

# **Interaction in English as a Foreign Language Classroom (A Case of Two State Senior High Schools in Semarang in the Academic Year 2009/2010)**

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## **Abstract**

The word interaction, in the era of communicative language teaching, seems to be very important for language teachers since this is, in fact, the heart of communication and this is also what communication is all about. Through interaction teachers are enabled to do various jobs for the success of their language teaching. Teaching language is not only a matter of transferring knowledge but this is also a matter of how to make students understand about using the target language correctly either actively or passively as what has been demanded by nowadays competitive era.

Teaching English as a foreign language at senior high school seems to be challenging since the targets of the teaching seem to be different from those, at any levels below. One of the teaching targets insists the institutions to prepare their graduates to face the real world after school. Hence the jobs held by institutions at this level are no longer easy. Such phenomenon triggers me to conduct a study and focus on the classroom interaction among teacher and students in state senior high school in Semarang. The main objectives of the proposed study were to find out the amount of time spent by teacher (TTT) and by students (STT) and to find out the characteristics of classroom interaction in two senior high school, EFL classes in addition to finding out the relation between statement of the problem one and two, using FIAC. The study involved students and teachers of SMAN 3 Semarang and SMAN 6 Semarang in the academic year 2009/2010 as the object of the study.

In detail, the first result of analysis showed that the teacher spent 45.9% of the classroom available time, meanwhile the students took 54.1% of the available time during the interaction in SMAN 3. Meanwhile, during the interaction in SMAN 6 Semarang teacher took 49.7% of the classroom available time while the students only took 49.5% of the available time. However the amount of student talking time, found at 54.1% (SMAN 3) and at 49.5% (SMAN 6) did not represent the actual amount of talk performed by each student in the classrooms. In this case, it should be less than 49.5% since this

amount was found to be the total amount of talk time performed by the students during the classroom interactions. Therefore it was inferred that English teaching and learning process in both senior high schools were teacher centered. The second result of analysis showed that the general characteristics of classroom interaction found in both state senior high schools encompassed content cross, student participation, student talking time (STT), indirect ratio which was differentiated by the different number of percentage, teacher talking time (TTT), teacher support, teacher control and period of silence. And the third result of this analysis showed that characteristic of classroom interaction was significantly influenced by the type of talking time performed by teachers and students during the interaction.

At last, this study was significant because its findings and conclusions may stimulate teachers to improve their teaching behavior in order to maximize student learning.

**Keywords** : *Classroom interaction, FIAC, Student talking time, teacher talking time, characteristics of classroom interaction and the relationship between talking time and characteristics of classroom interaction.*

## **Introduction**

Since it is accepted as one of the international languages and being widely spoken for daily communication, business and academic purpose, English has been vigorously taught in countries around the world and not to mention Indonesia. Indonesia is one of the countries, which has put serious concern on the importance of English for communication. With respect to this, therefore government has a commitment to teaching this foreign language to all levels of education and keeps developing the teaching methodology for a great number of reasons for the shake of goodness of language teaching quality.

Learning a foreign language is not easy to do and generally requires conscious attention to become proficient. Many problems are commonly encountered by learners during the learning process, which they may hinder the success of learning the target language. Therefore in order to find out the problems, we shall have a look at factors that may bring these problems. it is believed that both internal and external factors have played some significant roles that influence the learning process; such as first is the target language group, including the learner's language aptitude, the intelligence and the

motivation. Second is the learning environment, encompassing the instructor, the learning materials and the attitude of learner towards the target language.

English has been promoted to all levels of education in Indonesia for many years, but unfortunately the outcome was not satisfactory. There are several reasons for this and most of us point our finger at the teaching methodology. We place the blame for the audio-lingual and grammar translation method that have been implemented for many years. And now we are talking and moving to the use of communicative approach that is perceived to be better than those two. Therefore the implementation of communicative language teaching is vehemently promoted for nowadays education at school. Criticisms of the content of ELT materials are addressed to the fact that they are over westernized and not suitable for Indonesians. Therefore the subsequence is that homegrown versions of ELT materials are developed because of the complaint to the language teaching and learning that is conducted in the classroom setting which lacks the target language environment.

