

II. FRAME OF THEORIES

2.1 Concept of Interaction

Interaction means a collaboration of teacher and students to have a conversation. Brown (1994:159), states that interaction is the collaborative exchange of thought, feelings of ideas between two or more people resulting in a reciprocal effect on each other. Or we may say that interaction is a process of sending and receiving messages to other person, in order to express what we have on our mind. Rivers (1987) says that diversity in interaction involves not only verbal communication, but also paralinguistic elements such as gestures, body language, facial expression and so on, for instance, we can invite other person to come closer only by waving our hand (besides calling name). or we can nod our head if we agree with other's perceptions.

Seliger (1983) says that interactions are motivated by a need on the part of interlocutors to say something to each other that may be important, necessary or new. This also happened in classroom activity, while teacher needs to give instructions, asks or answer questions, or even shares an idea to the students, the interaction may involves in it.

In normal verbal interactions, the roles of speakers and listeners are constantly shifting at any moment; a participant must play one or the other role (Seliger and Long, 1983). In shorts, when someone speaks, the other will respond after they listen to what the speaker says.

Furthermore, Rivers (1987) points out a question, “Why is interaction so important in language learning situation?” because she assumes that through interaction, students can increase their language stores as they listen to or read authentic linguistics material or even the output (to speak up). It means that through interaction, students can express what they are thinking about on their mind from all they have learned or observed.

According to the experts’ opinions above, the writer assumes that interaction is treated as the most important factors that influence the success or failure of second language or foreign language acquisition as Brumfit and Johnson (1979) states that the primary function of language is for communication and interaction. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students’ achievement in language acquisition can be increased.

2.2 Concept of Classroom Interaction

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect (www.wikipedia.com).

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occurs every day in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Allwright and Breen as quoted by Chaudron (1988:10) state:

Interaction is viewed as significant because it is argued that:

- a. Only through interaction, the learner can decompose the TL structures and derive meaning from classroom events.
- b. Interaction gives learners the opportunities to incorporate TL structures into their own speech (the scaffolding principles) and
- c. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Moreover, Allwright and Bailey (1991:25) state that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he intends to teach (syllabus, method, and atmosphere). So, the classroom interaction has important role in teaching learning process. It can be seen from the figure below.

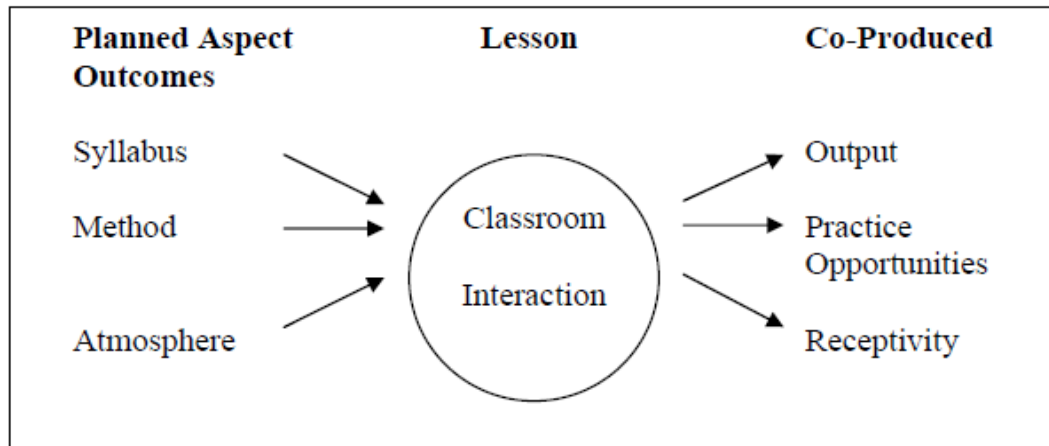


Figure 2.1 The relation between plans and outcomes

The figure shows us that the classroom interaction is the main point that is fundamental to produce the goal of the lesson. As we can see that syllabus, method of teaching and atmosphere are made or planned by the teacher before they are applied.

