

CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter describes about some important points, such as, Theory, Review of Related research, Conceptual Framework.

2.1. Theory

2.1.1 Classroom Interaction

School and classrooms are complex social environments. They consist of different groups of people interacting with each other in various ways. Identities, perception and values of these groups are made up by the individuals. Teaching and learning will naturally be affected by these features. The most obvious situations where the influence of these factors can be observed were the interactions of communication patterns between a teacher with students and students with other students (Hitchcock and Hughes, 1989).

The study of classroom interactions is the study of communication system. In the case of classroom research, interaction analysis usually involves the analysis of spoken language as it is used in a classroom between teacher and learners. Spoken language is also an important part of the identities of all participant Allwright and Bailey (1991). Moreover, Allwright and Bailey (1991) argue that research in classroom interaction is distinct, for example, research that concentrates on the classroom inputs such as the syllabus, the teaching materials, or on the outputs from the classroom (learner test scores).

Classroom interaction is essential for the success of teaching and learning process. Talking about classroom interaction means that we talk about activities of teacher and students and the language used by the teacher and students in teaching learning process especially in the foreign language class. As what Sinclair and Coulthard discovered, the classroom is perceived as a convenient place where teachers ask questions that they already know the answers, a place where pupils have very limited rights as speakers, and a place where evaluation by the teacher of what the students say is a vital mechanism in the classroom interaction (McCarthy 1991: 19)

2.1.2 Teacher Talk

Teacher talk is an important input in teaching and learning process. It is because teacher who have two tasks in the language classroom (Allwright and Bailey, 1991). The first task is to offer enough high-quality English language input and the second task is to offer more opportunities for students to use the target language (Xiao-Yan, 2006). In addition, Allwright and Bailey (1991) quoted in Blake (1990) reveal the for class discourse moves, there are usually restricted to the teacher: structuring, soliciting, and reacting. The last one is responding, which is typically students' progress. Talk is one of the major ways for the teachers convey information to the student, and it's also one of the primary means of controlling the students behavior. Since the teacher does too much talking, it will be useful for the teacher study their own talk. Sinclair and Brazil in Mat Daud (2001) stated that in order to monitor their own talk performance, teacher should study their talk.

Galies (1977) found that teacher's utterances were simpler when they were given to pupils than when they were talking among themselves and teacher's

speech is characterized by many repetition. Flander (1970) said that there are three kinds of teacher talk, they are recitation, discussion, and control talk. Recitation covers a variety of activities called review, drill, quiz guided discovery and inquiry teaching. It is the most common manifestation in the review that follows the reading of textual material. The student reading and the teacher guide them to see what they remembered. Here the teacher act as a controller to achieve three major purpose: to cover the content, to make them master the facts, information that the discipline consist of, and to retain control of the discussion is teacher – students talk that take place in the classroom.

Discussion is to manage the construction of knowledge or the use of knowledge. It involve question that are asked for student opinions and though not merely answers. Control talk is used by the teacher to render information to determine the topics for discussion and decide whether it is relevant or not. Moskowitz's (In allwright, 1968: 199) found that teacher talk in foreign language interaction has two indirect influence and direct influence, as presented in detail below:

1. Indirect influence

- a. To deals with feelings: in a non – threatening way accepting, discussion, referring to, or communicating understanding, of past, present or future feeling of students.
- b. To praise or encourage: praising, complementing and telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming answer are correct.

- c. To give jokes: intentional joking, kidding, making puns, attempting to be humorous providing the joking is not at anyone's expense unintentional humor is not included in this category.
- d. To use ideas of students: clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrases by the teacher but still recognized as being students contributions.
- e. To repeat student's response verbatim: repeating the exact words of students after they participate.
- f. To ask question: asking question to which an answer is anticipate rhetorical questions are not included in this category.

2. Direct influence

- a. To give information: giving information, fact, one's opinion or ideas, lecturing or asking rhetorical questions.
- b. To correct without rejection: telling students which have made a mistake the correct response without using words or intonations which communicative criticism.
- c. To give direction: giving direction, request, or commands which students are expected to follow.
- d. To direct pattern Drills: giving statements which students are expected to repeat exactly, to make substitution in, or to change from to another.
- e. To criticize student – behavior: rejecting the behavior of student trying to change the non – acceptable behavior communicating anger, displeasure annoyance, dissatisfaction what what student are doing.

- f. To criticize student's response: telling the students his response is not correct or acceptable and communicating by words or intonation, criticism, displeasure, annoyance, rejection.

2.1.3 Teacher Talking Time

In understanding interaction is vital because it is in classroom that many students get their main exposure to the target language. Walsh (2003; 178 – 182) sets out a model called SETT (Self-Evaluation Teacher Talk) which is based on different modes or ways to talking, and thus clearly define teaching goals and distinctive discourse features. Furthermore, he discusses that as the focus of a lesson changes, both the pedagogic goals and the discourse modes are also changing. The four modes of classroom interaction proposed by Walsh are:

1. Managerial mode : occurs most often at the beginning of lesson
2. Materials mode: in this mode, the teaching goals and teacher-learner discourse flow from the material being used.
3. Skills and systems mode: in this mode, the teaching goals are related to language practice (phonology, grammar, vocabulary) or language skills (reading, writing, listening, speaking).
4. Classroom context mode: in this mode, opportunities for genuine, real-world-type discourse are frequent and the teacher plays a less prominent role, talking a back seat and allowing learners all the space they need.

