

## THE ANALYSIS OF TEACHER TALK IN THE CLASSROOM INTERACTION USING FIACS

Siti Anis Rosidah<sup>1)</sup>, Chyntia Heru Woro Prastiwi<sup>2)</sup>, Oktha Ika Rahmawati<sup>3)</sup>

<sup>1</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
Email: [anisrh73@gmail.com](mailto:anisrh73@gmail.com)

<sup>2</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
Email: [Chyntia\\_heru@ikipgribojonegoro.ac.id](mailto:Chyntia_heru@ikipgribojonegoro.ac.id)

<sup>3</sup>Faculty of Language and Arts Education, IKIP PGRI Bojonegoro  
Email: [oktha\\_ika@ikipgribojonegoro.ac.id](mailto:oktha_ika@ikipgribojonegoro.ac.id)

### **Abstract**

*Teacher talk plays an essential role in the classroom interaction it can facilitate students to enhance their levels of comprehension toward the learning materials given and further encourage them to be more active during the learning process. This qualitative study aimed to analyze the types of employed by the teacher in the classroom interaction. By using Flanders Interaction Analysis Category System (FIACS) the data were classified into seven types of teacher talk. The data were collected from video recording of YouTube application. The results showed that all of the seven types of teacher talk were found. Among them, “asking question” took place as the most applied one by the teacher. It indicates that the teacher mostly asking a question about content or procedure with the intent that a student answers, it is reflex that the teacher was tried to make the class more be active. Meanwhile, the least used types were accepted feelings and criticizing or justifying authority. Thus, this study is expected to be a reference by which teachers could consider what types of teacher talk they should implement to gain the students’ activeness during the classroom interaction.*

*Keyword: Teacher Talk, Classroom Interaction, FIACS*

### **Abstrak**

*Pembicaraan guru memainkan peran penting dalam interaksi kelas yang dapat memfasilitasi siswa untuk meningkatkan tingkat pemahaman mereka terhadap materi pembelajaran yang diberikan dan lebih lanjut mendorong mereka untuk lebih aktif selama proses pembelajaran. Penelitian kualitatif ini bertujuan untuk menganalisa jenis-jenis pekerjaan yang dilakukan oleh guru dalam interaksi kelas. Dengan menggunakan Flanders Kategori Sistem Interaksi Analisis (FIACS) data diklasifikasikan menjadi tujuh jenis bicara guru. Data dikumpulkan dari rekaman video aplikasi YouTube. Hasilnya menunjukkan bahwa ketujuh jenis bicara guru itu ditemukan. Di antara mereka, mengajukan pertanyaan menjadi sebagai yang paling diterapkan oleh guru. Ini menunjukkan bahwa guru kebanyakan mengajukan pertanyaan tentang konten atau prosedur dengan maksud agar seorang siswa menjawab, secara refleksi guru berusaha membuat kelas menjadi lebih aktif. Sementara itu, jenis yang paling jarang digunakan adalah penerimaan perasaan dan mengkritik atau membenarkan otoritas. Dengan demikian, penelitian ini diharapkan menjadi referensi dimana guru dapat mempertimbangkan jenis pembicaraan guru apa yang harus mereka terapkan untuk mendapatkan keaktifan siswa selama interaksi kelas.*

*Kata kunci: Bicara Guru, Interaksi Kelas, FIACS*

## BACKGROUND OF STUDY

One of the important parts in the teaching and learning process is the interaction that occurs between teacher and learner in the EFL classroom. According to Brown (2007) interaction is commonly defined as collaborative exchange of thoughts, feelings or ideas between a teacher and learner or a learner and other learners resulting in reciprocal effect on each other. Hence, it can be concluded that interaction in a language classroom is the process of learning a language.

Interaction may seem as a simple thing to do, but they are many obstacles in building a good interaction during a teaching and learning process. In line with this matter, Menegale (2008) finds out that teacher still dominated the talking time in the class and it was the most common and conventional custom that happened inside the classroom in the middle of the teaching and learning process. She further asserts that one of the main reasons for lack of opportunities to practice and improve students' speaking skill was that the lessons were usually teacher-centered rather than student-centered: teachers spoke for the most of the lesson time (even over 90%) and students did not seem to find a reason to intervene. This finding is in accordance with Zambrano's (2003), that in the classroom interaction, the problem was having the teacher talk for a great deal of time. She further explains that while students who were supposed to actively speak only had a little time and opportunity to speak, consequently, the students did not have adequate time and opportunity in expressing their thought and exploring their ideas. Moreover, Setiyadi (2006) claims that when a language teacher is very dominant, the learners will be less dominant in classroom interaction. Furthermore, he mentions that the language will be more active in learning when a language teacher can be less silent in the classroom.

