observation sheet on the particular teacher or students talk during the teaching and learning process. Before the researcher wrote the observation sheet, the researcher had to understand observation sheet's guidance that included list of Flander's Interaction Analysis Categories System (FIACS). Here is the observation sheet's guidance:

Table 3.2 :Flander's Interaction Analysis Categories System Guidance

TEACHER TALK	**INDIRECT TALK**	**1. Accepts Feelings**: the teacher accepts and clarifies the feeling (positive or negative) of the students or communicating understanding of past, present or future feelings of students **2. Praises or Encourages:** the teacher praises or encourages student action or behavior what they have said or done is correct, for example the teacher gives positive applauses by saying words like 'good', 'very good', 'better', 'correct', 'excellent', 'carry on', etc. **3. Accepts or uses ideas of students:** the teacher clarifies or interprets the ideas of students. The teacher can say, "I understand what you mean" etc. The ideas must be rephrased by the teacher but still be recognized what the students have said. **4. Asks Questions:** the teacher asks questions about content of the lesson, based on the teacher ideas and expecting an answer from the students.
	DIRECT TALK	**5. Lecturing:** the teacher lectures by giving information or ideas based on his own explanation. **6. Giving Directions:** the teacher gives directions or commands that students are

		expected to follow.
		7. Criticizing or Justifying Authority: the teacher rejects the behavior of students, trying to change the non-acceptable behavior.
STUDENT TALK		**8. Student talk—response:** the students respond to the teacher talk or question and give answer to the teacher.
		9. Student talk—initiation: the students respond to the teacher with students own ideas or opinions. Initiating the participation.
SILENCE		**10. Silence or confusion:** periods of quiet during which there is nonverbal interaction. So the interaction cannot be recorded.

(Source :Flander in Cleave Seale)

Based on the table above, the researcher take a note into observation sheet based on the guidance of FIACS. The researcher should understand ten categories in the table above. It means, the researcher did observation sheet based on FIACS in the relevant events while the teaching-learning process was going on. After that the researcher decided which one of the best categories of teacher and students talk represents in the classroom. These categories would be put into columns of observational sheet to preserve the original sequence of events.

In collecting the data, the researcher conducted non-participant observation, in which the researcher as the passive participant. It means that the researcher did not involve herself in the subject activities in the classroom. The data concerning teacher talk and learner talk in the classroom interaction were collected by doing classroom observation.

2. Interview

Interview is data collection method where there is a dialogue between an interviewer and interviewee which talk about the content of observation. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations. Based on the objective of research, it can be used to validate the data from the observation. According to Ary et al, there are three kinds of interview as follows (Donald et al 2010):

    a. Free or unguided interview. In this method the interviewer carries out the interview without any systematically plan of question as the guided line to handle it.

b. Guided interview. Here the interviewer carries out the interview by using a set of questions that planed systematically as the guided line for having the interview.

c. Free guide interview. The interviewer uses a set of questions and each question in developed to gain details information.

Based on the method of interview which was explained above, the researcher used free guided interview. In this research, before conducting interview the researcher brought general idea by some questions that is prepared before. The structure of the interview was developed prior to the interview. In this interview, the sources of information would be gotten from teacher and students. For the instrument of collecting data the researcher made an interview guide. Interview guide was list of question that is formulated by researcher used to get information needed for the research through interview between interviewer and interviewee. In order to get validity and credibility of the instrument, the researcher asked to the expert teacher to validate the interview guide.

Technique of Data Analysis

After collecting the data, the researcher analyzed the data from the observation and interview. The researcher analyzed it by using steps of qualitative data analysis adapted from Mile and Huberman in (Sugiyono2013)as follows:

1. Data collection

The data was collected from observation and interview. In observation method the researcher collect the data from observation sheet. In interview method the researcher collect data from the teacher and the students.

2. Data reduction

The data was collected by the researcher was reduced, so that only the essential one that was used in this research. The reduction was considered the objectives of the researcher to take data. Therefore, unimportant data that is not in line with the objectives of the research was omitted.