All of these are the development trends of English learning and teaching in Indonesia. We may see that, from such efforts, the outcome of the learning has improved, but it still does not meet the expectations. This is probably because teacher gives less attention to an interaction process that happens during the classroom activity. So it may be possible that the unsatisfactory outcome of our English teaching and learning is the result of the errors that occurs among the teacher and students classroom interaction.

This unsatisfactory result of language teaching can actually be varied. One of them can be reflected from the incompetency of the learners in using the target language to communicate or interact with. This issue comes due to the fact that the rules of that language are different from those of their own language and due to the fact that Indonesian students learn English as a foreign language not as a first language or a second language. This situation influences the students' behavior during the learning process. The students tend to be passive in foreign language classes since the input they get is limited. As the result, students encounter difficulties to maintain communication in the target language. This phenomenon reflects a bad image to foreign language teaching and learning in Indonesia which directly results in the questionable quality of English teachers. Teachers have more roles in guarantying the achievement of the teaching

objectives that is the competency of students in using the target language. Besides, it has been made aware that teachers possess a particular authority to organize their students since the beginning of the learning process (Cullingford, 1995:160)

Generally it is found that teachers' teaching quality is one of the parameters of learning success. Further, it is also considered to be one of the important elements of effective teaching. Qualified teacher of this foreign language is supposed to be the one who has sufficient knowledge of teaching in terms of how he/she delivers the materials, what techniques and strategies he/she uses and how well he/she interacts with the students.

Interaction in the classroom has played a significant role. Everybody may learn something better if he/she experiences it by himself. When the students are engaged in direct classroom activities, they will learn better. It is also stated that learning successes are determined by the quality of interaction between teacher and students during the learning activity. The students who are active in conversation through talking turns may develop their language. Meanwhile, those who are passive in conversation will have less opportunity to learn.

It is sometimes perceived that the failure of teacher in maintaining interaction will yield to unfulfilled teaching objectives. Besides, it is confirmed that the failure of teacher in maintaining interaction may bring misunderstanding between the teacher and the learners. Therefore the teaching objective will never be achieved (Nunan, 1992:37).

It is suggested that it is not necessary for the teacher to dominate the classroom interaction but it is necessarily recommended to have a good interaction with students. Taking into consideration of the significant role of classroom interaction in teaching and learning process, therefore it is very important to explore the interaction in English as a foreign language classroom.

### **Statements of Problems**

According to the above background, there are 3 proposed questions:

1. How much talking time do teacher and student spend during classroom interaction?
2. What are the characteristics of English as a foreign language classroom interaction in the state senior high school classes?

3. What is the relationship between time spent by teacher, student during classroom interaction and the characteristics of English as a foreign language classroom interaction?

### **Objectives of the Study**

The objectives of the study are:

1. Finding out the amount of language produced by teacher (TTT) and students (STT).
2. Identifying the different characteristics of the classroom interaction in two state senior High Schools.
3. Finding out the relationship between the time spent by teacher (TTT) and by students (STT) and the characteristics of English as a foreign language classroom interaction.

### **Significance of the Study**

It is suggested that there are three significances for this study, among which are as follows:

#### **1. Theoretical Significance**

The research findings will enrich the previous theories about interaction analysis and will contribute new knowledge from different perspective in addition to providing a better understanding about the importance of conducting such a study.

#### **2. Practical Significance**

The research findings will give some advantages to the English teachers and to the effort of developing the teaching plan and technique at senior high school. Further, the analysis of interaction can be also applied as a way to see whether or not the teaching activities recently performed by teachers are already appropriate with their class.

