CLASS INTERACTION ANALYSIS IN ENGLISH LEARNING BASED ON FLANDERS INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS)

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ARTICLE INFO	ABSTRACT
	The goal of this study is to define the many types of interactions that occur between teachers and students in the classroom. It also identifies the dominant talk that occurs during these interactions using the Flanders Class Interaction Analysis Category System (FIACS). In this study, descriptive qualitative research was used. The interactions between the teacher and students in the classroom make up the study's data. Data were collected via videotaping student interaction in the classroom. One English teacher and 17 pupils served as the study's participants. The researcher's methods for gathering data included observation. The teacher and student interactions in the classroom are identified and examined using the Flanders Interaction Analysis. According to the findings of this study, there are ten categories of interaction: two categories of student talk, additionally referred to as student talk response, student talk initiation, and one form of silence. Of the seven teacher talk categories, these include accepting feelings, praising or encouraging, accepting or using students' ideas, asking questions, lecturing, giving directions, criticizing or justifying authority. The researcher draws the conclusion that the instructor dominated the classroom. It was demonstrated by the fact that instructor discussion made up 58.70% of the class while student conversation made up 30.34%, and by the types of classroom interaction where student engagement made up 30% of the class while quiet made up 10.94%. *This is an open access article under the CC BY-SA license.*

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INTRODUCTION

Humans are social creatures who always need other humans to interact, exchange experiences, ideas, and information, and share knowledge. Without the process of interaction,

humans as social beings will never be able to realize their existence and build themselves to be better.

Learning in the classroom essentially relies on the interaction process of the learning actors involved in it, namely between teachers and students or students with other students which is then known as class interaction. Class interaction requires a pattern of reciprocal relationships, giving and receiving ideas or information, sharing feelings and experiences, and accepting problems and providing solutions. In a teaching and learning process, class engagement is crucial. It is even said that class interaction is a determinant of student learning success. This is as stated by Arief et al (2022) that the interaction between teachers and students using fresh, communicative, dynamics during the learning process will determine the success of student learning because the absorption of messages from these interactions becomes more effective. Da Luz, (2015) suggests building good classroom interactions to improve the quality of learning. In fact, Rintaningrum, (2018) states that class interaction is a determinant of student success in studying language or literature (literature) in addition to facilitating the learning process itself. Therefore, it is very important for teachers to foster good classroom interactions during learning.

In addition to the reasons for learning success, the importance of fostering classroom interaction is also due to reasons for the convenience of student learning as stated by Cassum & Gul (2017) in their research that fostering classroom interaction well by paying attention to student involvement, needs, and characteristics affect learning comfort. Because, with class interaction, students' learning perspectives become wider, not just understanding the material but there are principles of openness, mutual acceptance, mutual assistance, and learning for mutual progress so that a conducive class atmosphere is formed on the basis of familiarity. Georgiou & Kyza (2018) also revealed that classroom interaction is very important to be fostered in order to avoid any distance or space between teachers and students or students with other students.

Referring to various research results, the worst impacts that will occur when class interactions are not carried out properly are (1) the creation of a learning process that is not conducive bin Nordin et al (2019) (2) disrupted student learning motivation Rozgonjuk et al (2019)

Class interaction as a communication activity can be studied further by involving various linguistic disciplines. One of them is pragmatics. Pragmatics is one of the fields of study of linguistics whose existence is very close to human life as language users. The phenomenon of language use as well as in classroom interaction is the realm of pragmatic studies. Practically pragmatics can be defined as the study of the meaning of speech in certain situations Romaine (2017) Speakers when interacting not only emit language sounds, but also have a specific purpose or purpose from the speech delivered to the speech partner. The discourse study model of speech acts in classroom interaction has been conceptualized by many experts such as (1) Indriyani & Trioktawiani (2019) Ma et al (2021) (2) Ma et al (2021) (3) Margutti (2021) (4) Knapik et al (2019) (5) Prayitno et al (2019) and (6) Akbar et al (2018) Erlangga (2021). These experts expressed opinions and ideas about the types, functions, and sub-functions of the teacher's speech acts. After reading and examining the six models of discourse study of speech acts in class interaction, the researcher was interested in the model proposed by Hefter, (2018). The reason is that this model systematically explains learning procedures in relation to learning behavior, class interactions, and learning outcomes resulting from these classroom behaviors and interactions. Sagita, (2018) introduced a speech act observation system in class interaction known as "Flanders Interaction Analysis Categories (FIAC)". This system is used by Flanders to observe the relationship between teaching behavior, class interaction, and the teaching outcome itself Bone.

