Flanders' Interaction Analysis Categories (FIAC) in English Foreign Language Classroom

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Abstract

This study aims to find out which teacher talk or student talk is more dominant. This study employed a qualitative methodology, in which the researcher presented the findings in a table and explained them. Researchers analyzed all types of classroom interaction using Flanders' Interaction Analysis Categories (FIAC) namely teacher and student talk. In the Teacher talk there is direct influence (lectures, giving directions, criticizing or justifying authority) and indirect influence (accepting feelings, appraising or encouraging, accepting or using students' ideas, and asking questions). Meanwhile in student talk there is student talk response, initiation, and silence or confusion. The data were taken from the observations of researchers of tenth grade at MA Sunan Bonang Jombang. The finding showed that the researchers found 56% of the teacher talk and what dominated was asking questions of indirect influence by 36%. In student talk, the data obtained was 44% and the one with the highest percentage, namely student talk response, was 23%. This demonstrates the students' active engagement with the teacher's discourse. The results of this study show that teacher talk is more dominant than student talk. The research findings indicate that during English classes at MA Sunan Bonang, when utilizing FIAC (Flanders Interaction Analysis Categories), the teacher frequently engages the students by posing questions. Moreover, the students actively participate and provide responses to each of these questions posed by the teacher.

Keywords: EFL Classroom, Sociolinguistic, FIAC

1. Introduction

Language is something that is used by someone to other people to communicate. Kridaklasana (2013) says that language is a set of auditory symbols used by people in a community to communicate, interact, and identify themselves. In other words, language functions as a tool for communication. Wiyanto and Novitasari (2019) state that communication is an essential aspect of human existence, given our innate social nature. In Indonesian education, there are usually three language lessons taught, namely Indonesian, regional languages, and English. The aim is to hone studentss' language skills so that students are able to have high language competitiveness. Santosa and Kurniadi (2020) states that the language used in class will have an impact on how well student learns and develop. The use of language by teachers with students in a class is studied in a science called sociolinguistics.

Sociolingusitics, if seen from its name, is related to the study of sociology and linguistics. So it can be interpreted that sociolinguistics is the study of language that involves the community as language users and is also associated with social factors. Language as a means of communication in society focuses more on the use of language which aims to make communication between speakers and speech partners work well even though it is carried out bilingually (Khairunnisa and Sagita, 2019). In English classes or EFL (English Foreign Language) teachers and students in Indonesia often use two languages, namely the first language and the target language. Even though the actual focus of the EFL class is to improve the quality of students' English, the teacher does not always apply English in it. In our country, English is considered a foreign language rather than a second language. Therefore, it is crucial to further enhance the interaction between teachers and students in EFL (English as a Foreign Language) classes to effectively achieve the desired learning objectives.

In language learning, there are three stages that must be carried out so that language learning is said to be successful. Harmer (2007) states that these three stages are referred to as the ESA stage: Engage (E), Study (S), and Activate (A). Involving students is the first important key before encouraging students to learn and practice. This is an important key in order to make students interested in the subject. Therefore, good interaction between teachers and students can help achieve success in language learning. Interaction itself is one of the important elements in the welfare of the teaching and learning process. According to Sundari et al (2017), the teacher should predominantly take the lead in classroom interactions, initiating them through verbal communication that combined the use of the first language and the target language. In the interactions in the EFL class there are teacher talk and student talk.

The significance of verbal communication in language classes has captured the attention of researchers who are keen on analyzing various forms of teacher-student conversations that take place during the class.. The conversation or interaction is analyzed using many foreign language interaction analysis models. Some of these models are Foreign Language Interaction (FLINT), Flanders Interaction Categories (FIAC), and Teacher Self-Evaluation Lectures (SETT). In the FLINT system by Moskowitz (1971), teacher talk is divided into two types consisting of indirect influence and direct influence. FLINT system by Flanders (1970) focuses more on teacher talk only. Meanwhile, FIAC focuses on teacher talk and student talk. FLINT and FIAC have similarities in the distribution of teacher talk, namely direct and indirect. In contrast to FIAC and FLINT, SETT by Walsh (2011) stated the SETT framework serves a dual purpose for teachers. Firstly, it aids in describing the classroom interaction that occurs during their lessons. Secondly, it facilitates the development of an understanding of the interactional process, ultimately contributing to their growth as more effective's educators.