#### **3. Pedagogical Significance**

The teachers gain a powerful tool for arranging appropriate ways of teaching. In this case, the teachers can consciously and strategically draw on his knowledge to

construct appropriate way of teaching based on the characteristics available on the classroom interaction.

### **Review of Related Literature**

Teaching and learning process is suggested not to focus only on the matter of passing the knowledge. However it must also take into consideration on the presence of appropriate classroom management. This is due to the fact that appropriate classroom management may yield students' convenience to follow the entire learning process from the beginning till the end of the learning session. Besides this is also one way to generate good classroom interaction which possibly determines students learning outcome (Englehart, 2009: 713). How teachers interact with their students in the classroom may describe the quality of teaching being instructed.

Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to "negotiate" meaning or simply stated, to get an idea out of one person's head and into the head of another person and vice versa. From very beginning of language study, classrooms should be interactive. Wilga Rivers puts in this way:

Through interaction, students can decrease their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real – life exchanges.... Even at an elementary stage, they learn this way to exploit the elasticity. (Wilga River, 1987: 4 – 5)

Away from the managerial or directive role and allow students, with teachers' guidance and gentle prodding, to find their own pathway to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

### **Perception on the Teachers' Role in the Classroom Method of the Material Development**

Classroom interaction pattern has long been investigated and it is worth being studied because their great impact on either facilitating or inhibiting students' language acquisition. Traditional language classroom interaction usually characterized by a rigid pattern, particularly the acts of teacher in the process of teaching and learning. Teachers in this case are usually the ones who select and initiate topic for conversation and restrict students' responses. Thus, having a look at such phenomena it is found that teachers still take most dominant role in the lessons. This is because they think that close and persistent control over the classroom interaction is a precondition for achieving their instructional goals and students' unpredictable responses can be avoided (Edwards & Westgate, 1994).

This interaction pattern is likely to minimize students' involvement in the lessons (Walsh, 2002) and inhibit their opportunities to use language for communication (Hasan, 2006). McCarthy (1991: 18) suggests that teachers should try their very best to strike a balance between 'real' communication and teacher talk. Cullen (1998) also believes that 'good' teacher talk means 'little' teacher talk because too much talk by the teacher deprives students' opportunities to speak. In other words, it means that instead of dominating the whole lesson, teachers should give their students more opportunities to initiate topics for conversation (Mackey, McDonough, Fujii, & Tatsumi, 2001).

Another reason for teacher dominance in classroom interaction is that it is rather difficult for teachers to get students' oral responses. The teachers noticed factors leading to student reticence included: 1) low English proficiency of students; 2) students' lack of confidence and fear of making mistakes and being laughed at; 3) teachers' intolerance of silence; 4) the uneven allocation of turns because teachers tend to ask brighter students to answer questions; and 5) students' not being able to understand teachers' instructions.

### **Interaction Analysis System**

The system underlined this study is that adopted from the Flanders' interaction analysis system, that is currently recognized as 'FIAC' (Flanders Interaction Analysis Categories). Along with its contribution to research of education, this analysis system is found to be quite simple and practical than others. This analysis system is aimed to help teachers develop and control their teaching behavior and to investigate the relationship among teaching behavior, classroom interaction and educational outcomes. Within the Flanders' interaction analysis categories, it is found that there are ten categories system of interaction analysis used to classify all talks ('teacher talk' and student talk') occur in the classroom. Bellow are the 10 categories suggested by (FIAC) as quoted by Wragg (1994: 34 – 35):

1. Accepting feeling: accepts and clarifies the feeling tone of the students in a non – threatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.
2. Praise or encourages: praises or encourages student action or behavior, jokes that release tension, not at the expense of another individual, nodding head or saying “uh uh?” or “go on” are included.
3. Accepts or uses ideas of student: clarifying, building or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.
4. Ask question: asking a question about content or procedure with the intent that a student answer.
5. Lectures: giving facts or opinions about content or procedure, expressing his/her own idea, asking rhetorical questions.
6. Gives directions: directions, command or orders with which a student is expected to comply.
7. Criticizes or justifies authority: statements, intended to change student behavior from non – acceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he is doing, extreme self – reference.
8. Student talk – response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. Student talk – initiation: talk by students, which they initiate. If “calling on” students are only to indicate who may talk next, observer must decide whether students want to talk. If he did, use this category.
10. Silence or confusion: pause, short periods of silence and periods of confusion in which communication can not be understood by the observer.

