

CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes and discusses the research results, presenting findings and discussions that are adjusted to the theory to answer research questions. The research findings show the results of two types of collected data: observations and interviews.

4.1. The proportion and pattern of interaction between teacher and students in the English speaking skills at SMK Negeri 1 Gido based on FIACS analysis

1. The Proportion of Verbal Interaction Based on FIACS Analysis

The implementation of this research was carried out in class X (ten) at SMK Negeri 1 Gido in the process of learning English speaking skills with the International Curriculum. This research was conducted during three class meetings to describe the interactions that occurred between teacher and students through the FIACS system. After this research was conducted, the results showed that every interaction that occurred in the classroom included teacher talk, student talk, and silence or confusion, as shown in the checklist observation analysis, which consisted of all FIACS categories. From the results of the checklist, the data obtained is then calculated to find out which speaker dominates the learning process and what kind of interaction occurs.

Table 4. 1
Classroom Interaction

Categories			1st Meeting		2nd Meeting		3rd Meeting		Total
Teacher Talk	Indirect Influence	Accepting Feelings	2	0,52	4	0,86	2	0,74	59,39 %
		Praising and Encouraging	22	5,76	8	1,71	10	3,70	
		Accepting or Using Student’s Ideas	53	13,88	28	5,96	35	12,92	
		Asking Questions	79	20,69	73	15,54	61	22,50	
	Direct	Lecturing	11	2,88	15	3,19	15	5,54	
		Giving Direction	46	12,04	126	26,81	33	12,17	
		Criticizing or Justifying Authorities	15	3,93	23	4,90	6	2,21	
Total (Teacher Talk)			228	59,69	277	48,29	162	59,78	
Student	Student Talk – Response		93	24,34	150	31,92	71	26,19	36,60 %
	Students Talk – Initiation		44	11,52	22	4,69	31	11,43	
Total (Student Talk)			137	35,87	172	36,60	102	37,63	
Silence			17	4,45	21	4,46	7	2,59	4%

Based on Table 4.1 above, the most dominant talk is teacher talk when compared to student talk and silence or confusion. This can be seen from the calculation results, wherein in the first meeting, teacher talk amounted to 56.69%. In the second meeting, teacher talk amounted to 48.29%, down from the previous meeting. However, in the third meeting, there was an increase, slightly more than in the first meeting, which amounted to 59.78%. This difference can occur due to different learning objectives at each meeting; in the first meeting, the teacher repeated the material about cave paintings that had been learned in the previous meeting, while in the second meeting, the teacher introduced students to what and what was done in the hospital, then in the third meeting the

teacher introduced and taught students about fingerspelling. The difference in the increase in teacher talk occurred due to the method used by the teacher to introduce the material to students. In the first meeting, the teacher used the question and answer method, while in the second meeting, the teacher used the games method, where students became more active. In the third meeting, the teacher directly applied practice or direct learning to students. Therefore, there is a difference in each teacher's talk because of the method used by the teacher. However, when compared to student talk and also silence or confusion, teacher talk remains the most dominant result at 59.39%. While student talk is only at 36.60%, and silence or confusion is only at 4%.

This result is the same as in some previous studies, for example, a study conducted by Pratiwi and Fithriani (2023), who found that the percentage of teacher talk was more dominant. This happened because the teacher asked more questions, and students could only respond when the teacher gave orders. Research conducted by Kapoe (2021) also showed the same results, namely teacher talk of 82.51%. It is shown that most of the interactions that occur in class are questions, lectures, and praise. The last finding, namely research conducted by Novianti et al. (2023), also produced the same conclusion that teacher talk was more dominant, namely as much as 58.70%.

From some of the research results above, it can be concluded that teacher tend to dominate the interactions that occur in the classroom. This can happen because teacher still use one centre, namely learning, that is still centred on the teacher as the main focus in delivering material. In this case, the teacher also lectures more, including asking questions. Asking questions is the most common category or most often used by teacher in the classroom to create an interactive class and measure the level of student understanding. This opinion is also in accordance with the results of research from Pratiwi and Fithriani (2023), where asking questions is done

to measure student activeness because if it is not applied, students will tend to be more passive (Pratiwi & Fithriani, 2023). In addition, asking questions to students can also stimulate students to be active during the learning process so that the teacher can measure students understanding of the material presented. This research has two reasons why teacher talk becomes more dominant in the classroom.

First, teacher are more likely to still use the Teacher-Centered method. Quoting Altino and Hermawan (2020) said that a teacher plays an important role in delivering teaching materials to students. In addition, this method is still widely used because it can increase understanding and provide satisfactory results for student learning outcomes. In addition, but this teacher-centred method can also make the classroom atmosphere more conducive so that the teacher delivering the material will be more easily accepted by students. This can also be proven from the results of interviews conducted with teacher, as follows:

Excerpt 1:

Yes. It is undeniable that sometimes learning still uses the Teacher-Centered method. (*Interview T*)

In addition, the teacher also has a strong reason why he still applies this traditional method. It is not that there are no other methods; indeed, many methods can be used, but to introduce the material for the first time, it would be better to use the method above. However, a further explanation of this is that the teacher-centred method is only used when delivering the material. The rest of the time, the teacher will ask the students several questions in order to attract student participation in classroom interaction. The teacher can also vary it with other methods, such as playing games, listening to stories or singing. This can be proven by the teacher's statement as follows:

Excerpt 2:

In essence, if teaching English to students can be with the concept of learning by doing. So, as a teacher, you can create English learning with fun activities such as learning through games, listening to stories, singing or other interesting activities that make students excited and not bored. *(Interview T)*

From this statement, we can know that to teach English speaking skills, we can use various methods and even vary them with other methods. It aims to make students, especially at the English speaking skills level, better understand the language being learned and can be used in accordance with the target language. This is necessary because of the characteristics of students themselves, who are active and can develop their understanding through interactions that occur in the environment around them.

Second, dominance in teacher talk can occur because motivation can be increased starting from the questions asked by the teacher. This is in line with the opinion expressed by Waruwu et al. (2023), who stated that teacher who often ask creative questions could have a positive impact on their students such as students will participate more in learning, students can become active when expressing their opinions, improve their communication skills, and can also arouse curiosity in students for the questions given (Waruwu et al., 2023). In addition, this is also supported by the teacher's statement as follows:

Excerpt 3:

Yes, by giving directions and asking a lot of questions to the students, it is hoped that it can increase students' full participation in the learning process and can improve students' thinking skills. *(Interview T)*

In the statement above, it can be concluded that teacher have her own reasons for asking students more questions because it can build

student participation and can add confidence for students to express their opinions. In addition, interesting questions given by teacher can also increase motivation and improve brain performance in critical thinking. Asking questions can also make students more confident because they feel valued and that they are also participating in the learning process itself, which can generate enthusiasm in students. This can also be proven by the statement given by the teacher, as follows:

Excerpt 4:

Yes. The learning process and learning methods will greatly affect student engagement. For example, when the teacher asks a lot of questions in the learning process, students will indirectly participate a lot in the learning process itself. (*Interview T*)

The fourth statement shows that the teacher asks many questions to invite students to participate more in the learning process. This is in accordance with Waruwu et al. (2023), who said that the purpose of the teacher asking questions is not only to measure how well students understand the material presented but also to motivate students to show their activity when learning activities are taking place.

In conclusion, in this study, teacher talk is the most dominant category because teacher still use traditional methods, namely teacher-centred and more questions to students. However, previous research says that the category of giving directions is the most used category. But in this study, the most dominant or most frequently used category is the category of asking questions, while the category that is rarely used is still the same as previous research, namely in the category of receiving feelings. In order to understand more about the classroom interactions that occurred in this study. The following are several sub-chapters that will explain each category in more depth.

2. Interpretation of FIACS results (Teacher Talk)

Teacher talk is a frequent part of classroom interaction. And this is also the most important part of analyzing the interactions that occur in the classroom. Teacher also plays a very important role in teaching and learning, especially in terms of classroom management. Apart from being a messenger of knowledge, teacher also has several dominant roles, such as motivator, facilitator, counsellor, and mediator, so that the interaction and teaching and learning process in the classroom can run smoothly. In addition, in the context of English speaking skill, the ease and practicality of using the target language are also important goals.

