

**ANALYSIS OF CLASSROOM VERBAL
INTERACTION USING FIACS (FLANDERS
INTERACTION ANALYSIS CATEGORIES
SYSTEM)**

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ABSTRACT

One of the primary factors that influence the teaching and learning process is interaction. Verbal interaction is the most interaction happened between teacher and students in the classroom. The quality of verbal interaction affect the result of teaching and learning itself. Thus, this study aimed to find out teacher-students talk characteristic during classroom interaction using FIACS and to find out the dominant talk between teacher and students in classroom interaction. This study was qualitative research. To

achieve the purposes of this study the writer used observation which was adopted by Flander's Interaction Analysis Category to find out verbal interaction between teacher and student. The researcher also use interview and recording for get the data. The study found that all teachers used all FIAC categories and the dominance talk was the teacher's talk. The teacher speaks about 77 per cent in the classroom while students 13 per cent. From the result, it is suggested that teacher should give more opportunities to the students to speak and interact during tteaching and learning process

Keywords: *Interaction, Verbal Interaction, Classroom Interaction*

Introduction

Language is one of the instruments that individuals use to communicate with one another. According to Walija (1996:4), language is the most complete and effective means of communicating ideas, messages, intentions, feelings, and opinions to others. According to Christine Kenneally's book "The First Word," the world's languages number around 6.000, and only half of the world's population speaks more

than ten of them. English is the most widely spoken of these ten languages. As a result, knowing English is critical to making it simpler to communicate with others.

One must learn a foreign language, particularly English, in order to master it. A teaching and learning procedure is required in this scenario. There will undoubtedly be interaction between the teacher and the one being taught during the teaching and learning process. Teaching is the process of leading and encouraging learning, as well as providing opportunities for pupils to learn (Brown, 1980:8). It necessitates the instructor formulating and managing learning in order for students to meet the goal. There is no exception when it comes to learning English. Furthermore, Allwright (1984) and Ellis (1990) suggest that the classroom teaching and learning process should be performed as an interaction in order to obtain a language model and facility, because

the quality of the model and facility might influence the amount of acquisition.

Meanwhile, optimal learning outcomes are influenced by teaching-learning components, for example how to organize the material, the methods applied, the media used, and others. But in addition to these components, there are other factors that influence student learning success, namely the relationship between teachers and students. A teacher and students have to build a good relationship by maintaining good interaction patterns.

Brown (2004:55) defines interaction as a collaborative exchange of thoughts, feelings, or ideas between a teacher and pupils, or a student and other students, that has a reciprocal influence on each other. Students must be able to communicate or explore what is in their heads at school, rather than merely listen passively, because interactions between teachers and students can instill confidence and courage in each kid to speak up. To avoid boredom

among students, teachers must be more innovative when teaching in the classroom. Although this situation cannot be prevented, it is preferable to reduce boredom or monotony in the classroom. Teachers that are less creative in their teaching will merely explain the content and set assignments to students without engaging them in any additional activities that will increase their passion. Students become bored

and lazy to study as a result of this. As a result, why are teachers required to be more creative in their teaching? Because it is their obligation to ensure that students grasp what they are learning, and positive relationships between teachers and students can be quite beneficial.

Classroom contact has emerged as a critical component of a successful teaching and learning process. According to Sukarni (2015), the instructor, the students, time allocation, methodology, content, teaching material, interaction between the teacher

and students in the classroom, and the usage of visual aids are all aspects that influence the outcome of English teaching. One of the most beneficial aspects of the teaching and learning process is good teacher-student contact. As a result, the researcher is interested in learning more about how teachers and students interact in the classroom. The teaching and learning process will not take place or be successful if there is no interaction. Language teaching and learning, according to Mardiyana (2018), may be an exciting and invigorating activity for both teachers and students if an atmosphere of excitement and trust can be fostered through healthy relationships. Good interactions between teachers and students will foster this beneficial relationship.

Positive interactions between teachers and students will result in positive relationships in the classroom, causing students to enjoy the lesson and not be afraid to ask questions or express their opinions. Students will feel relaxed and energetic,

allowing them to participate in learning activities without feeling rushed. The teacher behaving more dominant than the pupils is a common problem that arises in classroom interactions. According to Flanders (1970), over two-thirds of a teacher's time in the classroom is spent lecturing or giving a speech. Another researcher that brings up this issue is Poontcrof (1993) in Abdolrahimi (2013), who claims that a few verbal encounters occur during the teaching and learning process. On average, the teacher speaks for roughly 70% of the class. Furthermore, under social constructivist theory, which states that learning occurs through excellent contact between instructor and student, interaction is a critical component of learning.

