



TEACHERS' INITIATION AND RESPONSE IN ONLINE CLASSROOM (A CASE STUDY OF ENGLISH TEACHER AT GRADE VII OF SMP KEMALA BHAYANGKARI MEDAN)

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Abstract-This Study aims to analyze the categories of English teachers' initiation and response in online classroom. Qualitative case study method used in this study. The data were collected for a meeting. There was an English teacher at grade VII. The data analyzed by using Flanders's formula. This study found some categories of teachers' initiation and response, there were six categories that used by the teacher based on FIACS, four categories of response, such as Accept Feelings, Praises or Encourage, Accepts or Uses Ideas of Students, and Ask Questions. Meanwhile, two categories of initiation, Lecturing and Giving Direction. It found that there were 105 times (21.88%), accept feelings 2 times (2%), praise or encouragement 76 times (15.83%), asking questions 48 times (10%), and lecturing/lecture 78 times (16.25%). Whether, the researcher did not find the Criticizing or Justifying Authority category used by the teacher during teaching and learning process. The total of utterances produced by the teacher were 128 responses and 183 initiations, while the teachers' initiation showed 38.13%, bigger than the total of teachers' response that showed 26.76%. It means that the teacher gave more initiations (directions and lecturing) than gave responses (questions and praises or encourages) in online learning process.

Keywords: Teachers' initiation, teachers' response, FIACS, classroom interaction.

INTRODUCTION

Brown (2001) stated that the interaction is a united exchange of thoughts, feelings, or ideas between two or more people that produce mutual effects on each other. To have reciprocal interactions, the teacher not only facilitates students to learn but also stimulates the students to be involved even actively in participation. Thus, through verbal interaction, students can demonstrate their skills and practice their target language. Moreover, Malamah-Thomas (1987, cited in Shomoossi, 2004) explained that interaction would be a hand for students to achieve better learning and give them greater opportunities to practice their competencies. They gain their competence by listening to their teacher and their peers.

Flanders (1969) considered Response behavior more desirable than initiation behavior because the teacher used more praise and encouragement, accepted and utilized the student's ideas, and promoted more student-initiated talk. In fact, the teacher used more initiation behavior than response behavior in online classroom.

From the preliminary data, the teacher expressed his activity when to ensure that students understand about his direction. The teacher requested that the students to do the direction If the students were able to complete the direction, it means that they had already understood. In the other hand, when students can not understand the direction, the teacher helped them by repeating the direction. In the perception, the teacher d repeat once more the direction gradually so the students had the option to understand the direction. This typical occurred in the junior high students , particularly the passive students should have been helped by the teacher both in complete the assignment or understand the teacher explanation, for this situation is teacher direction. Furthermore, the students had to understand the direction first before they did the task or activities. Meanwhile The teacher was respecting the student's idea as a great contribution so



next time the student would not be afraid to share their understanding or experience because there was no wrong or right answer on that particular discussion. The teacher helped students to give their contribution in form of opinion or idea.

Therefore, this study is primarily intended to identify the categories of teachers' initiation and response frequently used by the English teacher in online classroom interaction and the realization both of it, especially in online classroom. This research limited only on teachers' initiation and response of an English teacher at grade VII of SMP Kemala Bhayangkari Medan.

LITERATURE REVIEW

Definition of Classroom Interaction

Classroom interaction is one of the component in the teaching-learning process. Through classroom interaction, the strategy produces results (input, practice opportunities, and receptivity). It can be concluded that interaction plays very important role in teaching-learning process (Allwright and Bailey 1991:25). Classroom interaction is encourage to occur in the EFL classroom. Classroom interaction will make the students interesting in communicating at the classroom. During its process, the teacher and student will be involved in the interaction process in the classroom. Cole et al (2010: 55) explained interaction in teaching is a basic element and it has the fundamental role in efficient teaching and in principal, recognition between being weak or strong in teaching lies behind the way teacher interacts with the student. Students are not the only participant in the classroom interaction since the teacher is also a participant.

Dagarin (2004), described classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each other. This suggests that all experiences that arise in the learning and teaching process are classroom interactions.

Patterns of Classroom Interaction

Interaction is a two-way process. Malamah (1991:7) stated that interaction means acting reciprocally, acting upon each other. Therefore, many classroom interactions center on organization and administration. She also proposed the pattern of interaction in the classroom as follows:

1. Interaction between the teachers with the whole of class.
2. Interaction between the teacher and a group of students.
3. Interaction between the teacher and the individual student.
4. Interaction between the student and the teacher.
5. Interaction between the student and another single student.
6. Interaction between the student and a group of students.

