

## **CHAPTER II THEORY REVIEW**

### **2.1. Interaction**

The word interaction is taken from the English language interact, meaning act on each other (actions that apply to one another). From this word comes the word interaction which has two meanings, namely first; interacting of two or more people, things; interacting upon each other (interaction that takes place between people or something, two or more); second; (comp) allowing a continuous two-way transfer of information between a computer and the person using it (AS Hornby, 1987 : 444) researchers draw conclusions from the explanation above Interaction is a necessity for the realization of social processes in human life. If interaction occurs, it means that communication is established between people. Although the intended communication is not always conveying verbal messages, what may happen is the exchange of non-verbal messages, or through signal messages, body language, and the growth of emotional bonds between people. (Muis, 2017 p. 6)

### **2.2. Classroom Interaction**

These are some definitions of classroom interaction proposed by some experts. McNergney and Carrier as cited in Purwanti (2004: 32) state that a good interaction shows the indication of certain attitudes of students toward the teacher's behavior. These attitudes include the following aspects: (a) Adequacy and fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship. The students also show certain attitudes towards learning in the

involvement of learning related activities. These attitudes include the following aspects: (1) new or difficult activities and assignment, (2) independent pursuit of learning activities, and (3) extra school work. The teacher is able not only to achieve compliance but also to support and encourage students' initiatives. There are many aspects influencing the success of the teaching and learning process. In language classroom, teacher's voice is one of the most influential aspects on the success of teaching-learning. How teacher speak, what their voice sound like, and what kinds of language they use have a crucial impact on classes. The kind of language used by the teacher in the process of teaching is known as teachers talk.

In talking to their students many teachers prefers using the learners' mother tongue rather than using the target language. As Little wood points out, many teachers use the learners' mother tongue in talking to their students. This may often necessary decision, in the interest of organizing the lesson clearly and efficiently (Littlewoods, 2009: 45). But in the other hand it also decreases the student's opportunities from to the target language.

One of the purposes of learning language is for communication, so there are some ways for keeping student's opportunities to the exposure of the target language: the teacher should speak English for the majority of the time so that the students are constantly exposure to how English sounds and what it feels like (Harmer, 2007: 179). For organizing the lesson clearly, teachers have to be able choose the appropriate words and clear examples or illustrations. Besides, presenting the information more than once may increase student's understanding of a certain topic.

In the other hands, classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for students to practice their own speaking, and it is the students who need the practice, not the teacher. For the reasons, a good teacher maximizes STT and minimizes TTT (Harmer, 2007: 38). Celce (2001: 128) argues that classroom interaction is —two ways process between the participants in the language process, the teacher influences the learner and vice versa. Furthermore, interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process (Wilhelm, 2001: 35). They also note that The classroom or pedagogic interaction is a continuous and ever changing process and the factor or context shift from minute to minute. The teacher acts upon the students to cause a reaction. The reaction includes a response to a question, an item in a drill, a word pronounced and a sentence written. (Whilhem et al, 2001: 35). Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with teacher present, and with the teacher who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom. Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occurs every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together.

Based on the above explanation, classroom interaction is all interaction the occurring the teaching and learning process where the teacher determine the interaction occur in the classroom.

### **2.3. Verbal Interaction**

Verbal interaction is communication that uses words, either spoken or written (Hardjana 2003, p.14). This communication is most widely used in human relationships. One important aspect to consider in verbal communication is a style of delivering a message. According Santrock (2008, p.43) explain that there are two styles of delivery of messages in verbal communication, which is the style of the message "you" and style of the message "I". Your message style is a style that is not liked by students because the speaker seemed to judge others and putting students in a defensive position. According to Widjaja and Wahab (1989, p.28) that verbal communication is communication that uses words and writings. According to Liliweri (2011, p.15) describes verbal communication in the form of verbal movements in the form; (C) vocabulary: good speech is always a lot of word availability, the words are not repeatedly spoken.

Lusiana (2002, p.72) In verbal communication there are two requirements that must be met are: (1) observed by others, (2) raises meaning for others. The results of verbal communication activities are oral messages. Beside that According to Krauss (2012, p.9), verbal communication is the message expressed through words or spoken language that conveys meaning.

