AN ANALYSIS OF CLASSROOM INTERACTION USING FLINT SYSTEM IN ENGLISH FOR TOURISM CLASS AT SMK BINA BANUA BANJARMASIN

Nurul Husna  
Ahdi Makmur  
Rahmi Murtiana

Antasari State Islamic University of Banjarmasin, Indonesia

Article History:
The purposes of this research were to analyze the types of classroom interaction and the percentage of teacher-students interaction in English for Tourism Class at SMK Bina Banua Banjarmasin. The research used qualitative design with the object was teacher-students interaction during the class. The subjects of the research were an English teacher and 40 students at the eleventh grader of Tourism Major. An analysis instrument from Moskowitz named Foreign Language Interaction (FLINT) system was used to analyze the teacher-students talk and the interaction.

Keywords:
Teacher Talk; Students Talk; FLINT System; Classroom; Interaction

Corresponding Author:
Ahdimakmur@gmail.com

The first step, the writer transcribed teacher-students talk, encoding, decoding, pairing, and revealing the matrix, and the last step was calculating the percentage. All of the collected data were described qualitatively. The report of the research consists of descriptive of some facts and events occurred during the research. The finding revealed that both teacher and students applied all categories of talk as mentioned in FLINT system and five classroom interaction types. The result of the research showed that the pattern of interaction was mostly started by the teacher with percentage of teacher talk was 62.28%, while the students talk produced was 31.70%. Silent and confusion was 6.01%. Asking question was the most categories occurred with 182 times, and its percentage was 22.81%. The least frequently category was dealing with feeling which was 0.63% from 5 utterances produced by the teacher. Based on the result above, it can be suggested for the teacher to increase deal with feeling, the teacher should give more praises, habituate students to listen the explanation in English in order that the teacher and the students can interact in target language.
INTRODUCTION

Communication is a way of sharing information. There are three main types of communication: written, verbal, and nonverbal. In human daily communication, language is a medium that use to interact to each other. Human will not be separated from language.

In this globalization era, English is becoming the most popular language. By using English, people can make connection across the world. Because the importance of English in field of education, it emerges English for specific purpose which is to fulfill students’ needs of certain major. It is appropriate with purpose of certain study. English for specific purposes is in university and vocational school.

One of the English for Specific Purposes is English for Tourism. This class is designed to fulfill the special need of tourism field. SMK Bina Banua Banjarmasain is one of the private vocational school that has Tourism Major. To be certain, this major has ESP Class. The students learn English from 10th grader till 12th grader.

To conduct such a research that focuses on the teacher talk and students talk in the classroom, the writer will apply FLINT (Foreign Language Interaction) system as the instrument to process the information and analyze the interaction in the classroom. FLINT is an instrument, which is used to describe the verbal communication in the classroom. This theory is developed by Moskowitz in 1971. She divided teacher talk into two categories, indirect influence and direct influence. In each category, there are some points, which describe certain interaction events that can be found in the classroom.

By conducting such analysis of what is going on with the classroom interaction, some beneficial information of the interaction pattern in the teaching-learning situation will be obtained. It is hoped that the findings of this research may be used to improve the effectiveness of the class.

METHOD

This is a field research in qualitative approach, which the writer analyzed classroom interaction by using Foreign Language Interaction
This research was conducted at the 11th graders of private vocational school SMK Bina Banua Banjarmasin academic year 2017/2018. The school locates at Jalan Pramuka No.17, Pemurus Luar, East Banjarmasin, Banjarmasin City, South Kalimantan.

This research was designed by entering the class to observe the students, recorded the teaching and learning process in the class, do some notes for important things, analyzed the taking time during the lesson, types, and categories of classroom interaction and finally classified them by using FLINT System.

The subjects of this research were a teacher and students of English for Tourism Class. The object of this research was classroom interaction in English for Tourism Class at SMK Bina Banua Banjarmasin. The sources of data were the whole of classroom interaction in English for Tourism Class at SMK Bina Banua Banjarmasin. There are two sources, they are teacher and students. The teacher is a male teacher who teaches English in Tourism Class in SMK Bina Banua Banjarmasin. The students are the eleventh grader of tourism major in SMK Bina Banua Banjarmasin. The number of the students is 40 students.

The writer used observation technique to gather the data. The writer will observe the class interaction and sit in the best position of the class. The writer gives careful attention to the interaction between teacher-students during teaching and learning process. While observation, the writer was recording or videotaping of teaching and learning process. Its purpose is to consolidate the observation and to make analyze the data easier. Also, the writer is making some notes for important things needed towards interaction between teacher and students.

