

**The Comparison of EFL Classroom Interaction based on  
Teachers' Gender and Students' Level of Education by  
Using FIAC System**

**A THESIS**

*Submitted in partial fulfillment of the requirements for Master's Degree in  
English Education*



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## ABSTRACT

**Yumna Hadaya Nasution. 2023. The Comparison of EFL Classroom Interaction based on Teachers' Gender and Students' Level of Education by Using FIAC System.**

Interaction between teacher and students is one of crucial point in learning process especially at language class in order to make learning process active, effective, and efficient. Regarding to the classroom interaction, of course there will be some of the differences of condition of each classroom that is crucial to be researched as the reference to improve the quality of education. The purposes of this study were to find out the difference of EFL classroom interaction based on teachers' gender and students' level of education by using FIACS and students' perception about their teacher talk. The kind of this study is descriptive research, quantitative and qualitative approaches. The samples of this study were four English classes of Junior High School and four English classes of Senior High School at Labuhanbatu, North Sumatera, Indonesia. Each level of schools consisted of two male English teachers and two female English teachers. The result revealed that the difference between female teacher classes and male teacher classes in junior high school level is that the categories that mostly occurred at female teacher classes were giving direction, accepting feeling, and students talk initiation. Meanwhile the categories that mostly occurred at male teacher classes were asking question, praising or encouraging, accepting students' idea, students talk response, and silence. Moreover the difference between female teacher classes and male teacher classes in senior high school is that the categories that mostly occurred at female teacher classes were asking question, criticizing or justifying authority, accepting students' idea, students talk response, and silence. Meanwhile at male teacher classes were lecturing, giving direction, accepting feeling, praising or encouraging, and students talk initiation. Further the difference between junior high school and senior high school is that in junior high school level the categories that mostly occurred were giving direction, criticizing or justifying authority, accepting feeling, praising or encouraging, students response and silence. Meanwhile the categories that mostly occurred in senior high school level were lecturing, accepting students' idea, and students initiation. Lastly, most of junior high school and senior high school students agreed that their teachers conducted all categories of teacher talk initiation and response. While small fraction of students agreed with some statements related to their feeling on their teacher talk due to the negative reason.

**Keywords:** *classroom interaction, EFL class, teachers' gender, students' level of education, Flanders Interaction Analysis Categories System (FIACS)*

## ABSTRAK

### **Yumna Hadaya Nasution. 2023. Perbandingan dari Interaksi Kelas Bahasa Inggris berdasarkan Gender Guru dan Jenjang Pendidikan Siswa dengan Menggunakan Sistem FIAC.**

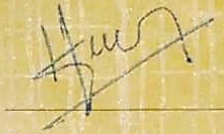
Interaksi antara guru dan siswa merupakan satu hal penting dalam proses pembelajaran khususnya di kelas bahasa agar proses pembelajaran menjadi aktif, efektif, dan efisien. Terkait dengan interaksi kelas, tentunya akan ada beberapa perbedaan kondisi setiap kelas yang sangat penting untuk diteliti sebagai acuan untuk meningkatkan kualitas pendidikan. Penelitian ini bertujuan untuk mengetahui perbedaan interaksi kelas EFL berdasarkan gender guru dan jenjang pendidikan siswa, serta untuk mengetahui persepsi siswa tentang pembicaraan guru mereka. Jenis penelitian ini adalah penelitian deskriptif, dengan pendekatan kuantitatif dan kualitatif. Sampel penelitian ini adalah empat kelas Bahasa Inggris SMP dan empat kelas Bahasa Inggris SMA di Labuhanbatu, Sumatera Utara, Indonesia. Setiap jenjang sekolah terdiri dari dua guru bahasa Inggris laki-laki dan dua guru bahasa Inggris perempuan. Hasil penelitian menunjukkan bahwa perbedaan antara kelas guru perempuan dan kelas guru laki-laki di tingkat SMP adalah bahwa kategori yang paling banyak terjadi di kelas guru perempuan adalah memberi arahan, menerima perasaan, dan inisiasi berbicara siswa. Sedangkan kategori yang paling banyak terjadi di kelas guru laki-laki adalah bertanya, memuji atau mendorong, menerima ide siswa, respon bicara siswa, dan diam. Selain itu perbedaan antara kelas guru perempuan dan kelas guru laki-laki di SMA adalah bahwa kategori yang paling banyak terjadi di kelas guru perempuan adalah bertanya, mengkritik atau membenarkan otoritas, menerima ide siswa, respon siswa berbicara, dan diam. Sedangkan di kelas guru laki-laki adalah memberi ceramah, memberi arahan, menerima perasaan, memuji atau mendorong, dan siswa berbicara inisiasi. Selanjutnya perbedaan SMP dan SMA adalah pada jenjang SMP kategori yang paling banyak terjadi adalah memberi arahan, mengkritik atau membenarkan kewenangan, menerima perasaan, memuji atau menyemangati, respon siswa dan diam. Sedangkan kategori yang paling banyak terjadi di jenjang SMA adalah ceramah, penerimaan ide siswa, dan inisiasi siswa. Terakhir, sebagian besar siswa SMP dan SMA setuju bahwa guru mereka melakukan semua kategori inisiasi dan respon bicara guru. Sementara sebagian kecil siswa setuju dengan beberapa pernyataan terkait perasaan mereka pada pembicaraan guru mereka karena alasan negatif.