Based on the above theories, the researcher concluded that verbal interaction is the interaction that the people always used in the daily life through words and writing.

## 2.4. Types of Verbal Communication

Tarone as cited in Houston (2006 : 66) said that verbal communication is mutual attempt of two interlocutors to agree in a meaning of utterance in situation where the requisite meaning is not share by them. To do verbal communication involve at least two person or more, and the good verbal communication is when the message that person means can be understood each other.

Verbal communication is the most common type used in communication between humans to humans, but it is not denied that nonverbal communication also often used in daily communication. The way we communicate nonverbally, sometimes are more important. It is such a different context. Schmitz (2012 : 38) said that verbal communication granted official power that can guarantee action, it means that there is more an action in verbal communication. The verbal messaging deliver by communicated through the word that we use. The example of verbal communication is spoken word or writing text.

Rustan & Subhan (2018) also argues that verbal communication can be a tool used to delivering some idea and opinion, also express a feeling. People with good verbal communication, can easily to say what they want and need to other people. They can be able to interact and adapt with people surrounding.

The Verbal Communication is a type of oral communication wherein the message is transmitted through the spoken words. Here the sender gives words to his feelings, thoughts, ideas and opinions and expresses them in the form of speeches, discussions, presentations, and conversations. The effectiveness of the verbal communication depends on the tone of the speaker, clarity of speech, volume, speed, body language and the quality of words used in the conversation.

In the case of the verbal communication, the feedback is immediate since there are a simultaneous transmission and receipt of the message by the sender and receiver respectively.

The sender must keep his speech tone high and clearly audible to all and must design the subject matter keeping the target audience in mind. The sender should always cross check with the receiver to ensure that the message is understood in absolutely the same way as it was intended. Such communication is more prone to errors as sometimes the words are not sufficient to express the feelings and emotions of a person.

The success of the verbal communication depends not only on the speaking ability of an individual but also on the listening skills. How effectively an individual listens to the subject matter decides the effectiveness of the communication. The verbal communication is applicable in both the formal and informal kind of situations. Wiryanto (2005, p. 84) explain that Communication activities take place in face-to face situations between two or more people, both organized and in crowds. Because the way a person conveys a message to others is the basis of a form of communication, there are several types in a communication. By verbal communication, we mean the type of communication which is rooted in language. Verbal communication among human beings is possible both at the spoken level and written level. Both in the spoken and written level, communication is possible through different formats.

Based on the understanding above, communication and interaction have the same meaning, namely the relationship between two or more people.

### **a. Spoken Communication**

Spoken communication is the same with the oral communication that implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. According to Lucha and Berhanu (2015) oral or verbal interaction is a collaborative way to exchange thoughts feeling or ideas between two or more people, can be lead mutual effect to each other. Regarding on the kind of interaction above, it is an undeniable fact that classroom interaction (verbal interactions) enables students to develop their speaking skills that make it mandatory to encourage them to interact actively in EFL classroom. In addition, verbal interaction is expected to know how the interaction between teacher and students during teaching learning. Teacher talk is not only used information input but also to express their positive attitudes toward their students in second language classroom. Teacher talk refers to how much teacher talk during class time and it is a vital aspect of language based classroom. And also, Teacher have to give lots of efforts to students because to learn second language student's. Furthermore, teacher talk can be used as a tool to increase student's performance, interaction and to promote positive student's attitudes toward their teachers. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, teachers, conferences, interviews, etc.) is significant so as to build a rapport and trust. Spoken communication is either private or public. We can have the following kinds of spoken communication.