In this research, the writer uses Foreign Language Interaction (FLINT) by Mozkowitz to analyze the data. After the data had been classified according to the FLINT system, they were interpreted. The interpreting activity was done by examining the tallies in each category to build description of what teacher and students said during the classroom interaction. In applying this system, some
procedures were done. Since FLINT is a modification of Flander's Interaction Analysis, the procedure is quite the same.

FINDINGS AND DISCUSSIONS

This research explored the classroom interaction in English for Tourism Class at SMK Bina Banua Banjarmasin. In this research, the writer not only focused on teacher talk but also students talk. The observation was conducted in three meetings, but in this article, the writer only report the first and the last meeting due to the limitation of pages. They were, on Monday, August 29th 2017; on Monday, September 7th 2017; on Monday, September 12th 2017. In this research observation, the writer also uses video-taping and voice recorder. Its techniques are aimed to make it easy to be analyzed and make sure the data accurately.

Meeting 1 (First Meeting)

The meeting one was conducted on Monday, August 29th 2017. In this meeting, the class learned about how to use to be, positive sentence, negative sentence, and interrogative sentence. Based on the observation that the writer did, it show that the most of time in meeting 1 was dominated by teacher talk. Its percentage is 63%.

According to simple calculation, the writer knows that percentage of the teacher talk is 62.28%. Indirect teacher talk is 39.72%. Direct teacher talk is 22.55%. Then move to students section, the percentage of the student talk is 31.70% and the silent and confusing ratio is 6.01%. This is the result of data collection that can see in the matrix table. The description is explained from the highest to the lowest percentage.

Ask Question

Based on the result of observation, the writer can see that questioning was the most frequent utterance that the teacher said. Its percentage is 22.81% with 182 times recorded while the observation. Asking question is the fourth category in FLINT System. The questioning that teacher did in this meeting, whether to stimulate the student to talk, to know the student comprehension about the lesson, to get the students opinion, even though to get the information from the students.
The following extract shows the questions that asked by the teacher was to know the students comprehension.

**Extract 1**

T : Sekarang kita bikin menjadi pola atau pattern, rumus. What do you call this one? Apa namanya?

Ss : Subject

T : Subject, Please mention all of subject. Sebutkan semua subjek apa saja?

Ss : He, she, It, I, you, we, we.

In extract 1, the teacher gave direction to make the pattern based on the sentences that they made in the previous talk. After that, the teacher asked them the name word that the teacher pointed on the whiteboard. The students answered with “subject”. To know the students comprehension about subject, the teacher asked question again about all of subject.

**Student Response, Open-Ended or Student Initiated**

After the fourth category, the ninth category is revealed with 19.05%. It is student response, open-ended or student initiated. 152 times was recorded in this meeting as the ninth category. Student response, open-ended or student-initiated is one of the students talk categories. In this category, the students respond the teacher with their own ideas, opinion, reaction, etc. It is based on student initiation.

**Extract 2**

T: Maya?

S: Yes, Maya Rahmah

T: Maya Rahmah, Maya sibuk

Ss: She is Maya. Is she busy

S: Maya is busy

In extract 2, student response was recorded as the ninth category, because the students with their initiated make sentence from the teacher said. Many students
try to give the correct sentence, according the lesson they have learned, which is how to use to be.

**Praises and Encouragement**

Then, the teacher talk; praise and encouragement get 14.04%. In meeting 1, it is recorded as many 112 times. This category included the teacher talk of praising, encouraging students to continue, trying to give them confidence or confirming that the answer were correct. This category has sub-categories which are jokes, kidding, making puns, attempting to be humorous that was done by the teacher.

Here some extracts showing the teacher gave praises and encouragement to the student which is the second category in FLINT system.

**Extract 3**

T: Jawabannya ya, Are- we- happy. Pertama, kalau yes, letakkan yes dulu. Sudah yes. Ya?
Ss : Ya
T : Yes, we…
Ss : We are

Extract 3 shows the teacher was trying to encourage the student to continue the answer. Even though it is the short answers the teacher can make the students response and encourage them to talk.

**Extract 4**

T: Nah, ini subjek ya. Di sini berarti..?
Ss: to be
T: To be . Yes, we are. Kalau No?
Ss: I am not, eh, no, we …

Extract 4 is the same as extract 3, that is the teacher was encouraging the student to answer. Also, the teacher was confirming that the students answer is correct. It was shown by repeating student answer “to be”.

