

A Classroom Interaction Analysis of Teacher and Students by Using FIACS

Paulus Sainyakit¹, Yan Imam Santoso²

¹STKIP Terang Bangsa

Jl. Amungsa No.7 SP2, Timika - Papua Mimika Papua, Indonesia

²Universitas Muhammadiyah Kendal Batang

Jl. Pemuda No. 42 - 46 Pegulon, Kendal, Jawa Tengah, Indonesia

Corresponding email: sainyakitpaulusstkip@gmail.com

ABSTRACT

Classroom interaction plays an important role in the teaching and learning process. It is because it involves the interaction between teacher, student and student-student in which they influence each other in the classroom interaction. It is also said that classroom interaction gives a chance to ask, to guess, to think even to the course material in order to make interaction between the teacher and students themselves in the classroom. This research is aimed to analyze the classroom interaction by using FIACS. This research is included as a quantitative content analysis design. This research involves a teacher and the 2nd semester students of STKIP Terang Bangsa. The observation is employed in this research as the method of collecting data. After that, the data would be calculated by using a formula. The results show that the Teacher Initiated category is the highest dominant in the classroom interaction. It has 3.422 or 95,50% out of 3.583 interactions in the classroom. Then, the Student-Initiated category has 161 or 4,50% of the total. Lastly, the Student-student initiated category has no interactions. Due to the limitations of the research, the researcher suggests that future research on this topic should involve more participants in interacting not only teacher to student but student to student, so the conclusion can be drawn more valid.

Keywords: Analysis, Classroom Interaction, FIACS



This work is licensed under Creative Commons Attribution License 4.0 CC-BY International license
ISSN 2655-9722, DOI: 10.30650/ajte.v6i1.3825

1. INTRODUCTION

1.1. Introduction

Interaction is an essential part of communication. Learning to interact in English means that learning to communicate English. Many interactions happen in the teaching and learning which consist many speech acts even the teaching and learning is done online or face to face (Santoso & Sugiharto, 2022). An example of interaction is teaching and learning process, it

involves the interaction between teacher and students in which they influence each other in the classroom interaction. Teaching process gives a chance for learner to ask, to guess, to think, even to the course material in order to make interaction between the teacher and students their selves in the classroom. So, classroom interaction has played an important role.

Classroom interaction is one of the critical factors in achieving the quality of learning (Vattøy & Gamlem, 2020). Furthermore, many experts have mentioned that the quality of teaching and learning is dependable on the interaction between the parties in the classroom (Bui et al., 2021). Moreover, (Flanders, 1970) and (Vattøy & Gamlem, 2020) stated that the success of classroom interaction is determined by how the teacher and the students interact. Therefore, even if the environment of the teaching and learning process is transformed into any kind of settings, classroom interaction is still deemed a significant aspect of realizing the quality of learning (Taghizadeh & Hajhosseini, 2021).

Classroom interaction is very important in the teaching and learning process. It is even said that the teacher and students have significant role in classroom interaction. Teachers play an important role in engaging the students in EFL classroom because they have time to give guidance, activities, and to check the students' understanding of target language (Zou, 2020). Teacher talk is a vital weapon in managing a successful classroom interaction. According to Scherzinger & Wettstein (2019), a teacher talk has its own primary rules that may give the teacher power to talk, what topic they speak about, and how long they speak. However, they are focused on the learning objectives that prohibit them from having a public classroom discourse (Martin & Matruglio, 2019). Teachers should be creative in creating an unending interaction mood in the classroom since classroom interaction is regarded alive because it provides confidence for students in the classroom.

In practicing the target language, the students should be participated in language learning activities. According to Sumanasekera et al. (2020), one of the goals for engaging the students to be active in teaching and learning is to stimulate a conversation. As a result, Torralba & Doo (2020) argued that teacher must create a conducive learning environment to encourage students to be active in the classroom. So, the students are given the opportunities to talk actively.