Besides these categories may be further served to record teacher’s direct and indirect influence on the student during interaction and further treated to analyze the characteristics of classroom interaction in which they will be transformed into the following table:

	1	2	3	4	5	6	7	8	9	10
1	<b>Teacher Supports</b>							<b>Student</b>		
2										
3										
4	<b>Content Cross</b>									
5										
6						<b>Teacher Control</b>		↓ <b>Participation</b>		
7										
8										
9										
10										

### Method of Investigation

The study use FIAC system and the analysis is based on the quantitative approach, since the objectives of the study are to seek for the answer to questions noted in the statement of the problems. As Cormack (2007) points out that quantitative research is a formal, objective, systematic process in which numerical data are utilized to obtain information about the world. Besides, the data obtained are usually manifested in the form of number rather than words (Hall, 2002:133).

The process of the analysis involves the following six Steps which are suggested by Flanders as quoted by Wragg (1976). They are:

- 1) Filling in the data recorded sheet

- 2) Getting the back up data by coding the verbal interaction
- 3) Plotting the coded data into a matrix
- 4) Analyzing the teacher talking time (TTT) and the student talking time (STT)

a.  $TTT = \frac{\text{categories 1-7}}{\text{categories 1-10}} \times 100\%$

b.  $STT = \frac{\text{categories 8-9}}{\text{categories 1-10}} \times 100\%$

c.  $\text{Period of Silence} = \frac{\text{categories 10}}{\text{categories 1-10}} \times 100\%$

- 5) Analyzing the matrix to the categories bellow:

- a. Content cross : Columns and rows 4 and 5
- b. Teacher control : Columns and rows 6 and 7
- c. Teacher support : Column and rows 1 – 3
- d. Student participation : Column and rows 8 and 9

- 6) Analyzing the additional data

$$\text{Indirect Ratio} = \frac{\text{categories 1-4}}{\text{categories 1-7}}$$

The characteristic description of the classroom interaction occurs in those two state senior high schools in Semarang is presented based on the result of complete matrix.

**Sample of Matrix Recording Analysis**

		Second						7	8	9	10	Total
First	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	Total											

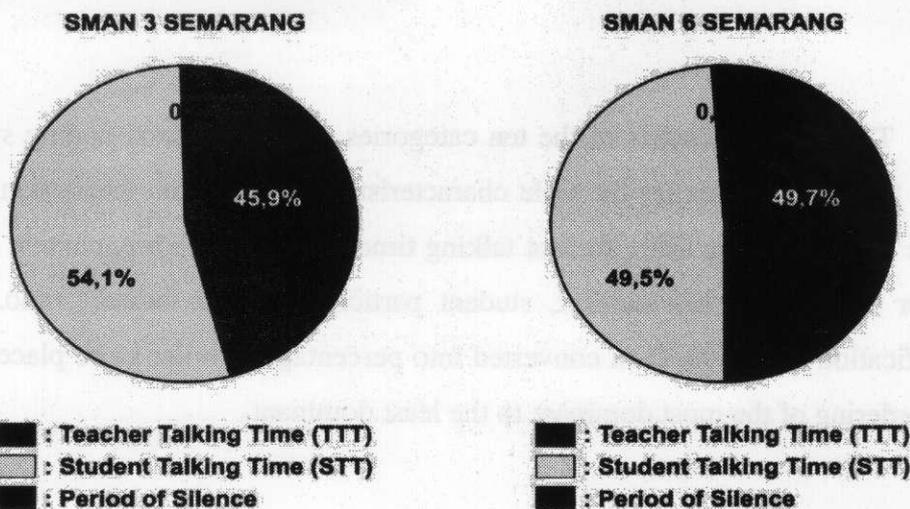
*Flanders (FIAC) (1970) as quoted by Wragg (1976:51)*