**Kata kunci:** *interaksi kelas, kelas EFL, jenis kelamin guru, tingkat pendidikan siswa, Sistem Kategori Analisis Interaksi Flanders (FIACS)*

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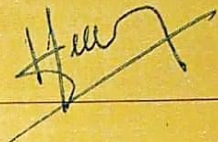


  
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Saya yang menyatakan



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## LIST OF ABBREVIATIONS

Teacher Talk – Initiation – Asking Question Category	(AQ)
Teacher Talk – Initiation – Lecturing Category	(TL)
Teacher Talk – Initiation – Giving Direction Category	(GD)
Teacher Talk – Initiation – Criticizing or Justifying Authority Category	(COJA)
Teacher Talk – Response – Accepting Feeling Category	(ASF)
Teacher Talk – Response – Praising or Encouraging Category	(POE)
Teacher Talk – Response – Accepting or Using Students’ Idea Category	(AOUSR)
Teacher Silence/ Student Silence Category	(TS/SS)
Student Talk – Initiation Category	(SI)
Student Talk – Response Category	(SR)
Teacher	(T)
Student	(S)
Students	(Ss)
Overlapping	[ ]
Pause	...
Interruption	=
The First Female Teacher of Junior High School Level	FP1
The Second Female Teacher of Junior High School Level	FP2
The First Male Teacher of Junior High School Level	MP1
The Second Male Teacher of Junior High School Level	MP2
The First Female Teacher of Senior High School Level	FA1
The Second Female Teacher of Senior High School Level	FA2
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## **CHAPTER I INTRODUCTION**

### **A. Background of the Problem**

In daily life people use language to interact, to transfer their ideas or thoughts, and feelings to each other both in spoken and written forms. Language is used as the vehicle to communicate and to interact with others such to argue, sharing jokes, or deceiving the enemy in social order. It can change the response on the changes in society. Language also can change the situation in society. It means that people can understand each other because of language.

Many kinds of languages existed in the world because each country has one or more languages. Particularly Indonesia is a multilingual country. There are several types of language which exist to communicate with other people. The first is the mother language or local language, for example Bataknese, Minangnese, Javanese, Sundanese and so on. Those languages are used to communicate among people with the same ethnic and linguistic background. The second is Bahasa Indonesia which is a national language used to communicate with other people from different ethnic and linguistic background. The last is foreign language. Foreign language is the language of other nations that is used to communicate with foreigners.

There are several foreign languages that take major portion in Indonesia. One of them is English. All countries over the world admitted

English as the international language (Horobin, 2016). Besides it, almost all countries over the world establish English as the foreign language, even as the second language. Officially English is also such a big business (Maxom, 2009). People can use English to develop a business, to join a business, etc., for instance many famous companies make English as the one of requirements to join the company. Thus, English is crucial to be learned.

