II. LITERATURE REVIEW

This chapter contains some crucial elements of classroom interaction related to the topic under discussion. In this part the researcher gives explanation of the variables used in this research.

2.1 Concept of Classroom Interaction

In recent years, a great deal of research (see e.g. Allwright, 1984; Ellis 1990; Long, 1983; Swain, 1985) in the field of L2 acquisition reveals the importance of classroom interaction that involves both input and output. Several studies about classroom interaction also have been held in Indonesia (see e.g. Yulianita, 2005; Astuti, 2007 and Tiarma, 2007). The Interaction Hypothesis claims that it is in the interaction process that acquisition occurs: learners acquire through talking with others (Johnson, 2002: 95).

According to Allwright and Ellis (1990) in Ma Xiaou (2006), classroom teaching should be treated as interaction. Interaction is essential for language learning which occurs in and through participation in speech events that is, talking to others, or making conversation (Van Lier, 1988:77 –78). Pica, Kanagy, and Falodoun (1993) in Yufrizal (2008:74) claim that language is best learned and

taught through interaction. In this view, interaction is used as the most important aspects that influence the failure or success of foreign language learning.

Thus, English that is learnt by Indonesian people as foreign language is best learnt and taught through interaction. Because of this reason, classroom interaction in English subject is the important part that should be known through the interaction between the teacher –students and among students to see whether it facilitate the language learning or not. Teachers should focus on the quality of their talk and find appropriate forms of teacher talk to make their talk more effective, stimulating and interesting (Cook, 2000: 129).

Since English in senior high school is learnt by natural science class and social science class, this research investigated classroom interaction in English subject that occurred in those two classes. The focus of this research was on the teacher talk and student talk that were analyzed through Flanders Interaction Analysis Categories (FIAC). By using FIAC, it was hoped the result of this research could help the teacher to find appropriate forms of teacher talk to make their talk more effective, stimulating and interesting.

Brown (2001:165) proposed that interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Interaction in English class involves not only expression of one's own ideas but also comprehension. Interaction occurred when one listens to other, one respond (either directly or indirectly) and vice versa. Through the interaction with teachers, students can increase their language store and use all languages they possess. Related to the definition that proposed by Brown

(2001), this research observed the verbal and non –verbal interaction that were expressed by the exchange of thoughts, feelings, or ideas between the teacher – students and among students.

Moreover, foreign language classroom that can facilitate learners' language learning should have the following roles (Zhou & Zhou, 2002 in Ma Xiaou, 2006):

1) Providing opportunities for learners to communicate in the target language and enable them to learn the target language through meaningful use of it.

2) Providing optimal comprehensible input for learners through classroom communication. Both teachers and learners make an effort to make their speech comprehended by using communicative strategies.

3) Negotiation of meaning is encouraged. Teachers are expected to initiate learners to reorganize their language by using interactional modifications when problems occur in communication.

According the roles above, it can be seen how the role of foreign language classroom that can facilitate students to talk. Hence, teacher talk of natural science and social science that were observed in this research should have those roles to make student talk involved in the interaction and facilitate learners' language learning.

From some views about classroom interaction above, it can be inferred that being able to interact with other in language is essential to transfer the message would be reached in the target language, English. Therefore, teacher should provide

learners with some chances of meaningful communicative interaction through the activities that encourage them to speak.

2.2 Concept of Speaking

Spoken language is defined as a human natural language in which the words are uttered through speech organs. In everyday communication, spoken language plays a greater role than writing in terms of the amount conveyed.

Scoot in Johnson and Morrow (1981) typifies speaking as an activity involving two or more people, in which the participants are both hearer and speakers having to react to what they hear and make contribution at high speed. It means each participant should have intention he wants to achieve in interaction. Each participant has to be able to interpret what is said to him and reply with the language he has which reflects his own intention.

In order to make the speaking understandable, the teacher and student should communicate actively by using verbal or non-verbal communication to convey meaning. It is related to Brown (1994) that speaking is a skill in producing oral language. It is not only utterance but also a means of communication. It occurs when two or more people interact to each other, which aims at maintaining social relationship between them.