RESEARCH METHOD

The type of research used by the author in this study is a descriptive qualitative research. Which the researchers try to look how is teacher and students' interaction based on Flanders Interaction Analysis Category System (FIACS). So that the results obtained by the author in this study could be different from other researchers if examining the same object Colorafi & Evans (2016).

The research involved the students at SMA 1 Muhammadiyah Makassar especially in first grade. There are 2 classes in class X namely IPA and IPS, but researchers only do research on X IPS class and it consist 16 students.

According to Widiyanto & Wibowo (2021) "the sample is part of the number and characteristics of the population". The researcher used the purposive sampling technique,

because the class that use as the research sample is a class to analyze an interaction in English learning process. To determine the sample class, the researcher asked the English class teacher of SMA 1 Muhammadiyah Makassar. The researcher take the sample class was one class X IPS which consisted of 16 students.

RESULT AND DISCUSSION

The types of classroom interactions and the dominating teacher-student interactions were included in this research analysis's findings, and the description of classroom interactions and interaction analysis were discussed.

1. Kinds of Classroom Interaction

    Interaction in the classroom is an important part of the teaching and learning process. The strategy results in learning through classroom interaction (Input, Opportunities for Practice, and Receptivity). Clearly, there is interaction is crucial to the teaching-learning process. Weiser and co. (2018).

    There are four different types of interaction characteristics: teacher control, student engagement, cross-content control, and teacher assistance. The following interactional characteristic was examined by the researcher:

    a. Content Cross

    Content cross is essential in learning. This content is intended to assist students in understanding the material. Content cross shows a teacher's reliance on question-based instruction. By combining the percentages of category 4 questioning and category 5 lecturing, as previously said, the content cross.

    From the result of the observation, it was found that the percentage of the content cross was 24.32%. Which contain 15.44% of category 4 that is ask question and 8.95 of category 5 that is lecturing.

    The detail of the content cross can be observed through the following table:

Table 1 Content Cross

	Categories	Percentages
Content Cross	Category 4: Asking question	15.44%
	Category 5: Lecturing/lecturer	8.95%
Total		24.32%

The example of the Content Cross is given in the following example of extract.

Extract 1: Content Cross.

Teacher: Silahkan kalian amati beberapa gambar di atas. Kita akan mengamati setiap gambar secara teliti, kemudian kalian bacakan dialog yang dipraktekkan hari kemarin and after that we will discuss some question yang seseuai untuk gambar tersebut, tulis dibuku tugas ya; contohnya pada gambar kedua apa yang dilakukan oleh Dini dan Dinda?

(Please look at some of the pictures above. We will observe each picture carefully, then you read the conversation that was practiced yesterday and after that we will discuss some appropriate questions for the picture, write it down in your assignment book; For example, in the second picture, what are Dini and Dinda doing?)

Students: Membersihkan halaman miss

(Cleaning the garden miss)

From the above extract, we can conclude that the teacher lecturing as category 5; and ask question as category 4 so it can be said that it has completed the content cross as one of the kinds of classroom interaction.

b. Teacher Control

Teachers are educators who provide some knowledge to students at school and are tasked with instilling values and attitudes to students so that they have good personalities, as a teacher, we must be able to control the class well so that students

feel calm and comfortable during the learning process take place. Teacher controls exhibit extensive teacher prompts and reprimands. By increasing the percentage of the overall category 6, providing guidance, and 7, as well as by criticizing or defending the author, as per the teacher's supervision. Teacher control manifests as the teacher directing and correcting the students.

From the result of the observation, it was found that the percentage of teacher control was 21.38%. Which contain 20.39% category 6 that is giving direction; 0.99% category 7 that is criticizing or justifying authority.

The detail of the teacher control can be observed through the following table.

Table 2 Teacher Control

	Category	Percentage
Teacher Control	Category 6: Giving direction	20.39%
	Category 7: Criticizing or justifying authority	8.95%
Total		21.38%

The example of the teacher control is given in the following example of the extract.

