AN ANALYSIS OF CLASSROOM INTERACTION BY USING FLANDER INTERACTION ANALYSIS CODE (FIAC) MODEL

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ABSTRACT

Purpose: This study investigates the impact of AI-powered writing assistants on the academic writing performance of EFL students in higher education and explores students' perceptions of these tools as part of their learning process.

Design/methodology/approach: A convergent mixed-methods design was employed involving 25 undergraduate students from the English Education Program at STKIP Muhammadiyah Sungai Penuh. Students participated in pretest–posttest writing tasks using Grammarly Premium and ChatGPT, followed by semi-structured interviews. Writing performance was assessed using a rubric adapted from IELTS Task 2, and data were analyzed using paired-samples t-tests and thematic analysis.

Findings: The results revealed a statistically significant improvement in students' academic writing, with the mean score increasing from 63.0 to 80.5 ($p < .001$, $d = 1.75$). Gains were particularly strong in task response, coherence, and lexical resource. Interview data showed that students perceived AI tools as supportive and non-threatening, increasing their confidence, writing autonomy, and awareness of academic tone. However, concerns were raised regarding over-reliance and ethical usage.

Originality/value: This study contributes to the growing literature on AI in language learning by providing empirical evidence on the effectiveness and perception of AI-assisted writing in EFL contexts. It also highlights the importance of guided, ethical, and reflective integration of AI tools in writing instruction to maximize pedagogical outcomes.

1. Introduction

English is an international language; in Indonesia English is a subject that is included in the curriculum from elementary school to university (Urip, 2016). English is taught with various models, strategies, and class interactions at each level. Sari (2018) states that class interactions must be observed to fix any teaching problems in the classroom because interactions hold important roles in teaching and learning process as it can be detected any problems on the classroom, such as the teaching strategies, teaching media, materials and classroom management in teaching and learning English in the classroom.

Learning a language in the classroom is a consequence of the exposure of the learner to linguistic environment manifested in the interaction between teacher and students (Al-Garawi, 2008). Therefore, interaction in the classroom is seen as an essential part of teaching learning process. Interaction or human interaction has been defined as a process whereby two or more people engaged in reciprocal actions. This action may be verbal or nonverbal. Therefore, interactions are indeed the heartbeat of the English classroom since English is learned best when students are actively participating in that learning, and one

method of active participation is to interact with the teacher and peers about the lesson.

On April 23rd-24th, 2020, the researcher did the preliminary research at SMPN 7 Kota Sungai Penuh. From the English teachers in the school were asked about problems they faced in teaching English. All of English teachers declared that teaching speaking skill was the most difficult one, student do not active in classroom interaction. They believed that the students were scared to speak, resulting passive interaction of the teaching and learning process.

Moreover, the researcher also came to the classrooms and observed the four classes where the teachers taught the students. Surprisingly, the students were indeed difficult to speak because the teacher did not give more chance for them to speak up. They were not allowed to speak in Indonesian language or in the native language. One teacher did ask many questions to the students, but when some students did not answer correctly, the teacher did not accept their mistakes or praised them. This resulted the students did not want to speak more, even the teacher already god angry because of the silence of the classroom.

Considering these phenomena, the interaction of teacher-students in SMPN 7 Kota Sungai Penuh, should be studied deeply. The interaction of teacher-students in English classroom should be built well in order to create positive and multi-way traffic interaction so the materials delivered successfully to the students. Also, when the teachers feel that the problems of their teaching come from the students, they should realize where the problems really come from and consequently solve them.

Furthermore, studies related to classroom interaction also discuss many aspects recently. Tuan and Nhu (2010) state that the traditional language classroom interaction is commonly characterized by a constant pattern, particularly the acts of asking questions, instructing, lecturing, and correcting students' mistakes toward the lesson given. This means these aspects will determine how the classroom will be. Tuan (2010) sate if the interactions given by the teacher are meaningful, challenging, and meet the students' prior knowledge, the students would easily engage with the topic of lesson. This will then result a positive and interactive classroom situation.