2.1.4 Student Talk

Two main components in the classroom interaction are the teacher and the students. They are not being separated one from another. The writer has explained

about teacher talk in the classroom and how the writer would like to explain the part of students talk. According to Moskowitz (1971), students talk consists of:

1. Student response, specific: responding to the teacher within a specific and limited range of available or previously shaped answer, reading aloud.
2. Student response, choral: choral response by the total class or part of the class.
3. Student initiated: responding to the teacher with the student's own ideas, opinions, reaction, and feeling. Giving one from among many possible answers which have been previously shaped but from which students must know make selection. Initiating and participation.
4. Silence: pauses in the interaction. Periods of quiet during which there is non verbal interaction.

2.2 Review of Related Researches

In this subchapter, the writer presents the review of the previous studies which theoretically the writer to conduct study.

Neno (2000) conducted study with the title "An Analysis of Classroom Interaction between Teacher and the Sixth Semester Students of English Department of Widya Mandira Catholic University in the Academic Year 1999/2000. The writer conduct her study to know the interaction in English classroom process between the teacher and sixth semester students of English department and to determine the percentage of teachers talk and student talk in classroom interaction. This study is concerned more with the process of getting input from interaction which happens inside the classroom. The writer saw this

matter as important after considering some principles that govern second language teaching. These principles were advanced by Llamson:

1. Language is primarily speech and only secondarily writing, the primary objective in the language classroom is to enable the student to first of all speak the English.
2. Language is a set of habits. Drill and conversation practice is very important in teaching the student how to speak the language
3. Language is the way people in the speech community speak it. The writer sees that interaction in the classroom is crucial to developing both the skill (Listening, speaking, Reading, Writing) and sub skill (Grammar, Pronunciation, and Vocabulary)

Usfinit (2009) conducted a study entitled : “An Analysis of Teacher Talk and Student Talk I Classroom Interaction of the Second Year Students of SMPK Giovani Kupang in the School Year 2008/2009” the writer conduct his study to know the frequency of used categories of teacher talk and student talk in classroom interaction and to find out the influences teacher talks and student talk in student learning. The writer motivated to conduct this study on teacher talk and student talk because of the following reason, the writer is interested in observing how an English teacher strat the class, any classroom activity, manage the class, start conversation with the students regarding the teacher talk.

Nahak (2010) conduct her study with the title “Analysis on the Data Gathered in the Third Year Students of SMPK St. Theresia Kupang in the School Year 2009/2010, he concludes that : the categories that the teacher used in classroom interaction are jokes, use ideas of students response verbatim, ask

question, give information, and give direction. The categories that the student used in classroom interaction are student's response specific, silence, and laughter.

2.3 Conceptual Framework

The result of this study is describing the classroom interaction in English speaking class. The writer divided it into three parts, that were, the type of interaction found in speaking classroom. There were three types of interaction in speaking class:

1. Teacher- Student Interaction

The interaction between teacher and student is called teacher-student interaction (TS). It can be said that teacher takes part as the role model in the classroom and takes a part in the teaching learning process. The interaction occurred in activities of when teachers' explaining, praising, encouraging, repeating words, giving information, correcting mistakes, requesting, displaying question, giving instruction, translate in L1, and smiling. In teaching learning process, teacher explained the materials to the students and checked the students understanding in the end of explaining material, or if there were students still confusing about the material. When teacher checked students' understanding by asking "*Do you understand?*" students answered it based on their condition. Warm communication between the teacher and students made classroom situation lively. Teachers checking on students' understanding not only by asking, but also by giving some questions related to the material. Some student could answer it correctly, but oftenly there were students could not answer the question. Teacher had to face it

wisely, gave a praise to the students who could answer correctly by using a simple praising like “*ok good*”, “*excellent*” and many more to make them happy. She gave some motivation and encouraged students to make them still enthusiasm to join the teaching learning process.

2. Student- Teacher Interaction

To enhance the speaking skill, students need a big opportunity to speak up in the classroom. So, teacher has to give an opportunity for students to speak up. In student teacher interaction, students had a little opportunity to speak up. The interaction made by students are students’ response, students’ initiated, and students’ confusion. The students’ response about something given by the teacher, made students enhancing their speaking skill. The interaction between student-teacher was not as much as the interaction between teacher-student, but it showed the students’ progress in their speaking skill.

3. Student- Student interaction

Student-student interaction also has roles as the form of participation, interaction, and social. The students’ is needed in student-student interaction because students as the role model in the teaching learning process. Moreover, the activity was a drama, which is, without the participation of the students, the drama could not be formed. In the drama, there was a communication, and communication is formed by two people or more which is called as interaction. Although the interaction in drama was based on the script, there was still interaction in it. Drama made students socializing, it has two meanings students can socialize with others, and students can get a social experience by joining the drama. The research model can be seen in the following diagram:



