

CHAPTER I

INTRODUCTION

A. Background of the study

Classroom interaction is very important for teaching and learning English as a Foreign Language. Through interaction, students are able to practice the target language, exchange ideas, and develop their communicative competence. In EFL contexts, where English is rarely used outside the classroom, interaction becomes even more essential because the classroom serves as the primary environment for meaningful language use. Therefore, the way teachers and students interact significantly influences students' opportunities to learn and use English effectively.

Interaction in the classroom is closely related to communicative language teaching. This approach emphasizes student participation and meaningful communication. According to Brow (2002) that interaction is when people exchange ideas and thoughts and it affects each person. In learning good interaction helps students improve their language skills. Walsh (2011) also states that classroom interaction is not about sharing information but about creating learning opportunities through communication. This suggests that effective interaction can facilitate language acquisition and improve students' communicative skills.

Furthermore, from the perspective of the Interaction Hypothesis proposed by Long (1996), interaction plays a vital role in language acquisition because it allows learners to negotiate meaning, receive feedback, and modify

their language use. Similarly, Vygotsky's Sociocultural Theory highlights that learning occurs through social interaction, where learners construct knowledge with the support of more knowledgeable others, such as teachers or peers. These theories reinforce the importance of interaction as a fundamental component in EFL learning.

In EFL classrooms interaction is critical because students do not hear or speak English outside. Harmer (2007) states that the classroom is the place where students learn and practice English. Teachers must manage interaction to ensure students are involved. When students get chances to speak and participate they become confident.

To analyze classroom interaction researcher use the Flanders Interaction Analysis Category System (FIACS). FIACS, developed by Flanders (1970), categorizes classroom talk into teacher talk, student talk and silence. This system helps identify whether classroom interaction is more teacher centered or student centered and provides insights into how communication occurs during the teaching and learning process.

Several previous studies have examined classroom interaction and language use in the context of English language learning. A study by Sari (2018) found that classroom interaction is largely influenced by the dominant role of the teacher, resulting in limited opportunities for students to speak. Meanwhile, Atunnisa highlighted that students' participation in English learning is affected by factors such as self-confidence and the teaching strategies employed by the teacher. On the other hand, Wahyu (2022), who

focused on discourse analysis in EFL classroom interaction, found that students' utterances reflect both formal and informal characteristics, such as the use of complete sentences, politeness features, as well as informal forms like slang, overlapping, and discourse markers in classroom communication.

Based on preliminary observation conducted in class XI F1A at MAN 3 Kota Padang Panjang, it was found that classroom interaction tends to be dominated by the teacher. The teacher frequently delivers explanations, gives instructions, and asks questions, while students mostly respond briefly and rarely initiate interaction. This condition indicates that students have limited opportunities to actively use English in the classroom.

This issue is crucial in the context of English as a Foreign Language (EFL), where the classroom serves as the primary environment for students to practice the target language. When interaction is dominated by the teacher, students' chances to develop communicative competence, particularly speaking skills, become restricted. As a result, students may become passive learners, lack confidence, and have low participation in classroom communication. This situation contradicts the goal of communicative language teaching, which emphasizes student-centered interaction and active language use.

Furthermore, the dominance of teacher talk may also reflect underlying pedagogical challenges, such as students' low proficiency, limited vocabulary, lack of confidence, or the teacher's strategy to maintain classroom control and ensure understanding. However, without a systematic analysis, it is difficult to

clearly identify how interaction actually occurs, what interaction patterns are formed, and what factors influence the teacher's choice of interaction strategies.

In the context of MAN 3 Kota Padang Panjang, there is still a lack of research that comprehensively analyzes classroom interaction by combining FIACS with a qualitative design. Such an approach is important not only to identify the proportion of interaction but also to understand the patterns of interaction and the pedagogical reasons underlying them in a specific classroom context.

Although classroom interaction has been widely discussed in previous studies, many of them primarily focus on the importance of interaction rather than providing a detailed analysis of how interaction patterns are structured in real classroom settings. In addition, studies using the Flanders Interaction Analysis Category System (FIACS) tend to emphasize the distribution of teacher talk and student talk quantitatively, but often do not explore the interaction patterns in depth or the reasons behind the use of such patterns.

Based on these considerations, this study aims to analyze classroom interaction in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang using the Flanders Interaction Analysis Category System (FIACS). Specifically, this research seeks to (1) describe the classroom interaction, (2) identify the pattern of interaction used in the teaching and learning process, and (3) explore the reasons behind the use of these interaction pattern.

Through this study, it is expected to provide a deeper understanding of how classroom interaction is implemented in EFL settings.

B. Focus of the Study

This study focuses on the interaction between the teacher and students during the English teaching and learning process in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang. The focus is specifically on teacher student verbal interaction that occurs during classroom activities, including the patterns of teacher talk and student talk. This study examines how the teacher communicates with students, how students respond or initiate interaction, and how these interactions shape students' opportunities to use English in the classroom. The analysis is conducted using the Flanders Interaction Analysis Category System (FIACS).

C. Formulation of the Study

Based on the background of the study, this research is formulated to answer the following problems:

1. How is the Classroom Interaction between teacher and students in EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang?
2. Which Interaction pattern do teacher and students use in EFL Classroom based on FIACS classification?
3. Why does the teacher prefer certain interaction pattern over others during the teaching and learning process?

D. Purpose of the Study

The purpose of this study are:

1. To describe the Classroom Interaction between the teacher and students in the EFL classroom of class XI F1A at MAN 3 Kota Padang Panjang.
2. To identify the Interaction pattern used by the teacher and students in the EFL classroom based on the FIACS (Flanders' Interaction Analysis Categories System) classification.
3. To explore the underlying reasons behind the teacher's choice of specific interaction pattern in the classroom.

E. Significance of the Study

This study is expected to provide both theoretical and practical contributions. Theoretically, this research is expected to enrich the existing literature on classroom interaction in English as a Foreign Language (EFL) contexts, particularly in relation to the use of the Flanders Interaction Analysis Category System (FIACS). It contributes to a deeper understanding of how interaction patterns are structured in the classroom, the pattern of interaction used, and the underlying reasons behind their use. In addition, this study provides further insight into the application of FIACS within a qualitative case study design, especially in the context of Islamic senior high schools.

Practically, this study is expected to be beneficial for both teachers and students. For teachers, this research can increase their awareness of classroom interaction patterns. By understanding the pattern of interaction, teachers can create more balanced integrates both teacher centered and student centered interaction, which can improve students' opportunities to practice English. For students, this study can encourage more active participation in classroom

interaction. Better interaction pattern may help students become more confident and improve their English communication skills.

F. Definition of Key Terms

1. Classroom interaction in this study refers to the verbal communication that occurs between the teacher and students during the teaching and learning process in the classroom. It includes all forms of talk, such as asking questions, giving responses, providing feedback, and initiating discussions, which contribute to the learning of English.
2. An EFL (English as a Foreign Language) classroom in this study refers to a learning environment where English is taught as a foreign language, and students have limited exposure to English outside the classroom. Therefore, the classroom becomes the primary setting for students to practice and use the language.
3. EFL teaching in this study refers to the process of teaching English as a foreign language, including the strategies, methods, and interaction patterns used by the teacher to facilitate students
4. FIACS refers to a systematic observation tool developed by Flanders to classify teacher-student verbal behaviors in classroom interaction, which is used to determine the distribution and dominance of teacher talk, student talk, and silence in teaching–learning processes.