- (a) Private Speaking-1: Speaking to Oneself (monologue, self-recording)
- (b) Private Speaking-2: Speaking to One person (one-to-one communication: conversations, telephonic discussions)
- (c) Private Speaking-3: Speaking in Groups (one to many)
- (d) Public Speaking-1: Speaking to Oneself (Monologue on stage)
- (e) Public Speaking-2: Speaking to One(Personal interviews)
- (f) Public Speaking- 3: Speaking to Many (Films/ Documentaries/ Presentations/Speeches/ Teleconferences/ Audio-conferences/ Videoconferences )
- (g) Public Speaking-4: Speaking in groups (one to many)
- (h) Public Speaking-5: Speaking in groups (group-to-group)

Bergin (1995, p.51) finds oral communication more effective because it has several important features. It has to be candid, clear, complete, concise, concrete, correct and courteous. It is useful because it saves time, saves money and is more forceful than other modes of communication. With oral communication, it is possible to convey different shades of meaning, the listeners can get immediate clarification from the speakers and the speakers can get immediate feedback from the listeners. It can be effective in both face to face communication and public interactions or public speaking.

The disadvantages of oral communication often reduce its effectiveness. It is not possible to connect to distant students without the aid of technical devices. It is not possible to transmit long messages through oral communication. If it is not being recorded on any technical device like tape recorder or video recorder, it is not easy to reproduce the oral communication between two persons as evidence. That's why it does not have legal validity as students can keep on

changing their oral versions from time to time. In case of any misunderstanding due to wrong communication, it is not possible to fix responsibility. So that, in other word Verbal communication is a communication tool that can describe the way human life, thinking, knowledge, composing the concept of the world, and express orally and in writing. Verbal communication is the use of words and language to convey a message. Examples of verbal communication are a conversation, a speech or presentation and having a phone call with someone.

Based on the explanation above, it can be concluded that there is verbal communication between the teacher and students in the classroom and the way the teacher gets responses from students, because in verbal communication students can communicate with their teachers and students feel more confident and participate and in this study it only leads to spoken communications.

#### **b. Written Communication**

Written communication is any written message that two or more people exchange. Written communication is typically more formal but less efficient than oral communication. According to Abkharon (2013; p.38) Written communication involves any type of interaction that makes use of the written word. Communication is a key to any endeavor involving more than one person. Communicating through writing is essential in the modern world and is becoming ever more so as we participate in what is now commonly called the information age. In fact, written communication is the most common form of business communication. It is essential for small business owners and managers to develop effective written communication skills and to encourage the same in all employees. The information age has altered the ways in which we communicate and placed an increasing emphasis on written versus oral communications. Examples of

written communication include: Emails, Text messages, Blog posts, Business letters, Reports, Proposals, and Contracts. Written communication is possible through:

- (a) Private Correspondence-1: Writing about oneself (Diary writing)
- (b) Private Correspondence-2: One to One (Personal letters, personal notes, messages, letters of invitation/request/thanks/congratulations)
- (c) Private Correspondence-3: One to many (Invitations, pamphlets, posters, poems, stories, novels, articles, books)
- (d) Official correspondence-1: One to one (Memos, Orders, Reports, proposal )
- (e) Official correspondence-2: One to many (Advertisements and hoardings, Notices, Agenda Notes, Circulars, pamphlets, posters)
- (f) Official Correspondence-3: Many to many (Government Orders, Gazette Notifications, Minutes of Meetings)

Most of the languages in the world exist both in the spoken and the written form. But in every language the spoken language precedes the written language. Initially people combine sounds in meaningful ways to make words and then sentences to convey their messages. Subsequently with the necessity of using the language in its written form, they invent a script to codify the language. Some sounds are there in all the languages but some are unique to each language. Hence when we combine sounds, we must know whether it is possible to combine these sounds in a particular language or not. This knowledge of right combination of sounds is natural with the native speakers but for the non-natives it happens to be the most challenging part in speaking the language in question.

It is not enough if we just have knowledge of the phonological rules of a language, rules that we need to combine to make meaningful words and

sentences. We should also know the semantic rules to be able to organize and manage meanings in the same language. The frames of reference for different words would be different in a given language. The words used for kinship terms in the Indian languages are altogether different from their counterparts in English. The word 'uncle' for example is used to denote multiple kinship terms in English (*mother's brother, father's brother, mother's, sister's husband, father's sister's husband, etc*) whereas in the Indian languages we have different words for each of these relationships. Sometimes, it so happens that we have different meanings for a single word. The word '*bank*' for example can be used to mean '*the banks of a river*', '*the place where we keep money*' and '*depend upon*'. A word does not have any meaning in isolation, it becomes meaningful in a context, within a frame of reference.

