

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter discusses: (1) research findings, and (2) interpretation.

4.1 Findings

This part presents the research findings deal with the data has been investigated and taken from video recording and the interviews. The finding is to answer the research questions, as follows; 1) What kind of teacher talk happened during the classroom interactions, and 2) What kind of student talk happened during the classroom interactions. To answer the research questions, the data gathered from video recordings and interviews are coded, and after that discussed by using Flander Interaction Analysis Categories (FIAC). The data are further explained, as follows:

4.1.1 Data from Video Recording

4.1.1.1 Types of Teacher Talk in Classroom Interaction

Teacher talk in this study is categorized according to Flanders' Interaction Analysis Categorizes (FIAC). Based on FIAC system, teacher talk is categorized into seven steps, as follows: *accepts feelings, praises or encourages, accepts or uses the ideas of students, asks questions, lecturer, gives instruction and criticizing or justifying authority.*

4.1.1.1.1 Accept Feelings

Table 1.1 Accept feeling

Code	Types	Teacher talk	Result of final coding

<p>Accepting Feeling</p>	<p>Greeting</p>	<ul style="list-style-type: none"> • <i>Let's start to pray together.</i> • <i>Assalamualaikum wr.wb.</i> • <i>See you next week.</i> • <i>Wassalamualaikum wr.wb.</i> 	<p>19Tt</p>
	<p>Jokes</p>	<ul style="list-style-type: none"> • <i>For example, Alimin has girl friend and his girl friend is Aprianti.</i> • <i>...Maybe, you must use glasses.</i> • <i>Why? Is it broke?</i> • <i>... It is impossible if the weight is 1000 kg.</i> • <i>... There is no picture, just clouds!</i> • <i>Alimin, do you think their face is oval or symmetric?</i> 	

Accepting feeling was the first of responding learner talk in FIAC system. Accepting feeling is accepting, discussing, referring to or communicating understanding of past, present or future feelings of students. According to Aisyah (2016), accepting students' feelings can build classroom environments that support the teaching and learning process as well as gives confidence and engage students in the teaching and learning process. By this method, the teacher accepts and clarifies an attitude or the feeling of learner in non-threatening manner.

Based on the observation, the teacher never mocks or refuses the learners' unacceptable behaviors in threatening manner. For instance, the teacher invites the students to pray together before starting the lesson. In addition, when a learner could not answer the given question, the teacher accepted it by humorous way.

4.1.1.1.2 Praises or Encourages.

Table 1.2 Praises or Encourages

Code	Teacher talk	Result of final coding
Praises or Encourages	<ul style="list-style-type: none"> • <i>Nice!</i> • <i>Good!</i> • <i>That's right!</i> • <i>Okay, great!</i> • <i>Smart!</i> 	22 Tt

The second method of teacher talk is praises or encourages. Praises or encourages are praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct. Crespo (2002) stated that praises or encourages can bring out students' willingness to participate more in class and it boosts students confidence. Based on the observation, the teacher like to give immediate verbal praise to learner after they answer the teacher's question, as an examples, by saying "good", "nice", "that's right", "great", and so on.

4.1.1.1.3 Accepts or Uses Ideas of Student

Table 1.3 Accepts or Uses Ideas of Student

Code	Teacher talk	Result of final coding
Accepts or Uses Ideas of Student	<ul style="list-style-type: none"> • <i>Okay, good. That describes about things, animals, and persons.</i> • <i>.... Yes, Just 2.</i> 	37 Tt

The third method of responding learner talk is accepting or using the ideas of students. By this way, the teacher clarifies, builds, interprets, summarizes and develops ideas suggested by a learner. French and Galloway (1986) in Aiyah (2016) claimed that giving appreciation to students will invite students' willingness to administer their ideas. When students' are feeling appreciated, they will likely have a good time in teaching and learning process, thus creates a comfortable environment. As an example, based on the second observation, students translate the text given by the teacher based on their own opinion and the teacher uses the results of the student to discuss the lesson (see appendix 4).

