

TEACHER TALK ANALYSIS IN CLASSROOM INTERACTION THROUGH FLANDER'S FIACS TECHNIQUE

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Abstract

This research attempts to investigate the teacher talk types employed in classroom interaction using Flander Interaction Analysis Categories System (FIACS) framework. This research was qualitative research with a descriptive method. The research participants were an English teacher and eleventh-grader students of SMAN 1 Gunungsari. The data collection method is audio recording and observation. The data were collected through two class meetings. To analyze the data, the researchers used interaction analysis systems adapted from Flanders (1970). The study's findings showed that the seven types of teacher talk were found in classroom interaction with varied percentages of certain occurrences. Of the seven types, lecturing and giving directions were mostly applied by the teacher, which indicated that the teacher's domination in classroom interaction was high. The teacher offered the students more information and knowledge as well as gave them directions, commands, or orders in the learning process. It also showed that the percentage of direct talk was higher than indirect talk. It is expected that the teachers would use this study as a reference to think about the types of teacher talk they should use to raise their students' engagement in classroom interaction.

Keywords : Teacher Talk, FIACS, Classroom Interaction

INTRODUCTION

As a tool for carrying out lesson plans and accomplishing educational objectives, in classroom activity, teacher talk plays an important role. Some researchers in previous research have talked about teacher talk and language learning in connection. Nunan, in (Khusnaini, 2019) wrote: "Teacher talk is a crucial aspect for the management of the classroom and the learning process." Without a doubt, teacher talk is a fundamental component of classroom interaction. In line with Nunan, Gebhard, in (Khusnaini, 2019) also

stated that in the English for Foreign Language (EFL) classroom, the feedback that the teachers provide to their students is crucial.

(Azizah et al., 2023), in their research stated that to reach the success of education, teacher talk has a significant role. In order to investigate the portions of the teacher talk that take place during the learning activity, the teacher talks give instructions, explains the learning task, and assesses student understanding (Solita et al., 2021). According to Edwards & Mercer cited in (Mellany et al., 2021) teacher talk can lead to a students' principled understanding because their understandings result from classroom activities and dialogic discourse, which helps to develop what is known as common knowledge. As a result, teachers are able to give impact on how well students learn significantly.

In the English classroom, teacher talk is a critical aspect, as it molds the educational setting and is able to impact on engaging students to learn (Fardhani, 2016). Furthermore, teacher talk can be described as a language that the teacher uses to communicate and organize the class (Wasi'ah, 2016), and it is seen as a crucial factor in determining how engaged students are in EFL classes (Gharbavi & Iravani, 2014). Additionally, teachers can assist students in developing the abilities and information required to succeed in the English classroom by providing scaffolding for their language instruction.

The communication that exists between teachers and students is drawing increasing amounts of attention. Brown, in (Sharma & Tiwari, 2021) stated that the cooperative sharing of thoughts, emotions, or ideas among students that has a reciprocal impact on each other is referred to as an interaction. Rivers, in (Sharma & Tiwari, 2021) state that through classroom interaction, students probably can improve the language skills since they are exposed to what the teacher explains or the authentic materials that the teacher provides for them, and get involved in group discussion. Additionally, students have opportunities to put their language skills into practice.

There have been some studies about teacher speaking and classroom interaction. Yanfen and Yuqin, in (Huriyah & Agustiani, 2018) indicate that effective teacher interaction can improve the mood in the classroom and create a friendly relationship for the teacher and the students. The use of numerous interactive techniques by teachers to increase student participation is also common. They include repetition, prompting, prodding, and expansions.

(Sharma & Tiwari, 2021) found that in the classroom, the teaching-learning scenarios feature teacher and student interaction. A teacher's performance can be objectively assessed by

looking at his or her behavior or participation in the classroom. An accurate assessment of what takes place in the classroom dealing with teaching and learning may also come from a methodical or objective analysis of the teacher's interactions with the students.