From the elaborations above, the researcher was intrigued in conducting a study about an analysis of teacher talk in the classroom interaction from a Youtube

video. The video has the duration about 1:23:25 and it was chosen because the researcher thought that there was not any editing process inside so it reflects the real classroom interaction. In order to analyze the types of teacher talk, the researcher applied Flanders Interaction Analysis Category System (FIACS). This framework was chosen because a number of studies have used it to analyze their data on teacher talk (Saba, 2007). Therefore, it was deemed to be the most suitable framework to be used in this study as well. By using this kind of interaction analysis, he aimed to discover the types of teacher talk in the form of verbal interaction that happen in the classroom when the teacher teaches, especially EFL learners.

This study was intended to obtain the following objective that is to analyze the types of teacher talk that occur in the classroom interaction based on the framework of Flanders Interaction Analysis Category System (FIACS). This study also was expected to provide an input for teachers on how classroom interactions should be managed wisely to enhance EFL student achievement in learning English. Furthermore, the researcher also expected that this study became a useful reference for readers and other researchers in conducting similar topics of research.

## RESEARCH METHOD

In dealing with the research design, the researcher used a descriptive design supported by simple statistic calculation (percentage) in order to describe the findings. Pertaining to this matter, Alwasilah (2002) states that the descriptive design is used to describe the characteristics of the research objects. Here referred to describe the distribution of each type of teacher talk that occurs in the classroom interaction based on the framework of FIACS.

The data of this research were gathered from teacher talk videos in teaching learning process at senior high school available on YouTube <http://youtu.be/McWfGWunpd8> entitled

“Video Pembelajaran Bahasa Inggris Kelas X IIS-2 #MAMHTROSO Tahun 2019”. In this video consist about 34 students they are 20 of female and 14 of male. It also have long duration is about 01.23.25 minutes.

Data for analysis was collected from teaching learning process videos available on YouTube. The data source is in the form of video, the method used to collect data is direct observation of the video on YouTube. In order to reach this aim, this study was conducted in some stages: transcribing, coding or categorizing,

analyzing, calculating, and interpreting adapted from Creswell (2009).

**FINDINGS AND DISCUSSION**

From the video above the researcher was found aspect of the types of teacher talk used in classroom interaction, the frequency and percentages of finding of each type are presented in Table 1.1 below:

Table 1.1 the Frequency of Teacher Talk Types

No	Type of Teacher Talk	Frequency	Percentage
1	Accepts Feeling	1	0.9 %
2	Praises or Encourages	9	8.5 %
3	Accepts or uses ideas of student	3	2.8 %
4	Asks questions	55	51.9 %
5	Lecture	17	16 %
6	Giving Direction	20	18.9 %
7	Criticizing or justifying authority	1	0.9 %
<b>Total</b>		<b>106</b>	<b>100 %</b>

In the meantime, the result of this study showed that the proportion of indirect talk in classroom interaction was higher than the direct talk. Overall, 64, 2 % of teacher talking time was used for indirect

talk. It means that the teacher did more active in accepts feelings, praise or encourages, accept for uses ideas of students, and asks questions. The result of indirect and direct talk use can be seen in Figure1.1

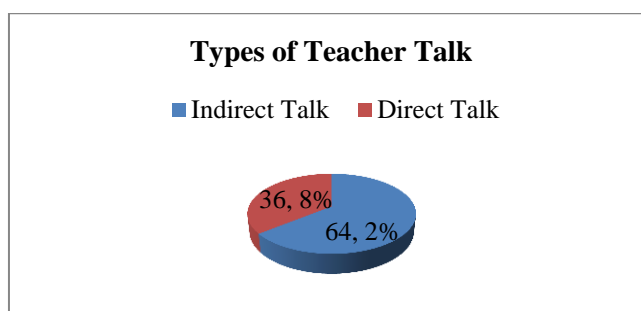


Figure 1.1 Pie diagram describing indirect and direct influence.

**a. The Description of Teacher Talk**

The examples found in data are such as in E1 and E2 (E refers to excerpt and thus E1 is excerpt one and so forth). While T refers to English Teacher, and S refers to Student.

