



FIACS CLASSROOM INTERACTION ANALYSIS OF TEACHER TALK IN TEACHING NARRATIVE TEXT USING ANDROID MEDIA

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ABSTRACT

Teacher talk is crucial for classroom engagement since it helps students better understand the topic and motivates them to participate actively in learning. Based on the framework of the Flanders Interaction Analysis Category System (FIACS) created by Flanders, this qualitative study seeks to assess the forms of talks used by the teacher in classroom interaction. The objective of this study is to analyze the types and frequency of teacher talk in an English classroom and to examine how these interactions influence student participation. The researcher used audio recordings, observation for two class meetings, and an interview with the teacher in the 10th grade of a senior high school in Semarang, Central Java, Indonesia, to gather the data. The topic of the teaching material was narrative. The teacher used Android as the media in teaching English. The findings indicated that all seven categories of teacher discussion were present. Giving instructions came first among the most used (38.53). It is followed by asking questions with 30 instances (27.52%), encouraging or praising with 11 instances (10.1%), lecturing with 13 instances (11.92%), criticizing or defending authority with five instances (4.6%), accepting or using the ideas of students with six instances (5.50%), and accepting feelings (1.83). The low response from the students caused the domination by the teacher.

Keywords: android; classroom interaction; FIACS; narrative; teacher talk

INTRODUCTION

Teacher talk is crucial to encourage learning and fostering linguistic connection in the classroom. Using classroom interaction to foster thinking rather than only assess comprehension is preferable. It is how teachers will utilize language to include students in finding information and developing their abilities. Technology in classroom interaction is developing at an incredibly rapid rate in the twenty-first century. Technology or media must be used to prepare students for the challenges of the 21st century's fiercely competitive environment. The introduction of technology has also changed the instructional tactics and material that teachers choose to use to support students' learning (Wahyuni et al., 2019). Through carefully planned and varied sessions that accommodate the spectrum of student skills and interests, English teachers play a crucial role in maintaining a positive and successful learning environment in language instruction (Sugesti et al., 2020). Thus, it is evident that English teachers nowadays must teach their students how to learn through language as well as the development of technology. The study is interested in examining how a teacher carries out the technological process of learning at the level of adaptation to increase students' understanding and subject knowledge faster. This study will emphasize the several discourses students adopted while engaging in creative interaction in the classroom led by teacher's talk, all while being supervised by their teacher. Students must investigate all facets of issues using various sources and iterations as part of a group project to learn from all viewpoints. The classroom interaction analysis touches on the attitude dimension used to determine how the teacher can use the linguistics tools of attitude dimension to assist the students in developing their skills and character while learning narrative texts. The teacher needs to be more adaptive and communicative in the digital era. The next statements in the teacher's talk to help the students grasp the subject matter or substance of the text and to support the students in expressing their idea by providing responses to evaluate the text are still uncommon in EFL contexts. So, this study aims to close this gap.

The researcher used the Flanders Interaction Analysis Category System (FIACS) because it was thought that this framework would be appropriate for this investigation. Other studies have also used this paradigm to examine their information on teacher discussion. The study's findings should serve as an example of how the teacher's talk can help students improve their language skills and capacity for using technology adaptation. Additionally, using android media to examine the interactions in a multilingual classroom can add to the body of discourse analysis studies. The following fundamental question is then raised: What types of teacher talk occurred in the classroom interaction based on the Flanders Interaction Analysis Category System (FIACS) framework in teaching narrative text using Android? The study's objective is to analyze the teacher's discourse patterns in classroom interaction using the Flanders Interaction Analysis Category System (FIACS) as a framework for teaching narrative text with Android-based media.

