



Analyzing Verbal Interactions of an Autistic Student Teacher During ELT Practicum Using FIACS and its Impact on Speaking Skills

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ABSTRACT

Objective: This study identifies the types of verbal interactions employed by an autistic student teacher during an English Language Teaching (ELT) practicum, as categorized by the Flanders Interaction Analysis Coding System (FIACS), and examines their impact on students' speaking skills. **Method:** The method used was a descriptive qualitative method with a case study approach. The subject of the study was a student teacher with ASD who practiced ELT practicum in the real classroom in the eight grade of inclusion class at SMPN 39 Surabaya. The ELT practicum was conducted on May-September 2023. Data collection technique used in this study was observation, video recording and interview. To analyse the data from the observation, the data were processed into FIACS sheet and calculated to find the dominant type. From the video recording, the data were transcribed in the form of description and narration. Interview data were processed using descriptive qualitative. **Results:** All types of verbal interaction exist in the classroom. From the results of the FIAC matrix sheet, the most dominant types are students talk (initiation and response) because they have the highest percentage. The teacher's verbal interaction with the students in the classroom has an effect on the development of the students' English skills. There is no study that investigates the the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum, mostly the previous researches investigated the classroom interaction of the student teacher with a normal condition. The implication of this study suggests a research focus on how an autistic student teacher communicates verbally during his ELT practicum which can be analyzed using FIACS. This study is among the first to explore the verbal interaction patterns of an autistic student teacher using FIACS, highlighting the potential for inclusive pedagogical competence in ELT practicum settings.

INTRODUCTION

Classroom interaction plays a central role in second language acquisition, as it facilitates meaningful communication between teachers and students. Interaction in classroom between teachers and students is considered one of the most effective educational factors in the learning process. In the context of English as a Foreign Language (EFL), interaction fosters the development of linguistic competence through dialogue, questioning, and feedback (Seedhouse & Jenks, 2015). The term "classroom interaction" in an EFL context refers to any oral interactions that take place in the classroom, including those that arise during formal drilling, and includes both authentic and non-authentic exchanges (Suryati, 2015). In another definition, classroom interaction refers to the collection of communicative activities that teachers and students jointly design to encourage language and content acquisition, conversation participation, and knowledge (Lucero-Babativa, 2020). Through interaction, students enhance their language skills. The essence of communication is evident in this interaction. In interactive lessons, students can take part in discussions, problem-

solving tasks, or dialogue journals. These activities may be conducted in pairs or small groups. The actions and words of both the teacher and the students influence one another in the classroom. Meaningful classroom engagement with speakers of the target language is given much more weight in language learning. An account of their interaction can be found in the teacher-student dialogue. Questioning, lecturing, offering instructions, accepting feelings, supporting or applauding students' ideas, and criticizing or defending authority are among ways that teachers communicate with their students. Student responses, student-initiated conversations, and periods of silence or bewilderment make up the student discussions.

The process of interaction within a classroom is intricate and can be shaped by the teacher, the students, or the atmosphere of the classroom. Mastering communication skills is essential for acquiring a second language. It involves the use of language to convey messages. Both teachers and students actively utilize the language in the classroom setting. The teacher and students feel at ease using the language to express any knowledge, facts, ideas, opinions, or thoughts. The aim of the interaction between the teacher and students in the classroom is to transmit a message or piece of information effectively. It is permissible to communicate verbally as well as nonverbally. The majority of the time, students also interacted with one another. In connection with the English lesson, the students interacted with their peers by discussing the teacher's questions, asking about challenging terms or expressions, and discussing the exercise that was assigned.

The teacher and the students engage in a discussion during an interactive dialogue. The presence of reciprocal communication is evident. Productive interactions between students and the teacher occur in a classroom where students participate in conversations beyond mere lectures; they interact with the teacher. Furthermore, the teacher may permit students to communicate with their peers. Interaction among students also occurs.

The goal of verbal interaction in the classroom is for students to meaningfully communicate in their target language. The goal is to help the students become more proficient in the language and use it for communication in their daily lives, at least in the English classroom (Mardiana & Gultom, 2019). There are two types of verbal interaction: written and oral. Speaking with someone face-to-face or over the phone, making presentations, and taking part in meetings are all examples of oral communication. Handwritten or electronically produced symbols are used in written communication.

This is a case of an autistic student teacher who practiced ELT practicum in the real classroom in the eight grade of inclusion class at SMPN 39 Surabaya. Certainly, this presented a significant challenge for the autistic student teacher to undergo classroom interaction in the ELT practicum to be a professional English teacher as he is diagnosed autism who lacks in interaction and communication. The research gap of this study compared to the previous studies is very different due to different condition between normal student teacher and the autistic one. The objectives of this study were the researcher focused on identifying the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of the Flanders Interaction Analysis Coding System (FIACS) and their impact to students' speaking skill.

The novelty of this research is this study is among the first to explore the verbal interaction patterns of an autistic student teacher using FIACS, highlighting the potential for inclusive pedagogical competence in ELT practicum settings. Most researches investigate types of verbal interaction in the classroom in English Language Teaching (ELT) of the student teacher and their impact to students' speaking skill with normal condition. Certainly, this research is very different due to different condition between normal student teacher and the autistic one. Therefore, the researcher conducts a study about the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of FIACS and their impact to students' speaking skill. It is a case study of an autistic student teacher who practices ELT practicum. Although, this presented a significant challenge for the autistic student teacher student teacher as he is diagnosed autism who lacks in interaction and communication, he must undergo classroom interaction in the ELT practicum to be a professional English teacher. By conducting this research, readers will find out the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of FIACS and their impact to students' speaking skill.

Teachers' and students' verbal interactions in the classroom are categorized using the Flanders Interaction Analysis Categories System (FIACS), an observational instrument. To determine the amount of verbal engagement in the classroom, Flanders created an interaction analysis system that codes different types of interaction. During the teaching and learning process, FIACS logs the conversations between teachers and students. Additionally, the approach enables the teacher to see precisely the type of verbal interaction they use and the type of reaction that the students provide. FIACS has ten categories of communication that are 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.

For the Flanders Interaction Analysis, the verbal exchange is divided into one of ten categories. Below is a list of the 10 subcategories of the Flanders Interaction Analysis Coding Instrument (FIAC) (Hadiatmi et al., 2020).

Table 1. Flanders Interaction Analysis Coding Instrument

Indirect Teacher Talk	1	Accepts feeling Acknowledge student-expressed emotions (feelings) in anonthreatening manner
	2	Praises or encourages Provides positive reinforcement of student contributions
	3	Accepts or uses ideas of students Clarifies, develops, or refers to student contribution, oftennon-evaluative
	4	Asks questions Solicits information or opinion (non-rhetorically)
Direct Teacher Talk	5	Lecturers Presents information, opinion, or orientation; perhaps includes rhetorical questions
	6	Gives directions Supplies direction or suggestion with which a student is

		expected to comply
	7	Criticizes or justifies authority Offers negative evaluation of student contribution or places emphasis on teacher's authoritative position.
Student Talk	8	Student talk – response Gives a response to the teacher's question, usually a predictable answer
	9	Student – initiation Initiates a response that is unpredictable or creative in content
	10	Silence or confusion Leaves periods of silence or inaudible verbalization lasting more than 3 seconds

The reciprocal and significant interaction that occurs between the teacher and the students in the classroom is known as classroom interaction. Interaction helps students strengthen their language skills. What communication is all about can be found in the interaction. Students have the option to participate in discussions, problem-solving exercises, or dialogue journals in interactive classes. The activities can take the form of group or pair projects. The teacher and the students' actions and words in the classroom have a reciprocal impact on one another. Language learning places a considerably greater emphasis on meaningful classroom interaction with speakers of the target language. The conversation between the teacher and student provides an account of their interaction. Questioning, lecturing, offering instructions, accepting feelings, supporting or applauding students' ideas, and criticizing or defending authority are among ways that teachers communicate with their students. Student responses, student-initiated conversations, and periods of silence or bewilderment make up the student discussions.