1) Accept Feelings

Accept feeling occurred for 0.9 % in the classroom interaction. It was one

of the least types used by teacher. From the data, the researcher found that its occurrence was because the teacher felt that the student deserved to express his feeling on what he was facing during the learning process. The sample is listed in the following excerpt:

E1 S : Bu, Generic structure itu apa?  
**T : Oh, belum paham tentang generic structure, oke saya bukannya kembali!**

This type of teacher talk only occurred once in the classroom interaction. Thus based on setting of video-recording, it can be assumed that it was not common for teacher to accept the feelings of students. Likewise, the student didn't feel freely in expressing their feelings.

#### 2) Praises or Encourages

In relation to this category, the researcher found out that when a student answered the teacher's question, the teacher gave praises or encourages to the student (8.5 %). The samples are follows:

E5 T: Number five sugianti!

S : Spending.

T : Can you spell it?

S : S-P-E-N-D-I-N-G.

**T : Okay this right.** Spending (menghabiskan).

E8 T : Oke, coba emm, mention the example of chronological connection? Anybody want to answer!

S : Me.

T : Yes please!

S : First, second, then, next, after that, and finally.

**T : Yes, right. Very good.** And then, example of action verb, lisa!

Regarding to E5 and E8, it can be conclude that the teacher usually used praises or encourages after receiving the correct answers from her students. Moreover, she intentionally applied this type of teacher talk in order to give a positive reward and reinforcement to the students.

#### 3) Accepts or Uses Ideas of Students.

From the data, it was found out that accepts or uses ideas of students occurred for 2.8 %. It was the second least type of talk used by the teacher. The researcher recorded that when a student expressed his ideas, the researcher accepted and developed the student's ideas in her own word. The samples are as follows:

E1 S : I visit my family.

**T : You visit your**

#### **mother-your father at home?**

E3 S : First paragraph 'Last year, at the end of the year, my wife and I decided to spend my holiday at Tanjung Setia beach, which located around 234 kilometers from Bandarlampung'. It is orientation.

**T: It is Orientation, jadi paragraf pertama itu orientation karena sebagai pengenalan.**

In E1 and E3, it is obvious that the teacher employed this type of talk in order to provide the students with chances to express their ideas. In association with this aspect, the teacher might repeat or develop the ideas of students as the way to generate a more interactive classroom.

#### 4) Asks Questions

At 51, 9 %, asking question appeared as the most dominant type of talk used by the teacher, pertaining to this category, the researcher found out that the teacher intentionally asked question and expected the answer from students. A couple of samples as follow:

E 9 T : **So are you ready to learn about recount text?**

S : Ready.

E 10 T : **Do you still remember simple past tenses, can you show the formula simple past tense?**

S : Yes

E 9 and E10 above indicate that this type of talk occurred when the teacher intended to collect information to the students and to check the student understands on the topic.

#### 5) Lecture

Lecture was applied by the teacher in the classroom interaction for 16 %. From the data, the researcher found that the teacher applied lecture in explaining the learning material. Here are the samples:

E11 T : The writer feel? (Yang dirasakan sipenulis itu apa?)

S : So happy  
 T : **Jadi menurut si penulis perjalanannya sangat menyenangkan.**  
 E13 T : Number 2 ‘Who usually hold a Press conference?’ This is true answer? Salah apa benar?  
 SS : Salah  
 T : **jadi jawaban yang benar adalah It was usually held by United Nation officials or disaster mitigation team.**

Based on E11 and E13 above, lecture was used since the teacher wanted explains the contents of the lesson. Besides, the teacher applied lecture to explain the learning objectives to the class.

6) Giving Direction

From the data, it was found out that giving direction occurred for 18.9 %. From the video recording the researcher found that the teacher usually gave direction to the students. The following are the samples of this category.

E4 T : **Now I want to divide you into some group there's four people. This move to your group!**  
 S : Yes bu.  
 E8 T : **Okay, you can open your book, open page five yes!**  
 SS : (Just mumbled)

7) Criticizing or Justifying Authority

Criticizing or justifying authority occurred for 0.9 %. The researcher

found out that this category was the one of least talk used by the teacher was employed when the teacher criticized the students’ bad behavior. The sample is follow:

E 1 T : **Gak usah malu, Ayo sampaikan ke temanmu.**

The teacher began the teaching and learning process by greeting the students, asking questions to beginning the lesson, telling the learning objective. Then the teacher explain the lesson, it about recount text and followed by giving example of it. Then, the teacher divided them into some groups to doing a task in the textbook by fill the blank and answers the questions from the text. Also the teacher around the class to accompany students to do the task. By giving questions a teacher will be know the results of their discussion of the task. Then, a teacher tries to review the student’s comprehension about the lesson by asking questions. Besides that, the teacher has prepared assignment to discussion with each group about the all of about the recount text. And then, the answer will discuss with all of classmate and the teacher. And the last minutes, the teacher concludes the meeting by give conclusion about the lesson and gives a task to do at home and collect it next day.