In this case, English is one of foreign languages taught and learned in the most schools of Indonesia. The term of class that learning English is called as English Foreign Language (EFL) class. Regarding to teaching and learning English as the foreign language, Peraturan Menteri Pendidikan dan Kebudayaan (PERMENDIKBUD RI) No. 37 tahun 2018, especially for state school, English Foreign Language (EFL) is taught from secondary education to higher education level. In which secondary education includes junior high school and senior high school. Meanwhile English subject for primary education has not been learned in the most schools of Indonesia, except at the private school. In other words, according to national standard of education, Indonesian kids who study in state schools will begin receiving English language learning in the secondary education level.

Regarding to teaching and learning English foreign language, teaching is an activity that is done by a teacher to educate, to organize, to facilitate, to evaluate students in learning activity. Meanwhile learning is

an activity that was done by the student(s) to increase their knowledge and improve their skills (Meida & Fadhly, 2018). In the other words teaching and learning English foreign language is the activity in the classroom conducted by a teacher and students to share and accepting the knowledge of English language, and improving students' English language skills which is as the foreign language.

Based on PERMENDIKBUD Nomor 19 Tahun 2005 that there are some goals of language teaching and learning related to the current curriculum of Indonesia, that is the 2013 curriculum (The Ministry of Education and Culture of Indonesia). First is improving students' communicative skills whether in writing or speaking. Those skills include listening skill, speaking skill, reading skill, and writing skill. Second, raising the students' awareness of the nature and the importance of English as one of foreign language to be used as the vehicle to communicate in globalization era. Third is developing the students' understanding of inter-relationships between language and culture. The last is broadening cultural horizon so that the students have cross-cultural insight and engaging in cultural diversity. Based on the explanation of the Ministry of Education and Culture of Indonesia above, it can be concluded that through the activity of English language teaching and learning is expected to be able to improve students' communicative skills so that the next generation can be able to face the globalization era and able to interact with others well.

Regarding to that, the successful language teaching and learning is determined through how good the interaction and communication during the activity are. Brown (1994) argued that interaction is the process of reciprocity that was done by two or more human in order to emerge the effect. Interaction happens when a couple of human or more affect each other. It happens through verbal and non-verbal actions. In which communication and interaction also occur in teaching and learning activity. It is called as classroom interaction. Dagarin (2004) stated that classroom interaction is a two-way process among participants (teacher-student or student-student) in teaching and learning activity. In the other words all interaction and communication process in the classroom occurred through the teacher and students' talk.

The implications of the effective classroom interaction are such as the existing of friendly relationship among participants and the existing of appropriate initiation and feedback or response (Dagarin, 2004). It means that classroom interaction can be effective if there is the appropriate moves between teacher – students or among students. It was supported by Walsh (2011) that classroom interaction is began from question, feedback and correction by teacher then the students' response will complete the task that has been given. Thus teacher must provide the opportunity for students to be active and to participate in the class through their talk and competence in teaching.



In the other words, it is important for the researcher(s) or expert(s) conduct the classroom discourse analysis to investigate the meaningful and qualified discourse in the classroom or solve the problem of classroom interaction. Many approaches can be used to analyze talk, speech, or discourse in the classroom. Walsh (2006) argued that mostly classroom discourse is analyzed by applying interaction analysis approach in which it was divided into two part, system-based and Ad Hoc. System-based approaches are divided into Flanders' Interaction Analysis Categories (FIAC), Foreign Language Interaction (FLINT), and Communicative Orientation of Language Teaching (COLT). Meanwhile Ad Hoc consists of Self-Evaluation Teacher Talk (SETT). Those approaches have each function and component in analyzing classroom discourse. Due to the researcher of this study would like to focus on how active and effective the EFL classroom therefore the researcher decided to used system-based which is Flanders Interaction Analysis Category System (FIACS) as the system to analyze teacher talk and students talk in classroom interaction.

Regarding the interaction between teachers and students, where of course there are different condition and style of each class. Taqi et al. (2015) stated that language teaching institution employ the variation types of teacher. For example such as the native teacher, non-native teacher, experienced teacher, un-experienced teacher, male teacher and female teacher. It is possible that there are different patterns of interaction in it. Besides it, the existence of issues regarding the existence of differences in

language use and interactions with different gender also supports this research.