3. Data display

The data wrote a result of the research by explaining the data. In order to know the phenomenon that teacher talk and students talk done.

4. Conclusion

After displaying the data, the researcher made conclusion and suggestions based on the data that had been gathered. Here, the researcher explained the process and problems faced by the students completely. Finally, the researcher tried to give solution of the problems.

C. RESULT AND DISCUSSION

From the 10 categories in FIACS, the 7 categories were described as the teacher talk, the 2 categories were described as the students talk and the 1 category was described as the silence. In teacher talk there are some categories, it includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority).In student talk there are some categories, it includes (response and initiation). In silence there is a category, it Includes (period of silence or confusion).

Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. First is teacher talk. In this case, from categories of teacher talk in classroom interaction which was applied in the classroom were involved the direct talk and indirect talk. It includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority).Based on the result during observation and interview, the teacher used all of those categories, but there is a category of teacher talk that rarely used by the teacher, that is praises and encourage category. The teacher less to used praises in order to confirming the correct answer of the students. As a stated by (Flander 1970), In this category the teacher praises or encourages students what they have said or done is appreciated, encouraging students to continue, trying to give them confidence, confirming that answers are correct. Praises or encourages are includes statements such as "good", "right", "excellent" etc. Sometimes the teacher simply says, "I like what you are doing". These aims were made the students big heard with their job and the teacher encouragement gave a good effect for the students. It means the teacher should use praise and encourage, because it will help the students to initiate and more participate in the classroom. According to Hai and Bee (2006), the teacher who received FIACS feedback will use more praise, accept and clarify student ideas, use more indirect talk, use more positive reinforcement after teacher-initiated student talk, use less corrective

feedback, criticize students less, ask more questions, use less lecture method, give fewer directions and less teacher-initiated talk. It means that the teacher who received FIACS feedback will improve their teaching learning process in the classroom.

Second is students talk. In this case, from categories of students talk in classroom interaction which was applied in the classroom were involved (students talk response and students talk initiation). Based on the result during having observation and interview in the classroom, the students did not use students talk initiation category during teaching learning process in the classroom. As a stated by Flander, In this category the students is responding to the teacher with students own ideas or opinions. Initiating the participation. In general, the student raises his hand to make a statement or to ask a question when the teacher has not been inspired to do so. It means, the students more active in the classroom if the students would use more initiate in the classroom during learning process. In fact, the students are active subject of teaching learning process. As a stated by (Allwright et al 1991), the students make a significant contribution to the management of the interaction that takes place in the classroom. These contributions are crucial to the success of the interaction and to the success to the lessons itself as asocial event in the lives of both teacher and students.

Third is silence. Period of quiet during teaching and learning process in which there is no verbal interaction. There will be time when the students silent or pause in classroom. Based on during observation, when the teacher asked the students to give more explanation they only keep silence and look at the teacher. It indicates the class interaction was paused and there is no interaction both of them.

D. CONCLUSION

Based on the research of classroom interaction at the 9th grade students of SMP 1 Sungai Pua, it could be concluded that there are several aspects of classroom interaction that had been applied in the classroom by the teacher and students. Also that classroom interaction helped the students in learning English. Based on the result during having observation and interview in the classroom, not all the aspects of interaction were applied in the classroom. In this case, from categories of teacher talk in classroom interaction which was applied in the

classroom were involved the direct talk and indirect talk. It includes (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or justifying authority). The data showed the teacher used all categories of FIACS, but the frequency on using praises and encourages category is the lowest. In the students talk, from 2 categories of students talk, the students only used 1 category, it was (students talk response). The students did not use students talk initiation category during teaching learning process in the classroom. In silence the students ever did not give respond to the teacher talk. So in order to encourage the students more active in the classroom, the teacher should use more praises and encourages in the classroom. Also the students should participate and initiate in the classroom interaction during learning process. The teacher and the students who received FIACS will improve their teaching learning process in the classroom.

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