Looking at Table 4.1 above, it can be seen that teacher used category four, asking questions to create interaction in the classroom, in three consecutive meetings. Compared to other categories, this category is more dominant than other categories, with a range between 26-37%. This is in line with research conducted by Pratiwi and Fithriani (2023), where the category that is mostly done is also in category four, namely, the teacher asks students questions, which aims to get varied answers from students. In addition, the most dominant teacher talk is asking questions that are intended so that students can be more active in interacting. This category is the most widely used or the category that often appears in this study because it can be based on the characteristics of students. Students can go through the teaching and learning process through the help of others and language in different ways so that students's knowledge can gradually move from dependence to independent thinking. This category seems relevant to be used by teacher to provoke students not to be passive in class. This is also supported by the results of research by Kapoe (2021), who also said that teacher talk is more dominant than other categories, especially in asking questions; it is used by teacher to find out about the knowledge that has been received by students and how students learn styles. In addition, there is also a category that is the least or very rarely

done by teacher, namely accepting feelings where the results are only in the range of 0-1%; in three meetings, this category only appeared four times. This result is the same as previous research conducted by puspitaningrum (2023), where the results of this category only appeared at most six to eight times and is a category that is very rarely done. This can occur because of the large number of students in the class, so the teacher has more difficulty giving his attention to all students.

Furthermore, after determining the category of teacher talk that is most often done and least done. This study also looked at how dominant the teacher's talk was between direct and indirect talk. Direct talk includes accepting feelings, praising and encouraging, accepting or using student's ideas, and asking questions. As for indirect talk, it includes lecturing, giving directions, and criticizing or justifying authorities. The results will be presented in the following table.

Table 4. 2
Teacher Talk

Categories			1st Meeting		2nd Meeting		3rd Meeting	
Teacher Talk	Indirect Influence	Accepting Feelings	2	0,52	4	0,86	2	0,74
		Praising and Encouraging	22	5,76	8	1,71	10	3,70
		Accepting or Using Student's Ideas	53	13,88	28	5,96	35	12,92
		Asking Questions	79	20,69	73	15,54	61	22,50
	Total		156	68,42	113	40,80	108	66,67
	Direct	Lecturing	11	2,88	15	3,19	15	5,54
		Giving Direction	46	12,04	126	26,81	33	12,17
		Criticizing or Justifying Authorities	15	3,93	23	4,90	6	2,21
	Total		72	31,58	164	59,20	54	33,33

After looking at Table 4.2, it can be concluded that teacher tend to use more indirect talk at the first and third meetings, while at the second meeting, teacher is more likely to use direct talk. This can be proven by the results of the total percentage of indirect talk, which is in the range of 40-68%. This result is slightly higher when compared to direct talk, which is only in the range of 31-59%. That means indirect talk is more dominantly done by teacher in the classroom, but if you look again, the results of the two are not too significant because the difference between the two can occur depending on the use of methods used by teacher in class when delivering material. This proves that teacher actually try to stay balanced in doing both by applying what is needed in class. Because both are considered important and necessary to manage the class so that learning can run well and the desired goals can be achieved, the next sub-chapter will be explained in more detail regarding each category in indirect speech and direct speech.

a. Indirect Talk

Included in teacher talk, indirect talk conducted by the teacher should get a response from students. It is also done with the aim of involving students in learning actively, being able to express themselves, and being able to think critically. Teacher talk is not only a medium with the aim of achieving learning objectives but also an instrument that can be used to develop interactions that occur between teacher and students in the classroom. Furthermore, in this study, indirect talk tended to be more than the other three categories. This can be caused by two factors, the first of which is that the indirect talk category has a greater number of categories when compared to the other three categories, and the second is that by using indirect talk, teacher can provide opportunities for students to participate so that it can increase student interaction and motivation in English language learning. Puspitaningrum (2023) also stated in her research which shows

that indirect teacher talk is also more dominant, where the numbers are between 49-52% compared to direct talk; this shows that the teacher indirectly encourages students to be more active and express their ideas and can further increase motivation and interaction in English language learning.

In accordance with the data obtained in this study, the indirect speech categories that often appear in the interactions that occur are asking questions and accepting students' ideas. These two categories are considered good for improving student interaction and motivation in the classroom. As quoted from Solita (2021), it shows that, on average, students want to talk, starting with the teacher asking questions. In addition, also quoted from Puspitaningrum, 2023 also stated that asking questions can also increase more productive conversations for students. Therefore, it can be concluded that asking questions has a positive impact and benefits for students, especially in increasing interaction and accuracy of target language use.

Indirect talk has four categories, namely accepting feelings, praising and encouraging, accepting or using students' ideas, and asking questions. Each category will be explained further as there are various forms and factors that trigger the occurrence of this category in classroom interactions. The full explanation is as follows:

1) Accepting feelings

In accordance with Flanders' theory, the category of accepting feelings is coded with code one and falls into indirect speech because, in this category, the teacher must be able to respond to the feelings or emotions expressed by his students indirectly. Accepting feelings can also make students feel more valued and more comfortable during learning so that the material will be more easily accepted by students (Laelatunnuro et al., 2021). This category appears very rarely. Even in this study, this category only appears

about two to four times. This category only appears when the teacher finds students who are less focused during learning.

Table 4. 3
Classroom Interaction Accepting feelings (2nd Meeting)

Excerpt 4		
Participant	Classroom Verbal Interaction	Code
T	<i>S6 kenapa? Kamu pusing?</i>	1
S6	No	8
T	Are you sleepy?	4
S6	Yes	8
T	<i>Kok ngantuk, kamu tidur jam berapa S6?</i>	1
S6	<i>Jam 12</i>	8
T	<i>Jam 12, ngapain?</i>	4

The fourth quote shows a teacher who was paying attention to a student and asked if he was sleepy while the learning was going on. The teacher realized immediately asked about the student's condition because he was not focused during the lesson. This situation was found in the middle of the learning time during the second meeting. The situation occurred when the teacher was giving an assignment to students to work on a problem, but when the teacher was walking around to see the students' work, the teacher saw a student who put his head on the table and did not work on the task given by the teacher. In dealing with this situation, the teacher showed a positive attitude where the teacher immediately approached the student who felt bad so that the student did not feel afraid.

In addition, in this implementation, teacher tries to create a safe and supportive learning environment where, later, students will feel comfortable expressing their feelings and emotions without

having to fear criticism and grades. Furthermore, in this case, the teacher can also build positive relationships and mutual trust with students so as to build self-confidence and self-esteem for students.

2) Praising and encouraging

Praising and encouraging are also included in indirect talk by entering category two, this category refers to the teacher's actions in responding to student participation in a positive and constructive way, such as "Very good!" "Good effort!" or by giving applause as a form of appreciation. In the data obtained in this study, when in class, teacher more often give praise with the words "Good Job!" "Nice!" and also gives good points about dealing with student actions in class. Teacher also often give praise while in class, especially when conducting questions and answers with students, and teachers will always give praise to students who successfully answer.

Table 4. 4

Classroom Interaction Praising and encouraging (1st Meeting)

Excerpt 5		
Participant	Classroom Verbal Interaction	Code
T	We have to mix rock powder with? <i>Dicampur dengan apa kemarin?</i>	4
S6	<i>Air</i>	8
T	<i>Air, good job S8</i>	2

Table 4. 5

Classroom Interaction Praising and encouraging (2nd Meeting)

Excerpt 6		
Participant	Classroom Verbal Interaction	Code
T	Stomachache?	4
S5	<i>Sakit perut</i>	8
T	<i>Sakit perut good job S5</i>	2

Table 4. 6

Classroom Interaction Praising and encouraging (3rd Meeting)

Excerpt 7		
Participant	Classroom Verbal Interaction	Code
T	<i>Kalau sakit gigi berarti apa?</i> Tooth?	4
S12	Toothache	8
T	Toothache okay good job	2

In excerpts five to seven, the teacher asks students questions according to the material that was learned in the previous meeting. The teacher always uses the word "good job!" to show appreciation to students who can answer questions correctly. The efforts made by the teacher are expected to increase students' motivation to be more active in learning and as a spontaneous appreciation. In addition, they also added several conditions that teacher must understand when giving praise to their students. The first point that teacher must understand is to give a description of the good actions taken by students, not just saying "Good job!" but also praising what students have done, as in the example in Table 4.7.

Table 4. 7

Classroom Interaction Praising and encouraging (1st Meeting)

Excerpt 8		
Participant	Classroom Verbal Interaction	Code
T	Okay everyone, how you feel about your performance yesterday?	6
S1	<i>Aku capek Sir</i>	8
S2	<i>Aku senang Sir</i>	8
T	Okay, yesterday is a good performance, <i>ya udah bagus banget performance nya</i>	2

In the eighth quote, it can be seen that before the meeting that day, an activity or an event was held at school, and students were required to perform to fill the event. The teacher showed appreciation to his students by repeating what the students had done. This means that the teacher has shown appreciation for the efforts made by the students. The second point that teacher must understand is that teacher must give praise to the abilities and efforts shown by students, not to the abilities possessed by students. For example, as in Table 4.8

Table 4. 8
Classroom Interaction Praising and encouraging (2nd Meeting)

Excerpt 9		
Participant	Classroom Verbal Interaction	Code
T	Okay, <i>sekarang diulangi sendirian, bareng-bareng ya</i> , one two three	6
Ss	Ear	8
T	Earache	5
Ss	Earache <i>sakit telinga</i> , head	8
T	Headache	5
Ss	Headache <i>sakit kepala</i> , cold <i>flu</i> atau <i>pilek</i> , toothache <i>sakit gigi</i> , stomachache <i>sakit perut</i> , cough (<i>kog</i>)	8
T	<i>Ayo bacanya apa tadi?</i>	4
T	Cough (<i>caf</i>)	5
Ss	Cough <i>batuk</i> , doctor <i>dokter</i> , ners <i>perawat</i> , fever <i>demam</i>	8
T	Okay good job	2

In the ninth quote, the teacher gave appreciation to the students after the students successfully repeated what was previously taught by the teacher, namely reading English vocabulary with its meaning. The third point is that the teacher must give praise to students according to the student's preferences. It must be remembered that when students are five to twelve years old, this is the age when students go to school. At this time, the teacher should be able to give praise according to their preferences because students have little focus time and to keep them in the same focus, the teacher must be able to give praise for what they do because then they will feel appreciated and their motivation and enthusiasm will also increase. An example in this study, when the teacher encourages the students, is in Table 4.9.