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**Student Response, Specific**

After praises and encouragement, the student talk is taking turn. Student response, specific is the eighth category. This category is only responding the teacher within specific and limited range. Reading aloud, dictation, and drill are included. In meeting 1, the eighth category gets 12.66% of all interaction. The number is 98 times recorded by the observer/writer. Here, the extract 5 that shows students response, specific.

*Extract 5*

T: Are you busy ada nggak? Nggak ada ya? Okay Lihatlah jawabannya. Are-you-busy

Ss : Yes…

T : Yes, you are

Ss : Yes you are

In extract 5, student only responds, “yes” and only repeat what the teacher said. This is limited response, with specific answer.

**Give Direction**

Giving direction is recorded to the number of 88 times and got 11.03% of the whole classroom interaction. Giving direction was the clear category that the teacher performed to make classroom activity. Giving requests or commands that students are expected to follow, directing various drills, also included in the sixth category. Here, the extract 6 that show the teacher’s command to the students.

*Extract 6*


Ss : I am happy. Eh, we happy

T : Sudah itu aja. Saya bahagia. Itu aja Ss : Itu aja Pak?

Ss: Iya Pa.

In extract 6, it can see that the teacher gave the exercise to the student and the teacher gave direction what the student had to do. The teacher also gave the limitation time for the student during doing the exercise and the teacher gave direction about group dividing.

**Give Information**

The fifth category is giving information. The teacher probably gives fact, own opinion, lecturing, or asking rhetorical question. In this meeting giving information is 85 times with 10.65% and mostly each talking was longer taken than the other. The extract below shows the teacher’s utterance in giving information.

*Extract 7*

T: Okay, sekarang terakhir Bapak ajarkan yes no answernya. Ini yang terakhir ya. Hari ini positive, negative, interrogative, dan yes no answer.

Ss: (silent)

T: Jawabannya ya, Are- we- happy. Pertama, kalau yes, letakkan yes dulu. Sudah yes. Ya?

Ss: Ya

In extract 7, it can see the utterance that has done by the teacher when delivering the lesson in that day. According to the extract above, the teacher also gave the information in the previous talking. The teacher explained how to answer „yes no question”. Definitely, most of teacher’s explanation was in mother language.

**Silent**

Silent is recorded to the number 31 times of the whole interaction. It got 3.88%. Silent is a pause in the interaction when communication cannot be understood by the observer. Some extracts below show the silent interaction in teaching learning activity.

*Extract 8*

T: Tiga. How many to be are there? Jawabannya There are..
Ss : (silent)

T : Tiga apa bahasa Inggrisnya?

Ss : Three

In extract 8, the students did not give response to the teacher question because they did not pay attention to the teacher explanation before.

**Extract 9**

T: Pujangga. Okay, Pujangga sibuk.

S: He is busy

T: Pujangga….

S: (silent)

T: Pujangga, Pujangga (pointing whiteboard)

S: He

Extract 9 shows the silent interaction is caused by students need to think and interpret the teacher purpose with only one word “Pujangga”.

**Use Idea of The Student**

After the ninth category, the third category is taking position with 2.26% and recorded to the number of 18 times. In this category, there are four elements of using ideas of students, namely clarifying, interpreting, summarizing, and rephrasing of what the students talk about.

**Extract 10**

T : Adjective?

S: Kata ganti, kata sifat.

T: Adjective?

S: Kata sifat.

T: Kata sifat. Bila rumus to be, berarti menggunakan kata selain kata kerja. Jadi, ini apa namanya?

Ss: Subjek
The conversation in extract 10 shows that the teacher was clarifying the student’s answer is correct. After questioning and getting the correct answer, then the teacher moved to the next question. The interaction in this category is only in clarifying students ideas.

**Confusing**

In FLINT system, silent and confusing are distinguished. So, the observer must be aware and gave more attention to distinguish them, whether it is only silent or confusing. In meeting 1, confusing category got 2.13% with 17 times is recorded. The extract below shows the example of confusing part in this meeting.

*Extract 11*

T : I am fine, thank you. Okay who is absent today?

Ss : (confusing)

Based on the extract above, it can see the teacher asked the students but there was no answer even though many of students still talking each other and ignored the teacher. Also, the others were confusing with the teacher’s question because they did not know the meaning.

**Criticizes The Student Response**

In meeting 1, the seventh category was 7 times with 0.88%. In criticizing student’s behaviour, most of the teacher utterance was intended to manage the classroom, to keep the students’ attention, and so on. Here the example of criticizing students.

