

CHAPTER IV

FINDINGS AND DISCUSSION

This research investigated the classroom interaction at Seventh Grade of SMP 'SMIP 1946' Banjarmasin. In the following chapter researcher tries to describe in detail the result of observation conducted in Seventh Grade of SMP 'SMIP 1946' Banjarmasin.

A. Findings

Research Question 1

What are the classroom interaction at Seventh Grade of SMP 'SMIP 1946' Banjarmasin Academic year 2014/2015?

1. Findings from the observation (FIAC)

The data collection of this research recorded four meetings of classroom interaction. Each meeting was observed in 30 minutes length. The observations are focused on the classroom interaction within three types : teacher talk, pupils talk and silence.

The observation were arranged by Flanders' Interaction Analysis Categories (FIAC). While observation was arranged to obtained the data in order to match the objective of the research. According to FIAC that created by Flanders, there are several categories of classroom interaction. These include teacher talks, pupils talks and silence. The categories that include on teacher talks are : (1) accepts feeling, (2) praises and (or) encourages, (3) accepts or uses ideas of pupils, (4) ask questions, (5) Lecturing, (6) giving direction, (7) Criticizing or justifying authority. Pupil talks include : (8) pupil talk response and (9) pupil talk initiation. The last category is silence, includes silence or confusion which is the 10 category of FIAC.

In the following, the writer presents the result of the observation by which implemented Flanders' Interaction Analysis Category (FIAC). The result will be explained by the writer per category.

1. Teacher Talks

Teacher talks refer to talks or expressions that teacher used during the classroom interaction. These include : (1) accepts feeling, (2) praises and (or) encourages, (3) accepts or uses ideas of pupils, (4) ask questions, (5) Lecturing, (6) giving direction, (7) Criticizing or justifying authority.

1) Accepts Feeling

One of Flanders categories is Accepts feeling. This refers to accepting, discussing, referring to, communicating, and understanding of past, present, or future feelings of pupils in non-threatening way. Here, teacher accepts and clarifies an attitude or feeling of the pupil in a non-threatening-manner. Feelings can be positive or negative. These are the examples from the result of observation.

T : *"Assalamu'alaikum Warahmatullah Wabarakatuh."*

P : *"Wa'alaikumussalam Warahmatullah Wabarakatuh"*

T : "Good morning."

P : "Good morning Maam."

T : "How are you today?"

P : "I'm fine, thank you, and you?"

T : "I'm fine too, thank you.

(source : the result of the observation in the appendix)

These expression is the interaction in the classroom that particularly used by the teacher in 'accepts feeling' category, is essential to strengthen relationship between a teacher and pupils and also to break the ice because the pupils feel nervous, especially at the first time they meet their teacher when teaching learning process. In addition, the teacher seemed to be aware that she needs to make the pupils familiar with English expression.

2) Praises and (or) encourages

Praises and encourages as adapted from Brophy are delivered to foster intrinsic motivation, one of the element of interactive language teaching. Praises can be considered as expression of your approval or admiration for somebody/something.

The writer found in the dialogue is in the following:

T : "July is after.....?"

P : "Jun, June."

T : "*Ok. Good. (silent)*

November is after...?"

P : "October"

T : "*Yaa, Okay... good pupils*"

Praises and (or) encourages pupils' action or behavior. "*Okay, good pupils*" that is the example of praise.

Another example of the interaction :

T : " if we get something from other, what should we say?"

S : " thank you!"

T : "*Okay, Great!*"

The example above is one of the expression or talks that related to encourage. The teacher make a review of the last meeting when she said that “ *if we get something from other, what should we say?*”. To encourage the pupils to remember the lesson of the last meeting. Then she said “*Okay, Great !*” it is also as encouragement to the pupils to find another expressions of delivering opinion.

3) Accepts or uses ideas of pupils

Accepting or using ideas of pupils includes clarifying, interpreting and summarizing their ideas. Teacher may repeat the question or response from pupils using his own style or words Teacher uses pupils’ ideas as encouragement and stimulating more interaction. Beside that, pupils will feel more respected and hopefully they won’t have doubt anymore to offer their answer or opinion.

Here is the example the writer found from observation.

T : “ Before April is..?”

S : “ March, April”.

S : “ After itu sesudah lah Bu?”

