CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Study

Reviewing many related studies' findings is a fundamental step in performing this study since it provides researchers with the background information they need to draw meaningful conclusions. The following research is relevant.

Research conducted by Desi Annisa 'Ulan in 2018 entitled "An Analysis of Classroom Interaction in the Teaching-Learning Process of SMK Al-Husain Keling in The Academic Year of 2017/2018" used a descriptive-quantitative methodology. Data collection tools include observation and interviews, set in the tenth grade of Al-Husain Vocational School. The research results show that the dominance of classroom interaction lies with the teacher, which shows a lack of active participation from students. The emphasis on complementary teacher-student interactions and not just one-way communication shows that student involvement can be increased to improve the teaching and learning process.

The study conducted by Yetti Zainil in 2018 entitled "An Analysis of Language Input in EFL Classroom at Junior High Schools in Padang" used a qualitative approach and a case study approach. The data collection tools used were observation and interviews, with the research subjects being English teachers

and students at high schools in Padang. The research results show that all teachers tend to swiftcode from the target language to their mother tongue. Teachers also play a controlling role and initiate interactions more often. Thus, the conclusion of this research is that a deep understanding of the complexity of language use is crucial for increasing the effectiveness of language teaching in the classroom.

In research conducted by Sofiatul Huriyah in 2018, entitled "An Analysis of Teacher and Learner Talk in the Classroom Interaction", a descriptive qualitative approach was used. Data collection methods include recording and interviews. The research was conducted in a class consisting of one English teacher and 35 students. The research results show that interaction in the classroom is dominated by teacher conversation (as much as 75.5%). The category of teacher conversation that is most often used is in the form of questions (30.2%). Responses from students to teacher conversations were only 9.1%. Indonesian dominates with a percentage of 57.2%, while English is only used by 28.1%. The conclusion of this research is that teachers dominate interactions in the classroom by asking lots of questions to lead learning. The greater use of Indonesian also results in fewer opportunities for students to explore and practice English.

Research conducted by Chairina Nasir and her colleagues in 2019 entitled "A Qualitative Study of Teacher Talk in an EFL Classroom Interaction in Central Aceh, Indonesia" is a qualitative study that uses audio recordings and observations as data collection tools. This research was conducted in the second grade of high school, and the results showed that of the seven types of teacher interaction, the one that dominates most is providing direction. This indicates that the teacher controls the class by providing instructions during the learning process, perhaps due to low student participation. The conclusion of this research is that these findings can be a basis for teachers to evaluate interaction patterns during the learning process, and can be used to find methods that can improve student interaction in the classroom.

Research conducted by Fitri Mardiyana et al. (2019) entitled "Spring Interaction in the English Classroom Using the Flanders Interaction Analysis Category System (FIACS)" adopted a qualitative descriptive approach. Data collection tools include audio recording and observation sheets. The research was carried out in class XI-2 Science at SMA Negeri 11 Medan. The research results showed that the most dominant category in teacher conversations was providing direction (40.41%), while student conversations were dominated by student responses to teacher conversations (57.60%). Overall, the contribution of student conversations was 36.72%. Thus, the conclusion of this research is that teachers have a more dominant and active role compared to students in interactions in the classroom.

The study conducted by Feny Martina and colleagues in 2021 aims to analyze teacher interactions using the Flanders interaction analysis categories (FIAC). This research adopts a case study and qualitative approach, using observation and interviews as data collection tools. The research was conducted among senior teachers and newcomer teachers at IAIN Bengkulu. The results show that the percentage of teacher interactions from senior teachers and newcomers is 39% and 45% respectively. The classroom interactions most frequently used by senior teachers are asking questions and providing instructions, while newcomer teachers tend to ask questions and provide instruction. The conclusion of this research is that these findings can provide benefits for senior teachers and newcomers to increase student participation during the classroom learning process.

In research conducted by Muhammad Rafi Abdusyukur et al. in 2022, they explored interactions in English as a foreign language classes in Indonesia in an online setting. The methodology used is a case study with data collection tools in the form of observation without participants. This research was conducted on seventh grade students. The research results show that teachers dominate interactions in online classes. This causes students to become passive because the teacher explains more than giving students the opportunity to participate. The conclusion of this research is that teacher dominance in online classroom interactions causes students to become passive learners, which results in limitations in the development of their critical thinking skills.