Furthermore, Rivers (1987:6-9) states that the teacher in teaching learning process should not be too focus on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular case. The teacher is being flexible, while keeping interaction central; interaction between teacher and learners, learners and teacher, learner and learner, learner and authors of texts, learner and the community that speak the language.

The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way.

Moreover, Brown (1994:164) says that the most common classroom activity is that the teacher's interaction with all students as a class. To increase the interest among the students, in learning English as a foreign language, the teacher should be able to create an interactive classroom, by considering the factors affecting the classroom interaction, if the communication is to be achieved in the foreign language classroom. He isolates four areas affecting classroom that the teacher should attend to:

1. Social Climate

With a good social climate, the teacher will not meet any problems because if students do not enjoy the class caused by the teacher performance when giving the lesson, the interactive language class will not appear. It is of course the teacher's responsibility to sustain the proper atmosphere, so that the students will feel relax when they faced the lesson. To do this, the teacher should attend to (a) being fair, (b) making the class as fun as he/she can. Being fair means not showing any favoritism to any special students, and making the class as fun as he/she can means not to make the class becomes less convenience for the students, involves jokes which can make the students smile or laugh but do not be too excessive.

2. Variety in Learning Activities

By involving the variety in learning activities, the teacher can make the class more alive and less monotonous. The teacher may use games, drama, or a discussion to create more interactive atmosphere in the class.

3. Opportunity for Students' Participation

This is very important in creating interactive language classroom, since the students want to express what they have on their mind, they have the opportunity to participate by asking, answering the question, sharing their ideas, arguing other student's participation and so on. So the teacher will not dominate the class, and minimize his/her talking time.

4. Feedback and Correction

When a teacher allows students to participate, his/her responsibility in giving feedback and correction becomes greater. Guide the students in correcting their own mistake is more important rather than only provide them with the correct form. By knowing the factors that affect the classroom interaction, it can lead the teacher to promote a lively classroom interaction.

Meanwhile, Flanders (1970) has developed a research tool, namely Flanders Interaction Analysis (FIA). FIA is a system of classroom interaction analysis and became widely used coding system to analyze and improve teaching skills.

Flanders coding system consists of ten categories of communication which are said to be inclusive of all communication possibilities. 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. The figure below shows Flanders categories in classroom interaction.

TEACHER TALK	INDIRECT INFLUENCE	<p>1. ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting or recalling feeling is included.</p> <p>2. PRAISES OR ENCOURAGES: praises or encourage student actions or behavior. Jokes that release tension, not at expense of another individual, nodding head or saying “um hum?” or “go on” are included.</p> <p>3. ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As a teacher bring more of his own ideas into play, shift to category five.</p> <p>4. ASK QUESTIONS: asking a question about content or procedure with the intent that a student answers.</p>
	DIRECT INFLUENCE	<p>5. LECTURING: giving facts or opinion about content or procedure with his own ideas, asking rhetorical question.</p> <p>6. GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply.</p> <p>7. CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extremely self-reference.</p>
STUDENT TALK		8. STUDENTS TALK-RESPONSE: a student makes a predictable response to

		<p>teacher. Teacher initiates the contact or solicits student statements and sets limits to what the student says.</p> <p>9. STUDENTS TALK INITIATION: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduced own ideas.</p>
		<p>10. SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>

Figure 2.2 Flanders Interaction Categories

In this research, the writer tries to analyze the interaction between teacher and students, especially the questions from the teacher and the responses from the students.

2.3 Concept of Teacher Talks

Teacher talk is the special language the teacher uses when addressing second language learners in the classroom (Ellis, 1988). There are four types of teacher talk according to Nunan (1989):

1. Instruction and explanation
2. Speech modification
3. Type and number of questions asked by the teacher
4. Error correction

Moreover Nunan states that teacher talk of crucial importance, not only for the organization of the classroom but also for the process of acquisition. It is important for the organization and management of the classroom because it is through language that teacher either succeeds or fails to implement their teaching plans. In shorts, teacher talk is the major source where it being modeled by the students and obviously, teacher talk also influences the success of the objectives in language learning. Nunan also argued that teacher talk is not always effective when the teacher talks in excessive way. Teacher talking time should be limited in a classroom. This is also applicable in giving questions to the students, because questioning the students is included in one type of teacher talks.