*Extract 12*

Ss : (talking together)


Ss : (silent)
The extract above shows that there were students who talking together then the teacher criticized them and asked them the question. After that, the students were paying attention for the teacher.

**Deal with Feeling**

Deal with feeling is the first category in FLINT system. In this meeting, it got 0.63% with 5 times was recorded. Deal with feeling includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present, and/or future time, but the classroom discussion depended on the material the class were having.

**Extract 13**

T : Good morning, students

Ss : Good morning teacher

T : Nice to see you again. How are you today?

Ss : I am fine thank you. And you?

In extract 13, we can see that the teacher asked the students feeling. Actually, what the teacher did was very general. The writer did not find the other data of deal with feeling in this meeting.

**Meeting 3 (Last Meeting)**

The meeting one was conducted on Monday, September 12nd 2017. Actually, in this meeting, the class was late to begin. The teacher was coming late to the class about 20 minutes. Therefore, the interaction that recorded was less from the real time. In this meeting, the class learned about how to make positive, negative and interrogative sentence by using W-H question.

Based on the observation that the writer did, it shows that the most of time in meeting 2 was dominated by teacher talk. Its percentage is 61.33%. Based on the observation, the writer knows that in this meeting, teacher talk percentage is 61.33%. Indirect teacher talk is 33.07%. Direct teacher talk is 28.26%. Then move to students section, student talk percentage is 34.78% and the silent and confusing ratio is 3.88%.
Ask Question

Ask question by the teacher in teaching learning process was taking place as the highest position as same as in the meeting 1 and meeting 2. We can see that questioning was the most frequent utterance that the teacher said. Its percentage is 19.88% with 128 times recorded while the observation. Asking question is the fourth category in FLINT System. The questioning that teacher did in this meeting, whether to stimulate the student to talk, to know the student comprehension about the lesson, to get the students opinion, even though to get the information from the students. The extract below shows the question that asked by the teacher was to get the information from the students.

Extract 14

T : Okay, sekarang siapa yang nggak hadir hari ini? Who is absent today?

Ss : Faturrahman

T: Fatturrahman. What’s happen to him?

Ss : Alpa

T: Without news. And?

Ss: Lisa, Lisa

T: Lisa Amelia Rahmah.

Ss : Yes

T : What’s happen to her?

Ss : alpa

T : alpa juga. Who else?

Ss : M. Riza

In extract 14, the question that the teacher asked was to get the information from the student. He asked the students about their friends who was absent in that day. The students then respond it with limited responses because they were very hesitated to express it in English.
Student Response, Open-Ended or Student Initiated

Same as meeting 1 and meeting 2, in this meeting the ninth category is reveal as the second position with 19.57%. In this meeting, the percentage is the highest one than meeting 1 and meeting 2. The number of this category was 126 times. Student response, open-ended or students-initiated is one of the students talk categories. In this category, the student responded the teacher with their own ideas, opinions, reactions, etc. It is based on student initiation.

Extract 15

T: Please give me a sentence of to be. Positive sentence. Raise your hand
S: Ulun Pak
T: Ya, kamu. Baca. Kalimat positif, pakai to be.
S: Pakai to be?
T: Iya
S: we are happy
T: Iya, you may take a sit. Okay. Who’s next. Negatif sentence using to be
S: Ulun
T: Ya. You?
S: Kalimat negative?
T: Iya, bisa nggak?
S: Emm... enggak
T: Nggak bisa? Okay, you.
S: We are not happy

In extract 15, the teacher asked the students to make some sentences orally. But, at first the students were in stand up position. If they can make sentence based on the teacher’s request, they can sit down. Based on the extract above, there are three students who participated on that talking. The first student can make a positive sentence using to be. The answer or her response was recorded as the ninth category. While the second students could not complied teacher’s
request to make a negative sentence using to be. Therefore he could not sit down. After that, the teacher asked the other students, and fortunately, the third student could complied the request. She make a negative sentence, it is “we are not happy”.

**Student Response, Specific**

In meeting 3, the students talk gets higher percentage than the other category. This category gets 15.22% in this meeting. The number is 98 times recorded by the observer/writer. Student response, specific is the eighth category. This category is only responding the teacher within specific and limited range. Reading aloud, dictation, and drill are included. Here, the extract 29 that shows students response, specific.

**Extract 16**

T : Dengarkan semuanya. The eleventh.
Ss : The eleventh
T : Of
Ss : Of
T : September
Ss : September
T : Two thousand and seventeen.
Ss : Two thousand and seventeen
T : Coba ulangi, biasalah?
Ss : Bisa

According to extract above, the teacher asked the students to repeat his talking. The teacher told them how to mention the date in English. This is drill activity. The students’ responses in drilling were recorded as the eighth category.

