

**CLASSROOM INTERACTION ANALYSIS IN EFL CLASS USING
FLANDERS INTERACTION ANALYSIS CATEGORY SYSTEM (FIACS)
(A Descriptive Qualitative Study at Second Semester Students of Universitas
Muhammadiyah Purwokerto in Academic Year 2018/2019)**



A THESIS

Submitted to the English Department as a Partial Fulfilment of the
Requirements for S.Pd Degree

By

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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2019**

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Title : CLASSROOM INTERACTION ANALYSIS IN EFL CLASS
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Menyatakan dengan sungguh-sungguh bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan oleh orang lain atau dijiplak atau modifikasi karya orang lain. Bila pernyataan ini tidak benar, maka saya bersedia menerima sanksi, termasuk pencabutan gelar sarjana yang sudah saya peroleh.

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Motto

Never give up. There will be rainbow after the rain.

Do not lose your hope, nor be sad
Qur'an 3:39



DEDICATIONS

I would like to dedicate my countless thanks to the Most Gracious and the Most Merciful, ALLAH SWT who always gives me all the best of this life and there is no doubt about it. I deliver Shalawat and Salam to the Prophet Muhammad SAW and his family. This thesis is presented to fulfill one of the requirements in accomplishing the S-1 Degree at English Department of Teachers Training and Education Faculty in the Universitas Muhammadiyah Purwokerto. The writer would like to take my opportunity to express my deep and sincere gratitude to the followings:

1. My beloved parents, my dad Sukiman and my dearest mom Suwarti. I want to express my gratitude for your care and support over the years. Thank you for instilling me with a strong passion for learning and for doing everything possible to put me on the path to greatness.
2. My sisters and my brother, mba Sus, mba Yuli, mba Ani, Aziz who always give me tons of support and prayer.
3. Mrs. Lutfi Istikharoh, M.Pd, as my supervisor who always guided and gave me immense knowledge.
4. My better half, Niasisca Agustia Wardani. Thanks for being there for me, become a pillar of support and inspiration. Boost me to study harder, force me to become better. I dearly appreciate you.

5. My deep gratitude is also extended to Mr. Saefurrohman, Ph.D as my academic counselor.
6. Mrs Dyah Kusumastuti, S.Pd., M.Hum, as the lecture who already allowed me to conduct this research as well as the students.
7. My classmates in PBI UMP C 2015 who always support and motivate me to always study harder.

Finally, thanks so much to anyone who can't be mentioned directly who has helped me in completing this thesis. Hopefully, this thesis can be useful for us and become the input for the parties in need.



ACKNOWLEDGEMENT

Assalamu'alaikum wr. wb.

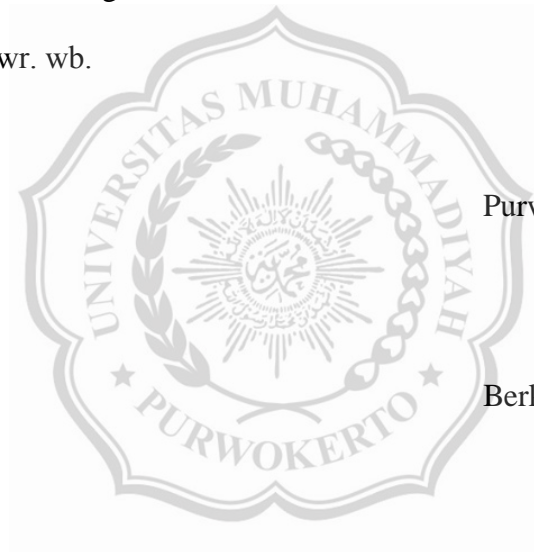
Alhamdulillah, all praises to Allah for the tremendous blessing and mercy that allow the researcher to accomplish this bachelor thesis entitled: “Classroom Interaction Analysis in EFL Class Using Flanders Interaction Analysis Category System (FIACS)”. The researcher realizes that this paper would not be finished without pray, guidance, help and supervision from people surroundings. Thus, the writer would like to express deepest appreciations to:

1. Dr. Anjar Nugroho, the rector of Universitas Muhammadiyah Purwokerto.
2. Drs. Pudiyono, M.Hum, the dean of teacher training and education faculty who has given permission to write this thesis.
3. Saefurrohman, Ph.D, the chief of English Education Department and the academic supervisor who has permitted me conducting this research and for all help that you gave to me.
4. Lutfi Istikharoh, M.Pd, as the thesis supervisor who has guided and assisted the researcher in completing this bachelor thesis.
5. Students in second semester of English Education Department of UMP, for your help so that the researcher can successfully finished this research.
6. My lecturers in English Education who have inspired and motivated the researcher during the study in this department.

7. The hugest honor and grateful would be tributed to my precious mother and father for truly uncounted loves, cares, motivation, patience and pray during daylight and nightfall.
8. All of my family's members and friends who have supported me.

The researcher had tried the best for this thesis. Weaknesses and mistakes in this research are truly realized by the researcher. Thus, the researcher sincerely accepts critics and suggestions dealing with this research.

Wassalamu'alaikum wr. wb.



Purwokerto, August 2019

Berkah Dian Sofiadi

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Abstract

The objective of this research was to find out the interaction pattern in English for Foreign Language (EFL) classroom as well as to find out the percentage of each interaction pattern using Flanders Interaction Analysis Category System (FIACS). The researcher used descriptive qualitative as the research method. The subject in this research was 4th semester students. The data was collected through observation that was assisted by video recording and interview. The observation was done in five time meetings. Meanwhile the interview was done to the teacher and some students who had active and passive participation during the class. The major findings of this research are 1) the researcher found that teacher talk has 67,31%, student talk has 25,53%, and silence has 7,16%. 2) the predominant factors in EFL classroom from the most until the less frequent were; content cross, student participation, teacher support, and teacher control.