Following are some preliminary studies on classroom interaction analysis. The first is Nurhabibah's et al (2020) article entitled "An analysis of teachers' talk in EFL classrooms. The findings of this article showed that all categories of teachers' talk occurred in the classroom with varied percentages. The second is an article Winanta et al (2020) entitled "Exploring EFL classroom interaction: an analysis of teacher talk at senior high school level". The findings revealed that out of the 12 talk types in the FLINT system, the teacher employed 9 of them. The third is an article from Khusnaini (2019) entitled "The analysis of teacher talk and the characteristics of classroom interaction in English for young

learners". The finding of that article showed that based on FIAC, by heavily relying on asking questions, the teacher indirectly exerts influence on the students during the teaching and learning process. The last is an article by Valentika & Yulia (2020) entitled "An analysis of teachers' classroom interaction by using self-evaluation of teacher talk". The result of this study is showing that giving direct and referential questions can increase students' response in the EFL classroom.

Based on the previous study above, previous researchers used analytical models such as FIAC, FLINT, and SETT to analyze EFL classrooms. However, in this article the researcher focuses on classroom interaction by Flanders (1970), which later became known as FIAC analysis. The analysis of this model is divided into two, namely teacher talk and student talk. Teacher talk has two sub categories: direct influence and indirect influence. Indirect influence is divided into: accepting feelings, appraising or encouraging, accepting or using students' ideas, and asking questions. Direct influence is divided into lectures, giving directions, and criticizing or justifying authority. While student talk is divided into three, namely students talk response, student talk initiation, and silent or confusion. Furthermore, so this research focuses on the interaction of teacher and tenth grade's student in the MA Sunan Bonang Mojojejer. This research focuses on every sentence spoken by teacher-student interaction. Every sentence or spoken utterance will be analyzed using FIAC model analysis by Flanders (1970). This study aims to find out which teacher talk or student talk is more dominant.

2. Research Method

The research design employed in this study is a case study with a qualitative approach. Qualitative research is a methodology that generates descriptive data through written or spoken words obtained from individuals and observations of their behavior. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. According to Cresswell (2018), qualitative research refers to a type of research that generates and analyzed descriptive data, which may include various forms such as interview transcripts, fields notes, drawings, photographs, recordings, videos, and other similar sources. Qualitative research is intended to find a deep and thorough understanding of the meaning of a research subject. The types of qualitative research are content analysis, case studies, ethnography, grounded theory, narrative research, and phenomenology.

Research in a case study design is carried out to gain a deep understanding of the situation and meaning of something or the subject under study. According to Bogdan & Biklen (1982) a case study involves conducting a comprehensive and detailed analysis of either a specific setting, an individual, a document storage place, or a particular event. According to Yin (2014) there are four types of case studies based on their research objectives, namely exploratory case studies, explanatory studies, descriptive case studies, and confirmation case studies. The advantage of a case study over other studies is that the researcher can study the subject in depth and thoroughly. However, the weakness is that the information obtained is subjective, meaning that it is only for the individual concerned and may not necessarily be used for the same case in other individuals. This research involved collecting qualitative data such as documents, archival records, interviews, and

direct observation. Therefore this study uses a case study qualitative research type because the data collection is through direct observation.

To collecting data, researchers used the following steps namely; 1. The initian stage includes (literature review, observing objective conditions, formulating problems, and determining research methods), 2. Research implementation stage, 3. Final stage includes (case selection, data collection, data analysis, improvement, and report writing). In the implementation stage, the researcher collected data by going directly into the field using the class observation method. The data was taken from the English classroom at MA Sunan Bonang Mojojejer. Researchers recorded the interactions carried out by teachers and students. After the recording results were obtained, the researcher made a transcript of the recordings obtained. The transcripts will then be analyzed based on the classroom interaction model put forward by Flanders (1970), name teacher talk (direct and indirect influence) and student talk.