Thus, when the teacher can give clear and creative instruction to the students of what they should do with the materials, tasks, or activities, positive interaction of the classroom will appear. Also, how the teacher corrects mistakes made by the students influence the interaction. If the correction is wise, acceptable, and appropriate, there will be no doubt that the students will not be afraid of making mistakes during the lesson. They will give more contribution to the interaction since this is an important aspect should be considered as a part of learning process.

Al-Garawi, (2008) the importance of investigating classroom interaction can be seen from how it has helped in finding effective ways of preparing teachers, evaluating teaching, studying the relationship between teaching and learning, and promoting teachers' awareness of their teaching and consequently improving it. These research fields give more evidence the importance to observe more about classroom interaction because any kinds of problems that might be faced by teachers or students happen in the classroom could be solved through analyzing the classroom interaction.

Dornyei (2007) state in analyzing the interaction in the classroom there are, several theories are available, and one of them is Flanders' Interaction Analysis Code (FIAC) model. FIAC model was proposed by Flanders that analyzes the interaction through 10 categories with three perspectives; perspective of teacher talk, perspective of student talk,

and perspective of silence. The instrument consists of an observer's classifying the statements in the classroom based on the available categories. The matrix data can be used to determine general aspects of classroom interaction like percentage of teacher talk and student talk, or even each category, such as lecturing or student's initiation.

Moreover Dornyei (2007) state the FIAC model are seen from three perspectives: perspective of teacher talk: (1). Accepts feelings: it may be positive or negative and their prediction and recalling are included, (2) praises or encourages, (3) accepts or uses ideas of pupils, (4) ask questions-may be about content or procedure, (5) lectures-gives facts or opinion about content or procedures, (6) gives directions-commands or orders, (7) criticizes or justifies authority-statements to change students' behavior; Perspective of student talk: (8) response, (9) initiation; and perspective of silence: (10) silence or confusion-pauses, short periods of silence, confusion and incomprehension. These characteristics of interaction therefore can be used to analyze the whole interaction happen during teaching and learning process with detail explanation of some criteria that appear during the lesson.

FIAC model was designed to categorize the types and quantity of verbal interaction in the classroom and to plot the information on a matrix so that it could be analyzed and interpreted (Dornyei, 2007). The results will give a picture as to who was talking in the classroom, how much and kind of talking that took place. FIAC model became widely used coding system to analyze and improve teacher-student interaction pattern. The easiness to gain and analyze the data is seen to be the beneficial of using this system, as well as the well-structured of categorizing the spoken interaction happen during teaching and learning time. That is why this model is seen suitable to use in order to analyze the whole interaction happen in the classroom.

Moreover, Sampath and Santhanam (2007) state that the analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction. Different matrices also can be made and used to compare the behavior of teachers at different age levels, sex, subject-matter etc. so that, this analysis would serve as a vital feedback to the teacher or teacher trainee about his intentions and actual behavior in the classroom. The supervising or inspecting staff can also easily follow this system. That is why FIAC model is an effective tool to measure the social-emotional climate in the classroom.

Flanders coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities (Dagarin 2004). Seven categories are used to categorize various aspects of teacher talk and two are used to categorize student talk. The last category is used when there is silence or confusion in the class. Since the completeness of the categories proposed by FIAC model, as well as regarding the scale of the research, the FIAC model will be used to analyze the classroom interaction for this research.

Classroom interaction refers to activities done by both teacher and students in the classroom where they engage each other toward the lesson given by the teacher. Brown state that interaction is the heart of communication where communication is all about (Brown.2001). Future more Dagarin (2004) also supports that classroom interaction can be defined as a two-way process between the participants in the learning process. The teacher influences the students and vice versa. Therefore, it is clear that interaction in the classroom is seen as crucial since the interaction involves both teacher and students to the teaching materials where they have communication during the interaction in the English

classroom.