In both, the researcher found out that the teacher applied all the types of teacher talk based on the framework of FIACS in which the number of each type was noticeably various. In relation to this point, a more detailed description on the results of observation is provided in Table 1.2 below.

Table 1.2 the Use of Teacher Talk Types

No	Aspect to be observed	Yes	No
1	Accepts Feelings	✓	
2	Praise or Encourages	✓	
3	Accepts for uses ideas of students	✓	
4	Asks Questions	✓	
5	Lecture	✓	
6	Giving Directions	✓	
7	Criticizing or justifying authority	✓	

In this section, the researcher also discussed and interpreted some points related to results explained in the previous parts and linked it to the relevant theories. This discussion gives some ideas concerning about the types of teacher talk used by the English teacher in classroom interaction of this video.

Based on the results of video recording and classroom observation, it can be drawn that, from seven categories of teacher talk, asking question was the most frequent category used by the teacher in classroom interaction for 51.9 %. It mean that the teacher often ask some questions related to the material that was intended to gain the students responses. This finding was quite similar Menegale (2008) that teacher still dominates the talking time in class.

It was followed by giving direction for 18.9 %. Here the teacher usually gave directions, command or orders to which student was expected to comply with took a

quite large proportion. Teacher gave directions when she asked the students to do assignments or tasks and to answer the question.

According to Nurmasitah (2010), if the teacher does more indirect talk in teaching learning process, it means that she allows the students to be active in her classroom. It is kind of student-centered learning, in which the teacher only gives little explanation about the material, than students have discussion with their friends or with the teacher.

In the meantime, the result of this study showed that the proportion of indirect talk in classroom interaction was higher than the direct talk. Overall, 64,2 % of teacher talking time was used for indirect talk. It means that the teacher did more active in accepts feelings, praise or encourages, accept for uses ideas of students, and asks questions. The result of indirect talk use can be seen in the table below.

Table 1.3 Indirect Talk in the Teaching Learning Process

Types of Teacher Talk		Percentage	Total Percentage
Indirect Talk	Accepts Feelings	0.9 %	64.2 %
	Praise or Encourages	8.5 %	
	Accepts for uses ideas of Students	2.8 %	
	Asks Questions	51.9 %	

Compared to the proportion of indirect talk above, the researcher found out that the direct talk percentage was a bit lower. The result show that the proportions of direct talk the less one of the teacher

talking time (35.8 %). The result of direct talk can be seen as follow:

Table 1.4 Direct Talk in the Teaching Learning Process

Types of Teacher Talk		Percentage	Total Percentage
Direct Talk	Lecture	16 %	35.8 %
	Giving Direction	18.9 %	
	Criticizing or Justifying Authority	0.9 %	

From the discussion above, the teacher applied more frequency in asks question and giving direction in order to check the students understanding of the lesson also was quite essential as one of teacher effort to generate the students'

excitement to be more active during the classroom interaction as well as to interrogate their comprehension on what they have learned.

As a matter of fact, generating communicative interaction between the

teacher and the learners was one of the obstacles occurring in teaching and learning process. During the teaching and learning process, sometimes there was a range of time in which the teacher did not get any responses from the students; event though the fact that the students knew and had willingness to give responses. Therefore, this is the time where the teacher has to play her roles as a controller and an initiator. The teacher has to implement interactive techniques and use various type of teacher talk which can run the teaching and learning process smoothly. As a result, the teacher and learners are supposed to be able to negotiate meanings and collaborate to accomplish certain purpose during the teaching and learning process.

## CONCLUSSION

Based on the research results and discussion in the previous chapter, it can be conclude that the teacher applied all the types of teacher talk included in the framework of this study with different ways and portions. To sum up, the findings of this research are explained in the following parts.

First of all, the teacher accepted and clarified the students' feeling tone in a non-threatening manner; however, this action was barely used by the teacher in classroom interaction. In addition, the teacher realized that praise were a powerful determinant for students' behavior. Thus along the teaching and learning activities she provided rewards to encourage the students' performance. Beside, accepting and using the ideas of the student were usually used by teacher. On this occasion, the students were less to initiate in asking the question.

In term of asking questions, the teacher used both referential and display questions. In fact, asking questions were the most frequent type of talk used by the teacher. This pattern was intended to make the students attentive to the subject of discussion as well as to check their understanding on the topic. Next, the teacher used lecturing as a method to deliver lessons. She realized that the

concept of information discussion approach requires the teacher as a negotiator rather than as a transmitter of knowledge.