Table 4. 9
Classroom Interaction Praising and encouraging (3rd Meeting)

Excerpt 10		
Participant	Classroom Verbal Interaction	Code
T	(Teachers practice finger spells to students)	5
T	Okay S12 can you spell your name with finger spelling?	4
S12	Yes (students practice)	8
T	Okay good job, thank you	2
T	Okay <i>yang sudah selesai dikumpulkan ke depan</i>	6
T	<i>Ayo siapa yang mau lagi, spell yourname with finger spelling?</i>	4

In the tenth quote, the teacher gives a compliment to the student who successfully practiced fingerspelling by spelling his own name. This action must be done because giving praise like this and done in general can increase students' motivation to be more enthusiastic in learning and is in accordance with the characteristics of students in learning. So, in conclusion, by giving praise and encouragement to students, teachers can build students' confidence, motivation, and enthusiasm and can also facilitate the exchange of ideas so that students can participate actively and learning becomes more meaningful.

3) Accepting or using student's ideas

The third category in indirect speech is accepting or using students' ideas, where in this category, the teacher can repeat or support, modify or rearrange, draw conclusions or summarize, and compare the ideas given by students. More simply, the teacher responds to build and develop ideas or ideas that come from students. This category is often equated with the first category. Although both provide responses to students, this category usually appears after students have initiated it. In this study, this category is included in the category that often appears second after asking questions, as can be seen in Table 4.10.

Table 4.10
Classroom Interaction Accepting or using student's ideas
(1st Meeting)

Excerpt 11		
Participant	Classroom Verbal Interaction	Code
S8	Tree apa <i>Sir</i> ?	9
T	Tree? What is tree?	4
S6	<i>Pohon</i>	8
T	Yes, <i>pohon</i>	3
S3	Cave <i>Sir</i> ?	9
T	Cave <i>itu goa</i>	3
S1	Ceiling <i>Sir</i> ?	9
T	Ceiling <i>itu langit-langit</i>	3
S1	<i>Brarti ga ada goanya Sir?</i>	9
T	<i>Ga ada, kalo ada cave nya baru langit-langit goa</i>	5
S12	<i>Nanti diwarnain ga Sir?</i>	9
T	<i>Ya boleh nanti</i>	3
S5	<i>Sir, Mister live apa live?</i>	9
T	<i>Tinggal, live tinggal</i>	3

From the eleventh quote above, the teacher shows that students can ask questions and can also respond to answers given by the teacher without fear. In the eleventh excerpt above, when a student asks a question, the teacher does not immediately answer it but invites other students to discuss, looking for answers; then, the teacher patiently answers the questions asked by students even though the questions given are vocabulary words that have just been learned. Instead of getting angry because the students had forgotten

the material that had just been explained, the teacher still answered them calmly and even occasionally explained in more detail related to the follow-up questions from the students. From this, it can be given meaning if the teacher allows or indirectly includes students to contribute to learning. With this contribution, students' perspectives will become broader; not only can they understand the material, but students can also be more open so that they can help each other, accept, and be more courageous in expressing their opinions. It can be concluded that in this category, teacher can validate and utilize students' contributions in teaching to encourage, explore, and develop students' ideas further and create interactive and collaborative learning.

4) Asking questions

The fourth category, or commonly coded four in indirect speech, is asking questions. This category refers to the teacher's behaviour in the classroom when asking questions to students with the aim of eliciting thoughts, responses, or active participation from students during the learning process. Similar to previous studies, this category is also the most dominant category compared to other categories. This can happen because teacher want to encourage active participation and student involvement in learning so that active and interactive learning can be created. Questioning skills are very important and must be mastered by the teacher because by asking questions, the teacher can achieve the desired learning objectives (Waruwu et al., 2023). Asking questions is divided into two types of questions, namely referential questions and display questions (Puspitaningrum, 2023). A referential question is a type of question where the teacher does not know the answer and is usually used as a facilitator to create a communicative learning atmosphere. Display questions are a type of question where the teacher already knows the

answer because this question often appears in accordance with the material that has just been delivered. Referential question types will usually often appear at the beginning or middle of the learning process. As in Table 4.11 below:

Table 4. 11
Classroom Interaction Asking questions (2nd Meeting)

Excerpt 12		
Participant	Classroom Verbal Interaction	Code
T	Okay chapter seven, I will learn about in the hospital	5
T	S6!	7
T	What is hospital?	4
S12	<i>Rumah sakit</i>	8
T	<i>Rumah sakit okay</i>	3
T	<i>Dirumah sakit kira-kira ada apa aja?</i>	4
S14	<i>Ada manusia</i>	8
T	<i>Bukan itu</i>	7
T	Who is work in the hospital?	4
T	<i>Shut!</i>	7
T	<i>Ayo siapa? Who is work in the hospital? Yang bekerja dirumah sakit biasanya siapa?</i>	4
S1	<i>Dokter</i>	8

In the twelfth quote, the teacher who just started learning with new material tries to ask students to measure how far the students' knowledge of the material to be learned. It can be seen in Table 4.11, where students already know that even though there are some students who may not match the answers expected by the

teacher, the questions that teachers give to students when learning begins have a purpose, namely to attract students attention and focus when the learning process begins (Waruwu et al., 2023). In addition, but in other meetings, the teacher also asked questions in the middle of learning, as in Table 4.12.

Table 4. 12
Classroom Interaction Asking questions (1st Meeting)

Excerpt 13		
Participant	Classroom Verbal Interaction	Code
T	Continue the question. I like painting and drawing on the walls and? <i>Saya suka melukis dan menggambar. On the walls, di dinding, and bla bla bla of our cave</i>	4
S2	Draw draw	8
T	<i>Kok menggambar?</i>	4
S3	Ceiling ceiling	8
T	<i>Aku suka melukis dan menggambar di dinding dan titik-titik di goa kita</i>	4
S3	Ceiling	8
T	<i>Okay betul</i>	3

The thirteenth quote shows that the teacher asked questions while completing a rumpang text together, where previously, the teacher had explained everything in the text to the students. This method is very often used by teacher because it can be used to measure the level of student understanding of the material that has been delivered. In addition, Waruwu et al. (2023) also said that the teacher's purpose for asking questions is not only limited to measuring students' understanding of the material but also to

motivating students to be active in the learning process. In addition, asking questions can also encourage students to be more involved in the learning that occurs. This is in line with what Pratiwi and Fithriani (2023) said, which states that asking questions has the potential to further stimulate student involvement and activeness.

Table 4. 13

Classroom Interaction Asking questions (2nd Meeting)

Excerpt 14		
Participant	Classroom Verbal Interaction	Code
S9	<i>Demam</i>	8
T	<i>Dingin? Kalo demam apa harusnya? Demam apa? Ada yang tau demam?</i>	4
S12	<i>Cold</i>	8
T	<i>Cold itu apa?</i>	4
S8	<i>Pilek</i>	8
T	<i>Ya cold itu flu atau pilek, good</i>	2
T	<i>Sebentar Sir mau tanya kalo demam itu apa? Demam? Ada yang tau? S12 tau? Demam in English apa?</i>	4
S12	<i>Flu</i>	8
T	<i>Fe?</i>	4
S8	<i>Fever</i>	8
T	<i>Fever, yes good job</i>	2

Furthermore, when asking questions, the teacher also has a goal of stimulating students to think critically. The teacher can provide a clue so that students can answer as expected. As evidenced in Table 4.13, it can be seen the teacher can ask questions by accepting the ideas given by a student. From this statement, the teacher can ask students further questions so that this can encourage further student understanding by thinking critically to find the correct

answer. This is also in line with Waruwu et al. (2023), who stated that the core activity in learning is when the teacher asks questions and students can think critically to find answers proposed by the teacher. Furthermore, teacher can also ask questions to get responses from students, as in Table 4.14.