Moreover, Kharaghani (2013) states that classroom interaction is a form of institutional talk which is locally managed and cooperatively constructed speech exchange system. This implies that classroom interaction composes interactions between teacher and students and among students where any reality about classroom phenomena is produced and can be observed at the same time. Classroom interaction entails active encounter of teacher and student through verbal communication in teaching and learning process.

In classroom interaction, teacher can help the students to develop their interaction skills and students themselves can apply various strategies to become effective communicators in the classroom. The effective classroom interaction has two implications according to Dagarin (2004) state, first concerns a pleasant atmosphere in the classroom with friendly relationships between teacher and or students of the learning process. The second one, the interaction encourages the students to become effective communicators in English class. Interaction can proceed harmoniously or it can fraught with tension. Lee and Low (2015) state that every interaction situation has the potential for co-operation and conflict. How the situation in the classroom actually develops depends on the attitudes and intention of the people involved (teacher and students), and their interpretations of each other's attitudes and intentions. In other words, only when there is co-operation between both sides can create effective communication takes place and learning occurs.

In doing the interaction, communication between teacher and students is usually undertaken for a purpose. Khaled and Rasyid (2014) believe that a person has a reason for transmitting a message to someone else. They explain some purposes of conversation, such as to create and maintenance the social relationships, to negotiate of status and social roles, and to carry out joint action. The same things happen in classroom interaction: people are gathered in the classroom for the purpose of learning. Besides, people have other reasons for communicating in the classroom. For instance, to discuss any interest of the students, to borrow things they need to study, and so on. Teacher has to establish the purposes of communication the students are allowed to do in order to achieve the learning goals.

Moreover, Dagarin (2004) explains that interaction is mainly achieved by two means of resources: language and non-verbal means of expression. Non-verbal resources play just as important role as language does. This happens in classroom as well as for other social situations. The one thing that makes the classroom different from any other social situation is that it has a primary pedagogic purpose. Teachers spend a lot of time by lecturing, asking questions, talking, giving instructions, and so on. Teacher does not only use language for this function, but also demonstrates and uses mime a lot.

Last, it can be concluded that classroom interaction is activities done by both teacher and students where they interact each other in the classroom to achieve the goals of teaching and learning. Also, classroom interaction refers to the classroom process in which the teacher and students have a reciprocal effect upon each other through what they say and do in the classroom.

2. Literature Review

2.1 Flanders' Interaction Analysis Code (FIAC) Model

FIAC model was proposed by Flanders that analyzes the interaction through 10 categories with three perspectives; perspective of teacher talk, perspective of student talk, and perspective of silence. The instrument consists of an observer's classifying the

statements in the classroom based on the available categories. The matrix data can be used to determine general aspects of classroom interaction like percentage of teacher talk and student talk, or even each category, such as lecturing or student's initiation.

Furthermore, to understand the interaction happen in the classroom, FIAC model is chosen to analyze the present research. Flanders in Dagarin establishes ten interaction Analysis Code to describe teaching and learning process according to the classroom language, also known as Flanders' Interaction Analysis Code (FIAC) model (Donrey, 2007). Based on the definition above can conclude that Flanders' Interaction Analysis Code (FIAC) Model is an analytical framework used to classify and quantify classroom interaction into ten categories, providing insight into teacher talk, student talk, and classroom silence to better understand teaching and learning dynamics.

2.2 Digital Feedback and Writing Tools

Over the last few years, the use of digital feedback tools has been proposed as a viable solution to support writing development. Tools such as Grammarly, Microsoft Editor, and QuillBot provide instant corrections, vocabulary suggestions, and readability scores that help learners revise their writing in real time. According to Ranalli et al. (2021), the immediate nature of such feedback encourages learner autonomy, supports metalinguistic awareness, and reduces anxiety in the writing process. However, these tools have also been criticized for focusing primarily on surface-level features (grammar, spelling) rather than deeper writing dimensions like cohesion, argument development, and critical stance (Bai & Wang, 2023).