The way the words combine to form sentences is controlled by a set of rules called the syntactic rules or rules of grammar. These rules are very significant particularly when we are engaged in written communication. While communicating in English, we often tend to transfer the rules of our native language to English. Resultantly, we end up with hackneyed sentences. In all the Indian languages the basic sentence pattern is '*SOV*', the object in a sentence is preceded by the subject and is followed by the verb whereas in English the basic sentence pattern is '*SVO*', the Verb is preceded by the subject and followed by the object. This also happens at the phonological level. When we speak a particular language, we must know the sounds that are existent in that language. If we replace one sound of language A with another sound of language B, then there are chances of our not being understood or at least being misunderstood.

The sound ‘ə’ in ‘about’ is often replaced by ‘e’ or ‘o’ by the Indian speakers as it is not there in the native languages. The use of the sound ‘bh’ in place of the English ‘v’ often sounds funny when the Oriya speakers speak English.

As we have already indicated, no single word is meaningful unless it occurs in a sentence, in a context. If we use a single word ‘fan’, it may mean both a ‘*a very keen supporter/follower of a sport, performing art or famous person*’ or ‘*an instrument for making a flow of air*’. But when I put the word in a sentence, “*I am a great fan of Katrina Kaif*” we mean “*I am a great supporter of Katrina Kaif*”. The totality of a word’s meaning is visible only in a given context. Likewise, the other words in the sentence “*I am a great fan of Katrina Kaif*” like ‘*I*’, ‘*am*’, ‘*a*’, ‘*great*’, ‘*of*’, ‘*Katrina*’ and ‘*Kaif*’ do not convey any particular meaning. Each of them carry some meaning but in ‘*a*’, ‘*am*’ combination with ‘*fan*’ in a certain order (I Kaif) they give us a complete meaning. Katrina of fan great They all together exemplify the fact that I am great supporter of Katrina Kaif. A slight change in the order of the words of the above sentence can also bring about a change in the form as well as meaning of the given sentence.

If I say “*Am I a great fan of Katrina Kaif?*” I express my doubt regarding my support to Katrina Kaif. Similarly if I replace the word ‘*I*’ with ‘*You*’ my focus changes from me to the person I am speaking to. It is also possible to convey two different types of messages with the same forms or structures. If I utter two sentences, “*Who can beat Sachin in cricket?*” and “*Who will inaugurate the match tomorrow?*”, I use the same form or structure (the interrogative one), but my intentions in both the sentences are entirely different. In the first sentence I want to assert that nobody can beat Sachin, though it looks

like a question. In the second question, however, my intention is completely different. I simply want to have information about the person who is going to inaugurate the match tomorrow.

The rules which help understand the purpose or intention behind an act of communication are called the pragmatic rules. Sometimes it may so happen that we use a single word in place of a full sentence to say what we want to say. For instance, if someone asks me "*How are you?*" and I answer "*Fine*", I really mean to say "*I am fine*". Of course, this meaning will not be obvious unless this word is preceded by the question "*How are you?*". In other words, unless the context is provided, a word does not acquire any significance or meaning. Mc. Nergney and Carrier in Purwanti (2004: p. 32) state that a good interaction shows the indication of certain attitudes of students toward the teacher's behaviour. These attitudes include the following aspects: (a) Adequacy and fairness of instruction and grading, (b) Fairness in authority and effectiveness of control, and (c) Consideration, friendliness, and concern of interpersonal relationship. The students also show certain attitudes towards learning in the involvement of learning related activities. These attitudes include the following aspects: (1) new or difficult activities and assignment, (2) independent pursuit of learning activities, and (3) extra school work. The teacher is able not only to achieve compliance but also to support and encourage students' initiatives.