Besides, Malamah (1991: 9-73) also stated that interaction implies more than one person. There must be someone to transmit a message and someone to receive it. The number of students in the class results in any number of possible variations on who does the transmitting and who does the receiving. When the teacher seen as the one who transmits the messages, then he/she can be seen as trying to communicate with the whole class, a group of students, or individual student at different point of the lesson.

Aspect of Classroom Interaction **Teacher Talk**

Teacher talk is one of significant ways teacher uses to deliver information and control learning behavior students (Allwright and Bailey 1991,p.139) the teacher adopt the target language to promote their communication with earners. In this way, learners practice the language by responding to what their teacher says. Besides, teacher use the language to encourage the communication between learners and themselves. Teacher talk is particularly important to



language teaching (Cook, 2000: 144). Based on pedagogical theory, the language that teachers use in classrooms determines to a larger degree whether a class will succeed or not. Many scholars found teacher talk makes up around more than fifty percent of classroom language (Chaudron, 1988). Teachers pass on knowledge and skills, coordinate teaching practices and help students practice through teacher talk. In English classrooms, teachers' language is not only the focus of the course, but also the means to achieve the teaching purpose. Through the teacher talk, both the organization of the classroom and the purpose of teaching are accomplished.

Student Talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show their concentration to their teaching-learning activity. The student talk is divided into four key exchanges: asking questions, developing conversations, repeating, and answering teacher's or peer's question. By asking questions, the students will not only get the answer of the questions, but also learn how to construct the meaning. Suherdi (2009) investigated that asking for repetition occurred because they request their peers to repeat the words. Meanwhile, regarding to the second exchange, creating student talk has a good advantage.

Flanders Interaction Analysis Categories System (FIACS)

Flanders Interaction Analysis developed by Ned Flanders (1970 cited in Amatari 2015) is an observational tool used to classify the verbal behavior of teacher and pupils as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and non-verbal gestures are not taken into account. Flanders' Interaction Analysis Categories has ten categories system of communication that stated inclusive of all communication possibilities. There are seven categories used when the teacher is taking apart (Teacher Talk) and two categories when the students are taking apart (Student Talk) and the last category is silence or confusion.

Table 2.1 Flanders's Interaction Analysis Categories System (FIACS)

Actors	Interaction	Category Code	Activity(ise)
Teacher Talk	Response (Indirect Talk)	1	Accept feeling: accepts and clarifies an attitude or the feeling tone of a pupil in a non- threatening manner. Feeling may be positive or negative.
		2	Praises or encourages: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual. Nodding head, or saying 'UMHM?'
		3	Accepts or uses ideas of students: clarifying, building, or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.
		4	Ask questions: asking a question about content or procedure with the intent that a student may answer.



	Initiation (Direct Talk)	5	Lecturing: giving facts or opinions about content or procedures; expressing his own ideas; asking rhetorical questions.
		6	Giving direction: directions, commands or orders to which a student is expected to comply.
		7	Criticizing or justifying authority: statements intended to change student behavior from non-acceptable to acceptable pattern; stating why the teacher is doing what he is doing
Student Response Talk		8	Student talk in response to teacher: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
	Initiation	9	Student talk initiated by the student: talk by students, which they initiate. It is only to indicate who may talk next; observer must decide whether student wanted to talk. If he did, use this category
Silence		10	Silence or confusion: pauses, short periods of confusion in which communication cannot be understood by the observer.

Teachers' Initiation

There are three categories of teachers' initiation. The first is lecturing. In this lecturing, the teachers give the students facts or opinion about content or procedure in teaching and learning process. Teachers can express their own ideas or ask the students about rhetorical questions.

Teacher : Social studies education is centered round the desire to proffer solutions to perceived and anticipated problems that arises from man's interaction with the environment. It is a school discipline....

The second is giving direction. In this giving direction, the teachers give direction usually when they prepared the students for activities such as game, role play, and simulation. The teachers needed to ensure that the students understand what they were going to do next.

Teacher : Sele, I want you to tell me what you have done with your textbook.

The last is criticizing or justifying authority. The criticizing made the class became supportive and comprehensible place for the teaching and learning process. Since, the students were able to get input easily from the teacher in form of critique and justification. The teachers had an authority to give their students a positive or negative feedback depend on the students' learning performance. Therefore, teacher responsibility is to control the interaction flowing smoothly and efficiently.