Classroom Interaction Analysis

Classroom interaction happens when the teacher and the students share their thoughts, feelings, and ideas, which leads to a mutually beneficial outcome (Fitriati & Lisa, 2019). Classroom interaction is crucial for assimilating and embracing the target language. As information is successfully passed from the teacher to the students as a result of good contact, students' language acquisition may enhance. The importance of classroom interaction in teaching and learning cannot be overstated. Classroom interaction has two components: student talk and teacher talk. When teachers address the students in classroom interaction, they use teacher talk. Classroom interaction is not just created by teacher talk. The students' language plays a significant part in developing student-talk-based classroom interaction. Students can communicate their thoughts about novel subjects or opinions through student talk. As a result, student talk in the context of language can assist students in reaching their objectives. Through interaction, they get the chance to impart their information or opinions.

Teacher talks in FIACS

The kinds of teacher talk used by the teacher in the classroom should be taken into consideration while trying to create an interactive foreign language environment. Teacher talks were divided into seven forms and two categories using the Flanders Interaction Analysis Category System (FIACS): direct and indirect influence. The following are some examples of direct influence. (1) accepts feelings; (2) praises or encourages; (3) accepts or uses ideas of students; (4) asks questions; (5) lectures; (6) gives directions; and (7) criticizes or justifies authority. The Researcher frequently utilizes FIACS to analyze the interaction system and study what happens in a classroom while a teacher is teaching. This system has been used extensively for watching student interaction in classes and is the foundation for many other later-developed systems. The study by (Nasir et al., 2019) related to classroom interaction of teacher talk in the second grade of a senior high school in Aceh Tengah, Indonesia, demonstrated the presence of all seven different forms of the teacher. The interaction that the teacher used the most was giving instructions. It suggests that during the learning process, the teacher had a substantial share of control and gave the students education. Accepting feelings and utilizing or accepting suggestions from students were the least used. According to the interview's findings, this issue resulted from students not participating in expressing their thoughts and emotions.

Android Media in Teaching EFL

Using android-based media applications as a teaching tool to develop students' literacy and to improve English allows students to acquire current information and increase their reading interest to deal with challenges in everyday life. With the help of this teaching media, students can be taught to apply new English words they encounter in the program. It gives students a practical experience that has personal relevance for them (Khudlori & Efendi, 2022). It is crucial to use technology, mainly Android, in TEFL to benefit teachers and students. They can therefore adapt to technology and broaden their flexibility.

Books can help them pay attention and be engaged in the lesson. It may inspire students to prioritize their literacy. This study enhances the prior studies by offering learning materials through an Android application related to the current program from the government, technological adaptation, and literacy (Muhid & Efendi, 2022).

Narrative Text

Teachers should be conversant with the qualities of narrative texts while instructing students on how to construct that will pique the readers' attention (Pribady, 2018). The goal is to assist the students in correctly understanding the text in both form and substance and responding appropriately to their spoken words. A text narrative is a made-up story with moral lessons. Local narratives have a smaller scope than international narratives like Cinderella, Snow White, Aladdin, etc. With the rise of global civilization, it is appropriate for us to improve national culture. The teachers should include local culture in English learning as one of their methods. We can incorporate regional stories into instructional materials in addition to achieving learning objectives. It would be excellent to include local Indonesian story texts to maintain culture if we utilize external stories more frequently as examples of texts. The objective of this study is to analyze the types and frequency of teacher talk in an English classroom and to examine how these interactions influence student participation.

METHOD

The study used a qualitative research approach. Regarding the research strategy, I chose to summarize the results using a descriptive approach backed by a straightforward statistic computation (%). Alwasilah (2002) said that the descriptive design is utilized to characterize the traits of the objects under investigation. The FIACS framework indicates the distribution of each form of teacher conversation in classroom interaction. The chosen teacher has a good criterion. The selection of the teachers for this study was based on several factors, including (1) being available and adaptable; (2) speaking English well; and (2) having sufficient expertise in teaching English (Rahayuningsih et al., 2020). To get the data, the researcher took some videos to have the spoken interaction. It makes it simpler to interpret the situation in the field based on the observation (Valentika & Yulia, 2020). However, the researcher was not permitted to enter the classroom during the recording or have a chat there. Fortunately, the researcher was helped by the other teacher to record the teacher with her students in the class while teaching English to her 10th-grade students at a vocational high school in Semarang, Central Java, Indonesia. There were 20 students in her English class. I got the video of the classroom interaction in two meetings using a video recorder by the other teacher willing to help. Each session lasted for 90 minutes, thus recording a total of 180 minutes. At the same time, the researcher did not stay in class to make the class interaction flow naturally.