2.1 Criteria of Flanders' Interaction Analysis Code (FIAC) Model

The FIAC model, developed by Flanders, categorizes classroom interaction into ten distinct categories from three perspectives: teacher talk, student talk, and silence or confusion. This classification enables detailed analysis of the social-emotional climate and communication patterns occurring during teaching and learning. The model is particularly useful in evaluating teacher behavior, student participation, and the balance between teacher-centered and student-centered instruction (Donrey, 2007; Sampath & Santhanam, 2007; Dagarin, 2004).

The categories are summarized in the following table:

Table 1. *Criteria of Flanders' Interaction Analysis Code (FIAC) Model*

Perspective	Category	Description
Teacher Talk	Accepts Feelings	Acknowledges students' emotions—positive or negative—including predictions and recollections.
	Praises or Encourages	Offers verbal reinforcement or motivation.
	Accepts/Uses Ideas of Pupils	Builds upon students' responses or contributions.
	Asks Questions	Inquiries about content or procedures to stimulate thinking.
	Lectures	Provides information, facts, or opinions.
	Gives Directions	Issues commands or instructions related to tasks or behavior.
	Criticizes/Justifies	Disciplines or explains authority for

	Authority	classroom management.
Student Talk	Student Response	Students reply to teacher prompts or questions.
	Student Initiation	Students express ideas or ask questions voluntarily.
Silence or Confusion	Silence or Confusion	Includes pauses, misunderstandings, or lack of verbal response.

This model allows researchers to generate a matrix of classroom communication that can be analyzed quantitatively and qualitatively. According to Sampath and Santhanam (2007), even those who were not present during the observation can interpret the interaction data and visualize classroom dynamics based on the coded results. The matrix can also be applied comparatively across variables such as age, subject matter, and teacher characteristics, making it a valuable tool for teacher training and instructional supervision.

In summary, the FIAC model provides a comprehensive framework for classroom interaction analysis, consisting of seven categories for teacher talk, two for student talk, and one for silence or confusion. Due to its analytical depth and clarity, this model is adopted in the present study to explore classroom interaction in English language classes.

3. Method

3.1 Research Design

This study employed a descriptive research design to explore patterns of classroom interaction in English language instruction. The objective was to describe and interpret the interactional behaviors as they occurred naturally, without examining variable correlations or testing hypotheses (Soejono, 1999). The research focused on analyzing the spoken discourse—words, phrases, and sentences—produced by both teachers and students during classroom sessions. The sample was determined using total sampling, as the research involved a relatively small population comprising two English teachers at SMPN 7 Kota Sungai Penuh, who taught Grades VII, VIII, and IX. All three classes were observed twice, resulting in six recorded teaching sessions. The participants included two teachers and a total of 62 students across the three grade levels. Data were collected in authentic classroom settings, with teachers conducting lessons based on their own selected topics, while the researcher passively observed the interactional dynamics.

3.2 Research Instrument

To capture and analyze the classroom discourse, two instruments were employed: audio recording and field notes. The entire teaching and learning processes were recorded using smartphone voice recorders positioned centrally to ensure optimal audio capture. These recordings were later transcribed verbatim. Field notes were used to document non-verbal communication, such as gestures, body language, and inaudible student responses, thereby supporting the transcription process. The data collection followed Creswell's (2012) qualitative research framework, including participant identification, selection of data types, development of instruments, and ethical administration of observations. The researcher acted as a complete observer, maintaining non-involvement in classroom activities to ensure naturalistic interaction. The analysis involved coding the transcribed interactions based on the Flanders' Interaction Analysis Categories (FIAC) model, which classifies classroom communication into teacher talk, student talk, and silence or confusion. Through this analytical framework, interactional characteristics were identified and categorized to

reveal dominant patterns in classroom communication.