Therefore, the ideal classroom interaction should give students opportunities to engage in language practice, promote their inquiries, and assume accountability for their education. In this case, teacher talk should help learners rather than take over the teaching-learning process. Despite this, some research revealed that teachers in Indonesia heavily regulate and dominate student involvement in English classes (Cahyani & Chotimah, 2023). According to a study by (Maulana et al., 2012), teachers in Indonesia have limited engagement with the students. The majority of their time is spent teaching, with little attention paid to the student's learning process, errors, or misunderstandings (Nasir et al., 2019). Hence, language learning does not fully achieve its aim. According to Harmer in (RIAD, 2023), using Teacher Talking Time excessively is inappropriate because it reduces students' opportunities to improve their language skills. Harmer, in (RIAD, 2023) further argued that the way the teachers offer comprehensible input that helps the students grasp and pick up the language, rather than the amount of teacher talk, is what matters most in classroom interactions.

Based on the notion of the teacher talk, which used in the classroom interaction. This study dealt with the analysis of what kinds of teacher talk were employed during classroom interaction of the teacher and students at SMAN 1 Gunungsari through FIACS technique. The researchers implemented FIACS technique for this research as this framework was applicable to use. This framework has also been employed by several researchers to assess their data about teacher talk (see Hai & Bee, in (Nasir et al., 2019). (Sukarni & Ulfah, 2015), who analyzed classroom interaction using FIACS showed a high percentage of the usage of teacher talk.

In line with the study above, Setiawati, in Huriyah and Agustiani (2018) stated that the teacher talk is the most important input of language exposure, due to the condition of education in Indonesia, which discourages the students from using the target language in everyday interactions. Thus, the teacher was expected to use English frequently during the classroom interaction, so that it would become the comprehensible input for students.

METHODS

This research used a qualitative method with a descriptive design that was promoted by a basic statistics calculation (percentage). Regarding this matter, (Afifah et al., 2018) emphasized that the characteristics of the objects under study are described using the descriptive design. This research intended on the learning process where the teacher talk is used in classroom interaction. Thus, the object study was teacher talk and classroom interaction that was conducted in SMAN 1 Gunungsari.

Audio recording and observation were the methods that were used to gather the data. This research was conducted in two meetings, the first meeting was on February 6th and the second meeting was on February 13th. The first step of collecting the data was by using audio recording, the researchers recorded the process of teaching and learning for two meetings to get the data for the teacher talk and classroom interactions based on the FIACS framework. The teacher was recorded as also the students in the class, while teaching English to eleventh-grade students at SMAN 1 Gunungsari. There were 27 students in the class. Then the second step of data collection was observation. The researchers observed the ability of teacher talk in the classroom activities. The researchers used guidelines for each classroom meeting that was adapted from Flanders (1970), in (Nasir et al., 2019)

For the data analysis. The first step that the researchers do is to transcribe the data that was taken from the audio recording. To transcribe the data, the researchers applied some strategies, such as keeping the transcription as uncomplicated as feasible, using numbers and letters to identify the speakers, adding line or clause numbers, and adding contextual data to explain key points. After transcribing the audio recording data, they were encoded based on FIACS into the teacher talk categories. To categorize the teacher talk precisely, the researchers applied the guidance of FIACS coding that was adapted from Hai and Bee, in (Nasir et al., 2019)

Despite using the qualitative research design, to determine the percentage of the teacher talk type used in the classroom, the researchers used basic statistics suggested by Chambliss and Schutt (2013), in (Nasir et al., 2019). The formulas is:

$$P = \frac{f}{N} \times 100$$

Where:

P = Percentage

f = Frequency

N = Population

The data that was taken from the observation were verified with the data which have been transcribed. Interpreting the data was the last step in data analysis, wherein the researchers addressed the research issue by describing the findings.

RESULTS

This research was conducted in two class meetings. The total amount of teacher talk that was found in the data is 83 occurrences. From the data findings, it is shown that “lecture” was dominantly applied in the classroom interaction with 28 occurrences (33,7%). Then followed by “giving directions” with 26 occurrences (31,3%), “asking questions” with 11 occurrences (13,4%), “accepts/uses ideas of students” with 7 occurrences (8,4%), “praise/encouragement” with 6 occurrences (7,2%), “criticizing/justifying authority” with 3 occurrences (3,6%) “accepts feelings” with only 2 occurrences (2,4%).

After analyzing the amount of teacher talk and calculating the percentage, it was categorized into two kinds of teacher talk, they are indirect and direct talk. It is shown that the portion of the communication which was conducted directly by the teacher was higher than the indirect communication. In total, 31,4% of the teacher’s talking time was utilized for indirect communication. This indicates that the teacher used less indirect talk in the process of learning. The categorization of indirect communication can be seen from the table below along with the percentage.

