ABSTRACT

Marbun, Endang Pratiwi. Registration Number: 2123321028. Classroom Interaction in English Lesson Through Flander's Interaction Categories System (FIACS) at the Eleventh Grade of Vocational School Mandiri. A Thesis. English Educational Program, State University of Medan, 2016.

This study focuces on analyzing the process of classroom interaction through Flanders Interaction Analysis Category System (FIACS). The objective was to describe how the teacher and students use the categories of classroom interaction in English class by using Flanders Interaction Analysis Category System (FIACS). The data was found based on the data transcription. The source of the data was the utterances between English teacher and 11th grade students at Mandiri Vocational School. The instruments for data collection were observation, video recording, and note talking. The data analysis applied descriptive qualitative research. The dominant category of classroom interaction in English lesson through Flanders Interaction Analysis Category System (FIACS) was found that asks questions category for teacher talk and students - talk response category for students talk. The total percentage of each categories classroom interaction were accepts feelings (2.15%), praise and encourages (9.67%), accepts or uses the ideas of the students (0%), asks questions (18.27%), lecturing (6.45%), giving directions (15.05%), criticizing or justifying authority (12.09%), students talk-response (32.25%), students talk-initiation (2.15%), and silence or confusion (1.07%). So, the classroom interaction was happened between teacher and students in the teaching and learning process in English lesson based on Flanders Interaction Analysis Category System (FIACS)

Keywords: *Teacher Talk, Students Talk, Flanders Interaction Analysis Categories (FIAC) model.*