Therefore, teacher needs to build good social relationship to students in order to make the classroom atmosphere becomes interactive through interaction. Thus it can be said that speaking is two way process between speaker and listener. This is

a productive skill in which the speaker produces and uses the language by expressing the ideas and at the same time she tries to get the message in the ideas. Furthermore, English class in senior high school in Indonesia did not only happen in the target language but also in bahasa Indonesia. Therefore, this research investigated the teacher talk and student talk that happened in English classroom interaction whether in English or bahasa Indonesia.

There are five aspect of speaking that should be fulfilled in English speaking classroom.

1. Fluency

   Fluency is the ability to speak fluently and accurately. Signs of fluency include a reasonable fast speed of speaking and only a small numbers of pauses. Fluency refers to the ease and speed of the flow of the speech (Harris, 1974: 81).

2. Grammar

   Grammar is a correct arrangement sentence in conversation (Syakur, 1987). Heaton (1978: 5) defines grammar as the students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriate ones.

3. Vocabulary

   In order to make the communication effective, sufficient vocabulary is needed. Therefore, vocabulary means the appropriate diction which is used in communication (Syakur, 1987).

4. Pronunciation

Pronunciation refers to the ability to produce comprehensible articulation easily (Syakur, 1987). Meanwhile Harris (1974: 81) defines pronunciation as the intonation patterns.

5. Comprehension

Syakur (1987) defines comprehension for oral communication that requires a subject to respond to speech as well as to initiate it. Comprehensibility denotes the ability of understanding the speaker's intention and general meaning (Heaton, 1991:35). It means that if a person can answer or express well and correctly, it shows that she/he comprehends or understand well.

2.3 Concept of Teacher Talk and Student Talk

Teacher talk is another variation of foreigner talk in educational setting (Yufrizal, 2008: 35). It is kind of language used by the teacher for instruction in the classroom. Teacher talks are the manner in which they interact with the students. Longman Dictionary of Language Teaching and Applied Linguistics defines it as variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners (Richards, 1992: 471 in Ma Xiaou, 2006).

Related to the definition, teacher talk in English class in Indonesia often occurred in English and bahasa Indonesia. It happens when the students seem cannot

understand the meaning of teacher talk, so teacher change the talk into bahasa Indonesia.

Teacher talk is used in class when teachers are conducting instructions, cultivating their intellectual ability and managing classroom activities (Feng Qican, 1999: 23). Teachers adopt the target language (English) to promote their communication with learners. In this way, learners practice the language by responding to what their teacher says. Besides, teachers use the language to encourage the communication between learners and themselves. Therefore, teacher talk is a kind of communication –based or interaction –based talk.

According to Flanders (1970), teacher talk is divided into indirect and direct influence. Indirect influence involves the following categories.

1. **Accepts feeling:** Accepts and clarifies an attitude or the feeling tone of a student in a non –threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.

2. **Praises or encourages:** Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.

3. **Accepts or uses ideas of students:** Clarifying or building or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.

4. **Asks questions:** Asking question about content to procedure, based on teacher ideas, with the intent that a student will answer.

Meanwhile direct influence involves the following categories.

1. **Lecturing:** Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a student.

2. **Giving directions:** Directions, commands or orders to which a student is expected to comply.

3. **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 during; extreme self –reliance.

In this research, teacher talk in English subject that was investigated is based on the seven categories that are proposed by Flanders. Based on teacher talk that was categorized based on those seven categories, the patterns of teacher talk were seen, e.g. asking question –students' response.

Besides teacher talk, English classroom interaction also involves student talk. Student talk is the language produced by student in the classroom interaction. Students are the people who need the practice, in other words teacher should maximizes student talk time and minimizes teacher talk time (Harmer, 2003: 4) The best lesson is one where student talk time is maximized, but where at appropriate moments during the lesson, the teacher is not afraid to summarize what is happening, tell a story, enter into discussion etc. According to Flanders (1970), Student talk involves the following categories.