This matrix consists of the ten categories of the Flanders' coding system which functions to identify the eight characteristics of classroom interaction, such as, the teacher talking time, student talking time, period of silence, content cross, teacher control, teacher support, student participation and indirect ratio. This identification result was then converted into percentage in order to be placed at a rank ordering of the most dominant to the least dominant.

### **Findings and Discussion**

Data of this study were generated from taking the record of two English as a foreign language classroom interactions at different state senior high schools in Semarang, which was then transcribed into descriptive codes. The data acquired were plotted into different matrixes namely talking time – interaction analysis and interaction analysis, conducted after completing the steps (1, 2, 3), suggested by FIAC. Having a look at their essences, hence these matrixes served different purposes. For the first matrix, this was to emphasize on the talk or verbal behavior performed during the classroom interaction, meanwhile for the second matrix was to emphasize entire aspects occurred within the interaction (not only to focus on the verbal behavior but also the non-verbal behavior such as performing tasks by students as a response to the teacher's direction, command or order) and besides it was also used to analyze the characteristics of classroom interaction; the content cross, the teacher control, the teacher support, the students' participation and indirect ratio in addition to finding out the relation among the research questions (1 & 2).

#### **Analysis result of talking time**



Referring to the description result of the diagram, it was found that the ratio of teacher talking time of SMAN 3 Semarang was 45.9% meanwhile the ratio of teacher talking time of SMAN 6 Semarang was found at 49.7%. On the other side, the diagram also portrayed the ratio of student talking time of SMAN 3 Semarang and SMAN 6 Semarang in which the STT of SMAN 3 was found at 54.1% while the STT of SMAN 6 Semarang was found at 49.5%. At the last, result of the diagram also described that the ratio of silent period of SMAN 3 Semarang was at the ratio of 0% meanwhile the ratio of silent period of SMAN 6 Semarang was at the ratio of 0.7%.

### Analysis result of classroom interaction characteristics

1. The Rank Order of the Characteristics of the Classroom Interaction of the Student of SMAN 3 Semarang

Based on the finding on the characteristics analysis of SMAN 3 Semarang presented on the table above, it was found that content cross (61.7%) became the most dominant characteristics in the English interaction between the teacher and student at SMAN 3 Semarang. The percentage result explained that the teacher used to make use of

No	Characteristics	Proportion (%)
1	Content Cross	61.7%
2	Indirect Ratio	56.1%
3	Student Talking Time	54.1%
4	Student participation	49.8%
5	Teacher Talking Time	45.9%
6	Teacher Control	21.4%
7	Teacher Support	19.8%
8	Period of Silence	0%

questions and lectures to get the students' response. Besides the content cross profile was identified to be more indirect since the number of tallies in category 4 is higher than in category 5. To see the results of analysis please refer to table 4.5. This type of characteristic was found to be the impact of the teacher's using teaching material that was not so complicated for students, but possibly to produce many questions to ask for. At the first classroom interaction analysis, it was found that the teacher modified the teaching activity by using song where the teacher had distributed question sheets before the activity was conducted, meaning students were exactly now what to do and what sort of questions would be. These question sheets facilitated the teacher to maintain her verbal interaction with students from the beginning until the end of the lesson. The learning process went constant from the beginning to the end of the lesson where question and answer dominated the available time. At the second classroom interaction analysis, the teacher read a story and she had her students pay attention to and after that plenty of available time was spent by the teacher and the students on oral activity (question, answer and explanation) related to the topic of discussion; however some other activities were done after. The second dominant characteristic of the classroom interaction was the indirect ratio (56.1%). The result of the analysis indicated that the ratio generated from the calculation was (0.561) where this amount was closer to (1.0), meaning that the teacher had indirect influence to the students