**Give Direction**

In this meeting, giving direction is recorded to the number of 91 times and gets 14.13% of the whole classroom interaction. Giving direction was the clear category that the teacher performed to make classroom activity. Giving requests
or commands that students are expected to follow, directing various drills, also included in the sixth category. Here, the extract 30 that show the teacher’s command to the students.

*Extract 17*

T : Please give me a sentence of to be. Positive sentence. Raise your hand.

S : Ulun Pak

T : Ya, kamu. Baca. Kalimat positif, pakai to be.

S : Pakai to be?

T : Iya

S: We are happy

T: Iya, you may take a sit. Okay. Who next. Negatif sentence using to be.

S: Ulun

T: Ya. You?

S: Kalimat negative?

It is quite same with previous extract, but this extract did not focus on students talking. The all of teacher’s utterances in this extract was included in giving direction.

*Give Information*

After giving direction, giving information was taking place. Giving information is the fifth category in FLINT system. The teacher probably giving fact, own opinion, lecturing, or asking rhetorical question. In meeting 3, giving information is 85 times, with 13.20% and mostly each talking was longer taken time than the other. The extract below shows the teacher’s utterance in giving information.

*Extract 18*

Ss : Objek


Ss : (silent)

In the extract above, the teacher was explaining the using of who and whom, and how to distinguish them. Then, the teacher explained about simple presents tense more. As we know, this category mostly was longer taken time than the other.

Praises and Encouragement

In meeting 3, praise and encouragement got 6.52%. It was the lowest one than the meeting 1 and meting 2. It is also only recorded as many 42 times. This category included the teacher talk of praising, encouraging students to continue, trying to give them confidence or confirming that the answer were correct. This category has sub-category which is jokes, kidding, making puns, attempting to be humorous that was done by the teacher.

Here extract 19 that shows the teacher gave praises and encouragement to the student.

Extract 19

T : Tulis rumus interrogative yang kata kerja. Coba aja dulu.

S : Oh, yang interrogative kah?

T: Ya, kata tanya. Salah belakangan, yang penting maju dulu.

Ss : (silent)

In extract above, the teacher’s talking included in encouragement, even though it was in Indonesian language. The teacher encouraged the students to be brave come in front of the class and confident about their answer.

Extract 20

T : Berarti sampai sini. Sisanya adalah ob…?

Ss : Objek
T : English once a week at school at time 10.00 am. Ya.

S : Kalau 10.00 in the morning pang Pak?

And in extract 20 above, the teacher’s talking in first line was the teacher’s encouragement to the students to continue the answer. And in the line 3, the teacher was confirming that the student’s answer was correct. So, these utterances included in praises and encouragements.

**Use Idea of The Student**

In this meeting, the third category is take position with 5.90%. It was the highest percentage of the third category among the other meeting and it was recorded to the number of 38 times. In this category there are four elements of using ideas of students, namely clarifying, interpreting, summarizing, and rephrasing of what the students talk about.

**Extract 21**

T : Do atau does. Plus ?

Ss : Plus not

T : Not, habis not?

Ss : Verb 1

T : Verb 1. Plus ?

Ss : Plus objek

**Extract 22**

T: Iya, you

S: Are we happy?

T: Are we happy. Okay, sit down. 3 orang. Positive sentence using verb

S: Pak

Based on the two extract above, we can see that the teacher use the students idea by clarifying the students answer. The teacher mentioned the student’s answer as clarifying part. In extract 22, the teacher also used the student’s idea in
making sentence. In this meeting only clarifying part revealed and the summarizing, interpreting, rephrasing was nothing.

**Silent**

In meeting 3, silent is recorded to the number 16 times of the whole interaction. It gets 2.48% and it is quite the same with meeting 2. Silent is a pause in the interaction which communication cannot be understood by the observer. Some extract below show the silent interaction in teaching learning activity. Here, some extract in this meeting that show the silent category.

**Extract 23**

T : Negative sentence using verb.

S : (silent)

T : Menggunakan kata kerja, kalimat negative.

S : (silent)

**Extract 24**

T : Kalau whom yang ditanyakan?

Ss : objek

T : Objek

Ss : (silent)


In extract 23, the silent part was because the student gave extra attention on the teacher explanation. While in extract 24, the silent part was because the students did not know what are they going to do or going to say. For breaking the silence, then the teacher explained more about the lesson.