Using Flanders' Interaction Analysis Categories System as a guideline for analyzing verbal interaction is one way to do so (Tichapondwa, 2008:17). FIACS is designed to observe solely verbal interactions in the classroom, ignoring nonverbal gestures (Flanders,

1986:77). Only the verbal interactions in the classroom activity are analyzed by FIACS. FIAC is a notion that claims that effective teaching is determined by the teacher's ability to influence students' behavior (Kathleen M. Bailey, 1991:122).

Sukarni (2015) also believes that employing Flanders' Interaction Analysis Categories is one of the approaches for analyzing interaction activities (FIAC). Flanders devised this system for identifying, classifying, and observing linguistic interaction in the classroom. According to Flanders (1970), the contact can be divided into three types: teacher discourse, student talk, and silence. These are the ten interactions that these categories are divided into: Accepting feelings, complimenting, accepting or utilizing ideas from pupils, asking a question, lecturing, offering guidance, and criticizing are all examples of teacher discourse. Students' conversation is divided into two categories: replies and initiation. Finally, silence is the ultimate category. It is a

condition in which the teacher and students do not engage in the classroom.

Abdolrahimi (2013) also believes that the efficacy of teaching and learning is influenced by the quality of teacher-student interactions. “No matter how well material was organized for class presentation, if the teacher did not have the skill to initiate student participation, it would be impossible to create an atmosphere conducive to learning. Developing such a skill is a very personal and individual task (Omar, 1996, in Kiprono, 2009).”

Method

This research was qualitative research. To describe the interaction between teacher and students in the classroom, the researcher used descriptive study. Interview, observation and recording data were used to collect the data. The researcher analyzed the data through Flander’s Formulation and Flander’s Interaction Matric, as shown below:

		Teacher indirect talk			Teacher direct talk				Student talk			
		Accepts feelings	Praise or encouragement	Accepts or uses ideas of students	Asking questions	Lecturing/ lecture	Giving directions	Criticizing or justifying authority	Student talk response	Student talk initiation	Silence or pause or confusion	
		1	2	3	4	5	6	7	8	9	10	Total
Teacher indirect talk	Accepts feelings	1	Teacher support						Students participation			
	Praise or encouragement	2										
	Accepts or uses ideas of students	3										
Teacher direct talk	Asking questions	4			Content cross							
	Lecturing/ lecture	5										
	Giving directions	6										
	Criticizing or justifying authority	7										
Student talk response	Student talk response	8										
	Student talk initiation	9										
	Silence or pause or confusion	10										
Total												

FINDINGS

1. Types of Verbal Interaction

Table 1 Matrix Table Classroom Verbal Interaction in First Meeting

Interaction Matrix	Categories										total	
		1	2	3	4	5	6	7	8	9		10
Categories (former or even)	Accept feeling	5										
	Praise or encouragement		13									
	Accepts or uses ideas of students			18								
	Asking questions				86							

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Lecturing/lecture					231							
Giving direction						89						
Criticizing or justifying authority							8					
Students talk								93				
Student talk initiation									19			
Silence or pause confusion										283		
Total	5	13	18	86	231	89	8	93	19	283		845

The table above shows that all FIACS categories applied in classroom interaction. The most common categories are lectures and questions and answers. In the classroom, the teacher plays a large role, especially in the lecturing category. Here the teacher is the holder of control in the teaching and learning process and the students are the audience.

Table 2 Matrix table classroom verbal interaction
in second meeting

Interaction Matrix	Categories										total	
	1	2	3	4	5	6	7	8	9	10		
Categories (former or even)	Accept feeling	14										
	Praise or encouragement		5									
	Accepts or uses ideas of students			46								
	Asking questions				18 5							
	Lecturing/lecture					23 1						
	Giving direction						63					
	Criticizing or justifying authority							13				
	Students talk								12 0			
	Student talk initiation									43		
	Silence or pause confusion										12 5	
Total	14	5	46	18 5	23 1	63	13	12 0	43	12 5	845	

The matrix table in second meeting shows that all categories of Flanders interaction analysis are existed in classroom interaction. Most categories that occur are lectures and questions and answers. From the results of the research at the second meeting, it further supports that the role of the teacher in the class is dominant, especially in the delivery of material. The following is the description of each category of FIACS happened in classroom interaction

a. Accept feeling

The teacher produces this type of teacher talk to help the students understand their feelings and attitudes by letting them know that they will not be punished when they are expressing their emotions. This expression mostly uttered in the beginning or initial of meeting. For example when the teacher begin the class by greeting students and asking

students how they are “assalamualaikum wr. Wb. Good moorning everyone” then students respond “good morning miss”. Followed by asking news like “how are you today” then students respond “I’m fine, and you” and the teacher answered “I’m fine to thank you”. And this can provoke students' enthusiasm when they start teaching and learning activities.