There are many previous studies which are related to teachers talk and students talk in EFL classroom interaction. The researcher quoted some of those. The first study was conducted by Pratiwi (2019) who analyzed study of teacher talk and students talk in EFL classroom interaction at SMAN 1 Langsa. The researcher used FLINT system to analyze the data. The result showed that the teacher talk was the most occurred than students talk, in which teacher uttered 424 times meanwhile students uttered 299 times. The teacher talk category that occurred mostly was asking question meanwhile student talk category that occurred mostly is initiation.

Second, Chandra (2015) and Sagita (2018) conducted the classroom interaction analysis research at junior high school by using FIACS. However Chandra focused on teachers talk meanwhile Sagita focused on both teacher and students talk in classroom interaction. The result of Chandra's research showed that the category of teacher talk that mostly produced was giving direction. Whereas the result of Sagita's research revealed that during teaching learning process teacher was the most talking. Teacher used more indirect or response than direct or initiation.

Third, Maolida et al. (2020) analyzed pre-service teachers talk in vocational high school. Aisyah (2016) and Nasir et al. (2019) investigated

the senior high school teachers talk based on FIAC system. Meanwhile (Guzman et al., 2014; Jubaidah & Rusfandi, 2019; Martina et al., 2021) analyzed the interaction by using FIAC system that was focused on teachers talk in university level. The result of Maolida et al. and Aisyah showed that the pre-service teachers preferred to ask questions during teaching. The result of research of Nasir et al. revealed that giving direction was the most applied in teaching. Whereas Guzman et al, Jubaidah & Rusfandi, and also Martina et al. showed that the most teacher talk category occurred in teaching university level was lecturing.

Besides, Pistarman (2015) explored the forms of the interaction between teacher and students in the two of senior high schools in Bengkulu by using FIAC system. Pistarman also compared the result and described the differences between both. The finding shows that SMAN 2 Bengkulu is higher than SMAN 6. In which the dominant form of interaction in SMAN 2 Bengkulu is 64 times of teacher asking question. Meanwhile in SMAN 6 Bengkulu is 18 times lecturing.

Inan (2012) compared and contrasted the classroom interaction pattern adopted by native and non-native teachers in EFL class. The result was revealed that the common interaction pattern is IRE (Initiate, Respond, Evaluate), in which native teachers are more tolerant than non-native teachers in correcting students' error in speaking. However both native and non-native teachers commonly used alternative questions as the scaffolding technique.

Septiana et al. (2018) conducted the study entitled “Verbal Interaction between Male and Female Teacher and Their Students in the English Class”. This study analyzed and compared the interaction between male and female teacher. However it was only on senior high school. It was taken in some senior high school in Solok, West Sumatera. They found that female teacher mostly did asking question and criticizing meanwhile male teacher mostly did directing and lecturing

Furthermore Inamullah (2005) analyzed and compared the classroom interaction at different level of education. It was between secondary education and tertiary education. It was conducted at Turkey. Inamullah (2005) found that the teacher dominantly did direction. Besides it, the students were lack of participation during teaching and learning process.

Lastly, Sari et al. (2018) investigated the classroom interaction patterns and teacher-students perception on their English class. The researcher explored the perception in two side, those are from teacher and also students. The research conducted in West Sumatera. It took place at SMAN 2 Bukit Tinggi. Thus it just focused to three English teachers in a school and the researcher just analyzed not comparing it. The result showed that the dominant pattern is teacher-students with one-way traffic interaction.

Based on the elaboration above it can be seen that what has been researched is categorized into seven categories. The first is analysis of

classroom interaction by using FLINT system and by using SETT. The second, the research was just focused on teacher talk. The third, it was just focused on pre-service teacher. The fourth, the research is to analyze the interaction in which the FIAC system is just as the instrument to analyze. The fifth, the research was just analyzing one of students' levels of education, for example only at SMP or only at SMA or only at College. The sixth, the research compared the interaction between two similar levels of students' education. The seventh, the research compared the class interaction between the class handled by native teachers and non-native teachers.