If one knows how to use words only, she/he may not be a good communicator. In every day speech, we not only use sentences, but also use sequences of connected sentences or discourses to express complex thoughts. This sequencing is not possible if we do not know how to logically connect

sentences with the help of connectors. In this act of communication, where a sequence of sentences is to be used, the participant may be singular or plural. A single person can speak sentences one after another or two persons may engage themselves in a conversation where one responds to the other. A successful communicator should be able to know the discourse rules in order to put the sentences in right sequence so that they are organized in a coherent manner. The sentences put in a sequence should be logically and meaningfully connected to one another in order to be coherent and need to be linked through connectors like conjunctions, pronouns, possessives to remain coherent. Hence it is not enough if two sentences are just put one after another and there is some logical link between the two. There should also be some grammatical link between the two to show that one is the logical output of the other. Once again, we must remember that these rules for discourse are more significant for written communication than for spoken communication.

Based on the above explanation, so, the researcher can conclude that verbal communication is a communication tool that can describe the way human life, thinking, knowledge, composing the concept of the world, and express orally and in writing.

## **2.5. Interaction Between Teacher and Students**

Richards (2010, p.173) define classroom interaction as the patterns of verbal and non – verbal communication and the types of social relationships which occur within classrooms. The study of classroom interaction may be a part of studies of classroom discourse, lecturer talk, and second language acquisition. Classroom learning is a co- operative effort between the lecturer and the

students. It points to how the lecturer and the students interact and how students interact among themselves, all of which affect the language learning.

The teacher initiates interactions with the whole group of students and with individuals, right from the beginning of a language course. Initially the students can only respond non-verbally or a few target language words they have practiced. Later on, the students have more control of the target language and can respond more appropriately and even initiate interaction themselves.

What happens in a productive class hour is described as the following the heads:

1. The teacher interacts with the whole class.
2. The teacher interacts with a group, a pair or an individual pupil.
3. Pupils interact with each other; in groups, in pairs, as individuals or as a class.
4. Pupils work with materials or aids and attempt the task once again individually, in groups and so on.

Many teaching methods irrespective of discipline have moved over the years from teacher-centered approaches where the lecturer is seen as the source of all knowledge to approaches that are more learner-centered. In the Languages for example, what this shift has brought with it is sample opportunities for students to experiment with language as they actively participate in the learning process. Such methods foster fluency in second language learning. The teacher role has changed from that of controller to facilitator or guide. These are known as communicative approaches to language teaching, where communication is seen as the focus for language learning. It is for this reason that the author deemed it necessary to explore ways in which the individual student can be assisted so that he/she can gain from the instructions offered in

the various fields of education in schools, colleges, polytechnics and universities. Therefore, the interaction between the teacher and students become cooperative in teaching learning process. Beside that, in communicative approach the students centered is better than the lecturer centered because it can make them active in doing language learning.

In review, teacher-student interaction has resulted in a positive classroom environment that affects the learning and growth of students positively. Keeping in mind the development point of view, student-teacher interaction aids students' memory skills, cognitive ability, physiological development, and emotional growth.

## **2.6. The Advantages of Verbal Interaction**

The use of verbal communication is to inform, whether it is to inform others of our needs or import knowledge. Clarification is a key component of verbal communication. Often, the people do not articulate themselves clearly, or our words or actions are misconstrued. Verbal communication helps to clarify misunderstandings and provides missing information. The people can use verbal communication to correct a wrong. The power of the words, "I'm sorry," is often more effective than an action. Verbal communication can also be used as a tool of persuasion. It creates an opportunity for debate, stimulates thought and creativity, and deepens and creates new relationships. Krauss (2002) in his article, "The Psychology of Verbal Communication," published in the International Encyclopedia of the Social and Behavioral Sciences explains that a species' survival depends critically upon its ability to communicate effectively, and the quality of its social life is determined in large measure by how and what it can

communicate. The researcher can explained that verbal interaction have four advantages: (a) Verbal interaction is fast, (b) Verbal interaction is easy to understand, (c) Verbal interaction can be expressed, (d) Verbal interaction generates quick response:

a. Verbal interaction is fast

One of the major advantages of verbal communication is that it travels much faster than other means of communication. A person intending to deliver a quick message will always prefer to communicate orally.

b. Verbal interaction is easy to understand

It may be difficult to understand a message through a letter or a mail as it may require further interpretation or knowledge on the subject matter.

c. Verbal interaction can be expressed

While communicating verbally, it becomes easier for the communicator to make use of his/her body language in conveying the message. Various types of postures and gestures can be used to make the audience comfortable making it easier for them to understand the message.

d. Verbal Interaction generates quick response

Verbal communication facilitates quick response from the recipient. Hence, it results in better flow of information between the communicator and the receiver.