4.1.1.1.4 Asks a Question

Table 1.4 Asks a Question

Code	Teacher talk	Result of final coding
Asks a question	<ul style="list-style-type: none"> • <i>Do you still remember?</i> • <i>'is' for subject?</i> • <i>What are the examples of singular, Chelsi?</i> 	166 Tt

	<ul style="list-style-type: none"> • <i>....what does it mean?</i> • <i>What the examples of them?</i> • <i>Understand? Clear?</i> • <i>So, how many generic structures are there?</i> • <i>Is there here?</i> 	
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The fourth method is asks a question. Brown (2001) in Aisyah (2016) described questioning in interaction as a way to stimulate students speaking up their thoughts. Using questions from the teacher assist students in answering questions that will facilitate them in understanding the issues they are encountering during the learning process. Questions given can be categorized by students' level. Teacher usually begins with displaying questions which the answer is common knowledge. It is bringing learner think about the subject under discussion. The teacher usually always asks this question at every meeting. For instance, the teacher always asks questions about the content that has been studied or repeated, and the information that is being presented.

4.1.1.1.5 Lecturing

Table 1.5 Lecturing

Code 5	Teacher talk	Result of final coding
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Lecturing	<ul style="list-style-type: none"> • <i>Descriptive text usually tells, or describes about objects, people or animals.</i> • <i>The second one has been included to the content that you can describe.</i> • <i>Play is verb. Underline it. Next, love is verb. Found is verb. Like is verb.</i> • <i>Today you are studying about lable.</i> • <i>Before we buying it, you must see the lable.</i> 	72 Tt
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The fifth method is lecturing. Lecturing is one of the main classroom activities where teacher gives information or instruction to the students. Flanders (1981) in Ulfah (2016) assert that the function of lecturing is a way of teacher giving facts, information, or opinions about the content or procedures, expressing his own ideas and giving own explanation. In this context, lecturing is often used by the teacher in every learning teaching process. For instance, the teacher apply this method in teaching topics and materials first (see appendix 1). It occurs when the teacher gives information or explanation about something that related to the content of the lesson.

4.1.1.1.6 Giving Direction

Table 1.6 Giving Direction

Code	Teacher talk	Result of final coding
Giving Direction	<ul style="list-style-type: none">• <i>Let's see the title first.</i>• <i>Next, we go to the content.</i>• <i>Use Indonesian first if you can't in English.</i>• <i>You can put more information here.</i>• <i>Look at this picture!</i>• <i>Open your book.</i>• <i>Sit down.</i>	209 Tt

The sixth method is giving direction. In the classroom setting, teacher directions are very important to keep the process of teaching and learning flowing smoothly and efficiently. Kaur (2011) assumed that the learner expect some direction or command from their teacher and need to be directed in doing some classroom activities in order to prevent misunderstanding. Mostly the teacher gives direction or command in directive sentences. In this case, the teacher orders each learners to answer the questions from students' book or give question paper and then they discuss together to find out the right answer. For instance, in observation 2 the teacher asked students to fill out practice papers about descriptive text (see on Appendix 4).

4.1.1.1.7 Criticizing or Justifying Authority

Table 1.7 Criticizing or Justifying Authority

Code	Teacher talk	Result of final coding
Criticizing or Justifying Authority	<ul style="list-style-type: none"> • <i>Really? I think it's brown.</i> • <i>No, it's to be.</i> • <i>It is not a verb.</i> • <i>No, it's wrong.</i> 	16 St

The last method is criticizing or justifying authority. Sometimes in the classroom there are a few students that are difficult to handle as they have some issues bound with their age which lead to unstable emotion. According firdaus (2014), there are two types of criticizing: first, the teacher criticizes learner behavior such as; rejecting the behavior of learners, trying to change the non-acceptable behavior, communicating anger, displeasure, and annoyance with what the learner is doing. The second type, the teacher criticizes learner response like; telling the learner his response is not correct or acceptable. Based on the observation, the teacher uses both of them. The teacher tries to change the non-acceptable behavior of the learner (see in appendix 4).