Table 4. 14
Classroom Interaction Asking questions (3rd Meeting)

Excerpt 15		
Participant	Classroom Verbal Interaction	Code
T	And then, <i>sakit gigi?</i>	4
S7	Toothbrush	8
T	Toothbrush? <i>Sakit gigi</i> toothbrush <i>betul atau salah?</i>	4
S2	<i>Salah</i>	8
T	Toothbrush <i>itu apa?</i> What is toothbrush?	4
S9	<i>Sikat gigi</i>	8
T	<i>Sikat gigi</i> okay	3
T	<i>Kalau sakit gigi brarti apa?</i> Tooth?	4
S12	Toothache	8
T	Toothache okay good job	2

In the fifteenth excerpt, it can be seen that the teacher proposes a display where the teacher has previously explained the related material. In this situation, the teacher asks students to translate a vocabulary and its differences. It is very common in learning, especially in foreign language learning like this; the point is that in this kind of learning situation, the teacher must be able to provide understanding to students so that the language learned is in

accordance with the target language. Because of this, these two types of questions have been debated among several researchers, but it seems that the teacher does not really think about which type of question is better because he thinks that any type of question will still be very good to use to improve interaction in the classroom. In conclusion, by using this category, teacher can encourage active participation and involvement of students in the learning process and can also provide facilities for critical thinking and exploring students' ideas and knowledge independently.

b. Direct Talk

In addition to indirect talk, there is also direct talk in teacher talk. Direct talk itself means that the teacher is in full control of the communication and also the transfer of information to the students, and or listeners. This direct talk category consists of three categories, including lecturing, giving directions, and criticizing or justifying authorities. In this study, direct talk is less than indirect talk, which is between 31-59%. This result shows a significant difference, where the lowest occurred in the first meeting, which was only 31.57%, and the highest was in the second meeting, which reached 59.20%. This could be due to the different methods used at each meeting. These results also show a slight discrepancy with indirect speech, whereas in indirect speech, the difference at each meeting is not too significant. Therefore, teachers need to balance the use of teacher talk both directly and indirectly.

In addition, indirect talk is also often considered less effective because it can make students passive and limit their active involvement and critical thinking during the learning process. Direct talk that is too dominant can cause students' involvement in learning to decrease, which results in students becoming more passive in class. Even so, in this study, direct talk did not dominate too much.

Of the three categories contained in it, one category dominates the most, namely the category of giving direction. This can be caused by the fact that, in addition to explaining, the teacher also gives more instructions to students, which aims to continue to create interaction activities in the classroom. So that even though the teacher dominates, the teacher also still involves students in the learning process. Each category will be explained in the next sub-chapter.

1) Lecturing

Lecturing is the first part of direct speech, but Flanders codes this category five. According to him, this category means giving knowledge or information directly to students according to their own ideas or quoting from others. In essence, in this category, the teacher conveys facts, concepts, or other explanations from the teacher directly and only in one direction without involving too much discussion or active participation from students. In this study, the teacher did not explain the material too much because the teacher mostly directly conveyed the point without explaining it at length. This part of the lecture also usually occurs at the beginning or end of learning. At the beginning of learning, it can be seen in Tables 4.15 and 4.16.

Table 4. 15

Classroom Interaction Lecturing (1st Meeting)

Excerpt 16		
Participant	Classroom Verbal Interaction	Code
T	I drew a picture. Okay drew is? What is the meaning of drew?	4
T	Drew is the verb two of draw. It is the same meaning, drew and draw, <i>gambar atau menggambar.</i>	5

Table 4. 16
Classroom Interaction Lecturing (3rd Meeting)

Excerpt 17		
Participant	Classroom Verbal Interaction	Code
T	<i>Nah biasa kan, berbicara seperti biasa kalo misalnya what is your name? Andi misalnya, can you spell your name?</i>	4
T	<i>Nah gimana ngejanya?</i>	4
Ss	A – N – D – I (English)	8
T	Andi okay	3
T	<i>So, how about deaf people or dumb people yang mereka tidak tau itu apa dan tidak bisa berbicara, biasanya mereka menggunakan body sign, Bahasa isyarat atau finger spelling</i>	5
S3	<i>Bahasa isyarat itu apa?</i>	9
T	<i>Bahasa isyarat itu yang biasanya pakai tangan atau gerakan tubuh</i>	5
T	<i>Nah finger spelling ini biasanya untuk pengejaan, misalnya ada orang yang tunawicara atau bisu biasanya menggunakan finger spelling untuk berbicara</i>	5

The sixteenth and seventeenth quotes show the teacher giving the introductory material to be learned. In the sixteenth quote, the teacher only explains a little about the use of sentences; in explaining it, the teacher only uses the workbook used in learning. In this meeting, the teacher did not give too much explanation because the teacher immediately told the students to

do the assignment, and the material had been delivered at the previous meeting. This was done because students at this level are active thinkers and will easily get bored if there are too many explanations from the teacher. Therefore, the teacher chose the learning-by-doing method because students will prefer to learn something by doing an activity. This is also in accordance with the results of an interview conducted with one of the students who always wants learning that is more often practical than having to listen to so much material. Furthermore, the seventeenth quote also shows that the teacher only explains simply using a paper that has various pictures that exemplify fingerspelling. After that, the students were given an order to analyze a letter's spelling and practice it. In this situation, the teacher explained that she always chooses to use fun learning methods in her lessons to attract student's attention and increase their motivation. Due to the characteristics of students who tend to be imaginative and active, learning that is done by playing, singing, storytelling, and drawing is fun for them..

Table 4. 17
Classroom Interaction Lecturing (2nd Meeting)

Excerpt 18		
Participant	Classroom Verbal Interaction	Code
T	Today we have learn about in the hospital and some vocabularies, <i>kita sudah belajar tentang beberapa kosakata yang biasa digunakan mungkin dihospital atau dirumah sakit, toothache, earache, cold, and others</i>	5

In the eighteenth quote, the teacher ends the lesson by repeating the material that has been learned that day. This needs to be done to remind the students of the material that has been learned. In this study, the teacher did not use this category too much during the lesson. This is in accordance with the characteristics of students who will easily get bored if they get too much material because the focus or concentration of students only lasts for 10-15 minutes. Therefore, to overcome this, teacher must be more varied during learning, especially in reducing the use of this category.

2) Giving Direction

In Flanders' theory, giving direction is included in direct speech, which is given category six; this category refers to teacher who give direct instructions, orders, or directions to students about what to do and how to do something. In the category of direct talk, this category is the most dominant, at 20.17%, 45.48%, and 20.37%. There was a significant difference in the second meeting, and it was because the method used by the teacher was a game. In this activity, the teacher gave more directions while the students only followed the directions and played the game. However, in learning activities, giving directions is usually done to give directions to students to repeat vocabulary reading, do assignments, and play games. Giving directions can be divided into five categories, namely providing information to students, showing students, providing training to students, helping students, and giving permission for students to do something (Puspitaningrum, 2023). As in tables 4.18 and 4.19, where the teacher gives a direction to show students related to the material.

Table 4. 18
Classroom Interaction Giving Direction (1st Meeting)

Excerpt 19		
Participant	Classroom Verbal Interaction	Code
T	Okay, listen to me please. Read and complete. So, we have to read the text first	6
T	The first one. Shh S15, S8 sit down please	7
T	My name is Numa. <i>Namaku?</i>	4

Table 4. 19
Classroom Interaction Giving Direction (2nd Meeting)

Excerpt 20		
Participant	Classroom Verbal Interaction	Code
T	Okay okay, show in your student book page eighty-two, there are eight new vocabularies, <i>ada delapan kosakata baru</i>	6
T	The first one, <i>yang pertama apa?</i>	4
S11	<i>Irek?</i>	8

As seen in the nineteenth and twentieth quotations, in that situation, the teacher gave a direction to students to provide information and show something to students. In this case, the teacher still tries to stimulate students to contribute to learning. In the nineteenth excerpt, the teacher gives a direction to students to read and complete a sentence in a story. This is done because the teacher wants to show students, and the teacher also gives

permission to students to express their opinions. In addition, the story method is also used to train students to focus their attention so that the material will be easier to convey. In the twentieth quote, the teacher provides information to students about what will be learned. The teacher provides a direction aimed at attracting students' focus so that the material presented can be received properly. In addition, but the teacher also provides training to students in learning, as in table 4.20 and 4.21.