The teacher, the students, or the classroom environment can all have an impact on the complex process of classroom interaction. Effective communication is essential for learning a second language. It has to do with communicating through words. Both the teacher and the students actively use the language in the classroom. Both the teacher and the students are at ease utilizing the language to express any information, knowledge, thoughts, opinions, or other ideas.

The teacher's efficient teaching style and the students' positive participation in class activities are two crucial factors in the effectiveness of teaching-learning. Effective classroom contact is developed between the teacher and the students. The interaction in the classroom is intended to successfully transmit a message or piece of content between the teacher and the students. Both verbal and nonverbal means of communication are acceptable. A variable destroyer present in the classroom setting is one of the things that cannot be ignored. The destructor is impossible to avoid for either the teacher or the students. What they can do is make an effort to lessen the destructor's impact on the contact between teachers and students.

Speaking English fluently is essential, especially for Indonesian students who want to succeed in a variety of fields. Speaking serves three purposes: speaking as a performance, speaking as an interaction, and speaking as a transaction. The term "speaking as interaction" describes a conversation that primarily has a social purpose. Speaking as a transaction describes a scenario in which the emphasis is on conveying

the message of what is said or accomplished in a clear and correct manner. If students wish to master speaking, they need acquire the essential components of speaking abilities. Speaking requires a variety of different rates because it is a complex skill. These five components—pronunciation, grammar, fluency, vocabulary, and comprehension—are widely recognized.

One of the special education groupings is autism, a neurodevelopmental disease (Sugihartini et al., 2020). Anxiety disorders, oppositional defiant disorder, attention-deficit/hyperactivity disorder (ADHD), and depressive disorders are among the mental health illnesses that frequently co-occur with autism diagnoses (Smith & White, 2020). In essence, a person with autism is diagnosed with impaired social skills development and communication (Cahyo Adi Kistoro et al., 2021). It is typified by the presence of repetitive and restricted actions, as well as limits in social engagement and reciprocal communication (Padmadewi et al., 2017). A person with this illness need extra care and attention from those around them.

Communication problems are usually caused by language impairments, particularly in phonology and syntax, and autistic students, also known as students with specific language impairment, have communication problems (Rowland, 2013). Additionally, Martinez and Carvajal (2021) noted that autistic students consistently struggle with social engagement and communication in a variety of settings, with many of the difficulties faced by people with autism being caused by a lack of communication with others; therefore, communication problems are particularly important among those seen in autistic students. Along with persistent challenges with social communication and involvement in a range of contexts, he also displays limited, repetitive patterns of behavior, such as stereotyped motor motions or adherence to routines. He finds it difficult to express his thoughts, interpret body language, discuss his feelings, and understand the emotions of others (Conti et al., 2019). Despite his poor working memory, he has a strong recollection for topics he is interested in and wants to learn (Saputri et al., 2024). He can, however, remember a great deal of knowledge through visual cues since he has a photographic memory.

Since he hopes to teach English in the future, the autistic student teacher enrolls in the S1 English education study program's inclusion class. Since the autistic student teacher lacks of communication and interaction skills necessary to teach, it is undoubtedly very difficult for him to be a good English teacher. In addition, he lacks comprehension and attentiveness when speaking. Furthermore, he is unable to provide a more thorough explanation of any particular aspect. Thus, these could be the issues he has when interacting with students in the classroom throughout the teaching process. He should be able to teach English by interacting with students of various levels in the classroom; therefore, he should be able to communicate effectively and pay attention to any misunderstandings. It implies that before someone can become an English teacher, he must be able to communicate with students in the classroom.

The cooperative sharing of ideas, feelings, or thoughts between two or more individuals that has a mutually reinforcing impact is called interaction. Interaction between the teacher and students serves as a pathway for achieving the goals of the teaching and learning process, which takes place daily. Classroom interaction is about the students participating in relevant activities. Together, they often use this contact to communicate their thoughts (Asiyah, 2020). Classroom interaction is a technique that helps students improve their speaking and listening skills, two crucial language

abilities. It aids the student in developing the critical thinking skills necessary to express their opinions to their classmates. A student accepts input and produces output while interacting with another student. Regardless of what they bring to the classroom, both teachers and students work together to manage interaction and learning, producing the final result.