Therefore the researcher conducted the current research by finding out the differences of EFL classroom interaction based on teacher's gender and students' education level by using FIAC System. It means in this study the researcher analyzed and compared the interaction in EFL classroom by using FIAC System in which handled by different gender of teachers, male teachers and female teachers, and also in different level of schools those are at junior high schools and at senior high schools in Rantauprapat, Labuhanbatu, North Sumatera, Indonesia. Besides, the researcher would find out the students' perceptions about their teacher talk. This current research is important to be conducted to find out the difference of EFL classroom interaction in different condition.

## **B. Identification of the Problem**

Based on the background of problem, it can be identified some problems. First, the classroom interaction particularly for second/ foreign language can be analyzed on both teacher talk and students talk sides by using the interaction analysis system, such as Flanders Interaction Analysis System (FIACS). Moreover, it can be compared based on who handled the class is, whether male teacher or female teachers, whether native teacher or non-native teacher, pre-service teacher or senior teacher. The last, it also can be compared based on in which level of education, whether it is conducted at SMP, SMA, or university level. Therefore there are the differences and similarities occur in classroom interaction based on the aspects above.

## **C. Limitation of the Research**

Dealing with the background and identification of the problem elaborated above, this research was limited to analyze teacher talk and students talk by using Flanders Interaction Analysis Categories system in EFL classroom interaction according to the teachers' gender and students' level of school. Besides, the researcher also limited the perception only from the students cognitive and affective perception related to their teacher talk in EFL classroom interaction.

## **D. Formulation of the Problem**

By looking to the identification above, the formulation of this research is, "What is the difference of EFL classroom interaction based on

the different of teachers' gender and the students' level of education by using FIACS, and also students' perception about their teacher talk?"

#### **E. Research Questions**

According to background, identification, limitation and formulation of problem, the research questions was formulated as followed:

1. What is the difference of EFL classroom interaction between female teacher classes and male teacher classes at junior high school based on FIACS?
2. What is the difference of EFL classroom interaction between female teacher classes and male teacher classes at senior high school based on FIACS?
3. What is the difference of EFL classroom interaction between junior high school classes and senior high school classes based on FIACS?
4. What is the perception of junior high school and senior high school students about their teacher talk in EFL classroom?

#### **F. Purposes of Research**

In detail research, this research is supposed:

1. To find out the difference of EFL classroom interaction between female teacher classes and male teacher classes at junior high school based on FIACS.

2. To find out the difference of of EFL classroom interaction between female teacher classes and male teacher classes at senior high school based on FIACS.
3. To find out the difference of EFL classroom interaction between junior high school classes and senior high school classes based on FIACS.
4. To find out the junior high school and senior high school students' perception about their teacher talk in EFL classroom.

#### **G. Significances of Research**

This research is expected to give beneficial contributions theoretically and practically. Theoretically, this research is expected to give valuable information, the specific knowledge for the other researchers and experts to design and develop theory of applied linguistic field particularly in the use of language in the EFL classroom. Moreover, it can help other researchers as their reference to do the future research related to the teacher talk and students talk.

Practically, this research hopefully can give contribution to the teachers by knowing the use of teacher talk in the classroom. It will give them the way to use it properly. Moreover, this research hopefully can give awareness to the teachers so that teacher can use this research as their evaluation in using language in the classroom to promote the language learning opportunities. Therefore, the teaching process will be more interactive, effective and give good outcomes to the students.



## **H. Definition of Key Terms**

To avoid misunderstanding about the terms to be used in this research, researcher obviously defines the specific key terms as follows:

1. Classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between student and teacher resulting in reciprocal effect on each other during teaching and learning process in the classroom.
2. Teacher talk is anything that teacher says in the classroom to deliver the materials in order the students understand the materials.
3. Student talk is the utterance uttered by students to ask question, to respond, or to share ideas.
4. Gender is the characteristics of female and male determined by society. The characteristics include roles, positions, responsibilities, and division of labor between men and women.
5. Level of education is the stage of education that is determined based on the level of development of students, the goals to be achieved, and the abilities developed.
6. Perception is the result of receiving, interpreting, selecting and refining information in the human nervous system about an object that is seen.