After being transcribed, the audio recording's data was encoded into teacher talk categories based on FIACS. Alwasilah (2002) argued that coding and data analysis aid the researcher in (1) a phenomenon identification, (2) calculating a phenomenon's frequency, (3) demonstrating the relationship between code frequencies and identifying inclinations, and (4) organizing the categories and the subcategories. As a result, the study used the FIACS coding guidelines to appropriately distinguish the different forms of teacher talk. Classroom interactions are a common tool in preservice and in-service teacher education to view classroom interactions through the lenses of external observers (Virtanen et al., 2019). Aspects of observing for the research instrument were taken from (Flanders, 1970). The aspects include (1) accepting feelings; (2) praising or encouraging; (3) accepting or using ideas of students; (4) asking questions; (5) lecturing; (6) giving directions; and (7) criticizing or justifying authority. To support the findings, the researcher also interviewed the teacher. The researcher focused on the teacher's conversation about the teaching and learning process in classroom interaction.

The next stage was to figure out how much each category after transcription and coding into the categories mentioned earlier. To determine the percentage, the other researchers (Chambliss & Schutt, 2012) propose dividing the frequency of cases in a given category by the total number of issues and multiplying the result by 100. The equation or formula is " $P = f / N \times 100$," where P is the category's percentage being calculated, f is the category's frequency being calculated, and N represents all situations. The data from the interview and transcription were compared with the data from the observation. The researcher additionally transcribed the interview-related data that was gathered. The transcript was examined and coded to learn more about the teacher's thoughts regarding using various forms of teacher talk in classroom interaction. Data from the classroom observation and audio recording were used to confirm the newly acquired information. It is consistent with the claim made by Baxter and Jack (Baxter & Jack, 2015) that data from various sources are combined during the analysis process rather than treated separately. They also assert that each data source is a component of the puzzle, each piece adding to the researcher's comprehension of the entire phenomenon. The final data analysis stage was interpretation, which involved speaking a narrative description of the results to address the study's research question. The interpretation contained the summary, an examination of the categories, and implications drawn from those interpretations based on our points of view and the theories supporting them.

RESULT AND DISCUSSION

Figure 1 displays the outcome of teacher discussion based on the types by FIACS in % from the observation and audio recording of two sessions of the teacher instructing her class, or roughly 180 minutes. It shows that with 42 instances (38.53%), delivering directives was the most common type of teacher talk used in classroom interactions. It is followed by asking questions with 30 instances (27.52%), encouraging or praising with 11 instances (10.1%), lecturing with 13 instances (11.92%), criticizing or defending authority with five instances (4.6%), accepting or using the ideas of students with six instances (5.50%), and accepting feelings with just three instances (1.83%).