**Confusing**

In FLINT system, silent and confusing is distinguished. So, the observer must be aware and gave more attention to distinguished them, whether it is only
silent or confusing. In this meeting, confusing category got 1.40% with 9 times is recorded. The extract below shows the example of confusing part in this meeting.

Extract 25

Ss : (confusing)
S : Subjek plus

Extract 26

T : Kalau salah, yang bujur kayapa?
Ss : (confusing)
T : Okay, Bapak beri petunjuknya dulu sedikit. Kalau bentuk kalimat negative, kira-kira rumusnya apa dulu ? yang memakai kata kerja
Ss : Do atau does

In extract 25 and 26, the students were confusing because they did not get the point of teacher’s explanation. Therefore the class was confusing for a while.

Criticizes The Student Response

In meeting 3, the seventh category was 6 times with 0.93%. In criticizing student’s behaviour, most of the teacher utterance was intended to manage the classroom, to keep the students’ attention, and so on. Here the example of criticizing students.

Extract 27

Ss : (silent)
Extract 28

T : Nah, makanya jaga. Yang di belakang apa jawabannya?
Ss : (silent)

T : Makanya jangan ngomong lagi. Sekarang jaga. Pertanyaan Bapak yang ini true or false?
Ss : False

Based on these extracts all of the teacher’s utterance were including in criticizes student behaviour. Many students were talking each other, the teacher warned their behaviour in order to the class focused in teaching learning activity.

Deal with feeling

Deal with feeling is the first category in FLINT system. In this meeting it only got 0.78% with 5 times was recorded. Deal with feeling includes the discussion, acceptance, referring to, and communicating to the students feeling in past, present, and/or future time. But, the classroom discussion depended on the material the class were having.

Extract 29

T : Good morning, students.
Ss : Good morning, teacher

T : Nice to see you again. How are you today?
Ss : I am fine, thank you. And you?

T : I”m fine too. What day is today?
Ss : Lisa. Tanpa keterangan

Extract 30

T : Iya. I think enough for today. I would like to say. Summa saalamu alaikum warahmatullahi wabarakatuh

Ss : Waalaikumus salam warahmatullahi wa barakatuh

Nural Husna

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In these extracts, we can see that the teacher asked the students feeling. Actually, what the teacher did was very general. The writer did not find the other data of deal with feeling in this meeting.

Based on the data above, the writer noted several important points to be discussed, as follows:

**Teacher Talk**

**Deals with Feeling**

The writer found that “deals with feeling” in this classroom interaction was only 5 times occurred with 0.63% in meeting one, 5 times occurred with 0.51% in meeting two, and 5 times occurred with 0.78% in meeting three. There is no change frequency in three meeting, also it only got 5 times in each meeting. Moreover, it becomes the lowest category that occurred in the classroom interaction. According to Brown (2007, cited in Elismawati, 2015, p.64), dealing with students feeling, it is also important to communicate students past feeling. It is important because their experiences shaped their minds, the reason behind their feeling in present time, and it helps teacher avoiding students’ trauma. The understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom. In this class, deals with students feeling only got a bit portion. As we know that is essential part to strengthen relationship between a teacher and students.

**Praises and Encourages**

The writer found that “praises and encourages” in this classroom interaction was only 112 times occurred with 14.04% in meeting one, 125 times occurred with 12.81% in meeting two, and 42 times occurred with 6.52% in meeting three. There is significant percentage difference in each meeting. In meeting three, the praises and encourages that the teacher gave was decreased from the two previous meeting. But, the average of those three meetings is 93 times occurred with 11.12%. The percentage was not bad and had a balance through the whole classroom interaction.

Teacher activities are not only conducting lesson plan and develop teaching materials, also motivate students. The activities can raise their motivation so they
can find and develop their language skill. In education, the term praise refers to ways that a teacher approves, acclaims and extols a student for what they have done. It is typically for completing tasks successfully and to improve to a high standard. It conveys to a student that are pleased with them and their work. (Scrivener J, 2012, p.163)

This category is important as well since it determines the relationship between teacher and students. In addition, praising and encouraging will help them to be more confident when speaking. However, the teacher hardly used this category in teaching learning process.

Uses Idea of Students

The writer found that „uses idea of students” in this classroom interaction was 18 times occurred with 2.26% in meeting one, 35 times occurred with 3.59% in meeting two, and 38 times occurred with 5.90% in meeting three. Its percentage was increase from meeting by meeting.