Teacher : What do you think you are doing out of your seat Femi?

Teachers' Response

There are four categories in teachers' response. The first is accept feeling. The accept feeling utterances were given by the teacher generally to create a good relationship with the students and built a lively atmosphere before the teacher started the lesson to explain, discuss and ask them related to the lesson topic. In fact, accept feeling utterances also have a purpose to attract students' attention when they were busy with their own activity in the beginning of the lesson.



Teacher : *Why are you sad Preye?*
Preye : *Sir, I lost my pocket money*
Teacher : *Well, that is enough to make a sad, but cheer up, replacement will come up.*

The second is praises or encourages. Lyster (2007) revealed that teachers distribute their praise to whole and individuals at their performance and encourage the class throughout the lesson. It is effective way for the teacher to teach students about helping each others. The teacher and students interaction in form of praising and encouraging was understood to be an important issue in a learning process.

Teacher : *How many states are in Nigeria?*
Ebi : *36 states Sir!*
Teacher : *Very good. Put your hand together for Ebi.*

The third is accepts or uses ideas of students. The teacher respect the student's idea as a great contribution so next time the student would not be afraid to share their understanding or experience because there was no wrong or right answer on that particular discussion. The teacher help students to give their contribution in form of opinion or idea.

Tokoni : *Sir I think a major reason for massive failure among students is ill-preparedness of students towards assessments.*
Fortress : *I will like to say that the lack of preparation is as a result of poor reading habit among students.*
Teacher : *Tokoni and Fortress had suggested interesting points of view. Fortress buttressed Tokoni's ill-preparedness of students by linking it to our societal disregard for a reading culture.*

The last is Ask questions. Teacher can help to develop student's ideas by asking questions. When the teachers asked specific questions or asked for students, students felt more confident and secure. It means that questioning is one of common strategies to stimulate students to participate active in discussion. Through questioning teachers were able to stimulate and guide the students to produce the target of language confidently.

Teacher : *How many states are in Nigeria?*
Ebi : *36 states, Sir!*
Teacher : *What is the difference between dramatization and simulation methods of teaching?*

Characteristics of Classroom Interaction

Classroom interaction characteristic based on Flanders' Interaction Analysis Category is the kinds of interaction that emerge in the classroom as a result of teacher and students' interaction. The characteristic of interaction includes content cross, teacher control, teacher support, and students' participation.

1. **Content Cross**
Based on the categorization of Flanders' Interaction Analysis, Content Cross belongs to teacher direct talk influence which covers (4) Asking questions and (5) Lecturing.
2. **Teacher Control**
Teacher control also belongs to teacher direct talk influence which covers (6) Giving direction and (7) Criticizing or Justifying authority.
3. **Teacher Support**
Teacher support goes to teacher indirect talk influence which covers (1) Accepts feeling, (2) Praise or encouragement, and (3) Accepts or uses ideas of students.
4. **Students' Participation**



The last part of classroom interaction characteristics is students' participation. It covers the last two categories of student talk which are (8) student-talk response and (9) students-talk initiation.

Teachers' Online Talk

Online learning is education that takes place over the Internet. It is often referred to as "elearning" among other terms. However, online learning is just one type of "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom. In higher education, online learning is becoming common due to administrators see it as an efficient way to boost enrollment as a reasonably low cost (Allen & Seaman, 2005; Kim & Curtis, 2006; Maguire, 2005).

Therefore, teachers' online talk is the interaction of teachers and students through online media such as web conferences or other Learning System Management that can facilitate the teaching and learning process in online classrooms

RESEARCH METHOD

The design of this research used qualitative case study method to find out the answer of the research questions. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Meanwhile, case study research is an intensive analysis of an individual unit such as a person or community stressing developmental factors in relation to environment. Stake (1995) explained that a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complex-study. The data of this study were collected by using video recording and transcription. In analyzing data, Analysis Interactive Model from Miles and Huberman was used. This model contains several steps of analyzing such data collection, data reduction, and data display and conclusions.