3.1 Data Analysis

For analyzing the whole interaction by using Flanders' Interaction Analysis Category (FIAC) model, the following steps have been done:

Step 1: Coding the verbal interaction

After making the transcription of audio recording data from classroom interaction, the researcher translated the observed behavior into a descriptive code. Each verbal behavior is recorded as a number. The following ground rules from Flanders are helpful to decide the proper categorization of the interactive behaviors, when the observer is faced with some difficulties;

1) The coding number represent ten (10) categories in FIAC model: perspective of teacher talk: (1). Accepts feelings, (2) praises or encourages, (3) accepts or uses ideas of students, (4) ask questions, (5) lectures, (6) gives directions, (7) criticizes or justifies authority; Perspective of student talk: (8) response, (9) initiation; and perspective of silence: (10) silence or confusion.

2) If a category occurs more than one time during the turn and it is the same without having silence (not more than three seconds), the category was noted as one time. If no change occurs more than three seconds, the category number was again noted.

3) When the teacher calls on a child by name, the researcher ordinarily coded as 4. But if teacher did not indicate certain student, it was coded as 6.

4) If there was discernible period of silence, record one time for code 10 for every 5 seconds of silence, laughter, board work, and so on.

5) Statements such as 'uh hah', yes, all right, or okay, which occur during the interaction was recorded as 2.

6) If a teacher's joke was not made at the expense of the students, was coded as 2. If the joke makes fun of a child, then it was coded as 7.

7) When many students respond in union to a narrow question, it was coded as 8

8) Any kind of silence, laugh, confused, or technical problem with materials during interaction, it was coded as 10 (Dagarin, 2004)

The example of coding the data transcription can be seen as below:

Table 2. Example of Coding for Classroom Interaction Transcription

Actual Classroom Verbal Interaction	Code
Teacher: how to express your opinion?	4
Student1: by saying, I think.	8
Teacher: Yes, right! I think.	2

Each number describes the type of verbal interaction and who is speaking. Every time the verbal interaction change, a new number is recorded. If the same verbal interaction continues for more than three seconds, the same number was coded down.

Step 2: grouping and counting the Coded data

After writing down all spoken interactions between teacher and the students in the

classrooms were noted down, the tally of each category from FIAC Model was counted down. In the transcription of the classroom talk, all the talks were calculated based on the interaction between teacher and students in the classroom. After that, the 10 categories were calculated foreach class and the recapitulation of all class was also drawn.

Step 3: Analyzing the data by grouping the interaction characteristics

In the transcription of the classroom talk, some areas had more tallies than others. A heavier concentration of tallies in a certain area gave information about who is talking and what kind of talking is taking place. Next, the categories from the matrix of FIAC model were grouped into the interaction characteristics. The types of interaction characteristics are presented as follow:

1) Content Cross: A heavy concentration in category 4 (asking question) and 5 (lectures) that indicates teacher dependence on questions and lectures.

2) Teacher Control: A concentration in category 6 (Give directions) and 7 (Criticizes or justifies) authority indicates extensive commands and reprimands by the teacher.

3) Teacher Support: A heavy concentration of tallies in category 1 (Accept feeling), 2 (Praises or encourages), and 3 (Accepts or uses ideas of student) indicates that the teacher is reinforcing and encouraging students' participation.

4) Student Participation: A concentration of tallies in category 8 (student's response) and 9 (student's initiation) reflects student responses to the teacher's behavior.

4. Result

Based on the result of research, it is known that English teaching and learning process on first meeting at ninth grade of SMPN 7 Kerinci, there were 274 interactions happened during the teaching and learning process of English class. The detail data could be explained as follow: The most frequent interactions happened were: ask questions (30%), students' responses (22%), give direction (20%), and lecture (12%). The other categories appeared just a little portion. Therefore, it can be concluded that the situation of teaching and learning process in class IX for the second meeting was dominated by asking questions, students' responses, giving direction, and lecturing. This means the teacher explained the materials by lecturing, asking questions, and giving direction to the students and the students responded to the teacher talk.