The connection of teacher and students are two synergetic elements that may improve communication in the classroom. The involvement between the parties in the classroom is essential. In line with the statement, Flanders (1970) stated that classroom interaction consists of the exchange of meaning between the teacher and students. In the classroom interaction research field, there is one of the frameworks that used by the researchers. It is named as FIACS or Flanders' Interaction Analysis Categories System. It is an appropriate tool for analyzing the students' and the teachers' talk, since the technique is to measure the interaction of teacher and students in the teaching and learning process. Furthermore, FIACS is considered more prevalent. It is because it offers more advantages for the researchers in its analysis. According to Huriyah & Agustiani (2018), they stated that FIACS also offers a reliable tool to record classroom interaction. In addition, Khusnaini (2019) and Tsegaw (2019) stated that it is proved to be more practical to utilize. It is because it has clear guidelines and flexible that makes it open for modification (Mwangi et al., 2021).

Based on the explanation above, the researcher is interested to analyze the classroom interaction in the classroom. The researcher would like to use the FIACS in order to analyze the classroom interaction.

1.2. Research questions

Based on the problem presented above, the researcher formulates the questions of the research as followings:

1. How are classroom interactions in the classroom by using FIACS?
2. How is the percentage of each category in FIACS?
3. Which category is dominated in classroom interaction?

1.3. Significance of the study

The researcher expects that the results of this research can give contributions in the field of Educational theoretically and practically. Theoretically, the researcher expects that these results can add the treasures of knowledge especially in the field of education and develop the concept of classroom interaction in language learning. Practically, the researcher expects that firstly, for the teachers, these results can be used as material for evaluation and reflection to improve performance especially in teaching and learning process. Secondly, for schools, these results can be used as a basis for evaluation to improve school performance for the realization of an ideal school function by evaluating the teachers' ability to teach. Thirdly, for further researchers, these results can be used as an additional reference to examine the focus of similar researches.

2. METHOD

2.1. Research Design

An appropriate research method and design are required to gain the data. In this research, the researcher uses a quantitative content analysis design. The reason is this design is appropriate to the kind of data of the research until comprehensive data gained from recorded observation (Woods et al., 2018). Further, the data of this research will be classified and tabulated.

This design is used because it has suitable approach in researching about real classroom interaction. It was match with this research which will observe the interaction between the teacher and the students in classroom. It is also an approach that is very useful when researchers

want to know regarding events, who are involved, what was involved, and where things take place.

2.2. Samples/Participants

The research involves a teacher and the 2nd semester students of STKIP Terang Bangsa. Which are 20 students. They are involved upon the granted permission from the campus. The teacher and the students are selected because the teacher is English lecturer and the 2nd semester students have English Subject in their Major.

In this occasion, the researcher uses purposive as the sampling technique. Purposive sampling technique is one of the non-random sampling techniques where the researcher determines the sampling by determining special characteristic which are accordance with the research objectives. So, it is expected to be able to answer the research problem.

2.3. Instruments

The observation is employed in this research as the method of collecting data. According to Woods et al. (2018), observation might be understood as the technique for collecting data from its primary source. The method is appropriate to quantitative content analysis design as it concerns to attain data from its natural source.

Furthermore, cc to observe the interaction trough FIACS was used in conducting the observations. It is used to checklist and count the numbers of the teacher's talks; the students' talks and silent. It is said that besides direct observation, indirect observations are possible to be conducted. Woods et al. (2018) argued that the use of both kinds of observations is enable the researcher to cross-validate the data. So, besides being present in classroom to observe, the researcher also records the teaching and learning process. Furthermore, the researcher records the teacher's talks, the students' talks and silent that happens in the classroom.

2.4. Data analysis

In data analysis, the data would be analyzed after getting collected by using the observation. The researcher encodes the categories which is included in FIACS to assist the researcher in observing the meetings. In conducting the observation, the researcher follows the recommended steps in observing the data by employing FIACS – giving tallies to appropriate categories. The data would be presented in two parts which are Findings and Discussion. In findings, the researcher would present the results of Teacher' talks, the students' talks and silent followed by

an explanation. Then, in Discussion, the researcher would present the results on related theories and some previous researches.

The data analysis would be done and divided into teacher-initiated, student-initiated, and student-student initiated interactions. Then, the data would be presented as descriptive statistic followed by an explanation.

