

## ABSTRACT

### **TIKA MUTIARA ULFAH (2019): THE ANALYSIS OF VERBAL INTERACTION BETWEEN TEACHER AND STUDENTS IN THE EFL CLASSROOM BY USING FLANDERS' INTERACTION ANALYSIS CATEGORIES SYSTEM (FIACS)**

The process of interaction in teaching and learning is at the core of education. Anything that has been designed and programmed will be carried out when the learning process takes place. Quality and success in teaching and learning will be determined in how well between teacher and students interact and communicate. In reality, creating communicative interaction between teacher and students sometimes become a problem in the teaching and learning process. It means during the process of teaching and learning, the teacher will find students who actively and doesn't actively participate in learning. The situation shows the students do not want talk and respond, even though they have an ability to give a respond. Furthermore, this is where the teacher must act as a controller and initiator.

The aims of this research are firstly, to know how is verbal interaction between teacher and students in the classroom at the twelfth grade at SMAN 1 Bojongsoang in the academic year 2019/2020, secondly, to know what are the characteristics of verbal interaction are occurred in the classroom.

This research used qualitative research method on verbal interaction between teacher and students in the classroom. The participant are focused to 6 students from XII IPA 2 class in this research. In collecting the data, this research used observation and interview. Flanders' Interaction Analysis Categories System was used to identify and analyze teacher talks and students talk in verbal interaction in the classroom.

From the result of data are found, the categories that occur in the classroom, there are indirect teacher talks, direct teacher talks and students talk. Then, the teacher talks was dominant in verbal interaction in the classroom. The percentage of the teacher talk was 59.31%, then, the students talk was 31.73%, and the silence is 8.96%. The characteristics of verbal interaction between teacher and students are student's participation as the first dominant, the percentage is 34.84%. Next the content cross as the second characteristic dominant, the percentage is 28.79%. The third characteristic is teacher control, the precetnage is 21.21%. And the last characteristic is teacher support, the percentage is 15.16%. Verbal interaction between teacher and students in the classroom by using FIACS technique, has some advantages for the teachers, the teacher will improve the teaching behavior while teacher more use praises, clarify what the students say, ask the questions, give direction during teaching and learning process in the classroom.

This research offers several recommendations for the classroom practice and further research in implemented process of verbal interaction between teacher and students in the classroom by using Flanders' Interaction Analysis Category System (FIACS). For the classroom practice, the teacher should know the verbal interaction process is important to make students more actively participate in teaching and learning process in the classroom.