Finally, the recapitulation of interaction analysis of English class in SMPN 7 Sungai Penuh could be seen in the following table:

Table 3. Recapitulation of FIAC Model in SMPN 7 Sungai Penuh

NO	FIAC Category	VII First	VII Second	VIII first	VIII Second	IX First	IX Second	Total
1	Accept feeling	1	0	0	0	2	0	3
2	Praises or encourages	0	0	2	2	1	4	9
3	Accepts or uses ideas of student	20	0	0	1	20	21	62
4	Ask question	32	9	11	19	60	89	220
5	Lectures	18	4	7	21	40	36	126

6	Give directions	4	10	15	24	47	60	160
7	Criticizes or justifies authority	37	0	3	6	9	8	63
8	Students' response	4	12	21	19	65	64	185
9	Students' initiation	10	0	0	1	16	6	33
10	Silence or confusion	1	0	1	4	14	8	28
TOTAL		**127**	**35**	**60**	**97**	**274**	**296**	**889**

To illustrate the distribution of interaction types observed during the English teaching and learning process, a bar chart was constructed based on the frequency of each category in the FIAC model, as shown in Figure X.
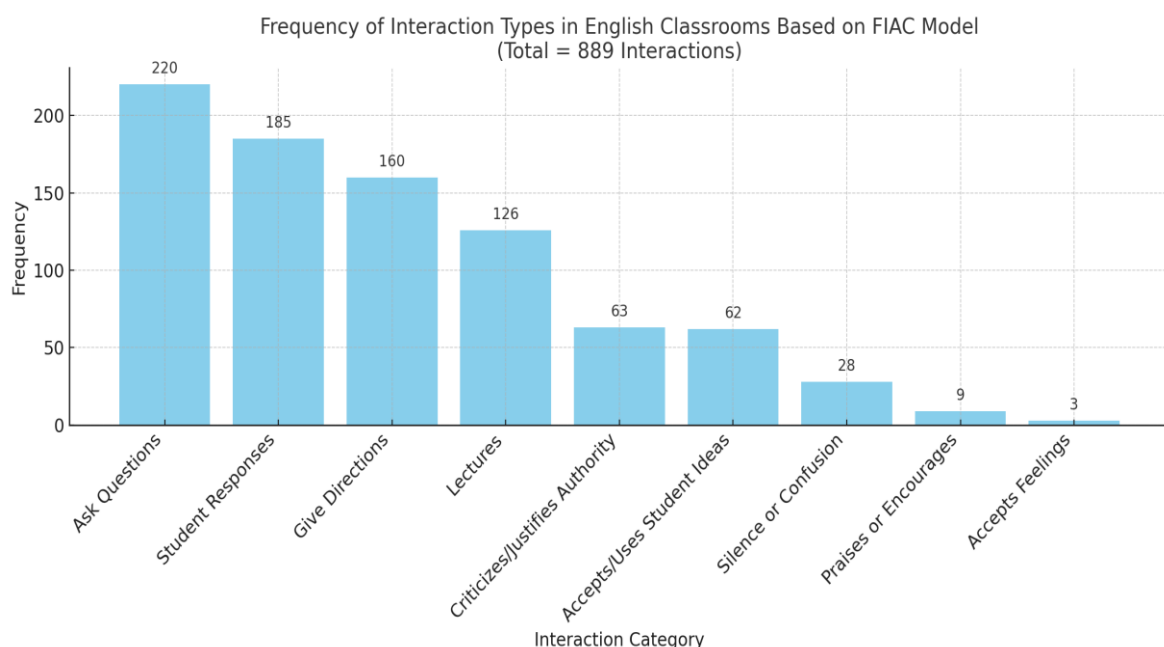
Figure 1. Frequency of Interaction Based on FIAC Model

The bar chart illustrates the distribution of interaction types observed in English language classrooms at SMPN 7 Sungai Penuh based on the Flanders' Interaction Analysis Categories (FIAC) model, totaling 889 recorded interactions across six sessions. The most frequent interaction was "Ask Questions" (220 instances), indicating the teacher's strong reliance on questioning strategies to deliver instructional content. This was followed by "Student Responses" (185) and "Give Directions" (160), reflecting a teacher-centered dynamic where students primarily respond to prompts rather than initiate dialogue. Less frequent were categories such as "Lectures" (126), "Criticizes or Justifies Authority" (63), and "Accepts or Uses Student Ideas" (62), while supportive interactions like "Praises or Encourages" (9) and "Accepts Feelings" (3) were minimal. These findings suggest a predominant instructional style focused on eliciting responses and managing classroom procedures, with limited emphasis on emotional support or encouraging student-initiated contributions.