Quirk and Greenbaum (1973:191) states that the usual function of a question in discourse is to request the listener to respond verbally with the information that the questioner seeks. By considering teacher's talking time in giving questions to the students, the teacher can give the opportunity to the students to use their own talking time.

2.4 Teacher's Questions

Teacher questions as a kind of input provided by a teacher from an integral part of classroom interaction (Ho, 2005). Nunan and Lamb (1996) suggest that teachers use questions "to elicit information" to check understanding and also to control learner's behavior.

In most of the classrooms interaction, questioning remains the common strategy for eliciting responses from students during the whole class teaching. Chaudron (1988) mentions that primary means of engaging learners' progress. In other words, it means that teacher questions play an important role in managing classrooms routines.

2.5 Grammatical Form of Teacher's Questions

According to the grammatical points of view, question is an interrogative form of word which is used to make an interrogative sentence (Cyssco, 2003:27). It is usually prompted by what was said before, though they may be stimulated by the situational context. Interrogative sentence formed by placing to be (am, is, are, was and were) or auxiliary (do, does, shall, will, have, has, can, could, may, might) in front of the sentence. It could be answered by the positive short answer (yes,..) or negative short answer (no,..), or in the other words, questions that require 'yes' or 'no' answer are called yes-no questions. Examples:

1. Interrogative questions by placing to be

Is the office of the principal on the first floor?

Are the policemen on the corner busy with the traffic?

2. Interrogative questions by placing auxiliary

Can he understand everything I say?

May she pas the examination?

However, the questions that started by question words cannot be answered by yes or no, it needs some explanations or long answers. We can see the form of question words in form of w-h questions (Sharma, 2003:192) as follows:

1. *What* is used as the subjects of a question. It refers to things.

Sample: What made you angry?

2. *Why* is used to ask questions about reason

Sample: Why hasn't she come yet?

3. *Where* is used to ask questions about place

Sample: Where can I get this book?

4. *When* is used to ask question about time

Sample: When will the meeting start?

5. *Who* is used to a subject of a verb. It refers to people.

Sample: Who can answer the question?

6. *Whom* is used as the object of a verb or a preposition

Sample: Whom are you visiting?

7. *Whose* is used to ask questions about possession

Sample: Whose pen did you borrow?

8. *Which* is used instead of what, when a questions concern choosing of a definite group.

Sample: Which pencil do you want?

9. *How* is used as the manner or way of something.

Sample: How did you come to school?

There is also a question, which is used to ask some instructions, or commands are called imperative or alternative questions. Quirk and Greenbaum (1973:98), states that there are two types of alternative questions, the first resembling a yes-no question, for example:

1. Imperative or alternative questions that resembling a yes-no question.

“Would you like mineral water, tea or milk?”

2. Imperative or alternative questions that resembling a w-h question

“Which ice cream do you like? Chocolate, vanilla or strawberry?”

Based on the literature review about grammatical forms of questions above, there are three types of question based on its grammatical form; yes-no questions, w-h questions and imperative or alternative questions. The writer used those forms to analyze the type of questions asked by the teacher in term of grammatical point of view.

2.6 Pedagogical Concept of Questioning Types

Pedagogic is a study of ways and methods of teaching (Hornby, 1989). In questioning aspect, Nassaji and Wells (1999) define the goal of classroom interaction studies as attempt to understand in what ways the classroom interaction underlying structure is adapted to meet the varied demands of the pedagogical relationship. To achieve this goal, classroom interaction studies may for instance look at the structure of teacher-learner interaction, including the kind of questions used by the teacher, and the instructional words contained in the

questions. Jones and Grant (1991) categorize these instructional words into 14 categories, as follows:

Instructional Words	Similar Instructional Words
1. Analyze	Explore, examine, consider
2. Compare and contrast	Distinguish between, critically examine
3. Criticize	Do you agree, asses, evaluate, appraise, write a critique
4. Describe	Survey, present, state, identify, define, what, which, who
5. Discuss	Argue, debate, support, justify, examine, critically examine, is it true
6. Explain	Account for, why, describe, how, what, which, who
7. Illustrate	Demonstrate, give example
8. Outline	Indicate, list, summarize
9. Relate	Also integrate, refer
10. Suggest	Show on, hypothesize, generate
11. Calculate	Compute
12. Draw	Also sketch, write on
13. Prove	Also deduce, derive, show
14. Others	Including make, produce, design

Figure 2.3 Categorization of Instructional Words

Meanwhile, Bloom has classified questions into six levels. These levels are:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. And, Evaluation

In this case of research, the writer divides those questions in more simple categories, they are: Low level questions and higher level questions. Low level questions ask the students to memorize his/her words material previously read or taught by the teacher, it refers to knowledge, comprehension and simple application level of questions. Higher level of questions is also refers to analysis, synthesis, and evaluation level of questions.

Yufrizal (2006:85) also has classified questions into seven categories. He calls the questions with prompts or instructions. The categories are:

a. Draw and List

In this category, the prompt requires an answer in the form of a drawing, a graph, a table, or a picture; without any obligation to discuss or to analyze it. For example:

Sketch cross section through a basalt shield volcano indicating the major differences between the two structures! (Geology)

b. Calculate

In this category, the prompt requires an answer in the form of calculation. For example:

What amounts should the following items appear in the Consolidated Income Statement of P Ltd and S Ltd for the year ended 31 December 1989?: a. Investment in S Ltd, b. Inventories, c. Fixed assets, d. Account Receivable, e. Minority interest, f. Retained earnings (Accountancy)

c. Verify

In this category the prompts require answers either in the form of a drawing or a calculation, followed by an explanation of verification. For example:

A positive charge $+D$ and a negative charge $-q$ are placed a distance D apart. Sketch the lines of E for this combination, and find where E is zero (if there is no such point, explain why) (Physics)

d. Define and Illustrate

In this category the prompts require a short answer about a process, an object, a concept or a fact without any obligation to give a longer explanation, to give a personal conclusion or to make an evaluation. For example:

What is a multi programming? (Computer Science)

e. Describe and Explain

In this category, the prompts instruct longer description or explanation about a process, an object, a concept, or a fact. The answers include identification of the relationship between parts but the prompts do not require a comparison or a contrast between different points of views nor do they require the students to take a stand. For example:

What is the New International Division of Labour? Why did it arise? And what are its effects on both developing and developed nations?

(Geography)

f. Discuss and Analyze

In this category the prompts have the characteristic of open-endedness, they involve comparing and contrasting arguments for and against different points of views but they do not require the students to take a personal stand. For example:

To what extent can marriage in contemporary Western societies be described as a partnership of equals? (Sociology)

g. Argue and Evaluate

In this category the prompts require an evaluation of various opinions or facts, demanding personal opinion, and requiring that the students take a personal stand. For example:

Do you agree that social and political rights do not have the same claim to be natural right to freedom? (Philosophy)

From the classification above, we can see that the pattern of classification is almost the same with the Brown's. Each level of questions has the same function to check and elicit the students' understanding of the lesson. The writer uses this classification to confirm the result of this study.

2.7 Implication between Teacher-Students Interaction and Teacher Talks in Questioning Strategies

Cameron (2001) has already given the general description about teaching. She emphasizes that teaching is a process to construct opportunities for learning and to help learners take advantages of them.

.....teaching can never guarantee learning; all it can do is to construct opportunities for learning and to help learners take the advantages (Cameron 2001: 242).