T : “ Ya, After itu sesudah, kalo before?”

S : “ Sebelum”

The teacher used student’s ideas by repeated pupils question and gave additional question to stimulate more talks.

4) Ask questions

Asking question is one the category of teacher talks that is mostly useful to foster interactive language classroom. In asking questions, the teacher frequently asked the pupils about their understanding related to the the material given. Here are the finding on the observation :

T: "I will check your attendance list. Ibu mau absen kalian. who called the name say present. Yang ibu panggil namanya bilang 'present' ya? Understand all of you?"

P: "Yes Maam".

Asking question to pupils using those expressions are less appropriate since they only need simple responses and polar answers, just by saying yes or no. However, if the teacher wanted to check pupils' understanding, it is more appropriate to give knowledge questions, for instance "What did you get from my explanation?". This question strategy will create the interactive learning as suggested by Brown (2001: 169).

5) Lecturing

Lecturing is one of the category of teacher talks which includes the interaction of giving facts or opinions about content or procedures; expressing own ideas, giving own explanation, or citing an authority other than pupil.

For example, on the result of observation :

T : “ya ini perhatikan, expression of asking permission. Asking artinya apa?”

P : “meminta Maam”

T : “yaa meminta, kalau permission nya *pang* apa?”

P : “silent, izin Maam”

T : “ iya, benar. Jadi asking permission itu artinya meminta izin.

Okay yang pertama contoh expression nya : *can I help you, miss?*”

The transcription above reveals that in lecturing, the teacher used Bahasa Indonesia in order to make pupils more understand about materials delivered and to avoid misunderstanding.

6) Giving direction

Giving directions, commands or orders, or initiation with which pupil is expected to comply with. As the example :

T : “oke di catat lah, ibu menuliskan dulu.kena kalian baca.

P : “Yes”

T : “ (teacher asked pupils to read the material she wrote in the white board)

P : “(enthusiast to come forward and read the material)”

This transcription shows that teacher gives command to pupils to write down the material (dialogue) then asked pupils to read it after they finished writing.

This category of “gives direction” is commonly applied when the teacher acts as a director which directs the pupils in doing an activity in the classroom.

7) Criticizing or justifying authority

Transcription from forth observation:

T : “Ferdi tolong perhatikan, ini ibu lagi menjelaskan. *Please, pay attention.* Awas ja kada paham, kena ibu tanya!”

This transcription reveals that the teacher tried to ask a student to be quiet by saying “Please, pay attention.” It was related to the pupils’ behavior in the classroom.

2. Pupil Talks

1) Pupil talk response

Talk by pupils in response to teacher’s talk. Teacher initiates the contact, or solicits pupil statement, or structures the situation. Teacher asks question student gives answer to the question.

Such the example :

T : “how do you do pupils?”

P : “how do you”

T : “Good Morning?”

P : “Good morning Maam”

This transcription indicates that the student understood the teacher’s language, this response is categorized as the simple and limited respond.

2) Pupil talk initiation

Talk by pupils which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.

Example :

T : “ *Bingo, misal no.1 coret, 3 menurun atau mendatar. Siapa yang dapat tulisan BINGO pertama kali dia yang menang. Understand ?*”

P : “*oh kaya Sudoku kah Bu mainnya?*” (9)

T : “(silent). Finished?”

P : “*Belum bu*”

The transcription above indicates that pupils’ is expressing their own ideas by saying “*oh kaya Sudoku kah Bu mainnya?*”

The “student initiated” category emerged when pupils had their own ideas.

3. Silence

1) Silence or confusion

Silence means pauses in interaction during which there is no verbal interaction. This also include silence in which a piece of audio and visual equipment. For example

T : “Okay pupils, today I will give you some exercise, Ibu kasih soal sebagai *review* pelajaran yang lalu? (the teacher wrote

the material on the whiteboard for 15 minutes and no verbal interaction) Finish?”

P : “Not yet. Belum bu. ” (silent, pupils write down the material on their task book)

The “silence” category happened when the teacher wrote the material. During that time, there was verbal and non verbal interaction. Like “*Not yet, belum bu*” and after that student just (*silent*) to finished their what the teacher asked them.