during the lesson. From the result of the data analysis and transcription, it was found that the teacher frequently used the category 1 to 4 to interact with her students. However, from the category 1 to 4, category 4 (asks questions) was found to be the dominant category used by the teacher in the interaction. The student talking time (54.1%) was the third dominant characteristic of the classroom interaction. This result described that the students showed their enthusiasm on responding to their teacher's stimulation which was in the form of question. Besides, in order to arise the students' constant enthusiasm the teacher marked the students who responded to her question no matter the answer was. For instance, based on the result of the analysis, the students in general took more the available time than the teacher during the interaction. The student participation (49.8%) was the fourth characteristic of the classroom interaction. From the finding, it could be interpreted that the students were involved actively in teaching and learning process. The active participation of the students in this case was found to be the impact of the teacher's stimulation which was in the form of mark.

The fifth characteristic was the teacher talking time (45.9%), which described that the teacher took less available time in the classroom interaction verbally than the students. This was due to the fact that the teacher provided more opportunity for the students to be active in the lesson by questioning. Supposed that a student was not able to answer the question given, the teacher immediately addressed the question to another student or let any students in the classroom tried to answer it but if nobody still could answer the question then the teacher did. Teacher control (21.4%) was the sixth characteristic of the classroom interaction. The result indicated that the teacher spent a little time for giving direction and criticizing or justifying activity. This is due to the fact that the teacher spent most of her time to focus on the lesson. Besides, the classroom environment was well conditioned and perceived not to need so much control from the teacher. The seventh characteristic was the teacher support (19.8%). The result indicated that the teacher used relatively little time to accept feeling and to praise or encourage the students as well as to accept or use the students' ideas. And the last characteristic was the period of silence (0%) which explained that the available

time was used effectively either by the teacher or the students that this was indicated by the null percentage of this profile.

2. The Rank Order of the Characteristic of the Classroom Interaction of Student of SMAN 6 Semarang.

No	Characteristics	Proportion (%)
1	Content Cross	62.6%
2	Student participation	58.2%
3	Teacher Talking Time	49.7%
4	Student Talking Time	49.5%
5	Indirect Ratio	46.2%
6	Teacher Support	18%
7	Teacher Control	8.9%
8	Period of Silence	0.7%

Based on the finding on the characteristics analysis of SMAN 6 Semarang presented on the table above, it was found that content cross (62.6%) became the most dominant characteristics in the English interaction between teacher and student at SMAN 6 Semarang. The percentage result explained that the teacher used to make use of questions and lectures to get the students' response. Besides the content cross profile was indentified to be more direct since the number of tallies in category 5 is higher than in category 4. To see the results of analysis please refer to table 4.6. This type of characteristic was found to be the impact of the teacher's using teaching material that was not so complicated for students, but possibly to produce many questions to ask for. At the first classroom interaction analysis, it was found that the teacher read a story and she had her students pay attention to and after that the teacher proceeded the lesson with lecturing. Plenty of available time was spent by the teacher and the students on oral activity (question, answer and explanation) related to the topic of discussion; however some other activities were done after. From the second analysis it was found that the teacher selected a learning material and activity possibly allowed the students to interact one another verbally. This activity was found to be a kind of speech presented by the students chosen, where the other students were possible to address questions to the speaker. The teacher in this case acted as a controller and a facilitator during the activity. The teacher provided students with