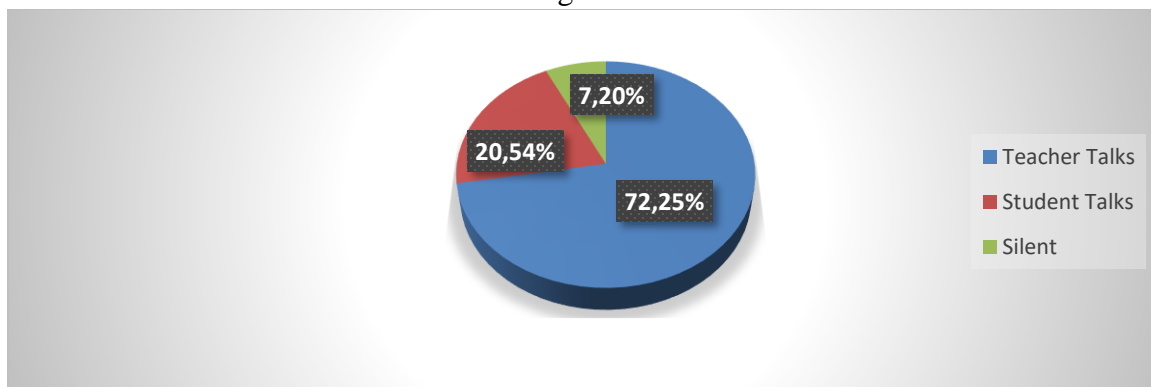
3. FINDINGS AND DISCUSSION

In this research, the researcher observed three meetings. The meetings were scheduled in April. The dates were on 10, 17, 24 in April 2023

3.1. Findings

The research is carried out by exploring the classroom interaction. The results of this research are interactions in the classroom. Those interactions would be analyzed and divided based on the categories by employing FIACS. The results of data would be presented as the percentage below:

Chart 1
The Percentage of Data Result



Based on the chart above, it can be seen that the 'Teacher Talks' category dominates the teaching and learning interactions. It covers 72.25% of the total interactions. On the other hand, the 'Student Talks' category comprises 20.54% of the total interactions. Lastly, the 'Silent' category occurs only 7.20% of the total interactions. From these results, it can be perceived that the Teacher Talks dominates the interactions in the classroom.

After seeing the percentage of all interactions, the researcher would like to divide those interactions based on each category in FIACS. The summary of each category is presented as follow:

Table 1

The summary of observation in classroom interaction by Using FIACS

	FIACS	Frequency	%	
Teacher Talks	Accept Feeling	62	1.73%	72.25%
	Praise or encourage	173	4.82%	
	Accept or use idea of students	227	6.33%	
	Ask questions	364	10.15%	
	Lecture	943	26.31%	
	Giving direction	577	16.10%	
	Criticize or justify authority	145	4.04%	
	Small talk	98	2.73%	
Student Talks	Initiation	57	1.59%	20.54%
	Response	679	18.95%	
	Silent	258	7.20%	7.20%
TOTAL		3.583	100%	

Based on the table 1 above, the summary of all classroom interactions can be seen. Those results show that the ‘Teacher Talks’ category dominates the interactions in the classroom. This finding is relevant to Rohmah & Anggraini (2021) research that showed the Teacher dominates all the interactions in the classroom which make it the Class Teacher-Centered.

3.2. Discussion

As mentioned in the methodology section, the data analysis would be divided into three. They are Teacher-Initiated, Student-Initiated, and Student-Student Initiated. For the first category, the ‘Teacher-Initiated’ interactions, the result can be seen as follows. Based on the research questions in the previous chapter, the researcher would like to discuss the results of the research related with them such as Implementing all learning skills and the assessment in the textbook as follows:

Table 2

The Teacher-Initiated Interactions

Teacher-Initiated Interaction				
	FIACS	Frequency	%	
Teacher Talk	Accept feeling	32	0,93%	72,87%

	Praise or encourage	158	4,61%	
	Accept or use the idea of the students	185	5,40%	
	Ask questions	357	10,43%	
	Lecture	943	27,55%	
	Give direction	577	16,86%	
	Criticize or justify authority	145	4,23%	
	Small talk	98	2,86%	
Student Talk	Response	669	19,57%	19,57%
	Silence	258	7,56%	7,56%
TOTAL		3.422		100%

Based on the table 2 above, it can be seen that the Teacher-Initiated interactions category covers 3.422 out of 3.583 exchanges or 95,50% of the total in the classroom interaction. Furthermore, 72,87% of the interactions that happened in the classroom were done by the teacher while the students only did 19,57% of the interactions. Lastly, 7,56% was ‘silent’ category.