Table 1. Indirect Talk Percentage

Types of teacher talk		Percentage	Total
Indirect talk	1. Accepts feelings	2,4%	31,4%
	2. Praise/encouragement	7,2%	
	3. Accepts/uses ideas of students	8,4%	
	4. Ask questions	13,4%	

In contrast to the proportion of direct talk, it was found that the portion of direct talk was higher (see Table 2). This indicates that the teaching and learning process that was being investigated in this research still focused on the teacher-centered learning method in conducting the learning process. The amount of direct talk (68,6%) primarily dominated the teacher talking time where lecturing and giving directions were the teacher's activities that appeared during the learning process frequently.

Table 2. Direct Talk Percentage

Types of teacher talk		Percentage	Total
Direct talk	1. Lecture	33,7%	68,6%
	2. Give Directions	31,3%	
	3. Criticizing/Justifying Authority	3,6%	

Furthermore, through observations, it was found that the teacher also communicated non-verbally, for instance making different movement or using part of the body in explaining the material, giving smile, to walk around the class, etc. However, these acts were excluded from the categories of talk that teacher used according to the current study. In Table 3, it can be seen the data displayed for the types of teacher talk based on the seven categories.

Table 3. The types of teacher talk found in the data

Indirect Talk	Teacher Talk Types	Excerpt
	Accepts feelings	S: <i>Tapi bu gimana nanti kalau kita salah baca, ga apa-apa ya bu?</i> (But miss, what if we mispronounce the words, is it okay miss?) T: It's okay, <i>baca pelan-pelan ya nanti ibu bantu benarkan pelafalannya.</i> (It's okay. Read it slowly, I'll help you to correct the pronunciation)
	Praise/encouragement	T: Yes, correct. Very good!
	Accepts/uses ideas of students	S: <i>Bu, kasih ke yang lain untuk baca. Jangan dia saja.</i> (Miss, let's give a chance to the others. Not him again) T: Right, <i>silakan yang lain mau menjawab pertanyaan no 2. Ayo siapa?</i> (Right, any other who wants to answer question no. 2. Anyone?)

	Asking questions	S: <i>Apa bedanya good evening dan good night, artinya kan sama?</i> (What is the difference between good evening and good night? It has the same meaning, doesn't it?)
Direct Talk	Lecture	T: <i>Jadi, saat berbicara dalam Bahasa Inggris itu harus teliti, beda satu huruf saja akan menyebabkan beda makna. Contohnya kata book dan books. Yang tidak berakhiran s bermakna satu dan yang berakhiran s bermakna apa? Iya makna jamak atau lebih dari satu buku.</i> (Well, you have to be careful in using English because the difference of one letter can make different meaning. Such as the word 'book' and 'books'. The one without s will create a singular meaning and the one with s will create what? Yes right, a plural word or more than one book).
	Giving directions	T: <i>Baik anak-anak. Silakan buka bukunya halaman 15. Bacalah teks tersebut kemudian jawab pertanyaan-pertanyaannya. Kalian bisa berdiskusi dengan teman yang lain.</i> (Okay, students. Please open your book page 15. Read the text and then answer the questions. You can discuss it with your classmates)
	Criticizing/justifying authority	T: <i>Ssstt. Coba dengarkan teman kalian akan menjelaskan!.</i> (Sssshh. Listen to your classmate, she is going to explain!)

DISCUSSION

Based on the findings, from the categories of teacher communication which consist of seven types, the teacher's most common category during classroom interactions was "lecture" (at 33,7%). It implies that the teacher delivers the material to the students in the learning process to which a student is expected to get knowledge and information. As in line with Good and Merkel, in (Aisyah, 2016) said that one of the primary activities in the classroom is lecturing, where the teacher gives the students information or instruction and holds a significant role in the classroom where all the information is conveyed to the students. (Rohmah, 2017) in her result of the study said that the teacher plays a role in the interaction of the classroom dominantly. It can be seen from the way the teacher employs nearly all kinds of teacher communication during the learning process such as giving the instruction, ask some

questions, and lecturing, etc. The majority of the lecturing process involved the teacher responding to the student's answers. In other words, the teacher tended to commend the students who gave accurate answers to the questions that the teacher asked. The teacher was able to start explaining things to the class after complimenting them, which helped them to have a better understanding or comprehending the material.