Based on a few of these studies, their study examines how well students engage with one another throughout the classroom learning process. The goal of this study is to better understand how students and instructors interact while studying in the classroom.

2.2 Theoritical Framework

2.2.1 Interaction in the Teaching and Learning Process

Based on a few of these studies, their study examines how well students engage with one another throughout the classroom learning process. The goal of this study is to better understand how students and instructors interact while studying in the classroom.

To attain their educational goals, instructors and students engage in an ongoing activity of contact and communication with one another known as the teaching and learning process. It should be clearer that the contact between students and instructors throughout the teaching and learning process is not simply a means of communication but also serves to educate students by instilling attitudes and values in addition to the subject matter being taught (Habibi & Astuti, 2021).

Educative value interactions are those in which the objective of altering one's behavior and actions is placed intentionally and are thus converted from the "normal" interactions that occur in the course of human existence. In the field of education, this contact is known as an educative interaction. To be effective and productive, educational engagement must depict a mutually beneficial, two-way exchange of information. The parameters of educational contact

should be maintained at all times. In this sense, educational interaction is a metaphor for the two-way, goal-oriented connection between educators and their students (Ariyanto & Fajarwati, 2020).

Tari Sandi (2020) argues that in order for teaching and learning interactions to be effective, a number of conditions must be satisfied:

a. The intended teaching-learning interaction's goal.

b. The information (messages) to be shared with the pupils.

c. The instructor and the pupil.

d. Resources/means used to assist in goal attainment.

e. The technique for delivering the message (material).

f. The setting in which the information is to be communicated in order to accomplish the objective.

Based on a few of the aforementioned components and competencies, it is evident that in order to carry out teaching and learning interactions, a teacher must possess more than just intelligence or subject-matter knowledge; they also need to possess a number of other skills, such as an understanding of student characteristics and the ability to select the most effective delivery methods for lessons.

2.2.2 Definition of Classroom Interaction

Classroom interaction, as defined by Siddig and AlKhoudary (2018), is the process through which a teacher and his or her pupils engage in meaningful conversation with one another during class. This definition encompasses

every kind of conversation that takes place between students and teachers in a classroom.

According to Saleh (2016), "Interaction in teaching is a vital aspect, and it plays a crucial part in effective teaching; in fact, the distinction between a weak and a competent teacher rests in the manner in which they engage with their students." It's not only the students interacting with each other in class; the instructor is also taking part.

All the giving and taking of ideas, information, and emotions, as well as the socializing and corrective measures taken by instructors in response to student errors, are all part of the classroom's interaction. Duval et al. (2016) report a number of classroom activities that take place as a result of student-teacher interaction:

a. Communication switch

It's very uncommon for students and professors to take turns talking during class, which might lead to a shift in the dynamic between them. Students are more likely to be engaged if they have enough to say.

b. Question and answer

Students may help teachers create instructional materials by asking questions. Student comments, however, may be seen as a sincere attempt to carry on learning.

c. Asking Meaning

If a student does not fully grasp the information presented, he or she might consult with other students to get a more in-depth understanding of the topic at hand.

a. Reciprocal

It's meant to test how well pupils have grasped a certain concept. Additionally, it is used in the process of mistake resolution.

One definition of a classroom is any group of individuals larger than two who meet regularly to study from a designated instructor. The educator often has preconceived notions about what his or her job entails. The act of teaching is a social one. There is always some kind of communication happening between the instructor and students in the classroom, whether it be an act of initiation or a reaction to anything the teacher says. The term "interaction" is used to describe this kind of exchange. Interaction between students and teachers is an integral part of the educational process. The results of the plan are generated via student-teacher interaction (input, practice opportunities, and receptivity). Finally, it is clear that communication is crucial to the success of any educational endeavor (Weiser et al., 2018). In the EFL classroom, class engagement is encouraged. Students will find classroom dialogue more engaging if they are encouraged to participate. The method requires classroom interaction between the instructor and student. Aprianti (2020) states that there are two distinct sorts of classroom interaction, one involving the instructor and the other involving the students. There are two types of student participation in the classroom:

1. Teacher-students interaction

There is a wide sense and a restricted sense to the relationship between the teacher and the student. The term "teacher-learner interaction" is often used to refer to any kind of communication between a teacher and a student. In its narrowest meaning, it refers to the exchanges that take place between a tutor and their student(s).