According to that quotation, it can be drawn that in a teaching learning process, the teachers should be able to help the students in constructing understanding towards the lesson. Meanwhile, Brown (1994:164) says that the most important key to create an interactive language classroom is the initiation of interaction by the teacher. Without any intervention from the teacher, when he/she conducts the class, classroom interaction can easily stray out from its line, for instance: Teacher asks the students to make some discussions about human “Human Resources” but when it runs for about ten minutes, the students start to be busy with their own discussion which is out of the topic, obviously, the teacher’s guidance is very important in leading the students to the topic decided, so that the teacher and the students can get the objective of the class. Therefore, the teacher should know five roles of teachers (Brown, 1994:160) in order to create conductive language classroom. The roles are as follows:

1. Teacher as controller

Here the teacher determines what the students do, when they should speak and what language forms they should use. When the classroom activity takes place, when the interaction takes place, the teacher must create a climate in which the spontaneity can appear in which the language used and which the freedom to express. Their ideas given over the students make it impossible to predict everything that the students will say and do.

2. Teacher as a director

As students deal with spontaneous language performance, it is the teacher's duty to keep the teaching learning process flows smoothly and efficiently.

3. Teacher as a manager

This aspect includes the teacher's role as one who plans the lesson, activity, one who manages the classroom time but he/she also the one who allows each individual player to be creative.

4. Teacher as a facilitator

In this case, the teacher's duty is to make learning becomes easier for the students, helping them to clear away the obstacles, to solve the problem and so on. A facilitator allows the students to discover the language through using its pragmatically rather than telling them about the language.

5. Teacher as a resource

As a resource means that the students may take the initiative to come to him/her for advice and consul when they find some problems.

By knowing the roles of the interactive teacher, hopefully it can help the teacher to conduct more interactive language teaching in the class. Besides the teacher should know the role of the teacher, Brown also states that the teacher has the responsibility to provide the stimuli for continued interaction. Obviously, a stimulus is important to give in the beginning of the lesson.

Questioning the students is one of some ways where the teacher can initiate the interaction between students. Brown (1994:166) categorizes the questions into seven as follows:

1. Knowledge Questions: Eliciting factual answers, testing recall and recognition of information.

Common question words: define, tell, list, identify, describe, select, name, point out, label, reproduce, w-h questions, yes-no questions

Example: What is the definition of a verb?

2. Comprehension Questions: Interpreting, extrapolating

Common question words: explain, define, locate, select indicate summarize, outline, and match.

Example: could you state in your words the process of digestion?

3. Application Questions: Applying information heard or read to new situation.

Common question words: demonstrate how, use the data to solve, illustrate how, show how, apply, construct, explain, what is....used for, what would result, what would happen

Example: How does the law of supply and demand explain the current increase in fruit and vegetables?

4. Inference Questions: Forming conclusions that are not directly stated in instructional materials.

Common question words: how, how, what did mean by, what does...believe, what conclusion can you draw from

Example: What did eureka mean by?

5. Analysis Questions; Breaking down into parts, relating parts into whole.

Common question words: distinguish, diagram, chart, plan, deduce, arrange, separate, outline, classify, contrast, compare, differentiate, categorize, what is the relationship between, what is the function of, what motive, what conclusion, what is the main idea

Example: What is the main idea of first paragraph?

6. Synthesis Questions: Combining elements into a new pattern

Common question words: compose, combine, hypothesize, build, solve, design, and develop, what if, how would you test, what would you have done in this situation, what would happen if, how can you improve, how else would you

Example: How might the style of writing and the thesis of a given essay is related?

7. Evaluation Questions: Making judgment of good and bad, right or wrong according to some criteria and stating why.

Common question words: evaluate, rate, defend, dispute, decide, select, judge, grade, verify, choose why, which is the best, which is more important, which do you think is more appropriate

Example: Which do you think is more appropriate brain or behavior?

Brown states that all of these types of questions have their own place in interactive classroom. The higher the proficiency level of the class, the more the teacher gives referential questions, the teacher should know some strategies in

order to initiate and to sustain the interaction, so that the teacher's questions can be a bridging of communication.

In short, questioning the students can initiate teacher-students' interaction in English class, and the teacher should maintain and sustain the interaction through some kinds of questions. Of course by involving the strategy in questioning the students so that the students will not feel bored during the teaching learning process.