Verbal communication helps in reducing the delays that may take place on account of no response from the receiver.

In specific way the advantages of classroom interaction such us: Classroom interactions assist a kid with learning, explain questions, and take an interest at a subject from a different perspective. Asking questions can lead to

better understanding: There is nothing known as silly question. Asking questions to teachers will empower the kid to understand the topic better.

It can be concluded that Students and Teacher communications in the classroom play a vital role for the improvement of the students' academic self-concept and enhancing their enthusiasm and achievements.

### **2.7. The Disadvantages of verbal interaction**

such as;

- a. Emotions are visible and hence leads to trouble in certain cases.
- b. It has no legal validity and hence will lead to problems in certain situations.
- c. It does not provide permanent record unless it is recorded with modern means of storage.
- d. It has issues when communicating with distant people.
- e. This form of communication is not suitable for lengthy message.

Besides that, When the communication is in the form of signs, symbols or gestures which do not use any structured form of abstract letters or sounds to convey information, then we call it as non-verbal communication. There are several types of Nonverbal Communication as follows:

#### **a) Facial Expression**

Facial expressions are responsible for a huge proportion of nonverbal communication. Consider how much information can be conveyed with a smile or a frown. The look on a person's face is often the first thing we see, even before we hear what they have to say. While nonverbal communication and behavior can vary dramatically between cultures, the facial expressions for happiness, sadness, anger, and fear are similar throughout the world.

b) Gestures

Deliberate movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing, and using fingers to indicate numeric amounts. Other gestures are arbitrary and related to culture.

c) Paralinguistic

Paralinguistics refers to vocal communication that is separate from actual language. This includes factors such as tone of voice, loudness, inflection, and pitch.

d) Body language and posture

Posture and movement can also convey a great deal of information.<sup>4</sup> Research on body language has grown significantly since the 1970s, but popular media have focused on the over-interpretation of defensive postures, arm-crossing, and leg-crossing, especially after publishing Julius Fast's book *Body Language*. While these nonverbal behaviors can indicate feelings and attitudes, research suggests that body language is far more subtle and less definitive than previously believed.

In fact there are also disadvantages of Classroom Interaction that can be categorized under these main headings such as:

a. Individual work

Disadvantages of Individual work in classroom interaction like, students have no idea, they are also feeling nervous and insulted.

b. Pair work

In this activity students are frustrating and difficult if partners are at different level or don't enjoy working together.

c. Group work

As group work they are also feels that Learners may feel shy to speak in a group, because they get difficult to organize room space. Then, some learners may dominate and do all the work or some may be shy or lazy and do no work

To summarize, a common disadvantage to verbal communication is the cultural differences between the sender and the receiver. These differences can arise from the individuals speaking different languages, inability to understand the other person's colloquial phrases or a difference in understanding basic terms.

### **2.8. Flander's Interaction Analysis Categories (FIAC) Method**

Flander's Interaction Analysis Categories (FIAC) as a model of classroom interaction used to find out how do the teacher and students' talking time during the teaching and learning process (Flanders, 1970). In addition, it means the researcher who wanted to use FIAC model had to use every three seconds to decide which one of the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet.

What's more, analysis EFL classroom interaction is appropriate by using Flanders' Interaction Analysis Categories System (FIACS). Flander technique is appropriate for analyzing the students' and teacher's talk at EFL contexts since the technique is to measure how much the teacher and students take talking during teaching and learning process. In fact, both EFL teachers and

students are required to talk in the classroom. Besides that, Flander (1970, cited in Walsh 2006) divided teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asks questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion). Because FIACS technique is to know how much the teachers' and students' talking time and characteristics in classroom interaction, according to Flander (1970, cited in Kia and Babelan, 2010), the researcher who wants to use FIAC has to do plotting a coded data with a constant time before putting the data into observation tally. It is intended for knowing the calculating and characteristics of the teachers and students talk in the classroom. FIAC suggests that the constant time referring to every three seconds. It means that the researchers who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, students talk, or silence should be written down to put in the observation sheet. (Putri, 2016, p. 63)