assistance and explanation in case of need. The student participation (58.2%) was the second dominant characteristic of the classroom interaction. From the finding, it could be interpreted that the students were involved actively in teaching and learning process. The active participation of the students in this case was found to be the impact of the teacher's stimulation which was in the form of mark. The third dominant characteristic was the teacher talking time (49.7%), which described that the teacher took more available time in the classroom interaction than the students. This was due to the fact that the teacher made the use of the time to question and explain things related to the lesson, therefore it took longer. On the other hand, the teacher also provided students with opportunity to be active in the lesson by delivering questions in which students were supposed to respond, therefore the ratio between teacher and student talking time was not so much different. Supposed that a student was not able to answer the question given, the teacher immediately addressed the question to another student or let any students in the classroom tried to answer it but if nobody still could answer the question then the teacher did. The student talking time (49.5%) was the fourth characteristic of the classroom interaction. This result described that students showed their enthusiasm on responding to their teacher's stimulation which was in the form of mark given for those who participated actively in the learning process and answered the question from the teacher, no matter the answer was. For instance, based on the result of the analysis, the teacher took more the available time than the students during the interaction.

The fifth characteristic of the classroom interaction was the indirect ratio (46.2%). The result of the analysis indicated that the ratio generated from the calculation was (0.462) where this amount was closer to (0.0), meaning that the teacher had direct influence to the students during the lesson. From the result of the data analysis and transcription, it was found that the teacher frequently used the category 5 to 7 to interact with the students. The seventh characteristic was teacher support (18%). The result indicated that the teacher used relatively little time to accept feeling and to praise or encourage the students as well as to accept or use the students' ideas. This was due to the fact, the teacher perceived that teaching and learning process in the classroom had been going well and students in the activity were found

not to get difficulty during the lesson. The teacher control (8.9%) was the sixth characteristic of the classroom interaction. The result indicated that the teacher spent a little time for giving direction and criticizing or justifying activity. This was because the teacher considered that the classroom environment had been well conditioned and perceived not to need so much control from the teacher. And the last characteristic was the period of silence (0.7%) which explained that the available time was used effectively either by the teacher or the students that this was indicated by the null percentage of this profile.

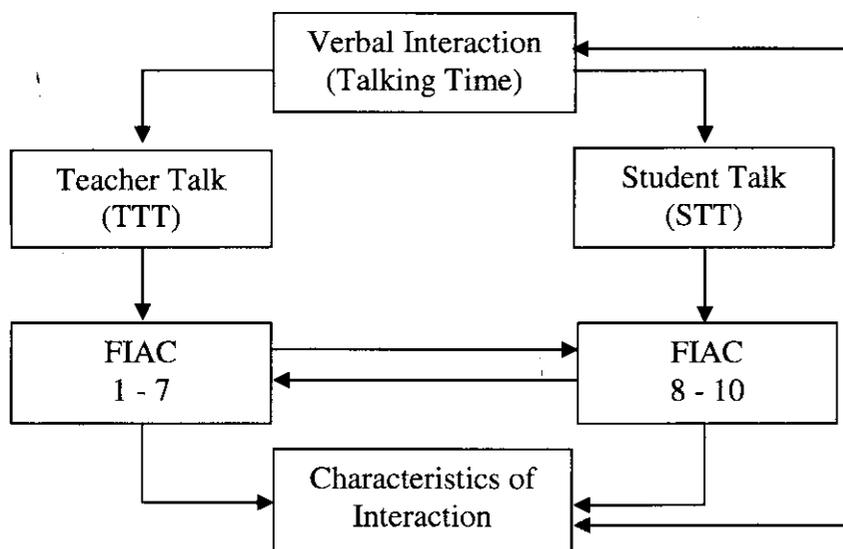
### **The Relationship between Time Spent by Teacher and Students and the Characteristics of the Foreign Language Classroom Interaction**

The relationship between first and second research questions were identified from the result of analysis generated from the data analysis, illustrating that the amount of time spent by teacher and student during the process of interaction, in fact, had contributed significant influence to the types of characteristics of interaction performed in the classroom.