FINDINGS AND DISCUSSION

Categories of Teachers' Initiation and Response

Based on then analysis of the data, it was found there were six categories of teachers' initiation and response that used by the teacher from seven categories based on FIACS, four categories of response, Accept Feelings (1), Praises or Encouragement (2), Accepts or Uses Ideas of Students (3), and Ask Questions (4). Meanwhile, two categories of initiation, Lecturing (5) and Giving Direction (6). The result of all categories of interaction were presented in the following table:

Table 4.1 Percentages of All Categories

No.	Categories	f	Percentages (%)
1	Accepts Feelings	2	0.42
2	Praise or Encouragement	76	15.83
3	Accepts or Uses Ideas of Students	2	0.42
4	Asking Questions	48	10
5	Lecturing/Lecture	78	16.25
6	Giving Direction	105	21.88
7	Criticizing or Justifying Authority	0	0
Total		311	64.9

From the table 4.1 that the teacher was talking more than students. It can be known in the proportion of teachers' initiation and response, there was more than 50% from all interactions.



The highest category of interaction was Giving Direction with 105 interactions (21.88%). The direction was often given if the teacher wanted students to make a sentence, raise hand, and exercise individually. Meanwhile, the lowest interaction was Criticizing or Justifying Authority with no interaction (0%). When the students gave the wrong answers to the teacher's question, the teacher did not immediately correct the students' answers, but instead gave new questions with a clue to stimulate the students to find the correct answers independently. With the result that the interactions in this category refers more to category (4) asking questions.

1. Teachers' Initiation

The 5th to 7th categories represent the teachers' initiation. There are lecturing/lecture, giving direction, and criticizing or justifying authority.

- Data 1/ CA/ 5/ Lecturing

In this category, the teacher giving facts or opinions about content or procedure: expressing own ideas and asking rhetorical questions to the students. From the data analysis, researcher got 16.25% from all of the interactions. The teacher usually complement and clarify text material and to arouse interest in a subject. The following dialogue is the example:

CA : *So, at the last meeting, we learned in Chapter 7 about simple present tense and for today we will continue to study in Chapter 7, but in daily routine topic, talk about the activities you do every day.*

CA : *You've learned about how to say the general truths that you can't deny anymore and everyone already knows that.*

From the data above, the CA gave the fact, ideas, and opinion about the topic at that time by doing lecture. The teacher reminded the material in the last meeting and gave more explanations about the next material. The teacher also built the memories of the students to remember the material that have been given before.

- Data 2/ CA/ 6/ Giving Direction

In this category, the teacher gave directions for giving commands. From the data analysis, the researcher got 21.88% from all of the interactions. The following dialogue is the examples of this category:

CA : *You can choose always, usually, often, or sometimes.*

CA : *If you can do it, please raise your hand.*

The data expressed by CA that showed giving direction to the students to make the positive, negative, and interrogative sentences by using adverb of frequency. The teacher direction purposes to train and build the students' understanding about the material.

- Data 3/ CA/ 7/ Critizing or Justifying Authority

In this category, the researcher was not found the interaction about this category during teaching and learning process in online classroom or 0%. This happened when the students gave the wrong answers to the teacher's question, the teacher did not immediately correct the students' answers, but instead gave new questions with a clue to stimulate the students to find the correct answers independently.



2. Teachers' Response

The first four categories represent the teachers' response, there are accepts feeling, praises and encourages, accepts or uses ideas of students, and ask questions.

- Data 1/ CA/ 1/ Accepts Feeling

In this category, teacher accepts the feelings of the students. In this analysis the researcher got 0.42% from all of the interactions. The following dialogue is the examples of teacher talk in accepting the student's feeling.

CA : *Good morning all of my students!*
CA : *How are you today?*

From the data, the teacher showed the positive feeling to the students by asking the condition of the students as expressing of care.

- Data 2/ CA/ 2/ Praise or Encouragement

In this category, teacher praises or encourages student action or behavior, jokes that really tension not at the expense of another individual. The analysis gave 15.83% from all of the interactions. The following dialogue is the example of the category:.

CA : *Yes, like that!*
CA : *Oke. Good job! Thank you.*

After students gave the correct answer, the teacher praises the students by saying "Oke" and "Good Job". It can be also used to encourage the students.

- Data 3/ CA/ 3/ Accepts or Uses Ideas of Students

This category, the teachers is not only accepts the students' feeling, but also ideas of the students. From the data analysis, the researcher got 0.42% from all of the interactions. The following conversation is the example of this category:

CA : *If it is wrong, it can be corrected.*
CA : *Later it will be fixed like Widya.earlier.*

The teacher said "... it can be corrected". By saying this words, the teacher accepts the students's response and also give apologize for the wrong answer.