In the meantime, giving directions which were commonly in the form of directive sentences. In the beginning period, it was done to inform what the learners were going to do with the lesson. Whereas, in whilst activities, direction were applied to fulfill the teacher's intention. Finally, criticizing or justifying authority was performed in acceptable ways. In this case, the teacher intended to change the students' bad behaviors to be good ones. Nevertheless, this way was done as friendly as possible in order to make the classroom atmosphere comfortable for students in teaching and learning process.

## REFERENCES

- Alwasilah, A Chaedar. (2002). *Pokoknya Kualitatif: Dasar-Dasar Merancang dan Melakukan Penelitian Kualitatif*. Jakarta: Pustaka Jaya.
- Brown, D. (2000) *Priciples of language learning & Teaching. 4th ed.* New York: Longman.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches (third addition)*. Los Angeles: SAGE Publication, Inc.
- Dagarin, M. (2014). Classroom Interaction and Communication Strategies in Learning English as a Foreign Language. *Studies in the English Language and Literature in Slovenia*.
- Direktorat Jenderal Manajemen Dikdasmen Depdiknas. (2006). *Pengembangan Model Pembelajaran yang Efektif*. Jakarta: Depdikbud.
- Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.

- Flanders NA. (1970). *Analyzing Teacher Behavior*. New York: Addison-Wesley Publishing Co.
- Hai, S. K., & Bee, L. S. (2006). Effectiveness of Interaction Analysis feedback on The Verbal Behavior of Primary School Mathematics Teacher. *Journal Pendidikan*.
- Kementrian Pendidikan dan Kebudayaan. (2014). *Bahasa Inggris/Kurikulum 2013*. Jakarta: Kementrian Pendidikan dan Kebudayaan.
- Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamum Press.
- Long, M. (1996). *The Role of the linguistics Environment in Second Language Acquisition*. New York: Academic.
- Menegale, M. (2008). *Expanding Teacher-Student Interaction through More Effective Classroom Questions: From Traditional Teacher-Fronted lessons to Student-Centered Lessons in CLL*. Venice: Ca' Foscari University of Venice.
- Nurmasitah, S. (2010). A study of classroom interaction characteristics in Geography class conducted in English: the case at year ten of an immersion class in SMAN 2 Semarang. (Thesis). Retrieved June 20, 2020 from [http://eprints.undip.ac.id/23803/1/Sit\\_a\\_Nurmasitah.pdf](http://eprints.undip.ac.id/23803/1/Sit_a_Nurmasitah.pdf).
- Parameshwara, K. B. (2015). Questioning in The ESL Classroom-An Interaction Analysis. *Golden Research Thoughts*. 5(4), 1-9.
- Saba, F. (2007). Postmodern Theory of Distance Education, Distance Education System of the future. *Journal of Education Technology System*, 17(1), 215-250.
- Salma, A. (2013). Gender Influence on Slang Used by Teenagers in Their Daily Life Conversation at School. A Comparative Study on Male and Female Early Teenagers in One of Islamic Boarding Schools, Lembang. (Undergraduate Thesis, Indonesia University of Education, 2013).
- Setiyadi, B. (2006). *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.
- Stenbacka, C. (2001). Qualitative Research Requires Quality Concepts of Its Own. *Management Decision*, 39(7), 551-555.
- Tuan, L. T., & Nhu, N. T. K. (2010). Theoretical review on Oral Interaction in EFL Classroom, *Studies in Literature and Language*. 1(4), 29-48.
- Walsh, S. (2002). Construction or Obstruction: Teacher Talk and Learner Involvement in the EFL Classroom. *Language Teaching Research*. 6(1), 3-23.
- Wang, H. (2014). The Analysis of Teacher Talk in Learner-Centered Teaching Mode. *International Journal of Social, Behavioral, Educational, Economic, Business, and Industrial Engineering*, 8(4), 1172-1174.
- Yanfen, L., & Yuqin, Z. (2010). A study of teacher talk In Interaction In English Classes. *Chinese journal of Applied Linguistics*, 33(2), 76-86.
- Yu, R. (2008). Interaction in EFL Classes. *Asian Social Science*, 4(4), 49-59.
- Zambrano, G. B. (2003). Teacher Talk at Three Colombian Higher Education Institutions. Paper presented at the IV Congress National de Investigaciones Linguistic-Filologicas-Universidad Ricardo Palma, 2003, Lima, Peru.



