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A Discourse Analysis of Teacher-Student Interaction in an EFL Classroom Based on FIACS at SMPN 1 Percut Sei Tuan

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ABSTRACT

This study aims to analyze the types of teacher student interaction and to identify the factors influencing interaction patterns in an EFL classroom at SMP Negeri 1 Percut Sei Tuan. The research applied a descriptive qualitative method, focusing on classroom interaction between the teacher and students. The data were collected through classroom observation and video recording, then transcribed and analyzed using Flanders Interaction Analysis Categories (FIAC). The data analysis was conducted through data condensation, data display, and conclusion drawing. The findings reveal that classroom interaction is dominated by student response and teacher talk, including lecturing, giving directions, and asking questions. This indicates that students participate actively but mainly in a reactive manner. Furthermore, the interaction patterns are influenced by several factors, including the teacher's teaching strategy, the type of classroom activities, students' language proficiency and confidence, and the teacher-centered classroom environment, which limit students' opportunities to initiate communication.

Keywords: Classroom Interaction, FIAC, Teacher Talk, Student Talk, EFL Classroom

INTRODUCTION

Classroom interaction plays an important role in the teaching and learning process, especially in English as a Foreign Language (EFL) classrooms. Through classroom interaction, students are able to receive language input, practice communication, and develop communicative competence. In EFL contexts, classroom interaction becomes essential because students have limited exposure to English outside the classroom. Therefore, interaction between teacher and students is not only used to deliver knowledge but also serves as a medium for practicing and constructing language during the learning process. According to H. Douglas Brown, interaction is a fundamental aspect of language learning because it enables learners to negotiate meaning and actively engage in communication.

However, classroom interaction in many EFL classrooms is often dominated by the teacher. Teachers tend to control classroom communication by explaining the material, giving directions, asking questions, and providing feedback, while students mostly participate by responding to teacher prompts. This condition may limit students' opportunities to actively use English and initiate communication independently. As a result, students become passive learners who rely heavily on teacher guidance rather than engaging in meaningful communication. In addition, repetitive interaction patterns may reduce students' communicative development because classroom communication remains teacher-centered instead of student-centered.

To analyze classroom interaction systematically, Ned A. Flanders developed Flanders Interaction Analysis Categories (FIAC), which classifies classroom communication into teacher talk, student talk, and silence or confusion. FIAC is widely used in educational research because it provides a systematic framework for identifying interaction patterns and examining the dominance of communication in the classroom. Through FIAC, researchers are able to analyze how teachers and students participate in classroom discourse and how interaction is distributed during the teaching and learning process.

Several previous studies have analyzed classroom interaction using FIAC in EFL classrooms. Sari (2020) found that teacher talk was more dominant than student talk, indicating that classroom interaction tended to be teacher-centered. Similarly, Putri (2021) revealed that students' participation in classroom interaction was relatively limited because teachers controlled most classroom communication. In addition, Rahmawati (2019) reported that student talk mainly occurred in the form of responses to teacher questions rather than spontaneous interaction. Although previous studies have investigated classroom interaction patterns, limited studies focus not only on identifying interaction types but also on explaining the factors influencing those interaction patterns in EFL classrooms.

Based on preliminary observation conducted at SMP Negeri 1 Percut Sei Tuan, classroom interaction tended to follow repetitive and structured communication patterns in which the teacher played a dominant role in initiating and controlling interaction. Students mostly responded to teacher instructions and questions but rarely initiated communication independently. This condition raises important questions regarding how interaction occurs in the classroom and what factors influence the interaction patterns during the teaching and learning process.

Therefore, this study aims to analyze the types of teacher-student interaction in the EFL classroom based on FIAC and to identify the factors influencing classroom interaction patterns. This study is expected to contribute to the understanding of classroom discourse in EFL learning and provide insights for teachers in creating more interactive and student-centered classroom environments.

RESEARCH METHODOLOGY

The participants of this study were one English teacher and students of an EFL classroom at SMP Negeri 1 Percut Sei Tuan. This study focused on classroom interaction occurring during the teaching and learning process. The data consisted of verbal classroom interaction in the form of teacher talk, student talk, and silence or limited interaction. The data were obtained through classroom observation and video recordings conducted during English lessons. The classroom was selected because preliminary observation indicated that the interaction patterns tended to be teacher-centered, where students mainly participated by responding to teacher prompts.