- Data 4/ CA/ 4/ Ask Questions

In this category, the teacher asks questions about content or procedure with the intent that a students should answer. After analyzed the data, the researcher got 10% from all of the interactions. It caused the teachers' questions usually used to enable a teacher to check students' understanding, and encourage students to think and focus on the content of the lesson. The following dialogue is the example of this category:

CA : *Using S or not?*
CA : *So, what kind of subject that uses S?*

From the dialogue, the teacher asked questions about content with the intent that students have to answer.



Characteristics of Teachers' Initiation and Response Content Cross

Content cross is the total of category 4 and 5. This content cross showed how the teacher dependences on questions and lectures.

Table 4.2 Percentages of Content Cross

No.	Categories	F	Percentages (%)
4	Asking Questions	48	10
5	Lecturing/Lecture	78	16.25
Total		126	26.25

Teacher Control

Teacher control also belongs to teachers' initiation influence which covers (6) Giving direction and (7) Criticizing or Justifying authority. In this case, the criticizing or justifying authority was not found in all of the talk during teaching and learning process in online classroom. In this characteristic, the teacher only do giving direction.

Table 4.3 Percentages of Teacher Control

No.	Categories	F	Percentages (%)
6	Giving Direction	105	21.88
7	Criticizing or Justifying Authority	0	0
Total		105	21.88

From the data, teacher control showed that teacher gives commands, instructions, and reprimands to the students.

Teacher Support

Teacher support is the total of category 1 percentage to 3. Teacher support showed the teacher's reinforcing and encouraging to the students.

Table 4.4 Percentages of Teacher Support

No.	Categories	F	Percentages (%)
1	Accepts Feelings	2	0.42
2	Praise or Encouragement	76	15.83
3	Accepts or Uses Ideas of Students	2	0.42
Total		80	16.67

From the data, it indicated the characteristic of teacher support, because the teacher gives or shows the feeling tone and also encourages to increase the motivation of the student in learning.

To sum up the result of the interaction characteristics above, the researcher presented the summary in the table 4.5:

Table 4.5 Summary of Interaction Characteristics

No.	Characteristics	F	Percentages (%)
1	Content cross	126	26.25
2	Teacher control	105	21.88
3	Teacher support	80	16.67
Total		311	64.9



From the table 4.5, it can be concluded that content cross was dominated the teaching learning process, it means that the teacher more asking questions and lecturing.

CONCLUSION

Based on the research's findings, it is obtained some conclusions as follows:

1. In order to answer the first problem, the researcher concluded that there were six categories of teachers' initiation and response that used by the teacher from seven categories based on FIACS, four categories of response, that are Accept Feelings, Praises or Encourage, Accepts or Uses Ideas of Students, and Ask Questions. Meanwhile, two categories of initiation, that are Lecturing and Giving Direction. It was found that giving direction was dominantly, there were 105 times (21.88%), accept feelings 2 times (2%), praise or encouragement 76 times (15.83%), asking questions 48 times (10%), and lecturing/lecture 78 times (16.25%). In this case, the researcher did not found Criticizing or Justifying Authority category used by the teacher during teaching and learning process. The total of utterances produced by the teacher were 128 responses and 183 initiations.
2. In order to answer the second problem, the researcher concluded that the teacher was more initiate in his teaching. It can be seen from the interpretation of the interaction matrix. The ratio of the Indirect Teacher Talk showed 26.67 %, smaller than the ratio of Direct Teacher Talk, that showed 38.13%. It meant that the teacher gave more directions and lecturing/lecture than gave questions and praises or encourages in online learning process. The teacher attempted to make his students being more active in the class by giving questions for students and also he wanted to know the students' understanding about the material when the teacher gives lecturing. Therefore, teaching learning process was dominated by the teacher. It was happen because the quantity of teacher talk was more than the student talk. Even though the characteristics showed that the teacher control was the most dominant, the students rarely ask questions to the teacher but they always respond teacher's questions.

From the research result that have been concluded by the researcher, the researcher would like to suggest some points:

1. The teacher should improve their knowledge in classroom interaction especially teachers' initiation and response, because it can help the students to be more active during the teaching learning process. And also to improve the quality of a good teaching in English. The students can improve their skills by a chance to talk and explore their ideas in learning process especially in online class. It is suggested to other researchers to conduct further studies in English Classroom Interaction especially initiation and response, which will be very useful as a reference to the teacher in teaching English.
2. If other researchers would like to conduct the same research, they should have considered the institution's availability in serving the researcher that conduct a research in that place. They also have to make sure that the objects of the research agree to help. Moreover, they have to consider appropriate time in collecting the data.

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