To see the characteristics of classroom interaction in English class in SMPN 7 Sungai Penuh, the following table would draw the data:

Table 4. Recapitulation of FIAC Model in SMPN 7 Sungai Penuh

	NO	FIAC Category	VII (1st)	VII (2nd)	VIII (1st)	VIII (2nd)	IX (1st)	IX (2nd)	Total	
Teacher support	1	Accept feeling	1	0	0	0	2	0	3	
	2	Praises or encourages	0	0	2	2	1	4	9	
	3	Accepts or uses ideas of student	20	0	0	1	20	21	62	74 (8.32%)
Content cross	4	Ask question	32	9	11	19	60	89	220	
	5	Lectures	18	4	7	21	40	36	126	346 (38,92%)
Teacher Control	6	Give directions	4	10	15	24	47	60	160	
	7	Criticizes or justifies authority	37	0	3	6	9	8	63	223 (25,08%)
Student Participation	8	Students' response	4	12	21	19	65	64	185	
	9	Students' initiation	10	0	0	1	16	6	33	218 (24,52%)
	10	Silence or confusion	1	0	1	4	14	8	28	
		TOTAL	127	35	60	97	274	296	889	

Based on table above it is known that English teaching and learning process on SMPN 7 Kerinci, there are 889 interactions happened during the teaching and learning process in six meetings. Also, the characteristics of classroom interaction categories based on FIAC model is coded with different color on the table. The red one is Teacher Support criteria, a heavy concentration of tallies in category 1 (Accept feeling), 2 (Praises or encourages), and 3 (Accepts or uses ideas of student) indicates that the teacher is reinforcing and encouraging students' participation. The second green color coded is Content Cross where a heavy concentration in category 4 (asking question) and 5 (lectures) that indicates teacher dependence on questions and lectures. The third orange color coded is Teacher control where a concentration in category 6 (Give directions) and 7 (Criticizes or justifies) authority indicates extensive commands and reprimands by the teacher. The last purple color coded is Student Participation where concentration of tallies in category 8 (student's response) and 9 (student's initiation) reflects student responses to the teacher's behavior.

Based on the data above, Content Cross category has the highest number with 346 times (38,92%) appeared during the teaching and learning process in six meetings of English classes. The second one is Teacher control with number 223 times (25,08%) happened

during the learning process. This means the teaching and learning activities in SMPN 7 Sungai Penuh were dominated by the teacher who explained the materials more than involving the students to the process of learning in the classroom. In short, the dominant interaction characteristic appeared in English classes in SMPN 7 Sungai Penuh was content cross.

5. Discussion

Based on the results, it could be concluded that the most dominant characteristics in the classroom interaction in SMPN 7 Sungai Penuh was content cross (38,92%). It means that most of the teaching-learning time was devoted to asking questions and lecture by the teacher. Here, asking questions means the teacher asks a question about content or procedure with the intent that a student answers, while lecturing means giving facts or opinion about content or procedure with his own ideas, asking rhetorical question.

So, the classroom activities were still in a teacher's dominant, just like typical classroom characteristics in Indonesia. In the English classes where the research was conducted, the teachers mostly spent the most their taking time in explaining the material to the students. The teachers mostly used English in all teaching activities. The students also tried to respond their teacher in English, but sometimes they still used Indonesian when they could not find the words in English. This finding was supported by Nurmasitah's research (2010), where she found in Semarang, Central Java, the most dominant characteristic in immersion classroom interaction was also the content cross. It reflected that most of the teaching-learning time was devoted to questions and lectures by the teacher.