Then the second most frequently type that used by the teacher is "giving directions" with a percentage of 31,3%. In this type of teacher talk, commands or orders are instructed by the teacher to direct the students to do what the teacher expects from them. The teacher issues directives or instructions when the teacher asks them to do some tasks regarding the subject matter. This finding was significantly similar to what found in Nasir, et al research (2018) where the teacher talk type of giving directions was reached the highest percentage. These findings are supported by Dagarin, in (Cahyani & Chotimah, 2023) who stated that the teachers act as a resource, facilitator, manager, controller, and director. To motivate the students to engage in the instructive and learning activities, the teacher's directions were needed.

Accepting feelings is the teacher talk type that the teacher rarely employs. This type has a low percentage. Depending on how the students were feeling, the teacher would employed this type of communication. If the teacher thinks the students are in a good mood or happy, the teacher would keep on the teaching and learning process to make them more interested in studying. This manner is reflected in the way the teacher responds to them when they are afraid to pronounce English words. However, the teacher would push the students to read when the teacher noticed that they lacked enthusiasm to do so because they believed they would pronounce the words incorrectly. In line with research that was conducted by (Rohmah, 2017) where this type of teacher talk also got a low percentage. In her result, it was shown that when the students became anxious or appeared extremely depressed, the teacher urged them to remain composed. It can be said that the teacher is infrequently used to accepting their feelings. While it is important that the teachers should be aware of and appreciate their mood.

From the result, it can be implied that the teacher dominated the classroom interaction by direct talk (68,6%) where this type of talk consists of lecture and giving directions as the two most frequent types that was used. As in line with (Putri & Putri, 2021) who found that in the classroom, the talking time is still dominated by the teachers. It is also in line with the

findings in (Saswati, 2019), who stated that in the classroom, the teacher's constant talking time for extended periods is a cliché problem. However, in this study, the teacher showed that the domination of the teacher in the classroom interaction was because many of the students still hard to understand the lesson. Therefore, the teacher needed to give more explanation and giving directions during the classroom interaction. The previous study from (Huriyah & Agustiani, 2018), showed that the teacher dictated the interaction by using direct talk which occupied 75,5%. Only a small portion of the student's talk demonstrated the commencement of the lessons. Instead, they talk a lot when they respond to questions or lectures. The teacher was more direct during the learning process.

According to Sharpe in (Solita et al., 2021), the teacher allows the students to take part in the classroom activity enthusiastically if a teacher implements indirect talk during the learning process. This is called the student-centered learning model, students participate in their learning as leaders and decision-makers and they can choose what they learn and how they learn it. That will make the students get involved in dialogue with their classmates or the teacher. However, the result of this study found that the portion of indirect communication was lower than the portion of direct one in classroom interactions, which means that the teacher lecturing and giving directions during the learning process, the teacher strives to stimulate active participation in the classroom by providing them the opportunity to ask questions.

Overall, the use of indirect talk from a teacher talking time is 31,4%, while the portion of direct talk is 68,6%, slightly controlling the classroom interaction. It can be said that the learning model that was implemented is teacher-centered learning, in which the frequency of teacher talking time was more than them. Moreover, the teacher used direct talk that quite discouraged them from giving them a chance to speak in the classroom interaction. For that reason, some interactive techniques have to be implemented by teachers and various kinds of teacher talk have to be used so that it will be able to support the learning process to go well. As a consequence, the teacher and students can cooperate to attain specific goals throughout the learning process.

CONCLUSION

Among the 83 frequencies of teacher talk discovered in a classroom meeting, it is shown that all types of teacher talk has appeared in the classroom interaction. From the two class

meetings, both lecturing and giving directions were the teacher talk types that employed the most to give the students information and knowledge about the material and to educate the students on what they have to study in class on specific days. Furthermore, asking a question was also primarily used to verify students' comprehension of the material and to draw their attention to the topic of discussion. This was followed by using the students' ideas and giving them encouragement. Criticizing or justifying authority and accepting feelings were the least used by the teacher because they all behave well and are less suggested to convey their emotions or ideas. Students were less inclined to speak during class discussions when there was more direct communication. As the case probably that is one of the causes why Indonesian English classrooms are less interactive, they were not given enough chances to practice communicating in English. It is therefore advised that English teachers use more indirect talk to promote classrooms to be more interactive, which may raise students' motivation in studying a foreign language.

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