Instruments.

In qualitative research, the researcher acted as the primary instrument in collecting and interpreting the data. The researcher was directly involved in observing classroom interaction, recording the teaching and learning process, and transcribing the interaction into written form for further analysis. In addition, several supporting instruments were used in this study, including classroom observation sheets, a video recording device, and transcription sheets. The video recording device was used to capture natural classroom interaction between the teacher and students, while the transcription sheets were used to organize and convert spoken interaction into written data systematically. These instruments enabled the researcher to analyze classroom interaction accurately and comprehensively.

Data analysis procedures

The data analysis in this study was conducted using Flanders Interaction Analysis Categories (FIAC) developed by Ned A. Flanders. First, the recorded classroom interaction was transcribed into written form to facilitate analysis. Second, the researcher carefully reviewed the transcription in order to understand the overall interaction occurring during the teaching and learning process. Third, each utterance was classified into FIAC categories, including teacher talk, student talk, and silence or confusion. Teacher talk was further categorized into lecturing, giving directions, asking questions, and praising or encouraging, while student talk was categorized into student response and student initiation.

Furthermore, the researcher calculated the frequency and percentage of each interaction category to identify the dominant interaction patterns in the classroom. The calculation of interaction percentages was conducted using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where P refers to percentage, F refers to frequency, and N refers to the total number of interaction data. Finally, the researcher interpreted the findings by analyzing the factors influencing teacher–student interaction patterns, including teaching strategy, classroom activities, students' language proficiency, students' confidence, and the dominance of teacher talk during classroom interaction.

RESULTS AND DISCUSSION

The findings of this study were obtained from classroom observation and video recordings conducted in an EFL classroom at SMP Negeri 1 Percut Sei Tuan. The classroom interaction data were analyzed using Flanders Interaction Analysis Categories (FIAC) to identify the types of teacher–student interaction and the dominant interaction patterns during the teaching and learning process. The analysis revealed that classroom interaction mainly consisted of teacher talk and student response, indicating that the interaction pattern tended to be teacher-centere.

The findings showed that teacher talk appeared in several categories, including lecturing, giving directions, asking questions, and praising or encouraging students. Meanwhile, student talk mainly occurred in the form of student responses to teacher instructions and questions. Student initiation was not found during the interaction, indicating that students rarely initiated communication independently. In addition, the interaction pattern generally followed a structured sequence in which the teacher initiated communication and students responded accordingly.

The frequency and percentage of interaction types identified in the classroom interaction are presented in Table 1.

Category	Frequency	Percentage
Lecturing	7	25.9%
Giving Direction	3	11.1%
Asking Question	3	11.1%
Student Response	13	48.1%
Praising / Encouraging	1	3.7%

Based on Table 1, student response became the most dominant interaction type with a percentage of 48.1%. This finding indicates that students actively participated in classroom interaction mainly by responding to teacher prompts rather than initiating communication independently. Furthermore, teacher talk also appeared significantly through lecturing, giving directions, and asking questions, showing that the teacher played an important role in controlling and managing classroom communication.

In addition to the interaction types, several factors influencing classroom interaction patterns were also identified during the analysis. These factors included the teacher's teaching strategy, classroom activity type, students' language proficiency, students' confidence, and the dominance of teacher talk during the teaching and learning process. Structured classroom activities such as reading aloud and repetition encouraged students to respond to teacher instructions but provided limited opportunities for spontaneous communication and student initiation.

Overall, the findings indicate that classroom interaction in the EFL classroom remained predominantly teacher-centered. Although students participated actively in responding to teacher instructions and questions, their participation was still limited to reactive communication rather than independent interaction.

Percentage of Interaction

The analysis showed that student response became the most dominant interaction type during classroom interaction. Students mainly participated by responding to teacher instructions, repeating sentences, and answering questions provided by the teacher. However, student initiation was not found in the interaction, indicating that students rarely initiated communication independently during the teaching and learning process.