3. Result and Discussion

3.1. Result

The information in the following table is based on the researcher's analysis of the script:

Table 1. Types of FIAC based on researcher's analysis

	1 Types of FIAC			Percentage		3 Total percentage	
Teacher talk	5 Direct influence	Lectures	7	2 %			
		Giving directions	10	4%	8	7%	
		Criticizing or justifying authority	12	1%			
	3 Indirect influence 14	Accepting feelings	16	3%	17	49%	
		Appraising or encouraging	19	7%			
		Accepting or using studen'ts' ideas	21	3%			
		Asking questions	23	36%			
	24 Total				25	56%	
Student talk	27 Students talk response		30	23%			
	28 Student talk initiation		32	15%	31	44%	
	29 Silent or confusion		33	6 %			
	34 Total				35	44%	

3.2. Discussion

The study discovered ten types of FIAC in teacher-student conversation in an EFL classroom, as shown in the table above. The following is a discussion of data that has been collected by researchers.

3.2.1 Teacher Talk

The significance of teacher talk in classroom interaction is widely recognized. This section aims to elaborate on the observed findings.

3.2.1.1 Direct Influence

Direct influence included the behavior of lecturing, giving direction, and criticizing or justifying authority. Direct influence on the data mentioned by the researcher is as much as 7% of the total teacher talk category. Direct influence is dominated by giving direction, which is as much as 4%. In the interactions that occur in class, the teacher often gives them directions, such as asking students to m ake a sentence or commanding students to give their ideas. Examples of utterances that the teacher says to give direction to students is *"Mulai dari kamu mbak, ayo sebutkan alasan kamu kenapa kesulitan dalam mempelajari bahasa inggris!."*

Another category of direct influence is lecturing. In the data that the researchers have obtained, there is a lecturing category of 2% of the total 7% direct influence category. In the interactions that occur in class, the teacher does not give too many lectures to students. The teacher only gives a few sentences that express his ideas. In line with FIAC's definition of lecturing, lecturing is giving facts or opinions about content or procedures. An example of a teacher's speech that shows that it is lecturing is *"itu karena kalian tidak membiasakan diri untuk menghafal kosakata"*.

The final category of direct influence is centered on the criticism or justification of authority. Within the collected data, this particular category accounts for 1% of the overall direct influence, this amounts to 7%. This suggests that the teacher in the class refrains from making numerous statements aimed at transforming student behavior from unacceptable to acceptable patterns. There is only one data showing the criticizing of the teacher is *"Nah, itu yang membuat kemampuan bahasa inggris kalian kurang meningkat. Tapi nggak masalah, mulai sekarang sering-seringlah mendengar kosakata bahasa inggris entah itu dari film atau lagu agar kalian terbiasa dengan vocab-vocab, nanti kalau sudah terbiasa pasti akan hafal sendiri."*

3.2.1.2 Indirect Influence

In the type of indirect influence, there are four categories of teacher talk. They are accepting feeling, praising or encouraging student's ideas, accepting or using students' ideas, and asking questions. Indirect influence on the data mentioned by the researcher is 49%. This shows that indirect influence is more often used in classroom interactions than direct influence. Indirect influence is dominated by asking questions.

In the asking question category data, there are as many as 36% of the total indirect influence category, 49%. In the interactions that occur in class, the teacher gives students more questions. The questions asked by the teachers examined by the researchers were about the end of semester exams that had been taken by the students. One of the questions asked by the teacher to students is *"Apa yang kalian rasakan setelah ujian akhir semester selesai?."*

The second category whose percentage level is below asking question is the appraising or encouraging category. The percentage of appraising or encouraging is as much as 7% of the total 49%. In the interactions that occur in class, the teacher does not utter sentences that show appraising or encouraging. The teacher frequently offers praise and encouragement to students by reiterating their responses and providing words of commendation, for example "Very good", "Good Job". Besides that, there are several sentences that show appraising or encouraging, namely in the form of a joke, the sentence is *"Kalau film, film yang kalian tonton film korea atau barat? Jangan-jangan yang ditonton malah film korea, ya nggak berkembang nanti inggrisnya sampean".* After the teacher said the sentence, all students laughed indicating that the sentence was the funniest as a joke.