Table 4. 20
Classroom Interaction Giving Direction (1st Meeting)

Excerpt 21		
Participant	Classroom Verbal Interaction	Code
T	Okay, number two. I drew a picture with a bla bla bla from a tree in our art lesson today. <i>Jadi artinya apa?</i>	4
T	<i>Coba kita artikan bareng-bareng yok,</i> number two, <i>disimak.</i>	6
T	I?	4
T	Read together number two, <i>dibaca bersama</i>	6
Ss	I drew a picture with a bla bla bla from a tree in our art lesson today. (slow voice)	8

Table 4. 21
Classroom Interaction Giving Direction (2nd Meeting)

Excerpt 22		
Participant	Classroom Verbal Interaction	Code
T	Okay, look at the whiteboard please	6
T	Look at the whiteboard please S11!	6
T	<i>Ayo semuanya lihat ke papan tulis ya</i>	6
T	Repeat after me	6

If seen in Tables 4.20 and 4.21, it can be interpreted that both quotations show that the teacher wants to provide training to students during the learning process. In the twenty-first quote, the teacher wants the students to try to read a text together, while in the twenty-second quote, the teacher is teaching the students how to read the vocabulary they have just learned by repeating what the teacher says. This is done by the teacher to stimulate students and to increase confidence in students. In addition, this category is also included in the category of training students, where the teacher tells students to demonstrate how to pronounce the correct vocabulary together (Puspitaningrum, 2023).

Table 4. 22
Classroom Interaction Giving Direction (2nd Meeting)

Excerpt 23		
Participant	Classroom Verbal Interaction	Code
T	<i>Okay peraturannya tidak boleh mengulang lebih dari dua kali, jadi maksimal hanya dua kali, jadi kalo dua kali ga denger brarti ya udah</i>	6
S6	<i>Sir, Boleh keluar sebentar?</i>	9
T	<i>Ok</i>	3

S6	<i>Ga jadi</i>	8
T	<i>Gak apa-apa</i>	3
T	<i>Sudah paham?</i>	4
T	<i>Tidak boleh mengulang lebih dari dua kali ya, Cuma dua kesempatan doing</i>	6
T	<i>Tidak berisik, kalo berisik nanti tidak dimulai</i>	6
T	<i>Yang didepan tugasnya menuliskan apa yang didengar dari belakangnya beserta artinya</i>	6

This twenty-third excerpt shows the use of game methods to convey learning materials. In this situation, the teacher tries to give instructions to students gradually and uses simple language. The teacher gives step-by-step instructions regarding the rules and how to play, with concise and clear language, so that students are not confused by receiving too much information at one time. In this situation, the teacher prepares some vocabulary that has been learned to be given to students who are in the back row, which will be whispered to other students in front of them until the front student, who will later write it on the board along with the meaning. In this activity, the teacher also provides information gradually and repeatedly so that students are not confused and are able to fulfil their roles well. The conclusion in this category is that by giving directions, the teacher can ensure that students have a clear understanding of what they have to do and how to do it so that what is conveyed by the teacher can be well received by students.

3) Criticizing or Justifying Authorities

This category is included in direct speech with category code seven. Flanders explains that in this category, the teacher's behaviour refers to providing comments, criticism, or correction of students' contributions, responses, or behaviours that are deemed inappropriate or wrong. This is usually used by teacher when they find students who are noisy, the classroom atmosphere is not conducive, and to attract students' focus and attention to pay more attention to the teacher. In this study, teacher used this category when the situation in the class was not conducive, as in Table 4.23.

Table 4. 23
Classroom Interaction Criticizing or Justifying Authorities (2nd Meeting)

Excerpt 24		
Participant	Classroom Verbal Interaction	Code
Silence (Students are noisy when preparing books)		10
T	<i>Shh! Everybody silent</i>	7
T	<i>Sudah siap pelajaran atau belum?</i>	4

In the excerpt in table 4.23, the teacher said, "everybody silent" to calm the noise in the classroom. During the lesson, the teacher used to say the sentence so that after the teacher said the sentence, the students immediately fell silent and paid attention to the teacher. However, not long after the class, it is usually noisy again, whether it's students talking to their friends or making other noises. Therefore, the teacher will give another response to the students, as in Table 4.24.

Table 4. 24
Classroom Interaction Criticizing or Justifying Authorities (2nd Meeting)

Excerpt 25		
Participant	Classroom Verbal Interaction	Code
	Silence (The teacher opened the book)	10
S4	<i>Yah Sir lupa</i>	8
S8	<i>Yah Sir belum dikerjain</i>	9
S9	<i>Sir aku belum ngerjain</i>	9
T	<i>Shh! Keep Silent please or I will you bad point.</i>	7

In the twenty-fifth quote, the teacher warns that he will give bad points to students who still make noise in the classroom. This is done by the teacher to criticize the behaviour of students who are not disciplined and do not want to listen to the teacher. In this situation, the teacher uses his authority to reprimand his students in order to discipline them and enable them to follow the existing rules. Not only noisy in class, students sometimes also do things that can endanger themselves and their other friends, as in table 4.25.

Table 4. 25
Classroom Interaction Criticizing or Justifying Authorities (3rd Meeting)

Excerpt 26		
Participant	Classroom Verbal Interaction	Code
T	<i>Okay dikeluarkan dulu alat tulis</i>	6
S8	<i>Baik Sir</i>	8
T	<i>Jangan pinjam alat tulis teman ya</i>	4
T	Sit down please	7
T	Okay	6

The twenty-sixth excerpt shows a teacher reprimanding a student who climbed on a chair because it could endanger him and his friends. The situation occurred because an animal entered the classroom; maybe because the student was scared, he finally climbed onto a chair. The teacher who knew about it then ordered the removal of the animal and told the child who had climbed up to get down. This is very necessary to do; in addition to being dangerous, such behaviour is also impolite. Therefore, the teacher reprimanded the student. So, the conclusion is that this category is usually done by teacher to provide corrective feedback to students who make mistakes or when doing undisciplined behaviour. However, keep in mind that teacher should also not be too excessive in giving criticism to students because it can have a bad impact on them both on their behaviour and on their mentality.

3. Interpretation of FIACS results (Students Talk)

Student talk refers to the behaviour of students who take the initiative in communicating or responding in the learning process. This category of student talk is also very important, as is teacher talk. In

learning a foreign language, it is also necessary to communicate more so that language learning can be applied in accordance with the target language. The ideal interaction is one that can provide discussion so that it can encourage students to practice their language skills and can facilitate students' questions and responsibilities in learning. In addition, interaction can also have a positive impact on students' language development. Therefore, some researchers believe that student talk is very important to be improved and made dominant. In accordance with the theory developed by Flanders, the category of student talk is divided into two, namely student talk-response and student talk-initiation, which are coded 8 and 9, respectively. Based on the data obtained in this study, the percentage results at each meeting obtained results with a difference that was not too significant and included quite large because almost all of them were in one-third of the overall interaction that occurred in the classroom, which ranged between 35-37% with results that continued to increase each meeting. However, when compared between the two categories, the student talk-response category is more dominant than student talk-initiation, which is at 76.39%. This means that students in the class tend to respond more or give a response to what the teacher asks compared to students who ask questions to the teacher. The table below will present how dominant the responses made by students are. The following will also explain each of the two categories related to how and what happens to student conversations in the learning process.

Table 4. 26
Student Talk

Categories	1 st Meeting		2 nd Meeting		3 rd Meeting		Total	
	F	%	F	%	F	%	F	%
Student Talk – Response	93	67.89	150	87.2	71	69.61	314	76.39
Students Talk – Initiation	44	32.11	22	12.8	31	30.39	97	23.61

a. Student Talk – Response

Student talk - response which is included in student talk is coded as category 8. This category involves student participation as an effort to respond to questions asked by the teacher. From the results of this study, this category was most widely used by students when responding to questions or instructions given by the teacher. This can happen because most students still rely on the teacher as the main benchmark in starting learning. Therefore, teacher questions are very important because they are considered quite effective in improving students' thinking skills and also the quality of learning (Waruwu et al., 2023). Here are some examples of responses given by students.