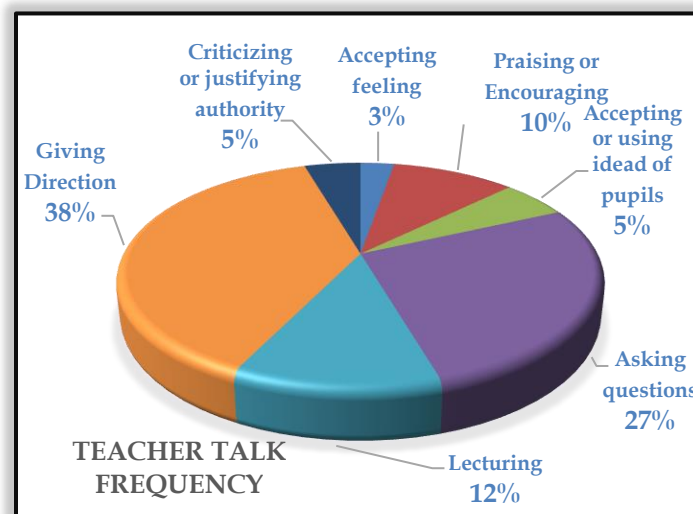


Figure 1. The frequency of teacher talks types

Figure 1 shows less indirect talk than direct talk during class interactions. Indirect speaking accounted for 44.94% of the teacher's talking time. It indicates that the teacher spent less time communicating indirectly during the teaching and learning process, such as accepting students' feelings, giving them praise or encouragement, or using their ideas. Table 1 displays the outcomes of the usage of indirect discourse.

Table 1.
The percentage of indirect talk.

	Types of teacher talk	%	Total (%)
Indirect talk	1. Accepts feelings	1.83	44.95%
	2. Praise or encouragement	10.10	
	3. Accepts or uses ideas of students	5.5	
	4. Asking questions	27.52	

The researcher discovered that the direct talk percentage was slightly higher than the indirect talk 44.95 % (see Table 2). It shows that this study's teacher-centered paradigm of the teaching and learning process is still in place. Most (55.05%) of the teacher's talking time was direct interstitial communication. More often than not, the teacher's activities consisted of lecturing, delivering instructions, and critiquing or justifying authority.

Table 2.
The percentage of direct talk

	Types of teacher talk	%	Total (%)
Direct talk	1. Lecture	11.92	55.05 %
	2. Giving Directions	38.53	
	3. Criticizing or Justifying Authority	4.60	

Additionally, it was found from observations that the teacher also made use of non-verbal cues, including different gestures, smiles, strolling, pointing, etc. Based on the framework of this study, the seven categories of teacher discourse did not include these behaviors, so they were not considered. The following subsections provide examples of the various forms of teacher discourse discovered in the data.

Giving Directions

Giving directions was the form of teacher talk utilized the most, at 38%. The researcher discovered from the recording that the teacher typically provided the student's instructions. An example from the data is in Excerpt 1. (T refers to the English teacher, and S refers to a student).



Figure 2. The teacher gave the directions.

Excerpt 1

T : *Ok. Silakan download file yang saya bagikan di grup WA dan install aplikasi itu di HP kalian!* [Okay. Please download the file that I shared in the WA group and install the application on your Android mobile phone!]

Giving directions, the most prevalent form of teacher speech identified in this study refers to the teacher issuing directives that the students are expected to follow. Teachers must establish defined goals for them to be able to decide the subsequent instructional steps (Schildkamp et al., 2020). She provided instructions when she asked the students to do activities or to respond to inquiries. This result was comparable to Nasir (2019) discovery that delivering instructions were the most often utilized skill in the EFL class she studied. This style was perhaps more prevalent because both focus on EFL students.

Asking questions

The teacher's use of questioning was the second most prevalent discussion style at 27.52%. It always includes a question-posing exercise when teachers deliver a lesson (Kurniawati & Fitriati, 2017). The use of questions by the teachers to assess the students' comprehension of the materials was very beneficial (Eisenring & Margana, 2018). The study discovered that the teacher purposefully posed questions in this area and anticipated responses from the students. Here's an illustration based on the data.

Excerpt 2

T: *Dari berbagai teks naratif yang ada di aplikasi ini, apakah ada yang tahu cerita Jaka Tarub?* [Of the various narrative texts in this application, does anyone know the story of Jaka Tarub?]

S: *Dia menikah dengan Bidadari, Ma'am.* [He married Angel, Ma'am.]

The teacher used Excerpt 2 to assess the student's comprehension. This kind of behavior is usual for this kind of discussion when the teacher poses some inquiries about the subject matter to elicit comments from the students. Teachers can determine whether their students' knowledge of the lessons is on track by asking questions. Utilizing questioning techniques can help students acquire content and develop analytical and critical thinking skills, which will lead to a deeper grasp of the material (Cahyaningtyas et al., 2019). However, this style of discussion may be seen as a form of showcase question that only served to gauge students' understanding and needed them to retain information. Unlike referential questions, which allow students to draw conclusions and render judgments, display questions are less motivating to stimulate students' active engagement.