#### **FLANDER'S INTERACTION ANALYSIS CATEGORIES (FIAC) MODEL**

|              |                    |   |
|--------------|--------------------|---|
| Teacher talk | Indirect influence | <p>1. ACCEPTS FEELING: accepts and clarifies the tone of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.</p> <p>2. PRAISES OR ENCOURAGES: praises or encourage student action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head or saying „um hm?“ or</p> |
|--------------|--------------------|---|

|  |                  |  |
|--|------------------|--|
|  |                  | <p>„go on“ are included.</p> <p>3. ACCEPTS OR USES IDEAS OF STUDENT: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own idea into play, shift to category five</p> <p>4. ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.</p>  |
|  | Direct Influence | <p>5. LECTURING: giving facts or opinion about content or procedure; expressing his own idea asking rhetorical questions.</p> <p>6. GIVING DIRECTIONS: directions, command, or orders which student are expected to comply with.</p> <p>7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out ; stating why the teacher is doing what he is doing; extreme</p> |

|              |   |
|--------------|---|
| Student Talk | <p>8. STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.</p> <p>9. STUDENT TALK-INITIATION: talk initiated by student. If „calling on“ student is only to indicate who may talk next observer must decide whether student wanted to talk.</p> |
|--------------|---|

Bergin as cited in Abura (2011 : 27) finds oral communication more effective because it has several important features. It has to be candid, clear, complete, concise, concrete, correct and courteous. It is useful because it saves time, saves money and is more forceful than other modes of communication. With oral communication, it is possible to convey different shades of meaning, the listeners can get immediate clarification from the speakers and the speakers can get immediate feedback from the listeners. It can be effective in both face to face communication and public interactions or public speaking.

### **2.9. Related Review of The Research**

When selecting this research, the researcher sees some research papers that focus on classroom analysis especially in verbal interaction. Ami (2013, p,85) is the first researcher. She has the title "Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Improve Talking Ability for Young Learners" research. The goal of this research was to investigate the realization

of verbal classroom contact, in particular teacher talk and student talk, which occurred while teaching voice.

Then there was the subject of a private school in Bandung, and the use of type observation, even interviews in this study. On the basis of the above research, the final study recommended that the teacher should encourage students to have more responsibilities to speak during the classroom learning process. Thus, the observer is suggested to carry out this observation in a similar manner, covering different abilities.

The other recent research carried out by Semi and Siti (2015) is the research entitled "An Analysis of the Teacher and Student Talk in the Classroom Interaction of the Eighth Grade of SMP Negeri 18 Purworejo. The most research that was conducted by Junaid (2020) that entitled "The Verbal Interaction Between Lecturers and Students in Classroom at Muhammadiyah University of Makassar in academic year 2019/2020 " The findings of this research showed that the verbal interaction in a class BG3F is running well as the teacher can handled the interaction and often ask mostly to students, the students give a feedback. There were ten types were explained in findings. There are accepting feeling, praises encourage, ask question, lecturing, give direction, response and silence or confusion according to Flanders Interaction Analysis Category (FIAC). In this research, the teacher used many interact in classroom because in this classroom the students less confidence to direct interact and they doubt to answer the questions provided by the teacher.

It can be concluded that the last of the observations language is used in classroom interactions used in classroom interactions, so the result of the research describes that the teacher is more active and contributes to teaching and learning process in classroom interactions while students are more passive and less interactive in classrooms.

This research is the same with “The Verbal Interaction Between Lecturers and Students in Classroom at Muhammadiyah University of Makassar in academic year 2019/2020” showed that the verbal interaction in a class BG3F is running well as the teacher can handled the interaction and often ask mostly to students, the students give a feedback. Besides, is slightly different than Ami (2013, p,85) is the first researcher. She has the title "Study of Teacher Talk and Student Talk in Verbal Classroom Interaction to Improve Talking Ability for Young Learners" research. Where the aim of that research was to investigate the realization of verbal classroom contact, in particular teacher talk and student talk, which occurred while teaching voice.