The next category has the same percentage level, namely as much as 3% of the total indirect influence category of 49%. The categories in question are accepting feeling and accepting or using students' ideas. In interaction in class, teachers rarely use sentences that describe accepted feelings or accepted or using students' ideas. An example of a teacher's utterance which shows that the sentence is an accepting feeling is "I am good, thank you for asking me". Meanwhile, an example of a sentence which is accepted or using students' ideas by the teacher is *"Simple past, present perfect. Okay, I understand what you mean, dua itu aja ya berarti".*

3.2.2 Student Talk

Apart from teacher talk, student talk is also important in class interaction. These two categories must be carried out in a balanced way so that the goals of language learning can achieve their goals. This section aims to describe the observed findings.

3.2.2.1 Student Talk Response

The student talk response category on the data obtained by the researcher is as much as 25% of the total 44% student talk category. In the interactions that occur in class, students actively respond to what the teacher says. The responses from students in the class observed by the researcher were not too long. They tend to respond with short sentences. Examples of responses from students are *"Lega bu, senang juga akhirnya bisa menyelesaikan PAT", "Materi past tense bu", "45 soal bu",* etc.

3.2.2.2 Student Talk Initiation

The student talk initiation category in the data obtained by the researcher is as much as 15% of the total 44% student talk category. Each conversation will be preceded by a trigger or initiation. The initiation serves as an opening for interaction. Then, the initiation will be followed by a response from the speech partner. In the interactions that occur in class, students actively say initiation sentences such as "Susah menghafal kosakata yang memiliki perubahan bentuk bu, seperti misal v1, beda dengan v2, dan v2 beda dengan v3. Saya kesulitan mengahafal itu bu." After that, the statement from the student was responded to by the teacher.

3.2.2.3 Silent or Confusion

The silent or confusion category in the data obtained by the researcher is as much as 6% of the total 44% student talk category. The class interaction between the teacher and students appears to be lively and enjoyable, as evidenced by the low percentage of silence or confusion in the category. This is also shown by the high percentage of data from students' response and students' initiation.

4. Conclusion and Suggestion

4.1 Conclusion

Based on the aforementioned results and discussion, it is evident that in English classrooms, the primary categories of interaction observed through Flanders' Interaction Analysis Categories (FIAC) are teacher talk and student talk. In the data obtained by the researchers, 56% were obtained from teacher talk and 44% from student talk. Teacher talk is divided into two sub-sections, namely direct influence and indirect influence. Obtained as much as 7% from direct influence in which there is lecturing as much as 2%, giving direction as much as 4%, and criticizing or justifying authority as much as 1%. In indirect influence, a percentage of 49% is obtained, in which there are 3% accepting feeling, 7% appraising or encouraging, 3% accepting or using students' ideas, and finally asking questions 36%. In student talk the percentage obtained was 44%. Researchers obtained data as much as 23% from student talk responses, 15% from student talk initiation, and 6% from being silent or confused by students. Among direct and indirect influence by teacher talk, what is most dominant is often done by teachers is asking questions from indirect influence. This shows that in the classroom the teacher often asks students. Meanwhile, in student talk, the student talk response was the most dominant with a percentage of 23%. These findings indicate that students at MA Sunan Bonang Mojojejer actively participate in

responding to the teacher's instructions. The research conducted using FIAC in the English class reveals that the teacher frequently poses questions, and the students are highly engaged in providing responses to each question posed by the teacher.

4.2 Suggestion

Based on the data and findings gathered by the researcher, it is evident that the teacher's communication or "teacher talk" has a more dominant presence in the classroom compared to the level of participation from the students, often referred to as "student talk." This shows that teachers still use a teacher centered approach in their teaching. The use of a teacher centered approach makes students tend to be passive in learning English. Teachers also use Indonesian more often than English. To improve students' proficiency in English, teachers are encouraged to adopt a student-centered approach in which the emphasis is placed on increasing the amount of student participation and engagement during class discussions, surpassing the level of teacher-led communication. With these suggestions, students are expected to be more proficient in English.

Acknowledgements

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