

# CHAPTER I

## INTRODUCTION

This chapter provides a brief description of the whole contents of the research. In detail, this chapter presents a background of the study, research questions, research objectives, significances of the research, rationale, and previous studies.

### **A. Background of the Study**

Teaching is guiding and facilitating learning, allowing students to learn, then regulating conditions in the learning process (Brown 1980, as cited in Huraerah, 2013). It requires a teacher to formulate and manage learning to enable the students achieve the target. The teacher as a facilitator must provide facilities to students in the learning process. Furthermore, Brown (1980, as cited in Pratama, 2014) stated that learning is acquiring or gaining of knowledge of a ksubject or skill by study, experience, or instruction. It means learning is a process to transform behaviors as a result of experience. Learning experience in someone's life to do something, or take action based on thought. In other words, teaching and learning is a process of forming and changing behavior based on experience and knowledge leading to a better direction. In this process, the teacher plays a major role in building education. Teacher in the teaching and learning process will directly interact with their students. Thus, the teacher is the main figure involved in the learning process.

Teaching and learning process in the classroom must be done as an interaction to get language models and facilities because the quality can affect the level of acquisition (Allwright, 1984, Ellis, 1990, as cited in Indriyani, 2018). Therefore, the teaching and learning process is an important process of interaction between a teacher and students. 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. Because quality and success in teaching and learning will be determined in how well they interact and communicate.

In reality, creating communicative interactions between teachers and students sometimes becomes one of the problems in the teaching and learning process (Huraerah, 2013). It means during the process of teaching and learning, the teacher will find students who are actively and students who are not 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 (Huraerah, 2013). In this case, the teacher must interactive more and make the reciprocally situation to achieve certain goals during the teaching and learning process.

Brown (2001) stated that interaction is a united exchange of thoughts, feelings, or ideas between two or more people that produce mutual effects on each other. To have reciprocal interactions, the teacher not only facilitates students to learn but also stimulates the students to be involved even actively in participation. Thus, through verbal interaction, students can demonstrate their skills and practice their target language. Moreover, Malamah-Thomas (1987, cited in Shomoossi, 2004) said that interaction will help students to achieve better learning and give them greater opportunities to practice their competencies. They gain their competence by listening to their teacher and their peers.

Actually, the ideal class is when the teacher talks less than the students talk. This means that students must be more active than the teacher, because it will affect students memory. This is supported by Wouw's statement (2010) students who are only silent listening from their teacher explanation will be easier to forget about what they have learned and the potential is only about 5%. In contrast to students who are active to contribute and willing to talk, understanding and their memory will reach 90%. However, in fact the percentage of teacher talk is more dominant.

There are several researches result regarding the verbal interaction in the classroom. One observation, conducted by Semir Sejtanik, Mile Ilic (2016), reported that the teacher – student interaction in junior high school in Bosnia and Herzegovina, was dominated by the teacher. The students took less

participation. The aim of this research study was to examine and analyze the nature of interpersonal communication in teaching in primary and secondary schools, identify its main characteristics and to determine its relationship to the success of pupils. This research is provided by a journal of *Verbal Interaction and Teachers in the Teaching Process*.

Other observation is conducted by Febby Garesta Putri (2014), reported that the teacher and the students interaction in junior high school in Bandung get an evaluation of their talking time percentage, their characteristics and the correlation of both in order to improve their teaching learning behaviour and also to know their talk percentage and characteristics in the classroom during the classroom interaction. This research is provided by a thesis of *An Analysis Of Classroom Interaction By Using Flanders' Interaction Analysis Categories System (FIACS) Technique At SMP N 13 Bengkulu In 2013/2014*.

Meanwhile, this research is to analyze verbal interactions between teacher and students, which takes place in the classroom interaction to get concrete evidence and implications from student and teacher talk and also to find out the equality between the teacher and students talk or being silent using FIACS (Flanders' Interaction Analysis Categories System) Technique by Flander (1970). Therefore, this research is entitled "*The Analysis of Verbal Interaction between Teacher and Students in the EFL Classroom By Using Flanders' Interaction Analysis Categories System (FIACS)*" which aims to investigate verbal interaction of the teacher and students in senior high school in Bandung.

## **B. Research Questions**

Based on the description above, this research is intended to answer two following research questions:

1. How is the verbal interaction between teacher and students in the classroom by using Flanders' Interaction Analysis Categories System (FIACS)?

2. What are the characteristics of interaction between teacher and students in the classroom?

### **C. Research Objectives**

Based on the research question above, there are two purposes to be researched, as follows:

1. To analyze the verbal interaction between teacher and students in the classroom.
2. To know the characteristics of interaction between teacher and students in the classroom.

### **D. Significances of the Research**

This research is significant in two types including theoretical and practical. Theoretically the research findings can be used to enrich the literature and knowledge to readers about verbal interactions between teachers and students, can also provide useful references for future research on how teachers influence student interaction in the classroom and to know of teacher talk characteristics during the classroom interaction in order to they can intensify teaching behaviour.