4.1.1.2 Types of Student Talk

The analysis of learner talk is focused on two categories such as, learner talk response and learner talk initiation. The model of analysis applied in analyzing these categories is based on Flanders Interaction Analysis Categories (FIAC). The description as follows:

4.1.1.2.1 Student–response

Table 2.1 Student-response

Code	Student talk	Result of final coding
Student-response	<ul style="list-style-type: none"> • <i>Yes, mam.</i> • <i>Okay, mam.</i> • <i>See you.</i> • <i>No, mam.</i> • <i>Not yet.</i> • <i>Clear, mam.</i> 	107 St

The first category of learner talk is responding. Learner talk – response is talk by learners in response to teacher. The teacher initiates the contact or solicits learner statement or structure the situation. Freedom to express own idea is limited. Firdaus (20164) stated that it is used in responding to the teacher within a specific and limited range of available or previously shape answer. Reading aloud is also included when the teacher give instruction to the students. Based on the observation, the researcher found that some students always respond the teacher's statements (see Appendix 4).

4.1.1.2.2 Student-initiation

Table 2.2 Student-initiation

Code	Student talk	Result of final coding
Student-initiation	<ul style="list-style-type: none"> • <i>I think it's about things, animals, and person.</i> • <i>It's Simple Present Tense.</i> • <i>The translate is 'kuning</i> 	57 Tt

	<p><i>keemasan</i>’.</p> <ul style="list-style-type: none"> • <i>‘dia laki.laki’</i> 	
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Another kind of learner talk is initiated. According to Flanders (1981) in Ulfah (2013) learner talk – initiation is a talk by learner which they initiate. It appears in responding to the teacher with learner’s own ideas, opinions, reaction, and feelings. Based on the observation, the learner initiation exists (see Appendix 4). This condition is caused by the teachers’ initiation. The more teachers initiate the conversation the less learners initiate the interaction. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful question; going beyond the existing structure (see Appendix 4).

4.1.1.2.3 Silence or Confusion

Silence or confusion is pauses in the interaction. According to Brown (2001) as cited in Pratama (2015), there are 2 silence, The first is Periods of quiet during which there is no verbal interaction. The second is silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate. Based on the observation, these two types of silence are common in classrooms because in observation 1, and 3 the teacher shows Power Point for learning material (see in Appendix 4).

Table 2.3 Silence or confusion

Table 2.3. Silence or confusion

Code	Student talk	Result of final coding
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Silence or confusion	Teacher : <i>Is for subject?.. Still remember?</i> Students : (Silent)	49 St
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4.1.2 Data from Interviews

4.1.2.1 Types of teacher talk in classroom interaction

Teacher talk in this research is categorized according to Flanders' Interaction Analysis Categories (FIAC). Based on FIAC system, teacher talk is categorized into seven steps as follows; accepts feelings, praise or encourages, accepts or uses the ideas of students, ask questions, lecturing, giving direction, and criticizing or justifying authority. The description below is included with those that exist in the transcript of the interviews.

4.1.2.1.1 Accepts feeling

The data findings also gather from the interview with the learner. The researcher represents L1-L5 for learners as an interviewee. It can be drawn as follows:

Table 3.1 Theme and codes 'Accepts feeling' based on interview

Theme	Code	Interview Result
Accepts Feeling	In a non-threatening manner, accepts and clarifies a student's mood or emotional tone. It is possible to	<ul style="list-style-type: none"> • <i>Interviewer : How is the teacher's response, if your friend cannot answer the</i>

	<p>experience either a positive or negative emotion. Feelings prediction and recall are included.</p>	<p><i>questions?</i></p> <ul style="list-style-type: none"> • <i>S1,S4 : The teacher ask to the learners who can answer the question.</i> <i>S2, S3, S5 : She explains again the lesson.</i>
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4.1.2.1.2 Praises and encouragement

The data, finding is also gathered from an interview with the teacher and learners. It can be drawn as follows:

Table 3.2 Theme and code ‘Praises and encouragment’ based on interview

Theme	Code	Interview Results
<p>Praises and Encouragment</p>	<p>Praises or promotes a student's action or behaviour.</p>	<p>Interview with Teacher</p> <ul style="list-style-type: none"> • <i>Interviewer : Do you always give reward to your learners?</i> • <i>Teacher : I prefer and used to giving verbal reward to students such as: ‘good’, ‘very good’, and ‘that’s right’.</i>

		<p>Interview with Students</p> <ul style="list-style-type: none"> • <i>Interviewer : Does your teacher give rewards?</i> • <i>S1, S2 : The teacher gives us score and poin plus.</i> <p><i>S3, S4, S5 : The teacher usually give rewards verbally, such as good.</i></p>
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4.1.2.1.3 Accepting or using ideas of students

The data, finding is also gathered from the interview with the teacher. It can be drawn as follows:

Table 3.3 Theme and Code ‘Accepting or using ideas of students’ based on interview

Theme	Code	Interview Results
Accepting or using ideas of students	Clarifying, expanding, or evolving the concepts of a student. Student ideas are allowed to be extended.	<ul style="list-style-type: none"> • <i>Interviewer : How is the efectiveness of your learners in the classroom?</i> • <i>Teacher: I think the effectiveness is 85%.</i>

4.1.2.1.4 Asks Questions

The data, finding is also gathered from the interview with the teacher. It can be drawn as follows:

Table 3.4 Theme and code ‘Asks question’ based on interview

Theme	Code	Interview Results
Asks question	Questioning about material to procedure based on instructor input in the hopes of receiving a response from a student.	<ul style="list-style-type: none">• <i>Interviewer : How is the effectiveness of your learners in asking question?</i>• <i>Teacher : I think in 70 % the students asking question.</i>

4.1.2.1.5 Lecture

The data, finding is also gathered from the interview with the teacher and learners. It can be drawn as follows:

Table 3.5 Theme and Code ‘Lecture’ based on interview

Theme	Code	Interview Results
Lecture	When giving information or opinions about material or practices, sharing their own thoughts, defending themselves, or citing a source other	Interview with Teacher <ul style="list-style-type: none">• <i>Interviewer : Do you often use a lecturer method in the classroom?</i>

	<p>than a student; sharing his own thoughts, justifying himself, or citing a source other than a student.</p>	<ul style="list-style-type: none"> • <i>Teacher : Sometimes, I often use a lecturer method, for example, in explaining the thing that has not understood by the students.</i>
		<p>Interview with Students</p> <ul style="list-style-type: none"> • <i>Interviewer : Based on your opinion, how many percent does your teacher speak in the class?</i> • <i>S1, S2 : The teacher speaks a lot in the class in 80;</i> <i>S3, S5 : The teacher speaks a lot in the class in 90%.</i> <i>S4 : The teacher speaks a lot in the class in 95%.</i>

4.1.2.1.6 Giving Direction

The data findings also gather from the interview with the teacher. It can be drawn as follows:

Table 3.6. Theme and code ‘Giving Direction’ based on interview

Theme	Code	Interview Results
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Giving Direction	Students are required to take rules, commands, or directives.	<ul style="list-style-type: none"> • <i>Interviewer : What is the students' response when you're giving a direction?</i> • <i>Teacher : They are listened the direction carefully and I always repeat the direction to make them understand.</i>
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4.1.2.1.7 Criticizing or justifying authority

The data findings are also gathered from the interview with the teacher and learners. It can be drawn as follows:

Table 3.7 Theme and code 'Criticizing or justifying authority' based on interview

Theme	Code	Interview Results
Criticizing or justifying authority	High self; bawling others out; justifying why the instructor is doing what he is doing during; statements intended to change a student's inappropriate conduct pattern to reasonable.	<p style="text-align: center;">Interview with Teacher</p> <ul style="list-style-type: none"> • <i>Interviewer : What is your response to the students who cannot answer your question?</i> • <i>Teacher : I explains again where they don't understand.</i>
		<p style="text-align: center;">Interview with Students</p> <ul style="list-style-type: none"> • <i>Interviewer : What is your teacher's response, if your friend cannot answer the questions?</i>

		<ul style="list-style-type: none"> • <i>S1, S4 : The teacher ask to the learners who can answer the question.</i> <i>S2, S3, S5 : She explains again the lesson.</i>
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4.1.2.2 Types of Learner Talk in Classroom Interaction

4.1.2.2.1 Student response

The data findings also gather from the interview with the teacher. It can be drawn as follows:

Table 3.8. Theme and Code ‘Student response’ based on interview

Theme	Code	Interview Result
Learner response	Students respond to the teacher by speaking. The instructor initiates the conversation, requests a response from the student, or organizes the situation. One's ability to articulate one's own thoughts is severely restricted.	<ul style="list-style-type: none"> • <i>Interviewer : How is the learner-response in the classroom?</i> • <i>Teacher : The learner – response is very good, their response every sentence that I speak.</i>

4.1.2.2.2 Student initiation

The data findings are also gathered from the interview with the teacher and learners. It can be drawn as follows:

Table 3.9 Theme and Code ‘Student initiation’ based on interview

Theme	Code	Interview Results
Learner- initiation	The students are the ones who start the conversation. expressing one's own thoughts; initiating a new topic; gaining the freedom to form one's own views and line of thought, for example, by asking insightful questions; moving beyond the existing paradigm.	<p style="text-align: center;">Interview with Teacher</p> <ul style="list-style-type: none"> • <i>Interviewer : How is the effectiveness of your learners in the classroom?</i> • <i>Teacher : I think the effectiveness is 85%.</i>
		<p style="text-align: center;">Interview with Students</p> <ul style="list-style-type: none"> • <i>Interviewer : Based on your opinion, how many percent does your teacher speak in the class?</i> • <i>S1, S2 : The teacher speaks a lot in the class in 80%.</i> • <i>S3, S5 : The teacher speaks a lot in the class in 90%.</i> • <i>S4 : The teacher speaks a lot in the class in 95%.</i>

4.2 Interpretation

Based on the findings from observation and interviews with teacher and learners, the types of teacher talk in classroom interaction is divided into seven categories, they are: 1) accepts feeling, 2) praises or encourages, 3) accepts or uses the ideas of student, 4) asks the questions, 5) lecturing, and 6) giving direction, and 7) criticizing or justifying authority. The types of learner talk in classroom interaction is divided into three categories, they are: (1) student talks-response, (2) student talks-initiation, and 3) silence and confusion.

The first type of teacher talk is accepts feeling. Accepts feeling is accepting, discussing, in a non-threatening way, referring to or communicating understanding of past, present or future feelings of students. The teacher never mocks or refuses the students' unacceptable acts in a threatening way that the researcher found when observation. For instance, before starting the lesson the teacher invites the students to pray together first. Furthermore, when a student was unable to answer a question, the teacher accepted it in a humorous way. This result was related with Flanders (1981) in Ulfah (2013), which says that Accepts feeling is accepting and clarifying attitudes or feeling tones of a learner in a non-threatening manner. It may be positives or negative feelings. Predicting and recalling are included. In addition, this result was supported by Rothernberg (2006), as cited in Putri (2015), who claimed that teacher should provide a safe environment for learning and it includes accepting students' feelings. Accordingly, students should not be punished for exhibiting their feelings.

The second type of teacher talk is praises and encourages. Praises and encourages is praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct. The researcher founded after the learner answers to a teacher's question, the teacher always praises them verbally, for example, by saying "good," "nice," "that's right," "excellent," and so on when

observation. This result was related with Flanders (1981) in Ulfah (2013), which says that Praises or encourage is praises or encourages the learner action behavior. In addition, this result was supported by Crespo (2002) as cited in Aisyah (2016), who claimed that teachers do not praise deliberately but rather it is a spontaneous reaction to students' behavior and to their subtle demands for praise. It can be concluded that praise or encouraging enhances students' confidence and motivates them to participate more in class.

The third type of teacher talk is accepts and uses idea of students. Accepts and uses idea of students is clarifying, using, interpreting, and summarizing the ideas of students. The researcher founded that the teacher usually agree with and accept students' ideas and opinions when they present them when observation. However, only a few students use this system, because they are still afraid to speak. This result was related with Flanders (1981) in Ulfah (2013), which says that accepts or uses the ideas of students is clarifying, building or developing ideas are included but the teacher brings more of her own ideas. Moreover, this finding was in line with the findings of Firdaus (2016) which stated that the teacher employs this categorization and focusses on getting questions from students. It can be concluded if the ideas must be rephrased by the teacher but still be recognized as being student contributions.