Moreover, the ‘lecture’ category has the most sequent in The Teacher-Initiated which is 943 or 27,55% while the ‘accept feeling’ category is the less frequent which is 32 or 0,93%. From these results, it can be same with Rohmah & Anggraini (2021) findings that showed the classroom interaction relied heavily on the teachers. Moreover, based on the observation, the passiveness of the students caused it. These results also were relevant with the researches conducted by Liu & Yuan (2021) and Zeng (2018). The high number of ‘Silence’ category showed the students’ passiveness. In the end, the teachers had to be more in talking in the classroom because the students gave a few responses when the teacher asked them.

The second category is the ‘Student-Initiated’ interactions. The results can be seen as follow:

Table 3
The Student-Initiated Interactions

Student-Initiated Interaction				
	FIACS	Frequency	%	
	Accept feeling	30	18,63%	
	Praise or encourage	15	9,31% %	
Teacher Talk	Accept or use the idea of the students	42	26,08%	58,36%
	Ask questions	7	4,34%	

	Lecture	-	-	
	Give direction	-	-	
	Criticize or justify authority	-	-	
Student Talk	Initiation	57	35,41%	41,64%
	Response	10	6,23%	
	Silence	-	--	-
TOTAL		161	100%	

Based on the table 3 above, it can be seen that the ‘Student-Initiated’ interactions category comprises 161 out of 3.583 interactions or 4,50% of the total interactions in the classroom. This result shows that the possibility of the students’ passiveness in the classroom since they were hesitated to initiate the interactions. If we compare these results to table 2’s results, the passiveness further since it has high ‘response’ category. So, the students were hesitated to initiated in the classroom interactions. They only waited for the teacher to initiate so they could respond. These are related to Liu & Yuan (2021) and Zeng (2018) stated that this phenomenon is caused by the students’ preference not to show off or be in the spotlight. They also added that it was caused by the high level of anxiety of the students’ experience when learning in the classroom.

Lastly, the ‘Student-Student Initiated’ interaction. The results can be seen as follow:

Table 4

The Student-Student Initiated Interactions

Student-Student Initiated Interactions				
	FIACS	Frquency	%	
Student Talk	Initiation	-	-	-
	Response	-	-	-
TOTAL		-	-	100%

Based on the table 4 above, it can be seen that there are no interactions in the ‘Student-student’ category. The reason was the teacher didn’t see them interact to each other while teaching them. The students were hesitated and afraid of interacting with their friends when the interactions are in English language. Moreover, the students also didn’t show any kinds of interact they did with their friends in the classroom interactions. This result is related to Pd et al. (2020) showed that the limitations and unique characteristics of teaching and learning process and the difficulty in observing the student-student interactions

4. CONCLUSION

4.1. Conclusion

Based on the results of this research, it was found that the Teacher Initiated category is the highest dominant in the classroom interaction. It has 3.422 or 95,50% out of 3.583 interactions in the classroom. Then, the Student-Initiated category has 161 or 4,50% of the total. Lastly, the Student-student initiated category has no interactions.

Furthermore, the teacher dominated in the classroom interactions. It could be seen from the high frequency of the 'Teacher Talk' category. Based on those results, the researcher also found out that the students' passiveness had caused the dominance for the teacher during the lesson in the classroom. So, the teacher interacted more than the students. Moreover, the initiations which were done by the students were low. They seemed to be more in responding rather than initiating to interact, as the 'response' category say otherwise. This result proves that the students' passiveness in the classroom interaction.

There are difficulties for teachers and observers to observe the interactions happening in the classroom especially in student-student initiated. The students might be hesitated or shy when they want to interact with their friends if the interaction in English conversation.

4.2. Suggestion

In the classroom interaction between the teacher and the students in this research, the researcher would like to give some suggestions to the teachers and further researchers. For the English teachers / lecturers, it is expected to be more in stimulating the students to talk more not only in responding what the teacher says but also the students are expected to initiate to ask questions or giving their opinions in the teaching and learning process.