Table 4. 27
Classroom Interaction Student Talk – Response (1st Meeting)

Excerpt 27		
Participant	Classroom Verbal Interaction	Code
S14	<i>Sir, fingers apa? Ceiling apa? Tree apa?</i>	9
T	<i>Ceiling. Kalo cave ceiling apa?</i>	4
S14	<i>Langit-langit goa</i>	8
T	<i>Langit-langit goa, brarti kalo ceiling apa?</i>	4
S14	<i>Langit</i>	8
T	<i>Yes, langit</i>	3

Table 4. 28
Classroom Interaction Student Talk – Response (2rd Meeting)

Excerpt 28		
Participant	Classroom Interaction	Code
T	<i>So, in the previous meeting we have learn about in the hospital, did you remember the vocabularies? Masih pada inget ga kosakatanya apa aja?</i>	4
S8	<i>Cough</i>	8
T	<i>Cough</i>	3
T	<i>What is cough?</i>	4
S8	<i>Batuk</i>	8

Table 4. 29
Classroom Interaction Student Talk – Response (3rd Meeting)

Excerpt 29		
Participant	Classroom Verbal Interaction	Code
T	Okay <i>Sir</i> I punya worksheet yaa, is about finger spelling, do you know about finger spelling? Tau fingers spelling? <i>Tau tidak?</i>	4
S6	<i>Tidak</i>	8
T	Body sign tau? <i>Bahasa isyarat tau?</i>	4
S2	<i>Engga</i>	8
S5	<i>Bisa bisa</i>	8
S8	<i>Tau</i>	8

In the twenty-seventh excerpt, the teacher helps students to recall previously learned vocabulary that comes from the student's own questions. From this situation, the teacher can check individual students' knowledge related to the material that has been learned previously. In addition, it can also help students to repeat the material that has been given. As in the twenty-eighth quote, the teacher also reviewed the material in the previous meeting with students. The difference is that reviewing the material in the twenty-eighth excerpt is done for all students. It was done to measure the student's level of understanding of the previous material. It is different from the twenty-ninth excerpt, where in the excerpt, the teacher asks questions in an effort to measure students' knowledge related to the material that will just be learned. When asking questions, teacher sometimes may not get the answers they want; it could be that students cannot answer them or even ignore the questions asked by the teacher. It can also happen when the teacher gives directions to students. However, there will usually still be other

students who will respond to the questions or directions asked by the teacher. Therefore, this student speech response really needs to be improved again because it can provide opportunities for students to express their thoughts and understanding more confidently.

b. Students Talk – Initiation

Category 9 is student talk-initiation, where this category refers to students who take the initiative to initiate communication, ask questions, or express their opinions, ideas, or ideas without being asked by the teacher. This category is very important because it shows higher involvement and active participation from students than just responding to stimuli from the teacher. In the data obtained from this study, students who ask questions or give their opinions raise their hands first. This is shown in Table 4.30.

Table 4. 30
Classroom Interaction Students Talk – Initiation (3rd Meeting)

Excerpt 30		
Participant	Classroom Verbal Interaction	Code
T	So, how about deaf people or dumb people <i>yang mereka tidak tau itu apa dan tidak bisa berbicara, biasanya mereka menggunakan body sign, Bahasa isyarat atau finger spelling</i>	5
S3	<i>Bahasa isyarat itu apa?</i>	9
T	<i>Bahasa isyarat itu yang biasanya pakai tangan atau gerakan tubuh</i>	5

In the thirtieth excerpt, students ask questions to the teacher when the teacher is explaining the material. This is a good sign for the teacher because the teacher can measure the level of student knowledge.

This also indicates that students already have confidence and a high sense of curiosity, which can be proven by how often students ask questions to answer their curiosity. This is also in accordance with the characteristics of students who are curious, imaginative, and playful. Based on interviews conducted with teacher, students often ask questions, and even though sometimes the questions asked are a little off the material, the teacher still responds to students while giving directions. Another example of initiation by students is also in Table 4.31.

Table 4. 31
Classroom Interaction Students Talk – Initiation (1st Meeting)

Excerpt 31		
Participant	Classroom Verbal Interaction	Code
S5	<i>Boleh pinjam pulpen Sir?</i>	9
T	<i>Ya boleh</i>	3
S12	<i>Terakhir suruh draw a picture Sir?</i>	9
T	<i>Ya terakhir menggambar</i>	3
S4	<i>Nama panjang atau pendek Sir?</i>	9
T	<i>Nama panjang boleh nama pendek boleh</i>	3

In the thirty-first excerpt, the student also asks the teacher a question. In this situation, the student wants to make sure the teacher will accept his opinion or not. From the research that has been done before, the teacher welcomes all questions, opinions or ideas given by students; even though sometimes there are questions that may not be in accordance with the teaching material, the teacher will still try to give a response. This is still done by the teacher because the teacher believes that giving a good response to the questions asked by students can make

students more confident and courageous, and they are willing to express their ideas or opinions without fear. In conclusion, this student initiation can be in the form of questions or statements of ideas given by students, and this is highly expected to occur because it can provide opportunities for students to explore their understanding and actively participate in discussions and exchange of ideas with both peers and teacher.

4. Interpretation of FIACS results (Silence or Confusion)

The category of silence or confusion in Flanders' theory is coded 10, and this category can occur if no communication, conversation, or interaction occurs between teacher and students. This category is also not included in the category of teacher talk or student talk because it occurs during breaks in teaching when practising certain materials, when working on problems, and when the teacher is preparing tools and materials for learning. In the data obtained in this study, the silence and confusion that occurred was not merely the absence of any activity in the classroom, but the teacher was giving students free space to develop their ideas without any interference from others. From the available data, this category mostly occurs when the teacher assigns students to work on worksheets or exercises in the workbook, when playing games, and when the teacher is preparing worksheets and other teaching materials. Puspitaningrum (2023), in a study, showed that the silence that occurs because the teacher gives time to students to capture the meaning of what has been conveyed or learned. This process usually occurs for a few minutes, during which the teacher allows students to focus on doing the exercises given, discussing when learning the game method, and practising. In this study, silence and confusion are very rare because they tend to occur when students are practising or playing games. As in table 4.32

Table 4. 32
Classroom Interaction Silence or Confusion (3rd Meeting)

Excerpt 32		
Participant	Classroom Verbal Interaction	Code
	Silence (students working on)	10
T	<i>Kalo udah ketemu jangan bilang-bilang yaa, just to yourself</i>	6
T	Write your name	6
	Silence (The teacher checks in with each student)	10

5. The Pattern of Verbal Interaction Based on FIACS Analysis

After presenting each calculation of the class interaction category in the form of a table, the researcher will continue by analyzing the interaction applied by the teacher to students during learning in the form of a matrix. In conducting this matrix analysis, the researcher will calculate each pair between initiation and response from the first meeting to the third meeting. The matrix analysis itself is used to analyze and interpret the interaction data that has been made in the form of a table beforehand. The way to understand the matrix is that the matrix consists of 10 columns and 10 rows, and each column and row contains codes from 10 categories of class interaction analysis. In the row, the category is used to describe the initial event or initiation, while the column describes the second event or response. Each box in the table represents the number of times the initiation and response occurred in the classroom. This is used to show which initiations and responses are most frequently used in classroom interactions.

In addition, after being made in a matrix table, a line will be drawn starting from the most dominant pair and continuing to other pairs according to the previous pattern. The line is used to create a flow

diagram that is used to determine the sequence of events in the interaction process that occurs in the classroom. The line also rotates clockwise to connect each interaction that occurs. The way to understand the line is by looking at the box with the largest frequency and continuing to the next largest frequency in the row corresponding to the column in the first box, and so on, until the pattern repeats. For example, in the first box starting in pairs 4-8, the next box will be in row 8 according to the last number in the first pair of boxes, the next is seen in row 8 with the largest frequency, then the next box will correspond to the last number in the second pair, and so on until the end of the category where the last category is the same as the first category. The analysis for the first meeting is presented in Table 4.33.

Table 4. 33

Matrix Analysis 1st Meeting (4-8-3-4-8-4-2-4-8-6-9-3-4-8-3)

First Event	Second Event											
	Category	1	2	3	4	5	6	7	8	9	10	Total
	1	0	0	0	0	0	1	0	0	0	1	2
	2	0	0	2	9	0	2	3	3	2	1	22
	3	0	0	0	23	3	6	3	3	12	3	53
	4	0	0	0	0	1	5	0	69	2	2	79
	5	0	0	0	3	0	5	0	0	3	0	11
	6	1	0	0	8	1	3	3	9	11	8	46
	7	0	0	0	6	0	4	1	2	0	0	15
	8	1	12	29	20	5	10	4	5	5	1	92
	9	0	6	21	8	1	7	1	0	0	0	44
	10	0	1	1	2	0	3	0	1	9	0	17
	Total	2	22	53	79	11	46	15	92	44	17	381
	%	0,53	5,78	13,92	20,74	2,89	12,07	3,94	24,14	11,55	4,47	100
	%	59,85							35,69		4,47	100

Table 4.33 shows the flow diagram of class interaction at the first meeting. The learning objective in the first meeting is that the teacher measure students' understanding of knowledge on the learning material presented in the previous meeting, namely about cave paintings. The method used by the teacher to achieve this learning objective is asking students questions and giving them the task of completing the overlapping text. It can be seen that the teacher gets a lot of responses from the questions asked. This can be proven in pairs 4-8, which has the most dominant frequency of 69, followed by line 8 with 29. In short, this shows that in delivering the material, the teacher often asks questions and also accepts ideas from students so as to increase active participation in students.