The fourth type of teacher talk is ask a question. Questions given can be categorized by students' level. Teacher usually begins with displaying questions which the answer is common knowledge. The researcher founded that the most of of teachers who question their students about the lessons in progress and just a few students approach the teacher with questions when observation. This result was related with Flanders (1981) in Ulfah (2013), which says that ask questions is asking a question about content or procedure is based on teacher ideas, with as intent that a learner will answer. In addition, this result was supported by Brown (2001) in Aisyah

(2016) described questioning in interaction as a way to stimulate students speaking up their thoughts. as a result, there are times when teacher asks questions but they carry on their lecture without receiving any answers, this is not included in this category.

The fifth type of teacher talk is lecturing. Lecture is giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions. Based on the research, lecturing is usually applied by teachers. It happens when the teacher provides information or an explanation regarding something connected to the lesson's topic. This result was related with Flanders (1981) in Ulfah (2013), which says that lecturing is giving facts or opinions about the content or procedures. Furthermore, this result was supported by Kaur (2011) stated that Lecture is defined as a method of teaching by which the instructor gives an oral presentation of facts or principles to learners and the class usually being responsible for note taking. Accordingly, lecturing usually implies little or no class participation by such means as questioning or discussion during the class period.

The sixth type of teacher talk is giving direction. Giving direction is requests or commands that students are expected to follow. Based on the research, the teacher always provide direction to the student in learning process. The teacher instructs each student to answer questions from the student book or on a question paper, and then they discuss together to determine the correct answer. This result was related with Flanders (1981) in Ulfah (2013), which says that giving direction is directions, commands or orders to which a learner is expected to comply. In addition, this result was supported by Brown (2001) in Aisyah (2016) stated that students need some direction and facilitation of information on how they should demonstrate the whole ideas they own systematically. In short, the student expect some direction or command

from their teacher and need to be directed in doing some classroom activities in order to prevent misunderstanding.

The seventh type of teacher talk is criticizing or justifying authority. Criticizing or justifying authority are rejecting the behavior of students and telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation. Based on the research, the teacher uses both of them. She tries to change the non-acceptable behavior of the learner. This result was related with Flanders (1981) in Ulfah (2013), which says that criticizing or justifying authority is statements intended to change learner behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-defense. Furthermore, this result was supported by Sofy and Mahmud (2014) who claimed that sometimes in the classroom there are a few students that are difficult to handle as they have some issues bound with their age which lead to unstable emotion. As a result, the teacher should be able to communicate anger, dissatisfaction and annoyance with students.

Moreover, there are 3 type of student talk. The first type of student talk is student response. Student response is responding to the teacher with students own ideas, opinions, reactions, and feelings. Based on the research, students always respond the teacher's statements. For instance, student answer the teachers question about the lesson. This result was related with Flanders (1981) in Ulfah (2013), which says that which says that Learner talk – response is talk by learners in response to teacher. The teacher initiates the contact or solicits learner statement or structure the situation. Moreover, this result was supported by Mulyati (2013) who claimed that to know students' prior knowledge through asking question, teacher usually asks prompting question or inviting students to talk. Accordingly, student response is giving one from among

many possible answers that have been previously practiced but from which students must now make a selection.

The second type of student talk is student initiate. Student initiate is talk by students, which they initiate. Based on the research, the student always initiation exists. This result was related with Flanders (1981) in Ulfah (2013), which says that Learner talk – initiation is a talk by learners which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and line of thought, like asking thoughtful questions: going beyond the existing structure. Furthermore, this finding was in line with the findings of Firdaus (2016) which stated that this condition is caused by the teachers' initiation. As a consequence, the more teachers initiate the conversation the less learners initiate the interaction.

The last type of student talk is silence. Silence is no words or confusing by students. Based on the research, this condition occurs when the teacher is explaining the lesson, asking questions or giving instructions to students. This result was related with Flanders (1981) in Ulfah (2013), which says that silence or confusion is pauses, short periods of confusion in which communication cannot be understood by the observer. In addition, this result was supported by Brown (2001) in Aisyah (2016) who claimed that there are 2 types of silence. The first is Periods of quiet during which there is no verbal interaction. The second is silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.