2. Student-student interaction

Communication between students is maximized because they form bonds with one another based on their shared experiences as students. Learners are exposed to more diverse and complicated language from their peers in carefully controlled learner-to-learner interactions than in a typical classroom with a teacher at the front. Having additional chances to utilize language resources in a natural, unrestricted way to accomplish a variety of activities is made possible by contact with other learners in pairs or groups. The foregoing discussion suggests that students and teachers may learn about the value of classroom contact by observing how much time is spent in conversation. In addition, the teacher's ability to reflect on and adjust their approach to the classroom depends on the feedback they get from students.

In a broader sense, it is claimed that learning is the result of people interacting with whatever information, whether personal, factual, conceptual, or theoretical, is present in their immediate surroundings. Nugraha (2018). The goal here is for the learner to internalize what they are experiencing via active engagement of all five senses throughout the interaction process.

It has been suggested by M. U. Farooq and Soomro (2018) that student-teacher dialogue is crucial to effective education. Given that a teacher is necessary for a successful learning process, it is clear from this statement that classroom contact is essential. Student success may rise as a result of better message delivery and the development of positive student-teacher relationships via interaction. In other words, contact increases the likelihood that pupils will comprehend the lesson. When they don't comprehend the topic being taught, students might contribute by asking questions.

According to A. Farooq et al. (2020), interactions are crucial to determining whether or not: a. Students can only learn through interaction; b. Through interaction, students can incorporate the structure of the target language into their speech; and c. The meaning of the interaction will depend on the type of communication that takes place between the teacher and students.

2.3 Aspect of Classroom Interaction

2.3.1 Teacher talk

Communication between instructor and student is an important means through which knowledge is transmitted and student conduct is managed in the classroom. According to Putri (2015), teachers should speak to students in their native tongue to improve communication. According to pedagogical theory, the language used by instructors in the classroom is a major factor in determining the success or failure of the class. As the instructor speaks, the students may practice answering in the target language. Teachers also facilitate student-teacher and student-self-communication via the medium of

language. Teacher interaction is crucial to the teaching of languages, according to (Macaro et al., 2020). Teachers use discourse to impart information, plan lessons, and guide pupils through practice exercises. Teachers' language serves as both the course content and the vehicle through which the teaching goal is to be accomplished in English-speaking classrooms. Teacher speaking accomplishes both classroom order and the purpose of education.

2.3.2 Student Talk

By engaging in student-to-student dialogue, students are given a platform from which to voice their own thoughts and views and spark the discussion on themes of interest to them. Because of this, their level of knowledge will increase. The level of students' engagement in the classroom as shown via their conversations. A student's conversation may be broken down into four distinct types of interactions: questioning, initiating conversations, reiterating, and responding to the inquiries of both adults and other students. Students will learn not just the answers to their questions but also how to generate meaning by engaging in meaningful dialogue with the instructor. Mulyati (2013) conducted an investigation on the phenomenon of requesting for repetition since they noticed that individuals asked their peers to repeat the phrases.

However, in terms of the second conversation, it is to everyone's benefit to foster student dialogue. The benefit of encouraging student contact is that through conversation, students can learn from one another and share their own

experiences. If a student is having a conversation with other students, they can learn about each other's interests, experiences, and many other things (Mulyati, 2013).

Students often communicate with one another by paraphrasing what they hear their teachers or classmates saying. Drilling is the most common kind of repetition seen in the observation. This happened because using this technique helped pupils to process the data and emulate the teacher (Suherdi et al., 2020). Answering questions is the final round of student conversation. Students can build and deepen their comprehension of the subject by responding to questions.

2.3.3 Flanders Interaction Analysis Category

Ned. A. Fleming (1965) In order to investigate what occurs in a classroom while a teacher is teaching, Flanders created a method of interaction analysis. The name of this method is the Flanders interaction analysis categories system (FIACS). Maolida et al. (2020) state that Flanders put up a proposal for an interactive analysis system called FIAC (Flanders Interaction Analysis Categories). Flander's approach is an observational technique for categorizing instructor and student verbal conduct during classroom interactions. The Flanders tool was created to analyze solely verbal exchanges in the classroom, therefore it does not take body language into consideration. A coding system was utilized by Flanders interaction analysis to examine and enhance teaching techniques. In a classroom setting, both the instructor and the students are actively engaged in a mutually beneficial exchange of knowledge. It is

possible to objectively evaluate a teacher's performance by seeing how well he or she interacts with students in the classroom. Teaching and learning conversations are captured using the Flander Interaction Analysis Category System (FIACS). Moreover, the method enables educators to see the precise nature of the verbal engagement they use and the sort of reaction they get from their pupils.