Extract 2: Teacher Control.

Teacher: Ok, sekarang kalian buka halaman 169 chapter 30

(Ok, now open your book page 169 chapter 30)

Teacher: Membacanya itu /ed'vais/ bukan advice

(Reading it is /ed'vais/ not advice)

From the above example of the extract, we can interpret that the teacher control was completed from category 6 that is giving direction; and category 7 that is criticizing or justifying authority.

c. Teacher Support

Teacher/lecture support shows teachers' reinforcement and encouragement. Teacher support refers to students' perceptions that teachers establish quality interpersonal relationships with students, provide freedom for students to determine

their behavior, and provide information that helps students achieve desired outcomes (Skinner & Belmont, 1993). By combining the percentages of each area category 1 accepting feelings, category 2 praising or encouraging, and category 3 accepting or utilizing students' ideas teacher support is indicated. Support from teachers demonstrates how supportive and motivating they are to their charges.

From the result of the observations, it was found that the teacher support was 12.92% which contain of 4.47% category 1, that is accept feeling; 7.46% category 2, that is praise or encouragement; and 0.99% category 3, that is accepts or uses ideas of students.

The detail of the teacher support can be observed through the following table.

Table 3 Teacher Support

	Category	Percentage
Teacher Support	Category 1: Accept feelings	4.47%
	Category 2: Praise or encouragement	7.46%
	Category 3: Accepts or uses ideas of students	0.99%
Total		12.92%

The example of the teacher support is given in the following example of extract.

Extract 3: Teacher Support

Teacher: Assalmu'alaikum warahmatullahi wabarakatuh

Students: Wa'alaikumussalam warahmatullahi wabarakatuh

Teacher: Apa kabar hari ini?

Students: Baik miss, and you?

Teacher: Alhamdulillah fine thank you

Based on the above example of the extract, we can concluded that from three category was completed the teacher support that is accept feeling as category 1; praise or encouragement as category 2; and accepts or uses ideas of students as category 3.

d. Students' Participation

Student participation demonstrates student engagement and the teacher's behavior's inception. By combining the percentages for categories 8 and 9, "Students Talk Initiation," we get "Student Participation." Student engagement demonstrates that they ask questions of the teacher and receive an answer.

From the result of the observation, it was found that the percentage of student participation was 30.34% which contain of 23.88% of category 8 that is student talk response; 6.46% of category 9 that is students talk initiation.

The detail of the student's participation can be observed through the following table.

Table 4 Students Participation

	Categories	Percentages
Students Participation	Category 8: Student talk response	23.88%
	Category 9: Student talk initiation	6.46%
Total		30.34%

The example of student's participation is given in the following example of extract:

Extract 4: Students' participation

Teacher: Well, ada yang tahu kalimatnya itu diambil dari kolom keberapa? Kolom day 10, 11 atau 12?

(So, does anyone know which column the sentence was taken from? Day 10, 11 or 12 column?)

Students: Day 10 miss

Teacher: Ok sekarang saya beri waktu 15 menit untuk latihan untuk membaca, setelah itu setiap kelompok naik ke depan kelas untuk praktek lalu saya nilai

(Ok, I'll give you 15 minutes to practice reading, after that each group goes to the front for practice and then I will assess)

Students: Lihat buku miss?

(Look at the book miss?)

From the above example of the extract, we can concluded that two categories in student's participation that is categories 8 as student talk response and categories 9 as students' talk initiation has completed the last category that is students' participation.

From the result of the observation, we can interpret the in the table below, an overview of the outcomes of the aforementioned distinctive interactions is shown:

Table 5 The Summary Result of kind classroom interaction

No.	Name	Percentage
1	Content Cross	24.39%
2	Teacher Control	21.38%
3	Teacher Support	19.29
4	Students Participation	30.34%
5	Silence	10.94%
	Total	100%

Table 5 shows that during the entire class period, the majority of the time was spent on student participation on categories 8 and 9 (student talk respons with student talking initiation). The following visual presentation provides additional information about the percentage of time spent on each category.