b. Praises or Encourages

Praising or encouraging is teacher’s statements carrying the value judgment of approval. The teacher’s purpose in praising and encouraging the student is to give honors to them who actively participate in teaching and learning process. In the class that is studied, the researcher also found this category as an example when the teacher asked “*apa arti dari observation*” then the student answered “*pengamatan miss*” and

after the students answered the teacher gave praise to the students with the words “good”.

c. Accepts or Using Idea of Students

This type deals with teacher responses toward the student's idea. In the second meeting, it can be found that the teacher produced 45 utterances of using ideas of students in all classes. The teacher purposes in using idea of student are to develop student's idea clear. In the class studied, the researcher found this interaction as *“jadi nanti kita akan mempelajari tentang natural phenomenon atau kejadian alam, tolong sebutkan contohnya”* Then students are given the opportunity to develop their ideas by answering *“banjir, gempa bumi, tsunami”*. Here the teacher plays a role in building and developing students' ideas. This will provoke students' thinking to expand their knowledge.

d. Asking question

Asking question deals with asking questions about the content or procedures of teaching material so that students can answer. Asking questions is a type of teacher talk that also occurs in all meetings. The researcher found this interaction in the studied class such as *"Ketika kalian belajar Bahasa Indonesia kalian belajar tentang teks eksplanasi, it is almost same in English. Apa itu almost same?"* then students answer *"hampir sama miss"* From the questions asked by the teacher above, it is intended that students answer and respond to what the teacher asks. It stimulates students to pay attention on teacher's explanation.

e. Lecturing

Lecturing is the most important part of teaching and learning activity. Based on the observation, this type of teacher talk during the teaching and learning activity occurred in all meetings. In classroom interaction, the teacher

often gives information to the students. For example *“teks eksplanasi itu adalah teks yang menjelaskan, yang menjelaskan tentang ‘bagaimana’ dan ‘mengapa’ sesuatu itu terjadi seperti kejadian alam, ilmu pengetahuan, dan sebagainya.”*This is example of the lecturing in the class being studied. The other examples are *“tadi kan yang di maksud teks eksplanasi yaitu teks yang menjelaskan suatu istilah, jadi pemanasan global itu di definisikan sebagai berikut yaitu is happening right now has a very big effect on natural condition.”*

f. Giving direction

Giving direction that is giving directions or orders to students that are expected to be obeyed by students. Giving direction is one types of teacher talk that frequently occurred during two meetings. The interactions found by researchers about giving direction are: “ok, please just prepare your book and your student

worksheet". In this interaction the teacher gives direction so that students prepare books that are used for the learning process.

g. Criticizing or Justifying Authority

Criticizing or justifying authority is teacher's actions that aim to change student behavior from bad to good. Criticizing student behavior is one type of teacher talk that also occurred in this study. The interactions of Criticizing or Justifying Authority that the researcher found in his research are "*coba sebutkan contoh dari natural phenomenon by English*". Then the student answered "*banjir, gempa bumi*" and the teacher responds "*jangan lupa ya by English lo ya, yaitu flood, and earthquake*". Thus, the students repeat the pronunciation in English.

h. Students talk responses.

Furthermore, Students talk responses are what students say responding on the teacher talk.

Talk by students in response to teacher's talk. Teacher initiation contact, or students' statement, or structure the situation. Teacher asks question and students answer it. The interaction of students talk responses that the researchers found in their research, namely the words of students who responded to the teacher's questions about the natural phenomenon, namely "*contohnya banjir, gempa bumi dan lain-lain miss*". What students say are called student talk responses.

i. Students talk initiation

The talk that initiates students to have interaction includes expressing own ideas, initiating new topic, freedom to develop and a line of thought, like asking thoughtful questions, going beyond the existing structure. In this research, the researcher found this category, when students ask question the teacher "*bu tulis atasnya Bahasa Inggris,*

bawahnya Bahasa Inggris kah bu?”. then the teacher answered *“ya boleh, tulis Bahasa Inggrisnya di atas dan Bahasa Indonesia di bawah. Tapi hasil akhir tetap tulis di buku masing-masing.”* It explains that student starts the conversation by asking the teacher a question. The other examples are *“bu setelah di baca apa di tulis di buku?”*. Then the teacher answered *“tidak usah, kita artikan Bersama saja”* this is what shows student talk initiation.

j. Silence

Silence means pauses in interaction during which there is no verbal interaction. As is the case in the classroom that the researcher examines, namely when the teacher explains but the students do not respond anything. For example *“very good. Ya tolong nanti di perhatikan lagi temannya maju. Di hafalkan benar-benar karena dialognya ini singkat. Sekarang di mulai dari bangku depan dulu*

maju, yang lain harap di perhatikan temannya yang di depan.” And students are just silent.