English interaction between teacher and student in English as a foreign language classroom was referred to the word "*Talking Time*". Talking time, in this case, was addressed to teacher talking time (TTT) and student talking time (STT) because verbal communication task involving two-way exchange information. Whatever the teacher spoke was classified based on the characteristic matrix generated from FIAC. On the other hand, whatever language student produced was also classified base on the use of the system. And the characteristic of interaction was found from the interaction between teacher and student during the lesson and this analysis was based on the interaction characteristic matrix generated from FIAC.

Due to the various categories existed within the interaction characteristic analysis system presented in chapter III, it was understood that talking time performed by either teacher or students was potentially different from one another. Further, the result of the analysis also showed that the characteristics of classroom interaction much depended on the type of the talk performed by the speaker.

Bellow is the diagram of The Relationship between Time Spent by Teacher and Students and the Characteristics of the Foreign Language Classroom Interaction.



## Conclusions

1. It was concluded that most of the time available in the classroom in both senior high schools was taken by teachers. Though teacher talking time in general was found to be lesser than student talking time. However, it did not mean that the students talked more than the teachers since the total amount found in the analysis reflected the total amount of time produced by all participants in the classroom, not the amount of time spent by each classroom participant. If we looked closely to the further calculation, teacher talking time in this case was found to be higher than the student talking time. To get average amount of student talking time, the global amount of student talking time was divided by the number of students in the classroom, on the other hand, the total amount of the teacher talking time was divided as well accordingly.
2. Based on the result of analysis, it was portrayed that English teaching and learning process in both senior high schools were teacher centered.
3. It could be inferred that the characteristics of English as a foreign language classroom interaction in those two state senior high schools in Semarang were generally dominated by content cross, meaning that teacher spent much time to give fact and opinions about content or procedures and to ask questions in which the students were

expected to respond. Additionally, both of the schools had the same least general characteristics of the classroom interaction those were teacher support and teacher control. For the teacher support it showed that teacher spent little time to reinforce and encourage the students to participate more in the classroom interaction. Meanwhile at the teacher control, teacher spent little time to give commands and reprimands to the students.

4. Based on the research findings discussed in above, the characteristics of classroom interaction were identified to be the result of the talking time performed by teacher and students during the interaction. Further, the characteristics were not the same from one another since it was understood that teachers had different teaching style and technique to pass the knowledge to their students. And the length of talking time spent by either teachers or students, indeed, had given influence to the formation of the classroom interaction characteristics. From the result of the analysis we might also be comprehend, whether or not teachers, in particular, had performed the teaching well according to good standard of teaching. Besides, this analysis also provides us with information whether the interaction that occurred during the learning process potentially meet the language teaching target.

### **Suggestions**

1. It is suggested that teacher increase the teacher support encompassing the acceptance of students' feelings and ideas as well as praises and encouragements. This is to motivate learners to seriously keep learning the target language since motivation and encouragement are always needed by students during the process of learning. Besides, this characteristic may also secure the learners from being frustrated when they encountered difficulties in using the target language verbally.
2. It is also suggested that teacher control more the learning activity during the interaction, including commands and reprimands. This category aims to control the behavior of the learners during the learning activities. Besides, this can also function as correction for the learners in case they make mistakes, so they know that they have done wrong and will try to do better next time. Teacher's reprimand in this case is suggested to issue not more than one reprimand every four to five minutes. Second, if a consequence is indicated, then it should be delivered. However, consequences

should be preplanned and reasonable. They should not be invented on the spot while a teacher is angry at the learner's misbehavior (if this happens, teachers tend to be overly punitive). Third, a teacher should keep track of the number of reprimands he/she delivers in comparison to the number of reinforcing statements. The rate of reinforcement should be four times as high as the rate of reprimands. Fourth, a set of presentation variables is important in the effective delivery of reprimands. These variables describe how a teacher actually gives a reprimand. Important factors are the distance from the student when a reprimand is given, how much time a student is given to respond to a reprimand, how the teacher faces the student, the type of voice that a teacher uses, and the emotionality of the teacher.

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