Another silent is *confusion*. It means that there is pausing activity for several times when the teacher asked pupils to do something or giving them exercises or asked pupils to play a game. For example :

T : “make lines. 5 baris ke bawah, 10 ke samping

S : (cannot be recoded, pupils confusion, they make noise)

The transcription above shows that pupils at the same time talking and discussing the topic given by the teacher, so the interaction could not be recorded. However, the interaction during game activity refers to the interaction among class members. During the activity, the pupils tended to use their native languages, either in Indonesia or Banjarese language.

Research Question 2

Which is the more dominant between teacher talk and pupils talk during the class?

1. Findings based on the interpretation of interaction matrix

From the data collection, this research recorded four meetings of classroom interactions. Conducting Flanders Interaction Analysis resulted in a matrix of classroom interaction. The matrix is presented in tables below.

Table 2.1 characteristics of Classroom Interaction of Seventh Grade A of SMP 'SMIP 1946' Banjarmasin by Flanders Interaction Analysis Categories (IC 1-10) – (1st Meeting)

		→ Row										Total
		1	2	3	4	5	6	7	8	9	10	
↑ Column	1				1						1	2
	2		1		3				11	3	5	23
	3		2			1			2		1	6
	4		7	2		1	2	1	9	1	9	32
	5					7			1	2	3	13
	6		3		1	1	1		1	2	1	10
	7				1						1	2
	8	1	4	2	18	1	1				5	32
	9		1	1			2		3	2	2	11
	10	1	5	1	8	2	4	1	5	1	17	45
Total	2	23	6	32	13	10	2	32	11	45	N 176	

$$a. TT = \frac{88}{176} \times 100 = 50 \%$$

$$b. PT = \frac{43}{176} \times 100 = 24,43 \%$$

Table 2.2 characteristics of Classroom Interaction of Seventh Grade A of SMP 'SMIP 1946' Banjarmasin by Flanders Interaction Analysis Categories (IC 1-10) – (2nd Meeting)

		→ Row										Total
		1	2	3	4	5	6	7	8	9	10	
Column ↑	1								2		1	3
	2		3		2		1		15	2	3	26
	3		1	1	1				1			4
	4		11	2	3	1			12	1	9	39
	5										1	1
	6		1		3		11		2		4	21
	7						1				1	2
	8	3	3		28		5	1			1	41
	9		1				1		2		1	5
	10		6	1	2		2	1	7	2	8	29
	Total	3	26	4	39	1	21	2	41	5	29	N 171

$$a. TT = \frac{96}{171} \times 100 = 56,14 \%$$

$$b. PT = \frac{46}{171} \times 100 = 26,90 \%$$

Table 2.3 characteristics of Classroom Interaction of Seventh Grade A of SMP 'SMIP 1946' Banjarmasin by Flanders Interaction Analysis Categories (IC 1-10) – (3rd Meeting)

		→ Row										
		1	2	3	4	5	6	7	8	9	10	Total
↑ Column	1								1		1	2
	2							1	2	1		4
	3											0
	4								5		2	7
	5		1			10	1		1		3	16
	6				2	1				1	6	10
	7						1	1	1			3
	8	2	2		5	1	4		1	2	2	19
	9					1	3		2			6
	10		1			3	1	1	6	2	18	32
Total	2	4	0	7	16	10	3	19	6	32	N 99	

a. $TT = \frac{42}{99} \times 100 = 42,42 \%$

b. $PT = \frac{25}{99} \times 100 = 25,25 \%$

Table 2.4 characteristics of Classroom Interaction of Seventh Grade A of SMP 'SMIP 1946' Banjarmasin by Flanders Interaction Analysis Categories (IC 1-10) – (4th Meeting)

		→ Row										Total
		1	2	3	4	5	6	7	8	9	10	
Column ↑	1								1		1	2
	2		1		2	2		1	4	3	6	19
	3		3	1		2		2	4	4	2	18
	4		2	1		2		1	11	1	5	23
	5		2	4		25		1	2	1	15	50
	6		1	1			1		4	1	6	14
	7		1			3		8	2	2	1	17
	8	2	2	7	16	3	12	1	3			46
	9		3	3		2	1		4	1	3	17
	10		4	1	5	11		3	11	4	18	57
Total	2	19	18	23	50	14	17	46	17	57	N 221	

$$a. \quad TT = \frac{143}{221} \times 100 = 64,7 \%$$

$$b. \quad PT = \frac{63}{221} \times 100 = 28,5 \%$$

From the data in the matrix tables above, we can see that, from four meeting observation the percentage of teacher talks is more dominant than student talks. It can be conclude that the teacher took most part interaction in the classroom when teaching.