It is possible to interpret classroom interaction as a type of institutional discourse, which is a collectively produced, locally regulated speech exchange system. One of the platforms where any reality regarding classroom phenomena is formed and may be viewed simultaneously is classroom interaction, which is made up of interactions between students and between teachers (Firdaus, 2014). In the teaching and learning process, classroom interaction is crucial. The way that students and teachers actively interact with one another in the classroom largely determines the calibre of the teaching and learning process. Teachers play two roles in fostering classroom interaction: they participate in it themselves and act as a facilitator to get students involved (Kusumayanthi & Nuroniah, 2021). For students to participate in classroom interactions, the teacher must also be actively involved in the process and help them understand that they must take an active role in their education.

The key elements of classroom interaction are connected to the function of the teacher. Input, turn-allocation and turn-taking behaviours, student production, and feedback are some of the key components of classroom interaction. Students must take part in the learning process in order to contribute. At this point, the teacher's job is to convince the students to take part. Additionally, teachers work to interact students in classroom interaction through turn-allocation, where their job is to ensure that every student participates. Teachers try to interact students in classroom interaction by asking them to ask questions, make requests, or offer to respond during turn-taking activities.

Any verbal or nonverbal communication that occurs in the classroom is referred to as teacher-student interaction. The teacher has a significant part in this contact, which often takes place during activities in which the teacher explains, praises, corrects, provides information, asks questions, clarifies, leads drills, repeats words, encourages, translates, surprises, and laughs. Both the teacher's and the students' contributions form the foundation of classroom interaction. Both the teacher and the students as well as the students themselves may interact. The classroom setting needs to improve both of these forms of interaction. Interaction in the classroom is important. They will learn something more effectively if they experience it on their own, and in the classroom setting, they will learn it by participation in activities. Learning achievement is influenced by the interactions between teachers and students. In order to ensure that students feel comfortable and like they belong in the classroom, teacher-student contact is crucial. Teachers are primarily in charge of enticing students to participate in class activities and creating the mood and ambiance of the classroom. Students can feel involved and have a favourable effect in the classroom when the teacher is accessible and responsive, as opposed to controlling or distant (Kusumayanthi & Nuroniah, 2021).

A variety of distinct and interrelated elements make up the complex concept of verbal interaction. Language is what verbal contact is all about. Understanding between two or more individuals is generally more important than responding. Since it has allowed students to practice their language skills in the classroom, an interaction is seen as a crucial component for the learners in creating output that is intelligible. Additionally, via classroom interaction, students were able to get feedback from both

the teacher and other students, which helped them improve their language system. The goal of verbal interaction in the classroom is for students to meaningfully communicate in their target language. Nonetheless, the goal is to help the students become more proficient in the language and utilize it for communication in their daily lives, at least in the English classroom (Mardiana & Gultom, 2019). There are two types of verbal interaction: written and spoken. Speaking to someone face-to-face or over the phone, making presentations, and taking part in meetings are all examples of oral communication. Handwritten or electronically produced symbols are used in written communication.

According to Kusumayanthi & Nuroniah (2021) in her study findings, all types of verbal interaction based on Flanders Interaction Analysis Categories (FIAC) were used by the teacher and students in the classroom. The type most often used is asking questions and student talk responses with a percentage of 26.34% at the first meeting and 22.12% at the second meeting. Then the students' talk response with a percentage of 28.14% at the first meeting and 34.62% at the second meeting. In another results of the study, Martina (2021) revealed that senior lecturer used asking question and giving direction as the most frequent in indirect and direct talks. The percentage of asking and giving direction were 27.5% and 18.5%. Nafisah (2024) found that the seven types of teacher talk were found in classroom interaction with varied percentages of certain occurrences. Of the seven types, lecturing and giving directions were mostly applied by the teacher, which indicated that the teacher's domination in classroom interaction was high. The teacher offered the students more information and knowledge as well as gave them directions, commands, or orders in the learning process. It also showed that the percentage of direct talk was higher than indirect talk. Furthermore, Tsegaw (2019) found that the teachers were not able to use the appropriate type of classroom language and provide formative feedback that really help in improvement of student's language learning. It means that each teacher has his own type of interaction in interacting with students in applying classroom interaction in the classroom when teaching English.