According to Brown (2007, cited in Elismawati, 2015 p.64) Teacher’s attention to students contribution is a great appreciation for students works. Some ways in expressing the appreciation, such clarify, using, interpret or summarize the ideas of students. Teacher can start a discussion based on students” ideas by rephrasing them but still recognized as students’ contribution. Although this category has many criteria of uses idea of students that is described above, in fact the criteria that writer found only clarifying and using. It is because the target language interaction was limited and in short span.

Asks Question

The writer found that “asks question” in this classroom interaction was 182 times occurred with 22.81% in meeting one, 222 times occurred with 22.75% in meeting two, and 128 times occurred with 19.88% in meeting three. The percentage of each meeting was stable on 21.81% approximately.

The fact that asking questions in classroom interaction dominate the teacher talk is very positive as Cotton (1983, cited in Elismawati, 2015, p.69), stated that instruction which include posing questions during lessons is more effective in producing achievement gains than instruction carried out without questioning.
students. Oral questions posed during classroom recitations are more effective in fostering learning than are written questions.

However, if the teacher wanted to check students’ understanding, it is more appropriate to give knowledge questions, for instance “What did you get from my explanation?” This question strategy will create the interactive learning as suggested by Brown (2001, p.169).

**Give Information**

The writer found that “Give Information” in this classroom interaction was only 85 times occurred with 10.85% in meeting one, 101 times occurred with 10.35% in meeting two, and 85 times occurred with 13.20% in meeting three. The percentage result is quite the same in each meeting and its average is 11.46%.

According to Jim Scrivener, (2012, p.134) the aim of telling is to convey facts, information or procedural guidelines that will be useful for students to know – in a way that is clear, comprehensible, and memorable. Teachers need to tell students things for two main reasons: (1) to explain what to do and how to do it, (2) to convey facts and information that form part of the teaching content of the lesson. In this research, the writer found that the teacher’s reason of the telling/giving information category is dominated by conveying facts and information that form part of the teaching content of the lesson.

**Give Directions**

The writer found that “give direction” in this classroom interaction was 88 times occurred with 11.03% in meeting one, 109 times occurred with 11.17% in meeting two, and 91 times occurred with 14.13 % in meeting three. In giving direction, the teacher used English and also translated it into mother language.

Students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically. It stated by Elismawati (2015, p.64). They expect some direction or command from their teacher. So teacher should direct the various exercises and facilitate them by giving a whole-class or small-group activities.
Criticizes Student Behaviour

The writer found that “criticizes students behavior” in this classroom interaction was only 7 times occurred with 0.88% in meeting one, 10 times occurred with 1.02% in meeting two, and 6 times occurred with 0.93% in meeting three. This category only got a little percentage.

According to Brown (2007, cited in Elismawati, 2015, p.64) sometimes in the classroom there are a few students that are difficult to handle. Teacher should know the way to communicate the emotion atmosphere in the classroom so teacher can find a solution to solve the problem and build a positive interaction with students. Teacher’s critic is important for students’ leadership development.

Student Talk

Students talk can be used to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity.

Student Response, Specific

The writer found that “student response specific” in this classroom interaction was 101 times occurred with 12.66% in meeting one, 164 times occurred with 16.80% in meeting two, and 98 times occurred with 15.22% in meeting three. The percentage in each meeting had variation. Then, the writer has to calculate its average. It was 14.89 %. In this research, student response, specific includes responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.

In this research, in the English for Tourism Class, student talk also was not dominant. But, it got the quite high percentage. Students were most likely to give response to the teacher because of the comfortable atmosphere built by the teacher. In other words, the dominant types of interactions were dependent upon the characteristics of the subject matter.

Students Response, open-ended or students initiated

The writer found that “student response, open ended or students initiated” in this classroom interaction was 152 times occurred with 19.05% in meeting one,
174 times occurred with 17.89% in meeting two, and 126 times occurred with 19.57% in meeting three. Those percentages in this research were in high level, approximately 20%.

In the related research that conducted by Afrianto A.M entitle Improving Teacher Talk To Enhance Teacher – Students Interaction (An Action Research At SMPN 1 Slawi) he stated the result of the category 9 got 6.5% at the cycle 1 and it became 20% at the cycle 2 (2015, p.126). Therefore, the result of this category in this research is quite good if we compare with the previous research above.

**Silence**

Based on FLINT, in Brown (2001, p.170) Silence is divided into two parts. First, silence; pauses in the interaction. Periods of quiet during which there is no verbal interaction. Second, silence-AV; silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.

In this research, only silence in first category that revealed. The writer found that “silence” in this classroom interaction was only 31 times occurred with 3.88% in meeting one, 24 times occurred with 2.46% in meeting two, and 16 times occurred with 2.48% in meeting three. The percentage in each meeting had variation. But, the average was approximately about 2.94%.

**Confusion**

In this research, the writer found that “confusion” in this classroom interaction was only 17 times occurred with 2.13% in meeting one, 7 times occurred with 0.72% in meeting two, and 9 times occurred with 1.40% in meeting three. Based on FLINT explanation about this category, confusion is divided into 1) Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand. 2) confusion, non-work-oriented: more than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
Other FLINT Categories

The other FLINT system are laughter, use the native language, and nonverbal. Based on the result of research laughter was occurred 3 times in meeting one, 3 times in meeting two, and it did not exist in meeting three. Laughing and giggling by the class, individuals, and/or the teacher.

In use native language category, almost in every interaction was combined with the other category. For example, when the teacher gave instruction in English, then the teacher gave the translation of that instruction in native language. Same with use native language category, gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or student behavior. For example, the teacher pointing the sentence, or facial expression that showed by the teacher if the students answer was wrong.

Type of Classroom

In this research, there are only 5 types of classroom interaction that occurred in English for Tourism Class. They are:

Teacher speaking to the whole class

This type of interaction occurred when first, the teacher greeted students in the beginning of the lesson and gave the material. Second, in the meeting 2 the teacher gave instruction for giving score of students’ work. Third, it was also applied when the teacher gave a several feedback for students’ performances in the end of lesson. The last, when the teacher gave information about next material that will be learned.

Teacher speaking to an individual

This type of interaction was applied when the teacher checked students’ attendance, directed and asked a student in the classroom activities. Furthermore, it was applied when the teacher criticize students’ behavior if there is a student who talk or make noisy.
Teacher speaking to group of students
This type was used when the teacher divided class into four groups. Then the teacher gave instruction about rule to each group. And the teacher asked each group with each question.

Student speaking to teacher
This type refers to the student”s initiation to ask or interact with the teacher. It occurred in every meeting. The students asked the teacher about the material. But, the students only spook in mother language.

Student speaking to group members
The type refers to student group discussion. The teacher asked them to make particular sentences. Unfortunately, they tended to spend their times to interact with their fellows using native languages, Banjarese and bahasa Indonesia.

CONCLUSIONS AND SUGGESTIONS
Conclusions
This research was trying to find out the interaction pattern during the teaching-learning activity, and to find out the percentage categories of teacher-students interaction in English for Tourism Class at SMK Bina Banua Banjarmasin. After discussing the findings in the Chapter 4, the conclusion of the research can be drawn from the analysis of the used instrument in this research. Based on what happened during the research, it can be concluded that there are five patterns during the teaching-learning process in the class.

The first was the teacher speaking to the whole class. The second was the teacher speaking to an individual. The third was the teacher speaking to group of students. The fourth was student speaking to teacher. The last was student speaking to group members.

The percentage of categories of teacher-students interaction in classroom interaction of English for Tourism Class SMK Bina Banua Banjarmasin consists of teacher talk and students talk. In meeting 1, the teacher talk was 62.28%, Students talk was 31.70%, and silent and confusion was 6.01%. In meeting 2, the teacher talk was 62.19%, students talk was 34.63%, and silent and confusion was
6.01%. In meeting 3, the teacher talk was 61.33%, students talk was 34.63%, and silent and confusion was 3.88%. In each meeting, asking question was the most patterns occurred and dealing with feeling was the least pattern occurred. Also, the teacher talk in meeting by meeting was increased whereas the students talk by meeting in meeting was increased.

**Suggestions**

Based on the conclusions, there are some suggestions for improving this research. In use native language, the teacher always uses native language in interaction after the target language. As consequence, the students also speak in native language. Therefore, it is recommended for the teacher to accustom students listen the explanation in English in order to the teacher and the students can interact in target language. Besides, the students should not hesitate to show up themselves. The student should increase their talk in the class especially in using English. They also build up their confidence from more and more.

Finally, this research has several difficulties in conducting the research, including in data coding processes, collecting the theories, and describing findings and discussion. Therefore, it is suggested for the further study to prepare the research well. Classroom interaction has several scopes that are worth to be researched, so it is beneficial to conduct the similar study with different frameworks such as teachers questioning strategies to give more significant contributions in the teaching and learning process.

**REFERENCES**


Elismawati. (2015). Teacher Talk in Classroom Interaction: A Study at English Department of Faculty of Tarbiyah and Teacher Education. *Imam Bonjol Islamic State Institute*, 62-72.