Chart 1

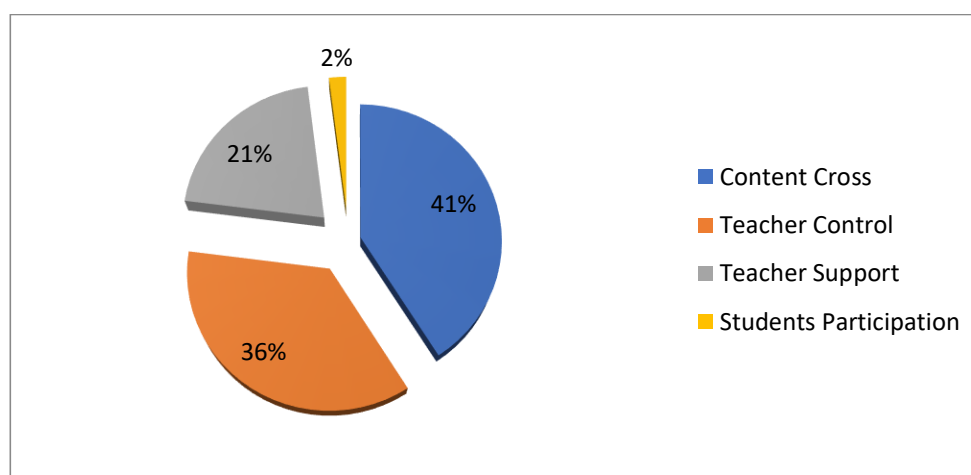*Percentage of each characteristics interaction*

Chart 1 shows that for the whole class period, the focus was primarily on student engagement. Student responses and initiative are indicated by participation categories 8 and 9. Due to the fact that during English class, students initiated and responded to parts of the teacher's lessons. When learning is taking place, students frequently respond before being asked a question.

Content cross was the second most used spent times of class engagement. Crossed content in categories 4 and 5 indicates lectures and questions from the teacher. In order to find out how well the students comprehend the subject, the teacher frequently asks them questions.

Teacher control accounted for the third greatest interaction time. Teacher control in categories 6 and 7 denotes the teacher giving out numerous orders and reprimands. In this type, the instructors offer guidance and criticism. Teacher assistance was the final category of classroom interactions. Support from the teacher in categories 1, 2, and 3 shows that the lectures' promoting and supporting student participations. The lecture encourages or gives appreciation to students who express their feelings or use their thoughts.

2. Dominant Interaction between Teacher and Students

It is determined who becomes more dominating than others in this section. The following table shows the outcome based on the interpretation of the matrix:

Table 6

Percentage all categories

	No.	Categories	Amount	Percentage %
		Indirect Influence		
Teacher	1	Accepts feeling	9	4.4
	2	Praise and encouragement	15	7.46
Talk	3	Accepts or uses ideas of students	2	0.99
	4	Asking questions	31	15.42
		Direct Influence		
	5	Lecturing/lecture	18	8.95
	6	Giving direction	41	20.39
	7	Criticizing or justifying authority	2	0.99
Students	8	Students talk response	48	23.88
Talk	9	Students talk initiation	13	6.46
	10	Silent or pause or confusion	22	10.94
		Total	201	100%

Percentage of instructor discourse in classroom engagement is 58.70%, as can be seen in table 6 above. It made the following expenditures:

Accepting feelings 4.47 percent;

Encouraging or praising 7.46 percent;

Accepting or utilizing students' ideas 0.99 percent; asking questions 15.42 percent; lecturing or giving instructions 20.39 percent; and criticizing or defending authority 0.99 percent

|		
a.	Accepting feelings	four.47%
b.	Encouraging or praising	seven.46%
c.	Accepting or utilizing students' ideas	zero.99%
d.	Asking questions	fifteen.42%
e.	Lecturing or giving instructions	eight.95%
f.	Giving direction	twenty.39%
g.	Criticizing or justifying authority	zero.99%

Percentage of students' talk was 30.34% and was spent the following ways:

a.	Students talk response	23.88%
b.	Students talk initiation	6.46%
c.	Silent or pause or confusion	10.94%

The following visual presentation will further illustrate the percentage of each FIACS category:

Chart 2

Percentage of each category
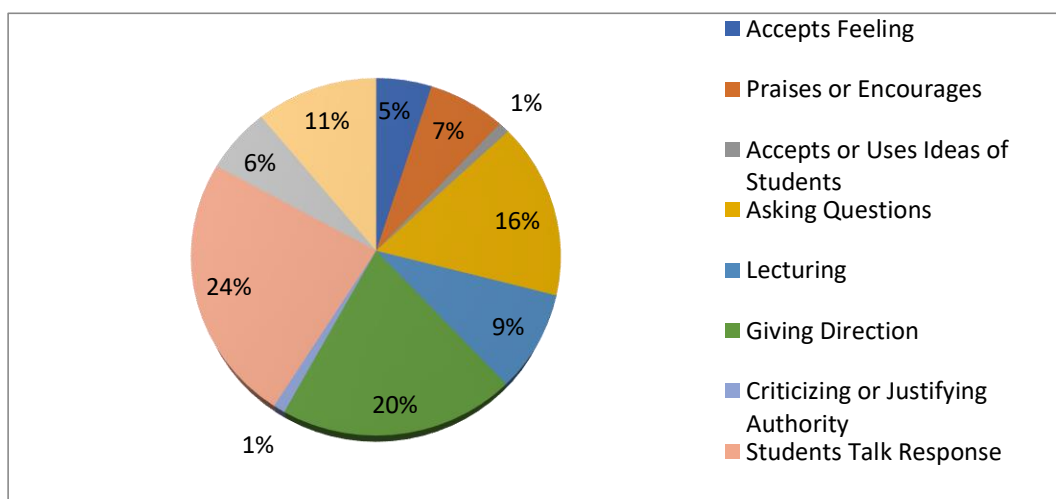
This finding was strengthened by the results of an interview with an

Table 6 displays the total results, which reveal that the percentage of instructor talk was 58.70%, the percentage of student conversation was 30.34%, and the percentage of quiet or perplexity was 10.94%. The teacher controlled the teaching and learning interactions in the classroom. In comparison to indirect teacher talk (ITT), which includes categories 1 accepting feelings, 2 praising or encouraging, 3 accepting or using students' ideas, and category 4 asking questions, ratio of direct teacher communication (DTT), which includes categories 5 lecture, 6 giving directions, and 7, contrasting authority with justification, is 30.34 percent higher. It indicates that during the process of teaching and learning, the teacher lectured and gave instructions to the students. The instructor makes an effort to encourage her pupils to offering students the chance to ask questions when the teacher was lecturing made the class more interactive.

Following a discussion of the analysis in the preceding part, the researcher also goes into greater detail about the description of dominant interactions between the teacher and pupils at SMA 1 Muhammadiyah Makassar and the description of kind classroom interactions.

1. Kinds of Interaction

According to the aforementioned research, there are four different types of classroom interactions. They are as follows:

a) Content Cross

Content cross denotes a teachers' reliance on questions based instruction. By combining the percentages of category 4 questioning and category 5 lecturing, as previously, the content cross. The following extract example provides an example of content cross:

Teacher: Silahkan tuliskan keterangan pada gambar di atas, apa saja yang mereka lakukan. Kemudian kita akan mempelajari settiap gambar secara teliti, then you all baca percakapan yang kemarin dipraktekkan and after that, kita akan berdiskusi tentang beberapa pertanyaan yang sesuai untuk gambar tersebut, tuliskan di buku tugas ya; for example, in the first picture apa yang dilakukan oleh dini?

(Please look at some of the pictures above. We will observe each picture carefully, then you read the conversation that was practiced yesterday and after that we will discuss some appropriate questions for the picture, write it down in your assignment book; For example, in the second picture, what are Dini and Dinda doing?)

Students: Menyiram tanaman miss

(Cleaning the garden miss)

From the above example of extract, we can conclude that the teacher asking question and gives explanation to pupils is assumed content cross.

b) Teacher Control

Teacher control denotes the teacher giving out numerous orders and reprimands. By multiplying the overall category 6 percentage, providing guidance, and category 7 percentage, protecting or attacking authority, as in the case of teacher control. The following extract example provides an example of teacher control:

Teacher: So now, open your book page 169 chapter 30

(Membacanya itu /ed'vais/ bukan advice

(Reading it is /ed'vais/ not advice)

Based on the example of extract above, we can conclude that from the question above, the teacher gives directions and criticizing or justifying.

c) Teacher Support

Supports from the lecture means that the teacher is motivating and encouraging. By calculating the percentage of each category, we can see that the instructor supports category 1, accepts feelings, category 2, gives praise or encouragement, and category 3, accepts or uses student suggestions. The following excerpt serves as an example of teacher support.