Praising or encouraging

Praising or encouraging, the third type the teacher used while instructing, occurred in 10.1% of her lessons. It was seen that she would complement or encourage students when they responded to her question. By complimenting students' efforts to complete assignments and praising others to inspire students, the teacher showed they can give relevant feedback (Aenida et al., 2022). Here is an example taken directly from data.

Excerpt 3

T: *Tepat sekali!* [Precisely! What a good answer!]

The teacher commends and encourages the student in Excerpt 3 after the student correctly answers the teacher's question. For students to realize their full potential, a teacher must use or execute motivational teaching techniques (Dewi et al., 2020). Therefore, this kind of conversation is typically intended to help students become more interested in the topic being studied by providing them with positive reinforcement and rewards.

Lecturing

In 11.92% of the class interactions, the teacher applied the lecture. She used lecturing to help students understand the course material and avoid confusion about their studies.

Excerpt 4

T: *Teman-teman. Jika kalian ingin belajar bahasa Inggris, kamu bisa belajar melalui aplikasi Android ini karena banyak sekali cerita naratif lokal pilihan.* [Friends. If you want to learn narrative texts in English, you can learn through this Android application because there are lots of local narrative stories.]

Based on Excerpt 4, the lecture was utilized to clarify the lesson's contents since, before this presentation, a student had a question regarding the narrative text and the use of Android Apps to improve their English. We also discovered that the lecture was used to outline the course's learning objectives.

Criticizing or Justifying Authority

4.6% of the data showed instances of authority being criticized or justified. We discovered that this type was used when the teacher reprimanded the student for misbehaving. Here's an example:

Excerpt 5

T: Sit down, *Mas! Ayo, maskernya tetap dipakai!* [Come on, keep the mask on!]

Excerpt 5 shows the teacher criticizing a student for not following rules. The teacher also enforced rules and behavior through the use of her power. The teacher only used this discipline when she felt that the children were disruptive or out of control or when she needed to catch their attention.

Accepting or Using Ideas of Students

Based on the statistics, it was discovered that 5.5% of students' ideas were accepted or used. It was the second-least typical style of speech the teacher employed. An instance where a student communicated his views and the teacher got and developed them in her own words can be seen in an example in the data.



Figure 3. Some students were raising their hands.

Excerpt 6

T: *Baik, sekarang waktunya mempresentasikan teks naratif berdasarkan apa yang sudah kamu baca di aplikasi Android ini. Setiap siswa tidak boleh ada yang sama!* [Okay, now it's time to present the narrative text based on what you've read on the Android apps. Each student must choose a different title from one another.]

S1: Ma'am, I'm Timun Mas.

S2: I'm choosing Malin Kundang, Ma'am.

S3: Sangkuriang, but I need to read again the text, Ma'am, hehehe

S4: Yes, Ma'am. But we are not ready yet.

T: Okay. I'll give you 15 minutes more *yaa, setelah itu, silakan satu-satu. Dimulai dari Alven dulu.* [After that, please one by one. Starting from Alven first.]

Excerpt 6 shows that the teacher used this conversation to support a student's suggestion that they needed more time to understand the text. She had either expanded upon or duplicated the student's point using her own words. Additionally, it was thought that the students benefited from the teacher's engagement. They noted that through the training provided by the speaker, the students had learned how to constructively critique or give ideas (Astrid et al., 2021). It may be concluded that the EFL teacher also used code-switching in the classroom to inspire and motivate (A. J. T. Putri et al., 2022). The students have developed new strategies to defend their positions (Fatwassani et al., 2019). It boosts students' self-esteem and provides a more engaging learning environment.