Moreover, teacher control had a little proportion in the classroom interaction. It showed that the teachers used a little time to control the students, such as giving direction and criticizing or justifying activity. It means that the teachers gave directions, commands, or orders to which a student was expected to comply in little proportion. In line with Findings by A. Zahed Babelan and M. Moeni Kia (2010) in Ardebil city of Iran, using FIAC model show that about two third of the relational time of the classroom is devoted to teacher talk (direct and indirect influence). And out of the whole speeches of the teachers, two third is devoted to direct teaching. This implies the domination of the teachers happen in many countries since the teachers are the main actor of the classroom that they also control and lead the interaction during the teaching and learning process.

Furthermore, teachers gave direction by asking the students to do assignments or tasks, and to answer the questions. It also means that the teachers rarely gave statements intended to change students' behavior from non-acceptable to acceptable pattern; bawling someone out, stating why the teachers are doing what they are doing, extremely self-reference, and so on. The result also reflected that the teachers spent a little time to accept feeling, praise or encourage the students, and accept or use ideas of students. Most of the teachers rarely clarified, built, or developed ideas suggested by a student. It would be better if the teacher praised the students more to increase the students' participation in classroom interaction.

The ideal condition for a good atmosphere of teaching and learning process is the balance portion of all categories of interaction characteristics. Teacher support, teacher control, content cross, and students' participation should be balanced in the teaching and learning process for each category. So both teacher and students can interact well with their portion to achieve the goals of learning. The teacher should lecture the students by explaining the materials or purposing questions to involve the students, as well as managing the classroom by ordering or directing the students based on what they should do

toward the materials, praising the students, giving jokes that might release tension and increase students' involvement to the lesson, and many others.

From FIAC model, it figured out that seven categories are teacher talk. This indicates that teachers are central to the teaching and learning processes that go on in the classrooms. The teacher is an important factor in any classroom activity because it is the way he/she directs the classroom activities that will produce the expected learning outcomes in the students. Therefore, the teacher should understand how to give the lesson appropriately and should have good strategy to involve the students during the teaching and learning process so the learning objectives could be accomplished well.

FIAC Model categories number 1,2 and 3 are known as teacher support, where the teacher accepts and clarifies the feeling tone of the students in a non-threatening manner, Praises or encourages: Jokes that release tension, and accepts or uses ideas of student: clarifying, building, or developing ideas suggested by a student. This category is needed in order to praise the students and support them to involve to the learning. So they can study without being afraid of difficult materials, or many others.

FIAC Model categories 6 and 7 are known as teacher control. These cells reveal the teacher's attention to problems of classroom management and control as distinct from concern with the subject-matter. These two categories will manage the students' behavior when the teacher criticize or justify authority, as well as give directions, commands, or orders to which a student is expected to comply during the lesson in the classroom. Therefore, this category is also needed for managing the atmosphere of teaching.

FIAC Model categories 4 and 5 are categorized as content cross, where the teacher asks questions about content or procedure based on teacher ideas with the intent that a student will answer, and lectures by giving facts or opinion about content of the lesson or procedures. Mostly teacher spends the teaching and learning time in this category, since it is believed that the best way delivering the materials to the students is by lecturing the materials and purposing questions to invoke the students to the lesson.

FIAC Model categories 8 and 9 are categorized to students' participation. Cell 8 refers to student's response: a student makes a predictable response to teacher. Teacher initiates the students by asking questions or purposing orders or commands. Cell 9 refers to student's initiation that is talk by students which they initiate, it might be unpredictable statements in response to teacher. This category will indicate how active the students involve and participate to the teaching and learning process during the lesson in the classroom.

6. Conclusions

Based on the data analysis and the results of the study, following conclusion was drawn: The most dominant characteristic of the classroom interaction by using FIAC Model in SMPN 7 Sungai Penuh was Content Cross (38,92%) (where a heavy concentration in category 4 (asking question) and 5 (lectures) that indicates teacher dependence on questions and lectures to teach the students). It reflected that most of the teaching-learning time was devoted to questions and lectures by the teacher and the teacher emphasized on the subject matters rather than involving the students to the teaching and learning process.

5. Acknowledgement

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