This causes silence in the class.

2. Teacher and students talk

The results of research on student talk and teacher talk will be shown in the table below:

Table 3. Percentage of Teacher-Students Talk

No	Types of Talk		T		T		Mean
			Quantity	Percentage	Quantity	Percentage	
1	Teacher's Talk	Indirect	122	22%	250	30%	20%
		Direct	328	55%	307	36%	41%
		Total	450	77%	557	66%	61%
2	Students' Talk		112	13%	163	19%	18%
3	Silence		283	8%	125	15%	21%

The table above shows the percentage of teacher-students talk in class. It is clear that teacher's talk is more dominant with a percentage of 61% of the students' talk. Meanwhile, students' talk is less

dominant with a percentage of 13% and silence is 18% of class time. Indirect teacher talks with a percentage value of 21% are less dominant than direct teacher talks, while direct teacher talks get a percentage value of 55%. And the direct teacher talk category that got the highest rating was lecturing with a percentage value of 42%. And for the indirect teacher lecture category, the one who got the highest rating was asking a question with a rating value of 14%.

Discussion

1. Type of Verbal Interaction

The results of observation show that all verbal interactions in the FIACS category occur in English class such as accept feelings, praise and encourage, accept or use ideas of students, ask

questions, lecturing, giving direction, criticizing or justifying. students talk response, students talk initiation, and the last category is silent or confusion. From the results above, the writer concludes that the most common categories of teacher conversations are lecturing and asking questions, while the most common talk on students is the student response.

There are 7 categories of teacher the first is accept feeling, which is accepting the attitude or tone of students' feelings in a non-threatening way. Feelings may be positive or negative. Opening before starting the lesson is very important to melt the atmosphere and also approach the students. When students are close to the teacher, they will not be shy to ask questions.

The next category is praising or encouraging the actions or behavior of students. A joke that makes the class less tense without compromising others. The activity is when the teacher gives

praise by saying "good", "very good" etc. or the teacher gives encouragement to students such as giving short motivations, storytelling etc. Giving verbal reward might encourage students to have positive attitude. It is a tool to educate children so that students can feel happy because their actions or work get praise (Purwanto, 2009)

The next category, accept or use ideas of students, is to clarify, build or develop ideas or suggestions by students. Here the teacher accepts and responds to the ideas conveyed by students so that they can develop theory understands and theory knowledge is wider. This is in accordance with the opinion of Essay (2018) in Mosel (2010) that both oral and verbal communication develop information, ideas, attitudes, from one person to another.

Furthermore is asking question, which is asking questions about the content or procedure with the intention that students can answer.

According to David (2007), questions will attract students' attention, because it will create classroom interactions between teachers and students, a teacher must have skills in asking questions. This interaction was also found by researchers in English class. The teacher often provokes student responses by asking questions such as examples. *"apa artinya observation"*. According to LT Tuan & NKT (2019) in Milena (2014) for them teacher-student interaction: teachers often ask questions to students and students answer questions or the teacher participates in learning activities.

Another FIACS category is lecturing. That is to give facts or opinions about the content or procedures. In lecturing, teachers must be demanded to be innovative teachers so that students do not get bored listening to the material delivered by the teacher. How teachers interact with their students is considered an important

skill used by teachers in the learning and teaching process (Harmer, 1998 in Taous, 2013). This is line with English teacher response that “*jadi guru itu memang harus inovatif biar muridnya gak bosan*”.

The following category of interaction is giving direction. That is giving directions, commands that are expected to be obeyed by students. In the classroom that is being studied, the teacher often gives directions to students such as instructions for preparing books, forming groups to conduct discussions and so on.