Flander was the one who came up with the idea of using speech actions to investigate classroom interaction. The class interaction analysis technique was created by Flanders in the 1970s. The approach is called FIAC. According to Flanders, the teacher's capacity to directly or indirectly affect students' conduct will determine how successful their instruction is (Durotunnasihah, 2017).

In FIAC, there are 10 categories. There are seven categories that are used to classify the many parts of what the instructor conveys to the class, two categories that are used to classify what the pupils have to say, and the seventh category is utilized whenever there is confusion or silence in the classroom (Durotunnasihah, 2017).

Septy (2021) contends that Flanders Interaction Analysis is for the purpose of recognizing, categorizing, and monitoring verbal interaction in the classroom. To put it another way, FIACS aids the researcher in identifying classroom interaction throughout the teaching and learning process by categorizing it as either instructor speak, student discussion, or silence and bewilderment.

There are two basic types of information that the instructor provides. The first of the four types of communication is referred to as indirect speech since it is not dominated by the instructor, which encourages more student speech and engagement. The following is a description of each of the four categories.

a. Accept Feelings (Category 1)

Don't feel obligated to express how you feel. It's possible for feelings to be either pleasant or bad. The power of prediction lies in its dual nature as both a praise and an incentive.

Example:

Teacher: I'm wondering how you're doing today.
Student: All right, ma'am, and what about you?
Teacher: Also good.

In the preceding exchange, the teacher's response of "also good" exemplifies both acceptance and clarification of the student's emotions.

b. Praise or Enconragement (Category 2)

Praise or trigger student action. Non-offensive jokes, nodding your head or saying "um… hum…" or "go on".

Example:

Teacher : tense apa yang digunakan untuk bercerita masa lalu? (what is the tense used to tell yesterday's story ?)
Student : simple past tense
Teacher : bagus sekali
: (excelent)

Here, the instructor uses the word "excellent" to express satisfaction with the pupils' right responses. This may encourage pupils to provide accurate responses to other questions as well.

c. Accepts or Uses Ideas of Students (Category 3)

In this area, the instructor actively works to validate, explain, construct, and further develop the ideas of their pupils. Example:

Teacher : If we read the poem, what can we do?
Student : Can't be shy.
Teacher : Yes, if you read poetry, you have to get rid of your shyness.

The purpose of the opening query is to stimulate thought and encourage pupils to elaborate on their first ideas. In order to spark additional conversation, the instructor poses the question, "Yes, if you read poetry you have to get rid of shame."

d. Asking Questions (Category 4)

By asking a question that requires a response from the class. Example:

Teacher : What is this poem about?
Student : About my goals as high as the sky ma'am....

The purpose of the question is to encourage pupils to share their thoughts and feelings in their responses.

The last three groups might make it difficult for students to participate. Because the instructor is more dominant in the classroom, it is referred to as direct impact. The divisions are as follows:

a. Lecturing (Category 5)

Giving information or views about something, such as conveying a concept or posing rhetorical questions to pupils. Rhetorical inquiries are those that do not necessitate a response. The instructor employs rhetorical inquiries to provide students with material-related statements.

Example:

Teacher: What is the poem's language?
Student: Lovely, sir...
Teacher: Excellent. So, recall that poetry is both lovely and fascinating.

b. Giving Directions (Category 6)

Instructions, remarks, or commands that the students are obligated to follow.

Example:

Teacher: Okay, now you're mimicking the teacher's reading manner of poetry. Are you prepared?
Student: Okay, mum.

This sentence gives pupils guidance on what to do next. This instruction can be both vocal and nonverbal.

c. Criticizing or Justifying Authority (Category 7)

Statements that transform unacceptable behavior into appropriate behavior, such as defending or blaming students' views with allusions.

Example:

Teacher: If the lyric in a poetry is furious, how should we interpret it?
Student: Soft.
Teacher: Does he talk loudly or softly when you're angry?
Student: Mr. id....