Then proceed to pair 8-3 because the previous pair ended in column 8, which means that after getting responses from students, the teacher also uses the ideas expressed by students as material to review the material. In the first meeting, the teacher invited students to remember and mention things related to cave paintings that had been discussed previously. This was done to measure how well the students had received the previous learning material. Then, in pairs 3-4, after receiving ideas from students, the teacher continues by asking students the next question. This can be in the form of follow-up questions to students' ideas or new questions to dig up more information on students. As presented in Table 4.34

Table 4. 34
Classroom Interaction Matrix Analysis (1st Meeting)

Excerpt 33		
Participant	Classroom Verbal Interaction	Code
T	<i>Apa saja? Did you remember? The first one</i>	4
S2	<i>Ranting</i>	8
T	<i>Okay ranting</i>	3
T	<i>What is ranting?</i>	4
S1	<i>Twig</i>	8
T	<i>Okay, the first one is twig or ranting.</i>	3
T	<i>And then?</i>	4
S5	<i>Charcoal</i>	8
T	<i>And then charcoal</i>	3

Then the line returns to pairs 4-8, 8-4, and 4-8. The pair shows that the teacher conducted a short question-and-answer session with the students, where the teacher asked a short question, which was answered with a short answer by the students. This is done by the teacher to provoke students to want to express their opinions and to explore material on students. Continued in pairs 8-2, where after conducting questions and answers with students, teachers also often give praise to the answers or responses given by students. This often happens because it is done to appreciate the responses or answers given by students so that students feel valued when expressing their opinions. This can increase the level of active participation of students in the learning process. An example of pair 8-2 can be found in the following table.

Table 4. 35
Classroom Interaction Matrix Analysis (1st Meeting)

Excerpt 34		
Participant	Classroom Verbal Interaction	Code
T	And then? The last one you have learned about cave ceiling, what is cave ceiling?	4
S8	<i>Langit-langit goa</i>	8
T	<i>Langit-langit goa, pinter S8</i>	2

In the next pair, the line returns to pairs 4-8, which shows the teacher asking questions and getting responses from students. The teacher then changes to another method to further explore students' ideas by giving students an exercise. This can be seen in the next pair, 8-6. In addition, in pairs 6-9 and 9-3, after giving the exercise, the teacher did not just let the students go. The teacher also held a discussion with the students to review the material that had been learned while working on the exercises given. This method is done because students like repetition and to make learning more meaningful. The next pair is back to pairs 3-4, 4-8, and 8-3, where the teacher tries to evaluate or review and end the learning by asking students questions about the learning that day.

Furthermore, after analyzing the matrix at the first meeting, the researcher will analyze the matrix at the second meeting using the same method as used in the matrix analysis at the first meeting. The data will be presented in Table 4.36.

Table 4. 36
Matrix Analysis 2nd Meeting (4-8-8-6-6-8-4-8-3-4-8-8)

First Event	Second Event											
	Category	1	2	3	4	5	6	7	8	9	10	Total
	1	0	0	0	1	0	1	0	2	0	0	4
	2	0	0	0	3	1	1	1	2	0	0	8
	3	0	0	0	10	0	10	2	1	3	2	28
	4	0	0	0	2	3	6	3	57	1	1	73
	5	0	0	0	8	0	2	1	4	0	0	15
	6	0	1	0	6	3	46	7	40	10	10	126
	7	0	1	1	9	0	9	0	0	2	2	23
	8	3	5	15	23	8	40	6	41	4	4	149
	9	1	0	12	4	0	2	1	1	1	1	22
	10	0	1	0	7	0	9	2	1	1	1	21
	Total	4	8	28	73	15	126	23	149	22	22	469
	%	0,90	1,71	5,98	15,57	3,19	26,87	4,91	31,77	4,70	4,70	100
	%	54,15							36,46		100	

The learning objective in the second meeting was for students to know things related to hospitals. From Table 4.35, it can be seen that pairs 4-8 are still the most dominant. This means that the teacher always asks questions during the learning process. The difference in the first meeting is that the teacher becomes more complex because the teacher involves more students in learning. From pairs 4-8, continue with pairs 8-8 and 8-6, where students are very active in responding to what is asked of them, and the teacher also provides direction to students. As in the example table 4.37.

Table 4. 37
Classroom Interaction Matrix Analysis (2nd Meeting)

Excerpt 35		
Participant	Classroom Verbal Interaction	Code
T	<i>Ayo siapa? Who is work in the hospital?</i> <i>Yang bekerja dirumah sakit biasanya siapa?</i>	4
S1	<i>Dokter</i>	8
S2	<i>Dokter</i>	8
S13	<i>Pilot Sir</i>	8
T	<i>Pilot ada di rumah sakit?</i>	4
S5	<i>Sindrom-sindrom</i>	8
S13	<i>Pilot kalo sakit Sir</i>	8
T	<i>Tapikan Sir tanyanya yang bekerja</i>	7
T	Okay okay, show in your student book page eighty-two, there are eight new vocabularies, <i>ada delapan kosakata baru</i>	6

From the thirty-fifth quote, it can be seen that the teacher tries to provoke students to find out the extent of knowledge possessed by students on the material to be learned. If seen from the table, it can be seen that students are very excited and compete to answer the teacher's questions. It means that students already know a little of the material to be learned, even though it is a little off the expected, and it is a sign that students are ready to learn new material. So, in the next pair, 6-6 and 6-8, the teacher gives directions to students to stay focused on the material at hand. In this case, to further hone the students' abilities, the teacher also uses the game method so that students are more interested in receiving the material. This is done by giving students exercises to remember the writing and meaning of the vocabulary learned by dividing them into two groups. This method is used by the teacher to

sharpen students' understanding and train them to work in a team. The next pairs are 8-4, 4-8, and 8-3, where the teacher uses the same method of reviewing vocabulary by asking students questions. In this process, the teacher receives a variety of responses and answers from students, and the teacher modifies the ideas received from students as new questions to improve student understanding. In this meeting, the teacher continues to repeat the material being studied to students by using different methods so that students will be able to interpret the material being studied better. In the last pair, namely 3-4, 4-8, and 8-8, the teacher gives a reward to students who successfully understand the material that day so that students become more motivated and enthusiastic again in learning. The next analysis is about the analysis of interactions that occurred in the third meeting.

Table 4. 38

Matrix Analysis 3rd Meeting (4-8-4-8-3-4-4-4)

First Event	Second Event											
	Category	1	2	3	4	5	6	7	8	9	10	Total
	1	0	0	0	1	0	1	0	0	0	0	2
	2	0	0	0	4	0	2	0	3	1	0	10
	3	0	1	0	9	5	7	0	4	7	2	35
	4	0	0	9	2	1	4	1	30	2	0	61
	5	0	0	1	8	1	3	0	0	3	0	15
	6	0	0	0	12	1	5	0	5	7	3	33
	7	0	0	0	0	0	2	1	1	2	0	6
	8	2	6	15	20	5	8	1	7	4	2	70
	9	0	3	19	4	2	0	3	0	0	0	31
	10	0	0	0	1	0	1	0	0	5	0	7
	Total	2	10	35	61	15	33	6	70	31	7	270
	%	0,75	3,71	12,97	22,60	5,56	12,22	2,22	25,93	11,48	2,60	100
	%	60							37,40		2,60	100

Table 4.38 is the third meeting matrix analysis table. The learning objective of this meeting is for students to know what fingerspelling is and how it is used. This meeting also shows that pairs 4-8 are still the most dominant, with a total of 50. At this meeting, the teacher reviews the material first before starting new material by asking students questions. After it was enough, the teacher proceeded directly to the next material. With the interaction that occurred several times, the teacher began to introduce a little new material that would be learned, namely about fingerspellings where students had to analyze a picture that showed the shape of letters in fingerspelling and practice so that they entered into pairs of 8-4 and returned to 4-8 and then continued to 8-3. In pairs 4-8 and 8-3, after giving students time to analyze the picture and practice, the teacher asks a question to students to spell their name using the fingerspelling they have learned. This method is done so that the learning that occurs becomes more meaningful to students because it is directly related to practice or application. So it continues with pairs 3-4 and ends with pairs 4-8 and 8-4, where the teacher asks several display questions to students about the purpose and use of fingerspelling so that later it can provide a little picture or introduction to students. Here is an example of the interaction that took place.

Table 4. 39
Classroom Interaction Matrix Analysis (3rd Meeting)

Excerpt 36		
Participant	Classroom Verbal Interaction	Code
T	Okay, hello, what is your name?	4
S5	My name is S5	8
T	Can you spell your name with finger spelling?	4
S5	Yes	8
T	S5 okey thank you	3

In conclusion, this matrix analysis is used to show a flowchart or picture related to the interaction that occurs between teacher and students in English speaking skills. From the three analyses above, it can be seen that teacher always use the same teaching pattern, namely by using questions and answers to transfer knowledge to students. This can be shown by the dominant number of pairs, namely 4-8, 8-4, and 8-8. This is the same as Flanders, who stated that pairs containing categories 4 and 8 are the most popular and are often used by teacher in delivering material to students. The teaching flow used is also almost similar in each meeting, where the teacher often reviews the previous learning material before the learning begins by asking students questions. This is indicated by the appearance of pairs 4-8 at each meeting. Furthermore, it is continued by holding discussions together or playing games that require body movements or also doing practice, and this is indicated by the appearance of pairs 6-6 or 6-9 in the middle of learning activities. The appearance of these pairs can prove that in delivering material, the teacher not only uses category four but also utilizes other categories, such as giving directions. Giving directions is usually used to direct students to repeat some phrases, play games, and invite students to discuss together. The emergence of category 9, namely student initiation, shows that when delivering material, it is not always dominant from teacher talk. Occasionally, students also need to submit initiations that prove that they are involved in the delivery of material or learning and in responding to teacher questions. So that it can reflect curiosity, independence in learning, and student involvement in the learning process; this is also in accordance with what is expressed by the teacher in the following quote:

Excerpt 37:

Yes, even though it's random, yes, yes, it's still responded to; most later, yes, that was like the beginning while being directed. For example, in

the hospital, there are usually people; how can they have an opinion? Even though it's random, that's okay, and it's also called students. So it's more fun and fun like that. Later, they can be briefed on what the question actually means. Now, the important thing is to be able to attract students to give opinions, and the important thing is that students have an opinion first, so they can think critically later. (*Interview T*)

From the thirty-seventh quote, the teacher stated that student initiation is very important in learning even though sometimes the questions asked are far from the material, but by still appreciating it, it can attract student participation so that they want to be involved and express their opinions during learning. This is in line with Vindyasari et al. (2022), who said that for language learners, it is important to practice and involve students in learning in order to match the target language utterances. In addition, but in practice, teacher also use worksheets, games, and flashcards. It is also one of the ways used to increase students' motivation and participation in language learning. This is done because the nature of students, especially students, who are easily bored, requires teacher to choose methods according to what they like, namely with games, pictures, or stories. However, during the learning process, there is an imbalance in the use of English, mother tongue and target language. This can be seen when the teacher did code-switching and code-mixing several times during conversations. The inconsistent use of the target language and mother tongue during classroom activities can have an impact on students' understanding of language use, both positive and negative. The positive impact of using the language for students will make it easier for them to understand when learning occurs, while the negative impact is that students tend to ignore and imitate what the teacher does by using code-switching and code-mixing by ignoring the actual language use structure. Examples of the use of code-switching and code-mixing are as follows.

Table 4. 40
Classroom Interaction (3rd Meeting)

Excerpt 38		
Participant	Classroom Verbal Interaction	Code
T	Okay, I want you to come forward two by two, <i>dua-dua, ya nanti maju dua-dua.</i>	6 (code-switching)
T	<i>Seperti biasa</i> , the first student will write the English version and the other student will write the Bahasa Indonesian version. And then <i>nanti setelahnya gantian.</i> Okay <i>paham? Paham tidak?</i>	4 (code-mixing)

Then, to improve writing skills, the teacher will usually give individual tasks to students in the form of filling in the missing text or by playing a game where each student will write the vocabulary whispered by his friend on the whiteboard. Finally, learning often ends with the teacher asking questions to review the material that has been learned. Judging from the pattern of interaction that occurs, it can be interpreted that in teaching, the teacher in this study uses a multi-directional communication pattern where the teacher interacts with students and gets reciprocity from students and there is interaction that occurs between one student and another student with reciprocity between students so that students can also help each other in learning. This learning pattern is also considered optimal because both teachers and students can interact and reciprocate.

4.2. The barriers that occur in the process of interaction between teachers and students in the learning process in class X (ten) SMK Negeri 1 Gido

Furthermore, to collect data that was not obtained through observation, the researcher conducted interviews with the English teacher and several ten grade students of SMK Negeri 1 Gido. This interview was conducted after observing classroom interactions. This interview was conducted twice with the English teacher, while interviews with students were conducted four times with four randomly selected students. After conducting interviews regarding barriers in interactions that occur in the classroom, researchers found several barriers that occur in classroom interactions. The results of the interviews can be summarized as follows:

1. Teacher Barriers

a. Difficulty handling students who are too active in class

One of the challenges that teacher often face in classroom learning is the difficulty of dealing with students who are too active in class. Some students in the class are sometimes too excited and active, so if this happens often, it can interfere with other students during the learning process.

b. Feeling confused during learning

During the learning process in the classroom, sometimes teacher also experience momentary confusion, especially for new teacher. This situation can occur due to various factors, such as a lack of preparation or mastery of the material and the emergence of unexpected questions or situations from students.

c. Confusion in choosing teaching methods that suit students' learning styles

Confusion in choosing learning methods for students is also an barrier for teacher, especially for new teacher who still lack experience. Because every student has different learning style preferences, teacher need to adjust their teaching approach accordingly. This is usually the

main barrier for new teacher, because they still have little experience and knowledge in teaching.

d. Lack of skill mastery

In addition, sometimes teacher also experience barriers related to the skills they master in teaching English. Although they have received relevant education and training, sometimes teacher still feel a lack of mastery of certain skills, such as speaking skills or mastery of their vocabulary.

e. Too many students in the class

The large number of students in a class can also be a barrier to an effective learning process. With too many students, teacher will find it more difficult to provide individual attention and guidance to students. In addition, too many students can also make classroom management more difficult and prone to chaos in the classroom especially if the students are too active.

f. Limited learning time

Limited time is the main barriers that are often faced by teacher to teach English material in more depth to students. Due to the limited duration of learning time, teacher must choose the materials and activities that will be given to students. So that the delivery of the material itself will be less than optimal, especially if the teacher does not really plan the learning carefully.

2. Student Barriers

a. Struggling to speak and understand English

In learning English, students often face various barriers and difficulties. One of the common barriers experienced by students is the difficulty in speaking English. This can be caused by the lack of vocabulary or grammar mastered, shyness and lack of confidence, and the lack of speaking practice. On the other hand, students also sometimes find it difficult to understand what is explained and asked by the teacher in

English, especially if the teacher pays less attention to the speed and clarity of speaking.

b. Lack of confidence and difficulty remembering vocabulary

Another barrier that can be experienced by students is feeling insecure about their abilities compared to classmates. This feeling can arise due to the perception that other friends have a better command of English. This can also hinder students' motivation and participation in the learning process. In addition, students also often experience difficulties in remembering new vocabulary that has been learned, especially if it is not practised consistently.

c. Ineffective classroom atmosphere and lack of practice

Environmental factors can also be a barrier for students in learning English. An ineffective classroom atmosphere during learning, such as a noisy class, inadequate facilities, and uninteresting teaching methods, can hinder the process of absorbing material for students. On the other hand, too much theory given compared to speaking and communication exercises can also be a barrier for students in developing their English language skills.

d. Different ways of pronouncing and writing in English

Barriers can also arise due to differences in the way English is pronunciation and written in the native language. Many students feel confused by the way certain words are pronounced or the difference between the writing and the sound of the word. This can lead to errors in pronunciation or understanding of the meaning of words, which can hamper the overall English learning process.

In conclusion, English language learning in the classroom is often faced with various problems, both from the teacher and student sides. From the interviews conducted, teacher face challenges such as difficulties in handling overactive students, feeling confused during the learning process, confusion in choosing teaching methods that suit students' learning styles,

lack of mastery of skills, too many students in one class, as well as limited learning time. Meanwhile, students also experience difficulties in speaking and understanding the teacher's explanation, lack of confidence in their abilities, difficulty remembering new vocabulary, ineffective classroom atmosphere, lack of speaking and communication practice, and different ways of pronouncing and writing in English. These barriers are interrelated and can affect the overall learning process. If not addressed properly, it will hinder the effective achievement of English learning objectives.

4.3. Concluding Remarks

This chapter describes the research findings and discusses the topic of interaction between teacher and students. The research findings show that teacher talk is the most dominant form of communication, and teacher also tend to use more indirect talk during classroom learning. More specifically, the dominant categories of teacher talk are accepting or using student's ideas and asking questions, which become the main dominant. In addition, the most dominant category for student talk categories is the student talk-response category. This shows that classroom interactions can occur because of student questions and ideas that the teacher accepts to get student responses. In addition, these results are also based on the pattern of classroom interaction that often arises, namely the short question and answer method shown by pairs 4-8, where the pair is the most dominant. This pattern is also supported by interaction patterns similar to multi-directional communication patterns. Another finding in this study is related to the barriers experienced by teacher and students in classroom interactions. The barriers experienced by teacher include difficulties in handling overactive students, feeling confused during the learning process, confusion in choosing teaching methods that suit students' learning styles, lack of mastery of skills, too many students in one class, and limited learning time. Meanwhile, the barriers experienced by students include difficulty in speaking and understanding the teacher's explanation, lack of confidence in their abilities, difficulty remembering new

vocabulary, ineffective classroom atmosphere, lack of speaking and communication practice, and different ways of pronouncing and writing in English.