The next category of interaction is Criticizing or Justifying Authority. It is intended to change student behavior from an unacceptable pattern to an acceptable one. The same thing happens the being studied, the English teacher gives instructions to mention the natural phenomenon in English but the students said it in Indonesian instead. After that the teacher justifies in a friendly

manner to the students so as not to cause fear to the students. In this case the teacher when justifying what the students say when it is wrong must be in a good way and not in a threatening tone. Because this can make students afraid and reluctant to convey their ideas. Therefore, teachers must be more skilled in initiating student participation in order to create a comfortable and not stressful learning atmosphere. As stated by Abdol rahimi (2013), "No matter how well the material is organized for class presentations, if the teacher does not have the skills to initiate student participation, it is impossible to create a conducive learning atmosphere.

The interaction category for group is students talk, consist of students talk responses and students talk initiation. Student talk responses is the conversation by students in response to the teacher. The teacher initiates contact or asks for student statements. In the classroom, students

respond to what the teacher says, such as when the teacher gives a code to mention natural phenomena, the students also answer “banjir, gempa bumi dan lain-lain miss”. From the examples above, it is evident that interactions not only unify messages, but also involve responses from other people. As said by Hadfield (2008, as quoted in Taous, 2013), the word interaction involves more than just putting messages together, but also involves responding to other people.

The next category of student talk is student talk initiation. That is speaking by students in response to the teacher's conversation. Expressing own ideas, starting new topics, freedom to develop opinions, asking thoughtful questions. When in class students also sometimes start interaction first than the teacher, for example, when students do not understand what the teacher has instructed, students will ask

questions “*bu tulis atasnya Bahasa Inggris, bawahnya Bahasa Inggris kah bu?*”. It is important since students are reluctant to ask, an error will occur when doing the instructions from the teacher.

The last category is silence. Namely Pauses, brief periods of silence and periods of confusion in which the communication cannot be understood by the observer. This also happens in the class that is being studied, namely when they respond less than what is explained because they pay less attention, so when asked they do not know anything.

From the results of this study, it can be concluded that the researchers found all interactions based on the FIACS category in their research. According to the results of observations made by researchers in class, it shows that teacher takes the most part in class such as lecturing, giving direction, criticizing or justifying authority

and praise and encouragement. According to Flander's formula, it can be seen that teacher talk is more dominant than student talk with a percentage gain of 61%. Meanwhile, students talk got a percentage score of 13% and silence contributed a score with a percentage of 18%.

For the teacher talk category, the indirect teacher talk category is lower in value than the direct teacher talk category. Meanwhile, teacher talk direct shows a percentage value of 55%, while teacher talk indirect only shows 21%. From the teacher talk direct category, the one who got the highest score was lecturing with a percentage of 42%. Lecturing plays a big role in class which is 60 interactions. English teachers must be more innovative in delivering material so that students will not be bored. Nunan explains that speech modification is the teacher's speech which is modified by the teacher to make it easier for students to understand what is being said. If

students understand what the teacher is talking about and want, what they should do, they will be confident to communicate in class. It will motivate them to use language in class because they know what the teacher wants and what they have to do.

For the indirect teacher talk category, the one who got the highest score was asking question with a percentage of 14%. Therefore, asking questions is very useful to provoke students' enthusiasm. In addition, according to Brown, that there are five roles of teacher interaction. they are controllers, directors, managers, facilitators and resource persons. This means that the teacher facilitates students to be involved in these activities, such as making student groups.

2. Teacher talk and students talk

The percentage of teacher-students talk shows that to the average teacher talk 77% and students talk 13%. It is concluded that the class interaction is dominated by the teacher. The teacher is taking

the most part in the classroom such as given direction, lecturing and criticizing or justifying authority and praise or encouragement. According to Septiningtyas (2016) teacher dominance occurs when the teacher dominates the class and takes a long time to talk. Then the students only have a little chance to talk.

The teacher is active in asking question to the students which is applied to initiate the interaction in the classroom. It breeds the curiosity of the topic has been discussed before. Teacher's questions have strong effect to students. Teacher can create an atmosphere of enthusiasm in learning. She has to have a strategy to make students enthusiastic about learning. Meanwhile must be innovative in delivering material, teachers also need to provide encouragement or motivation.

Conclusion

Both teacher and students are aware and understand that interaction is important in learning English. They also understand that in order to interact well, they need to practice. In classroom interactions, teachers play an important role in creating good interactions between teachers and students. Because good interactions will create a relaxed situation that can create a sense of not awkward between teachers and students.

The result of the research indicated that all FIACS categories used by the teachers in interacting with their students. The most category occurred in the interaction was lecturing. The teachers tended to explain materials to their students to make them understand the subject. The researcher also found that most teacher used asking questions category. Furthermore, the teacher's talk is more dominant than the student's talk.

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