Accepts feelings

In classroom interaction, 1.83% of students expressed feelings of acceptance. The Indonesian students that were studied were adept at expressing their feelings and ideas through a variety of cognitive resources (Pasaribu & Dewi, 2021). However, the teacher hardly ever used it. According to the data, this

type of interaction happened because the teacher believed the student should have the opportunity to express his feelings about the challenges. Expression of ideas and emotions is a crucial component of communication, particularly in social situations (Suwartama & Fitriati, 2017). See the excerpt 7 below:
Excerpt 7

S: Ma'am. *Saya masih bingung cara pakainya aplikasi ini di HP. Bagaimana ik, Ma'am?* [I'm still confused about how to use the application on HP. How, Ma'am?

T: *Alright, itu link-nya diklik. Mungkin memory HP kamu sudah penuh ya sayaang. Dihapus dulu yang tidak terpakai yaa, aplikasi Android ini Cuma 30 MB lhoo!* [Alright, please click on the link. Maybe your HP memory is full, Honey. Please, delete those that are not used first, this Android application is only 30 MB, you know!]

The teacher acknowledged the student's remark in Excerpt 7 about how to install the Android apps on her smartphone. She reassured her by accepting her emotions and urged her to delete some files first because her memory (ROM) was full. The teacher showed affection. Affect focuses on people's emotional states and responses to the acts and occurrences of others (Yuningsih, 2018). The researcher also interviewed the English teacher who served as the study's subject to supplement the information regarding the different sorts of teacher talk that took place in classroom interactions. The teacher was asked six questions. They were interested in the teacher talk kinds the teacher usually employed and the exchanges in the classroom. In this study, the teacher's talk predominated classroom engagement during the spoken teaching-learning process. This is in line with Ulan and Putri, who found a fact that classroom interaction in teaching-learning of speaking was dominated by the teacher's talk (Ulan, 2017). Since the students' response was so low, the teacher's speech predominated over the students (K. I. Putri & Putri, 2021). Thus, the domination by the teacher was caused by the low response from the students.

The teacher claimed that, out of the seven types of teacher talk, she utilized encouragement and questioning more frequently than the other categories. The second and third most common methods employed by the teacher in the classroom were asking questions and offering praise or encouragement. Even though they weren't the most prevalent at the school, they were used quite a bit for teaching and learning. The teacher claimed that she used the feature of praise or encouragement more as a means of appreciating the students' work and inspiring them to improve their performance throughout the learning process. She also used the feature of asking questions to determine whether the students had absorbed the instruction. The teacher reported that the children didn't often answer her inquiries. She guessed this might result from their failure to understand the concepts covered in class. To solve this issue, she encouraged her students' participation in classroom interaction by giving them praise or encouragement and posing questions. In line with Fitriati, according to the survey, praise was the most widely employed form of reinforcement in classrooms (Fitriati et al., 2020). Thus, it can be deduced that the teacher used questioning to check the students' understanding of what they had learned and to pique their interest in participating more actively during classroom interaction.

One of the challenges in this study's teaching and learning process was to foster a communicative connection between the teacher and students. Even though the students were aware of the situation and were willing to respond, there were instances during the teaching and learning process when the teacher received no responses from the class. She needs to step into her role as a controller and an initiator at this point. Because of this, teachers must employ interactive strategies and a variety of teacher talk to ensure that the teaching and learning process runs well. As a result, during the teaching and learning process, both the teacher and the students can negotiate meanings and work together to achieve specific goals. Therefore, the teacher and the students can collaborate to achieve particular goals and negotiate meanings during the teaching and learning process

CONCLUSION

The students' participation in classroom discussions decreased due to more direct communication. The students do not cause it were not given enough opportunity to improve their English communication skills, the domination by the teacher was caused by the low response from the students. Thus, it is advised that English teachers use more indirect teaching methods to encourage interactive learning environments, which may raise students' willingness to learn a foreign language. I know the current study only examined two meetings and one teacher. Therefore, it is advised that future research on a related subject consider a bigger sample size and more in-person interactions to develop better conclusions from this study.

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