RESEARCH METHOD

This study used a descriptive qualitative research approach. According to Kim et al. (2017), it has been determined to be important and appropriate for research questions that seek to determine the who, what, and where of experiences or occurrences as well as to gather informant perspectives on a phenomena that is not well known. In order to address contemporary challenges and collect data that could be arranged, condensed, and examined, descriptive qualitative research aimed to provide a methodical and thorough study of the actual facts and features of a certain community. It is commonly used to create or construct new ideas and hypotheses in addition to reporting on events occurring on the ground.

A range of empirical materials, including case studies, personal experiences, introspection, life stories, interviews, artifacts, and cultural texts and productions, as well as observational, historical, interactive, and visual texts, are used and collected in qualitative research to describe ordinary and troublesome moments and meanings in people's lives (Delgado et al., 2018). Qualitative research occurs in natural settings and is centered on discovery. Observations, interviews, papers, and artifacts are the sources of the words gathered and examined through qualitative research (Delgado et al., 2018). Usually, these data gathering operations are conducted for an extended amount

of time in close proximity to a local context. This method was deemed appropriate for this research because it examines human behavior and decision-making in all of its complexity using a wide-and deep-angle lens. This approach was chosen because the researcher aimed to explain the data analysis findings regarding the autistic student teacher's application of his pedagogical competence in the ELT practicum using the eight teaching skills, as well as the challenges encountered and their resolutions.

This study described one course in detail using a case study research approach (Delgado et al., 2018). One course in this study refers to in the context of the study's subject (the ELT practicum). According to Delgado et al. (2018), case study research is a qualitative approach wherein a researcher uses a wide range of different sources to gather detailed information about one or more current, real-world bounded systems over time. The researchers then present a case description and case themes. Studying individual life cycles, small group behavior, organizational and managerial processes, neighborhood change, school performance, international relations, and industry maturation are just a few examples of how case studies enable you to concentrate deeply on a "case" while maintaining a comprehensive and practical viewpoint. The capacity to handle a wide range of evidence, including documents, artifacts, interviews, direct observations, and participant observation, is the case study's distinctive strength (Delgado et al., 2018).

The subject of this case study was the student teacher. The student teacher is a male autistic student who takes English Language Teaching (ELT) practicum to fulfill the course of Praktik Pengalaman Lapangan (PPL) in the eight grade of inclusion class at SMPN 39 Surabaya. The ELT practicum was conducted on May-September 2023. The class taught by him becomes the case in the class he taught during English Language Teaching (ELT) practicum to investigate the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of the Flanders Interaction Analysis Coding System (FIACS) and their impact to students' speaking skill. There are 12 special needs students in the inclusion class. The autistic student teacher is a special need student and the students are too. The autistic student teacher is diagnosed mild Autism Spectrum Disorder. He has impaired social interaction, qualitative impairments in communication skills and presence of restricted and repetitive patterns of behavior, interests and activities as the criteria diagnose of Autism Spectrum Disorder (ASD) (Jabri, 2017). These conditions cause him to get distracted while studying and hyperactive in class. Tantrums only occasionally occur if there is a trigger that triggers his emotions during the class so that it looks impolite in speech and behavior. However, the student teacher is classified as mild autism (based on the letter from psychology and psychiatrist) and can still be controlled during teaching and learning process in the class. While the students he taught were special needs students with several conditions such as slow learner, mental retardation and hyperactive.