Practically, this research findings can provide several benefits for teachers to encourage and enhance student involvement in interactions. Thus, the teacher will be more responsible to improving their teaching skills in terms of being more creative, innovative, and skillful in leading the classroom. Similarly, students are expected to be able to increase their involvement in English classes in terms of interacting.

### **E. Rationale**

Interaction is a united exchange of thoughts, feelings, or ideas between two or more people, produces reciprocal effects on each other. Interaction occurs when there is an understanding between two or more people then gives a response (Brown 2001).

Verbal teacher-student interaction is a multi-faceted construction that involves a number of different components that are interconnected (Semir Sejtanik, Mile Ilic: 2006). (Lynch, 1999) argue that verbal classroom interaction is verbal exchanges produced by both teacher-students and student-student interaction in the classroom.

According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interactions with each other. It means that classroom interaction is all interactions that occur in the learning process.

Moreover, through verbal classroom interaction will help students to share information that they get from each other's material. Radford (2011) stated that through classroom interaction, the learning process among students will occur because they can exchange knowledge or understanding with each other. Interactions in the classroom will make the students dare to share what they already know and learn from each other. Even more, classroom interaction is not only about participation in the teaching-learning process and sharing their knowledge about each other, but also about a relationship in each student and other students in the class.

Khadidja (2009) emphasizes that classroom interaction will make students involve in collaborative learning because they talk and share each other in the classroom. This means that classroom interactions will make students have a good relationship with each other. In addition, through verbal classroom interaction, the students will know how much their participation in the classroom and the teacher will know the quality of taking time to talk. Moreover, classroom interactions are important for the teacher to evaluate their teaching style in order to they can change their teaching style and through verbal classroom interaction will change the teacher's teaching style like as teacher-centered to be student-centered which is very important for the communicative approach.

The role of teacher talk is crucial in the process of learning. It is not only for the arrangement of the classroom even more for the process of acquisition.

Teachers have to select their language use cautiously. Moreover, in the language classroom, teachers should play their roles as manager, director, facilitator, and controller professionally to engage students motivation to be able to speak and practice their speaking (Aisyah, 2016; Brown, 2001; Xiao-yan, 2006).

To analyze verbal interaction in the classroom, this research used Flander's interaction analysis category system (FIACS) method in analyzing the data. Flanders' interaction analysis is developed by Flander (1970 as cited in Hai and Bee, 2006) that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically.

According to Amatari (2015), Flanders interaction analysis category system is a system of classroom interaction analysis which is concerned with verbal behavior only, primarily because it can be observed with higher reliability than can non-verbal behavior and more also, the assumption made that the verbal behavior of an individual is an adequate sample of his total behavior.

The Flanders' Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teacher see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIACS provides ten categories to classify classroom verbal interaction including into three groups, namely, teacher, students talk, and silence or confusion. Each classroom verbal interaction will be coded at the end of three seconds period. It means that at three seconds interval, the observer will decide which best category of teacher and students talk represents the completed communication. These categories will be put into columns of observational tally sheet to preserve the original sequence of events after the researcher do plotting the coded data firstly. Tichapondwa (2008) argues that Flanders' interaction Analysis is for identifying, classifying, and observing classroom verbal interaction. It means that Flanders' interaction analysis help the researcher to

identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

## **F. Previous Studies**

There are several studies about verbal interaction in the classroom. The first observation, conducted by Semir Sejtanic & Mile Ilic (2016), reported that teacher-students interaction in junior high school in Bosnia and Herzegovia (Mostar Region) was dominated by the teacher, the students took less participation. The aim of this research study was to examine and analyze the nature of interpersonal communication in teaching in primary and secondary schools, identify its main characteristics and to determine its relationship to the success of pupils.

The second observation, conducted by Vincentia and Taloko (2011), reported that the teacher-students interaction in intensive course class of English was dominated by teacher, the students were mainly receptive. It appears from the ratio teacher and students is 62% : 38%. It happened because there were several reasons, the materials, the grade of the students or the students themselves and also the time.

The third observation, conducted by Semi Sukarni and Siti Ulfah (2015), reported that teacher-students talk in the classroom interaction, teacher was more dominant than the students. The situation is caused by the teacher using language in classroom was not balance between Indonesian and English. The teacher using Indonesian more often than English; Indonesian is 62% while English is only 38%.

From the previous studies above that Semir Sejtanic & Mile Ilic (2016) focused on eight school subjects, meanwhile this research focuses on one subject which is English subject, Vincentia and Taloko (2011) focused on course classes of English students, whereas this study focuses on English classroom at formal school, and the last is Semi Sukarni and Siti Ulfah (2015) the previous study added language used by the teacher and the students in classroom interaction, whereas this study did not add the language used.

Actually this research is to analyze verbal interactions between teacher and students, which takes place in the classroom interaction to find out the equality between the teacher and students talk or being silent using FIACS (Flanders' Interaction Analysis Categories System) Technique by Flander (1970).







uin

UNIVERSITAS ISLAM NEGERI  
SUNAN GUNUNG DJATI  
BANDUNG