B. Discussion

In this session, the result of the research is discussed related to the theories collected in Chapter Two. By the discussion. It can be seen how the theories meet the reality; whether they can fit the reality easily or conversely it.

Based on the result of the observation, it can be seen that the ten categories of interaction analysis such (1) accepts feeling; (2) praises and 'or' encourages; (3) accepts or uses ideas of pupils; (4) ask questions; (5) lecturing; (6) giving direction; (7) criticizing or justifying authority; (8) pupils' responses; (9) pupils' initiation and (10) silence were applied in the classroom during teaching-learning process.

The result also show that in the classroom when teaching and learning process, unfortunately the teacher still used Bahasa and Native language to explain the material to pupils when it should be used English more. Because if the teacher used more English during the class, more or less it also could motivate the pupils to use English as the target language during the classroom activities or even outside the classroom.

The teacher was taking most part in the classroom such given lecturing, given direction, criticizing or justifying authority. The teacher also active in asking questions to the pupils, this questioning strategy is to initiate the interaction in the classroom. This will make the pupils think and use their idea that they had been discussed before. According to Brown (2001:169), "One of the best ways to develop your role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies". So, by giving response to the teacher questions, at least the pupils could speak English although it just a little but,

because of that pupils were active enough as participants in classroom interaction. It can be seen in the matrix table.

This finding shows the teacher's role that is cited by Brown (2001:166-168). Brown stated that there are five roles of interactive teacher. They are as controller, director, manager, facilitator, and resource. When the teacher asks questions, it means the teacher facilitates the pupils to involve in the classroom activity. Besides, the teacher often gave direction, commands, and order to the pupils to which the pupils were expected to follow the teachers' instruction. When the teachers gave direction, it helped to make the teaching-learning process running smoothly. Moreover, the teachers also did their role as a resource or lecturer by giving them some material and information. It means that the teachers were available for advice and some information when the pupils need it. From the results of the four observations, the teachers also used some of her talk times to praise or encourage the pupils and accept or use pupils' idea. Thus, the pupils were motivated and used their ideas confidently. It is appropriate with one of eight roles of teachers stated by Harmer (1979) that the teacher's role as assessor, which means the teacher must always be sensitive to the pupils' possible reaction. This is where the teacher acts as assessor, offering feedback, correction, and grading pupils in various ways.

Furthermore from the interpretation of matrix tables shown that the teacher was talking more than the pupils, it can be seen in the proportion of teacher talks, they are 50 % in first meeting , 56,14 % in second meeting , 42,42 % in third meeting and 64,7 % at the fourth meeting, but the proportion of pupils' talk at the first meeting was 24,43 % then in the fourth meeting it was improved become 28,5 %. This result shows that the pupils are quite actively involved in the teaching-

learning activities. It meant that the pupils were active enough in the classroom interaction. The pupils were active in responding teacher's questions in both of predictable and unpredictable response. Even though in the second and third meeting there was just less interaction happened during the class than in the first and the fourth meeting.

Moreover, the result showed that the interaction in the classroom is in three way communication; they are interaction between teacher-pupils interaction, pupils-teacher interaction and pupils-pupils interaction as. Teacher – pupils interaction can be seen from the teachers' activities such as accepts feelings, praising and encouraging, accepting or using the ideas of pupils, asking question, giving direction and criticizing pupils. Student- teacher interaction is reflected in pupils' response and pupils' initiated, while student-pupils interaction appears in pupils' discussion or group work during teaching and learning process.

Therefore, it can be concluded that the classroom interaction that occurred during the teaching-learning process in the classroom at Seventh Grade of SMP 'SMIP 1946' Banjarmasin involved the teacher and the pupils. The teachers' talk is dominant in interaction during the teaching-learning process, even though the pupils also active enough to talk. They expressed their ideas and feeling to their teachers' lectures and questions. It is in line with the statement of Allwright and Bailey (1996:19) "Classroom interaction has to be managed by everyone taking parts, not just by the teacher because interaction is obviously not something you just to people, but something people do together, collectively."