To collect the data in this study, the instruments used were observation, video recording and interview. The data from observation, video recording and interview were generally in the form of words. They were published in a narrative style, detailing what was discovered, particularly from the insider viewpoints of the members in the study group. The data of this study include the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of the Flanders Interaction Analysis Coding System (FIACS) and their

impact to students' speaking skill. The sources of data were observational field notes, video recording and interview transcription. To analyse the data from the observation, the data were processed into FIACS sheet and calculated to find the dominant type. From the video recording, the data were transcribed in the form of description and narration. Interview data were processed using descriptive qualitative.

To collect the data, the researchers conducted observation, video recording and interview to answer the research questions. The data were collected from observation, video recording and interview. The data in the form of the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of the Flanders Interaction Analysis Coding System (FIACS) were collected by observation and video recording. The researcher conducted a non-participant observation which means that the researcher as a passive participant and does not involve herself in the subject activities in the classroom. The researcher became the observer to record the class starting from the beginning until closing activity and take notes on the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum. While the data in the form of their impact to students' speaking skill were collected by interviewing the autistic student teacher. The interview was conducted after the observation to find out their impact to students' speaking skill. The interview was conducted and later transcribed. In this study, a semi-structured interview was used to collect data from an autistic student teacher regarding the challenges faced during the ELT practicum and the solutions applied. Semi structure interview is a flexible interview in which the interviewer does not follow a formalized list of questions.

To analyze the data, the researcher used matrix analysis using the FIAC analysis approach to examine the data's outcome for observation. The data obtained from the observation was verified by the data that was recorded. To analyse the data from the observation, the data were processed into FIACS sheet and calculated to find the dominant type. The researchers employed simulated observational data to demonstrate matrix analysis using the 10 categories of the Flanders Interaction Analysis Categories (FIAC), which are grouped into former and later event classifications. The frequencies of these categories were calculated to determine their occurrence during the teaching and learning process, after which the average values were computed and the data presented. To analyze classroom interaction, the researcher applied Flanders' formula, as cited in Kusumayanthi (2021), to calculate the proportion of teacher talk versus student talk. This method also enabled the researcher to determine the talk ratio between the teacher and students using the following formula:

$$C/N = 100\%$$

Where: C = Categories
N = Total of categories

In analyzing the data, the procedures are as follow: Firstly, transcribing the video recording data. Secondly, using narrative and description in the students' writing. Thirdly, coding the written data based on which observation for example Obs.1, T for Teacher, S for Student. The data that was created served as the basis for the coding. Fourth, using headers and subheadings of the classroom interaction between the ASD student teacher and the students—which includes direct student talk, indirect teacher talk, and direct teacher talk based on Flanders Interaction Analysis Coding (FIAC) theory—to assess all of the written data after it had been coded. The data discussions

serve as the foundation for the use of headings and subheadings. Then, a deeper knowledge of the facts as they create the header and subheading was gained. While interview data were processed using descriptive qualitative.

The validity of the study must be confirmed by triangulation. Triangulation is a technique for data validation that depends on information other than the data. Obtaining many viewpoints on the same phenomenon and comparing them might result in triangulation. Source, technique, and time are the three categories of triangulation. The process of evaluating the validity of data at several sources is known as sources triangulation. Technique triangulation is the process of evaluating the validity of data using the same sources but a different methodology. Testing the veracity of data using the same source and methodology but at various times is known as time triangulation. Through six observations of the ASD student teaching English during ELT practicums, the study used time triangulation. In this study, the quality and consistency of the data collected from the subject were compared using data from six meetings ELT practicums.

RESULTS AND DISCUSSION

Results

After collecting the data through observation, interview and video recording, the researcher analyzed them to identify the autistic student teacher's types of verbal interaction in the classroom in English Language Teaching (ELT) practicum based on 10 subcategories of the Flanders Interaction Analysis Coding System (FIACS) and their impact to students' speaking skill. Based on the data collection through observation, the description of of his activity will be described below:

This research was conducted in six class meetings. The total amount of teacher talk in the verbal interaction based on FIACS percentages found in the data is 377 occurrences. The following is a more thorough description:

Table 2. Results of Verbal Interaction Analysis based on FIACS

No	CATEGORIES	PERCENTAGES	OCCURENCES
		The Average from Meeting 1-6	
1	Accept Feelings	3.98%	15
2	Praise or Encouragement	1.86%	7
3	Accepts or Uses Ideas of Students	9.54%	36
4	Asking Questions	12.73%	48
5	Lecturing/Lecture	12.73%	48
6	Giving Direction	14.85%	56
7	Criticizing or Justifying Authority	0.27%	1
8	Students Talk Response	15.38%	58
9	Student Talk Initiation	19.89%	75
10	Silence or Pause Confusion	8.75%	33
Total			377

From the data findings above, it is indicated that the percentage of teacher in accepting feeling was 3.98% (15 occurrences). The percentage of teacher in praising or encouraging was 1.86% (7 occurrences). The percentage of teacher in accepting or using ideas of study was 9.54% (36 occurrences). The percentage of teacher in asking questions was 12.73% (48 occurrences). The percentage of teacher in lecturing was 12.73% (48 occurrences). The percentage of teacher in giving direction was 14.85% (56 occurrences). The percentage of teacher in criticizing or justifying authority was 0.27% (1 occurrence). The percentage of students talk response was 15.38% (58 occurrences). The percentage of students initiation was 19.89% (75 occurrences). The percentage of silence or pause confusion was 8.75% (33 occurrences). It was recognized from these scores that students' initiation was more actively to the students' responses to the teacher.

Table 3. The types of teacher talk found in the data

Teacher Talk Types	Excerpt
Accepts feelings	T: The teacher opened the class by greeting, "Assalamuálaikum.Wr.Wb.", checked the students' attendance by calling the students' name one by one and asked "How are you today?" S: The students answered, "Wa'alaikumsalam.Wr.Wb. Yes Sir, I'm fine" (obs. 4,5&6)
Praise/ Encouragement	T: The teacher appreciated him (the student) by saying, "Alright, awesome." S: "Thank you, Sir". (Obs.1)
Accepts/uses ideas of students	S: The students also tried to create a sentence using simple past tense and read it in front of the class. The teacher checked and gave the correction then appreciated them. T: "Amiza bla bla bla (play) badminton yesterday, ada yang bisa?" T: Tarisa... S (Tarisa): Amiza played badminton yesterday T: betul sekali saudara saudara. (obs.1, 4).
Asking questions	T: "Today we will learn about a short message. Ok the objectives of the study are: the first, the students are able to understand about short message. The second, the students are able to answer the questions about short message. Do you know?" S: "Yes, I know" (Obs. 3)
Lecture	T: "Next, now presentation outline; one definition, two purpose, three generic structure. Next again! Definition of short message. Next, topic number 1 short message short message is a message made and sent someone to about something or to ask someone to do something. Understand?"

Teacher Talk Types	Excerpt
	S: "Yes, understand." (Obs. 6)
Giving directions	T: "Next, let's play the game and answer the question!" S: Okay! (Obs.3&6)
Criticizing/justifying authority	T: "Betul betul, okay good job. Nomer tiga pertanyaannya, an apple is (blab la bla) than watermelon. Apakah yang kanan hadir, saya akan mau melihat peserta.. saya akan mau tau.. Jalu!" S : "Jawabannya B" T : "Salah!" S : "A" T : "Salah lagi!" S : "C" T : "Smaller, betul! Well done!" (Obs.5)
Student talk – response	T: "Please make a sentence by using comparative degree". S: "I am shorter than my sister". (Obs.2)
Student – initiation	Some students answered the teacher's questions voluntarily. T: Contoh perubahan kata kerja tu dua tiga. Verb one. S: Go T: Verb two S: Went T: Verb three S: Gone (Obs. 1)
Silence or confusion	T: "Any questions?", "Any difficult words?" S: (The students just kept silent). (Obs. 1,2,3,4,5 and 6)

From Table 2, it indicated the types of teacher talk in the data with their example. The types were accepts feelings, praise/encouragement, accepts/uses ideas of students, asking questions, lecture, giving directions, criticizing/justifying authority, student talk – response, student – initiation, silence or confusion. The data were obtained from 6 meeting observations.