Furthermore, teacher talk also appeared frequently through lecturing, giving directions, and asking questions. This finding indicates that the teacher played a dominant role in controlling classroom communication. Consequently, the interaction pattern tended to be teacher-centered, where students participated mainly as responders rather than active communicators.

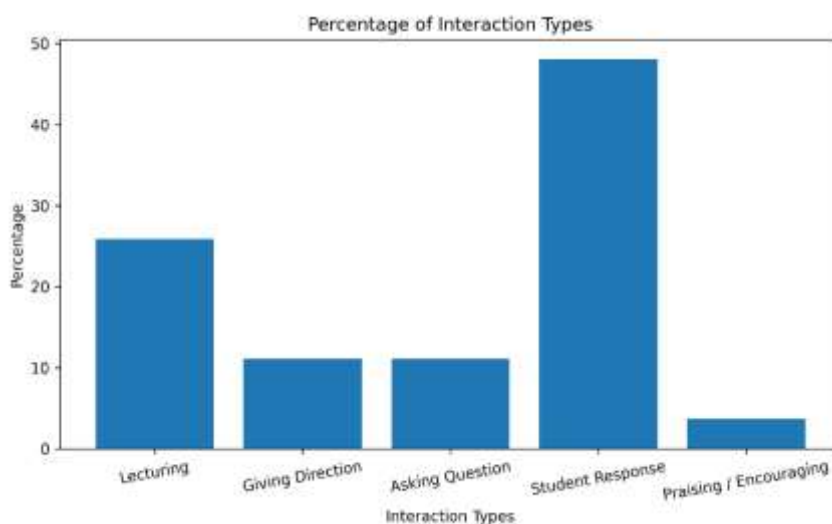


Figure 1: Percentage of Interaction

Based on Figure 1, student response had the highest percentage among all interaction categories, followed by lecturing, giving direction, and asking questions. Meanwhile, praising or encouraging appeared in the smallest percentage during classroom interaction. These findings indicate that classroom communication was dominated by reactive student participation and teacher-controlled interaction patterns.

Discussion

The findings of this study revealed that classroom interaction in the EFL classroom at SMP Negeri 1 Percut Sei Tuan tended to be teacher-centered. Although student response became the most dominant interaction category, students mainly participated by responding to teacher instructions and questions rather than initiating communication independently. This finding indicates that classroom interaction was still controlled primarily by the teacher during the teaching and learning process.

Furthermore, the findings are consistent with the theory proposed by Ned A. Flanders, who explains that classroom interaction can reflect the dominance of teacher control in communication patterns. In this study, the teacher frequently initiated interaction through lecturing, asking questions, and giving directions, while students mostly responded to the teacher's prompts. Consequently, students had limited opportunities to develop spontaneous communication during classroom interaction.

In addition, the findings support H. Douglas Brown, who states that interaction is an essential component of language learning because students need opportunities to actively use the target language. However, the absence of student initiation in this study suggests that students were still dependent on teacher guidance during classroom communication.

Several factors influencing classroom interaction patterns were identified, including teaching strategy, classroom activities, students' language proficiency, and students' confidence. Structured classroom activities encouraged students to participate actively through responses; however, they provided limited opportunities for independent communication. Therefore, teachers are expected to implement more student-centered learning activities in order to encourage students to participate more actively and initiate communication during EFL classroom interaction.

CONCLUSION

Based on the findings of the study, classroom interaction in the EFL classroom at SMP Negeri 1 Percut Sei Tuan tended to be teacher-centered. Student response became the most dominant interaction category; however, students mainly participated by responding to teacher instructions and questions rather than initiating communication independently. In addition, teacher talk frequently occurred through lecturing, asking questions, and giving directions, indicating that the teacher played an important role in controlling classroom communication during the teaching and learning process. Furthermore, several factors influencing classroom interaction patterns were identified, including teaching strategy, classroom activities, students' language proficiency, and students' confidence. These factors affected students' participation and limited opportunities for spontaneous communication in the classroom. Therefore, this study suggests that teachers should implement more interactive and student-centered learning activities in order to encourage students to participate more actively and initiate communication during EFL classroom interaction.

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