This is a query designed to correct pupils' incorrect responses. Critique can help students rectify their mistakes. The two student-dominated groups are as follows:

a. Student Talk Response (Category 8)

Pupils interact with the instructor by responding to his or her queries and comments. The instructor then either suggests a setting or solicits pupil input.

Example:

Teacher: What if the sadness-themed poetry is dreadful, like a person experiencing what?
Student: read as if you were sorrowful, ma'am...

Because this is a response to the instruction, the teacher anticipated the solution.

b. Student Talk Initiation (Category 9)

It is the students who initiate the first question or topic of discussion.

The reaction was totally unexpected.

Example:

Undergraduate: Ma'am, Is it possible to read this poetry with tears in your eyes if it's a sorrowful one?
Teacher: Okay, that's okay, that's actually decent.

There are instances when students experience a sense of curiosity regarding the teachings that are being taught. This will compel students to state something other than what the instructor predicted. The final division is:

a. Silence or Pause or Confusion (Category 10)

This is not a subcategory of pupils speaking or speaking teachers, but rather a distinct category. Students are either quiet or occupied, ignoring classes, or playing or chatting with peers.

Students may be quiet or occupied, ignoring classes, or playing or chatting with friends.

2.4 Conceptual Framework

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                │   Classroom Interaction  │
                │   between Students and   │
                │          Teacher         │
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      │ Kinds of Flander     │  │ Dominant Kinds of         │
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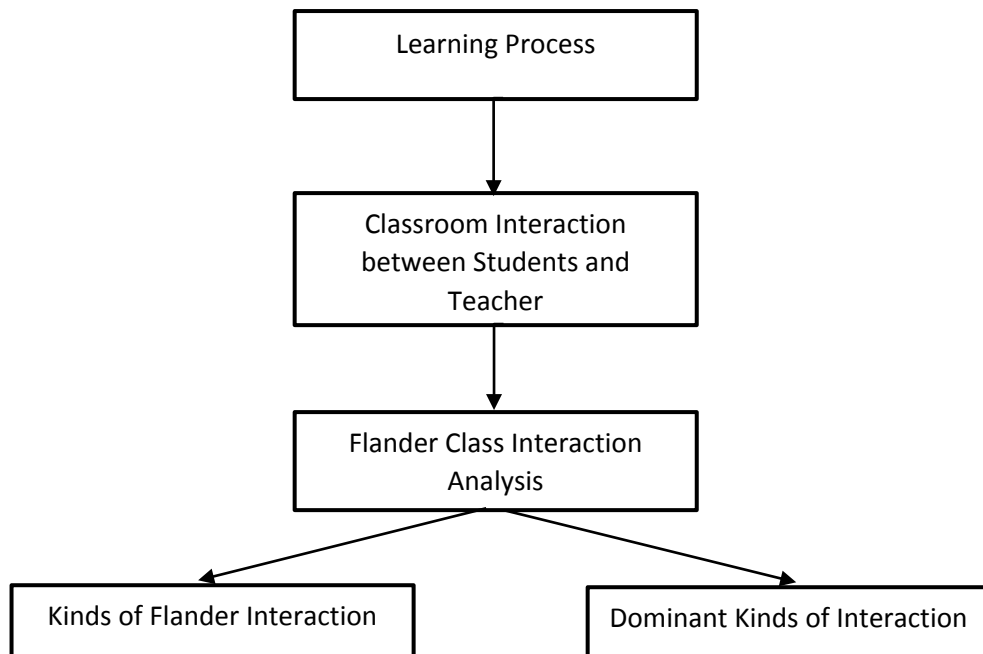
Gambar 2.1 Conceptual Framework

The basis of this research is the work's conceptual structure. This study was carried out at MA Al Fattah Talang Padang, Tanggamus. Using Flanders's class interaction analysis, the investigation concentrates on the dynamics in the classroom, specifically those between the instructor and students.

The scholar is interested in how the Flanders Class Interaction Analysis paradigm (Flanders Interaction Analysis Categories) applies to the classroom interactions that occur while studying English.

The writer will set out a code on the specific teacher or student discussion during the teaching and learning process, and then use a watch score page to get the actual data. Furthermore the idea behind filming lessons is to capture the dialogue between the instructor and the pupils.