Due to the limitations of the research, the researcher suggests that future research on this topic should involve more participants in interacting not only teacher to student but student to student, so the conclusion can be drawn more valid. Thus, the further researchers should prolong the research time to better understand the phenomenon under investigation. Lastly, future researchers might use more data collection methods in encouraging for the future researches.

REFERENCES

- Bui, T. X. T., Ha, Y. N., Nguyen, T. B. U., Nguyen, V. U. T., & Ngo, T. C. T. (2021). A study on collaborative online learning among EFL students in Van Lang University (VLU). *AsiaCALL Online Journal*, 12(3), 9–21.
- Flanders, N. A. (1970). *Analyzing Teaching Behavior*. Addison-Wesley. Reading, Massachusetts.
- Huriyah, S., & Agustiani, M. (2018). An analysis of English teacher and learner talk in the classroom interaction. *Linguistic, English Education and Art (LEEA) Journal*, 2(1), 60–71.
- Khusnaini, N. (2019). The analysis of teacher talk and the characteristic of classroom Interaction in English for young learner. *ELT FORUM: Journal of English Language Teaching*, 8(2), 166–174.
- Liu, M., & Yuan, R. (2021). Changes in and effects of foreign language classroom anxiety and listening anxiety on Chinese undergraduate students' English proficiency in the COVID-19 context. *Frontiers in Psychology*, 12, 670824.
- Martin, J. R., & Matruglio, E. (2019). Revisiting mode: Context in/dependency in Ancient History classroom discourse. In *Accessing academic discourse* (pp. 89–113). Routledge.
- Mwangi, N. I., Nyagah, G. M., & Mugambi, M. M. (2021). Teachers' use of class talk interaction as a predictor of learning outcomes in chemistry. *SN Social Sciences*, 1, 1–24.
- Pd, M. S., Wasino, W., & Priyanto, A. S. (2020). The impact of distance learning on students' interaction changes of junior high school 2 Kaliwiro. *Journal of Educational Social Studies*, 9(2), 62–70.
- Rohmah, H., & Anggraini, R. (2021). The interactions pattern teacher and student in online learning study of Fiqih curriculum. *SCHOOLAR: Social and Literature Study in Education*, 1(1), 37–40.
- Santoso, Y. I., & Sugiharto, P. A. (2022). THE ANALYSIS OF DIRECTIVE SPEECH ACT DURING DISTANCE LEARNING. *Jurnal Ilmiah Spectral*, 8(1), 30–40.
- Scherzinger, M., & Wettstein, A. (2019). Classroom disruptions, the teacher–student relationship and classroom management from the perspective of teachers, students and external observers: a multimethod approach. *Learning Environments Research*, 22(1), 101–116.
- Sumanasekera, W., Turner, C., Ly, K., Hoang, P., Jent, T., & Sumanasekera, T. (2020). Evaluation of multiple active learning strategies in a pharmacology course. *Currents in Pharmacy Teaching and Learning*, 12(1), 88–94.

- Taghizadeh, M., & Hajhosseini, F. (2021). Investigating a blended learning environment: Contribution of attitude, interaction, and quality of teaching to satisfaction of graduate students of TEFL. *The Asia-Pacific Education Researcher*, 30, 459–469.
- Torralba, K. D., & Doo, L. (2020). Active learning strategies to improve progression from knowledge to action. *Rheumatic Disease Clinics*, 46(1), 1–19.
- Tsegaw, S. A. (2019). An Analysis of Classroom Interaction in Speaking Class by Using FIAC System: Teachers Questioning and Feedback (Grade Seven Students in Focus). *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 4(7), 41–61.
- Vattøy, K.-D., & Gamlem, S. M. (2020). Teacher–student interactions and feedback in English as a foreign language classrooms. *Cambridge Journal of Education*, 50(3), 371–389.
- Woods, A. J., Cohen, R., Marsiske, M., Alexander, G. E., Czaja, S. J., & Wu, S. (2018). Augmenting cognitive training in older adults (The ACT Study): Design and Methods of a Phase III tDCS and cognitive training trial. *Contemporary Clinical Trials*, 65, 19–32.
- Zeng, S. (2018). *English Learning in the Digital Age*. Springer.
- Zou, D. (2020). Gamified flipped EFL classroom for primary education: Student and teacher perceptions. *Journal of Computers in Education*, 7(2), 213–228.