Teacher: Assalmu'alaikum warahmatullahi wabarakatuh

Students: Wa'alaikumussalam warahmatullahi wabarakatuh

Teacher: Apa kabar hari ini?

Students: I'm good miss (8), and you?

Teacher: I'm good too thanks

Based on the discussion above, it is clear that the teacher is supportive because she expresses her feelings by saying, "I'm good, thanks," and she also encourages pupils to learn more actively.

    d) Students Participation

    The participation of the students shows that the students are initiating and responding on the teachers actions. After combining the proportion of all category 8 students who responded to talking and category 9 students' who initiated discussion, as well as the participation of the mentioned student. Following is the discourse in which the students participated:

    Teacher: Well, ada yang tahu kalimatnya diambil dari kolom keberapa? Kolom hari ke 10, 11 atau 12?

    (So, does anyone know which column the sentence was taken from? Day 10, 11 or 12 column?)

    Students: Day 10 miss

    Teacher: Ok sekarang saya beri waktu 15 menit untuk latihan reading, setelahnya setiap kelompok naik ke depan untuk praktek lalu saya nilai.

    (Ok, I'll give you 15 minutes to practice reading, after that each group goes to the front for practice and then I will assess)

    Students: Lihat buku miss?

    (Student: Miss could we see book?)

From the conversation above, we can conclude that the student's participation as the students gave responses and initiations to the teachers.

2. Dominant of Interaction between Teacher's and Students'

The teacher' talk, which provided guidance, dominated the interaction between the talks of the students and the teacher. Giving instructions was discussed 41 times in class discussions in this area. It indicates that teachers typically direct pupils during the teaching and learning process. Here is an illustration of a conversation:

Teacher: Sekarang buka buku paket pada halaman 160 di chapter 12 (6). Silahkan lihat di pada halaman tersebut terdapat percakapan/dialog diantara 4 orang students yaitu edo, lisa, wira dan dewi. Kalian kerja secara perkelompok ya, setiap group itu terdiri dari 4 orang, dan masing-masing akan memperagakan pembicara pada

dialog tersebut. Kalian pula akan saling mengoreksi satu sama lain apakah teman kalian salah dalam membaca baik dalam pengucapan atau indikasi baca (5). Kalian silahkan buat gerombolan (6), sesudah itu kalian belajar cara pengucapannya serta naik perkelompok membaca supaya bisa dievaluasi pengucapan kalian (5).

: Now open the package book page 160 in chapter 12 (6). Please see on that page there is a conversation between 4 students, namely Edo, Lisa, Wira and Dewi. You work in groups, yes, each group consists of 4 people, and each will play a speaker in the conversation. You will also correct each other whether your friends misread either in pronunciation or punctuation (5). You guys please make groups (6), after that you learn how to pronounce them and go up to reading groups so that your pronunciation can be assessed (5).

The teaching and learning processes are dominated by the teacher's talk, as evidenced by the fact that the teacher spends more time talking than the students do. Giving instructions for teaching is done during the teacher's talking time. The dialogue suggested that the teacher was more forthright in his instruction. It means that the teacher gave the students instructions throughout the teaching and learning process. Even though the many classroom interactions suggest that student engagement is most important, students rarely ask questions of the teacher and almost always give answers to queries posed by the teacher.

CONCLUSION

The outcome of the observation is covered in this chapter. The researcher's conclusions are based on the research's findings and analysis at SMA Muhammadiyah 1 Makassar, and they are as follows:

The percentage of classroom interaction is as follows: content cross is 24.39 percent, teacher control is 21.38 percent, teacher support is 12.92 percent, and student engagement is 30.34 percent. In comparison to other classroom types, students' participations on category 8 students' talk responses and category 9 students' talk initiation has a high percentage. Due to the fact that during English class, students constantly responded to and initiated conversation regarding the lesson's material.

Teacher discourse predominates in conversations between students and teachers. The percentage of the teacher's speech is 58.70 percent. The majority of the teacher's talking time is spent giving instructions. The conversation shows that the teacher is using more direct teaching methods.

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