Discussion

Based on the result of the analysis of the autistic student teacher's types of verbal interaction based on FIACS in ELT practicum on meeting 1 to 6, the researchers found that the percentage of students in expressing the initiative was 19.89%, the percentage of students in response to teachers was 15.38%. The data show a higher incidence of student-initiated verbal interaction (19.89%) compared to student responses (15.38%), suggesting an active learner engagement despite the teacher's neurodivergent condition. The example can be seen in table 2 above part student - initiation. This

diverges from existing studies where student responses typically predominate (Kusumayanthi, 2021), highlighting a unique classroom dynamic potentially influenced by the teacher's communication style

Next, the percentage of the autistic student teacher's type of verbal interaction based on FIACS that has high value was giving direction with 14.85%. It indicated that the autistic student teacher gave directions, commands or orders or initiation with which a student is expected to comply with. Based on the observation, giving directions occurred 56 times in verbal interaction activities during 6 meetings. These results are supported by Dagarin in (Cahyani & Chotimah, 2023), who stated that teacher serves as a director, manager, controller, facilitator, and resource. The teacher had to give instructions in order to encourage students to participate in the educational and learning activities.

Additionally, the interview's findings related to the second study question, which examined how students' English speaking abilities were affected by their teacher-student verbal interactions. According to the teacher's interviews, verbal contact in the classroom aided in the growth of students' English speaking abilities, particularly in vocabulary, grammar, and pronunciation. Frequent interactions, particularly by asking questions, are one of the variables motivating students to engage in class, even though their growth did not rise considerably. This claim is supported by the expert hypothesis, which holds that practicing pronouncing English words often will help improve pronunciation. Students can generate clearer language while speaking by practicing their pronunciation. It indicates that even with low vocabulary and grammar, students can communicate successfully when they have appropriate intonation and pronunciation. It is inline with Kusumayanthi (2021) in her study who stated that the students can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. The term "pronunciation" describes how words are traditionally or customarily spoken. It may be inferred from that remark that students' ability to create the utterance words clearly during speech is a function of their pronunciation.

CONCLUSION

Fundamental Finding : This study concludes that all FIACS categories were observed during the autistic student teacher's ELT practicum. First, all types of verbal interaction exist in the classroom, that are divides teacher talk (accepts feelings, praises or encourages, accepts or uses ideas of students, asking questions, lectures, gives direction, and criticizes or uses authority), students talk (response and initiation), and silence (period of silence or confusion). From the results of the FIAC matrix sheet, the most dominant types are students talk (initiation and response) because they have the highest percentage. Second, the teacher's verbal interaction with the students in the classroom has an effect on the development of the students' English skills, specifically in the areas of pronunciation, grammar, and vocabulary. The teacher said that asking questions has a positive effect on students' English-speaking abilities, specifically in the areas of pronunciation, grammar, and vocabulary, by boosting their confidence to respond to the teacher's questions. **Implication :** This study suggests a research focus on how an autistic student teacher communicates verbally during his ELT practicum. With these types of verbal interaction based on FIACS, it can be found the most dominant types of the autistic student teacher verbal interaction exist in the classroom that are

students talk (initiation and response). This is certainly very supportive with the autistic student teacher's verbal interactions used during an English Language Teaching (ELT) practicum and it gives impact on students' speaking skills which the classroom interaction between teacher and students runs well. The autistic student teacher can prove that he demonstrated competent performance in the ELT practicums. Therefore, he can obtain knowledge and better improvement of applying other types of verbal interaction exist in the classroom. **Limitation**: This study focused on the autistic student teacher's types of verbal interaction FIACS in ELT practicum of an autistic student teacher, mostly the previous researches investigated the types of verbal interaction based on FIACS in ELT practicum of the student with a normal condition. Since the autistic student teacher's state is not normal, it is necessary to do several studies throughout his ELT practicum in order to get understanding for educators. From this study, it is proved that the autistic student teacher can demonstrate competent performance in ELT practicums and it is contributed to the view of educational field.

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