1. **Student –talk response:** Talk by students in response to teacher. Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.

2. **Student –talk Initiation:** Talk by students, which they initiate. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.

As same as teacher talk, student talk in English subject that was investigated in this research was based on the two categories that are proposed by Flanders. By using Flanders categories, it could be seen the patterns of student talk in natural science class and social science class. Two categories of student talk that are proposed by Flanders showed the participation of student talk in the English classroom interaction. It also could be seen whether the students' response or students' initiation that occurred more frequent. Students' response took place when they gave response or answered teacher's question. Meanwhile students' initiation took place when they made the initiation such as ask question, giving ideas about the topic.

2.4 Concept of Interaction Analysis

Interaction research analysis is an analysis of language phenomena found in the interaction activities involving two or more participants (Crookes, 1991:3). The success of teacher in teaching language may be judged through the effectiveness of the teaching which can be assessed objectively through classroom interaction. Thus, it needs a systematic analysis of teacher's classroom interaction which may provide a reliable assessment of what goes in classroom in teaching learning activity.

As same as classroom interaction in any subject, classroom interaction in English subject also needs to be assessed. Therefore it could be seen whether the interaction in the classroom between teacher –student and students –students can facilitate language learning or not. One of the classroom interaction analyses that have been used by previous researcher in Indonesia to assess classroom interaction is Flanders Interaction Analysis Categories (FIAC). It is a system of classroom interaction analysis which has been used for many years by researchers to analyze the interaction between the teacher and students during the teaching learning process in the classroom.

> Classroom interaction analysis refers not to one system, but to many systems for coding spontaneous verbal communication, arranging the data in a useful display, and then analyzing the results in order to study patterns of teaching and learning. Each system is essentially a process of encoding and decoding, i.e., categories for classifying statements are established, a code symbol is assigned to each category, and a trained observer records data by jotting down code symbols. Decoding is the reverse process: a trained analyst interprets the display of coded data in order to make appropriate statements about the original events which were encoded. (Flanders, 1970: 28 –29)

Based on the definition, FIAC is able to analyze the study pattern of teaching learning. It means it can be useful to answer the patterns of teacher talk and student talk of English subject in this research. FIAC gave an image about patterns of teacher talk and student talk in natural science class and social science class that become the sample of this research. Flanders Interaction Analysis system emphasizes the teaching of the classroom teacher –student interaction, which uses a system, taking into account the direct and indirect teaching style behavior classification of the classroom teacher –student interaction behavior classification.

Flanders would be the language of the classroom for all teachers and students interaction is divided in to 10 categories, of which 1 to 7 classes were recorded the status of teachers on students to speak; no. 8 and 9 classes are the students to speak on the situation of the teacher; in class, in additional to dialogue with teacher and students, there are 10 categories, it is recorded classroom possible quiescent state (quiet or confusion). Based on those FIA ten categories, there are three main categories in the classroom interaction; they are teacher talk, students talk and silence or confusion.

a. Teacher Talk

Teacher talk is the kind of language used by the teacher for instruction in the classroom. Teacher talk in English class is used to convey information, to have discussion and negotiation and to motivate the student. Teacher should manage the class by using the teacher talk to make the students can reach the target language in teaching learning process.

Teacher talk is divided into indirect and direct influence. Indirect influence involves the following categories.

1. **Accepts Feeling:** Accepts and clarifies an attitude or the feeling tone of a student in a non –threatening manner. Feeling may be positive or negative. Predicting and recalling feelings are included.

   e.g. Teacher: now, who are the characters in Harry Potter story?

   Student 1: Many Sir.

   Student 2: Harry, Hermione, Dumbledore.

   Teacher : Good. (*Showing his thumb to S2*)**[[Accept feeling]**

2. **Praises or Encourages:** Praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "Um hm?" or "go on" and included.

   e.g. Teacher: We have to talk each other whatever or where ever you said I will give more point for you. Right, go on. **[Praises or encourages]**

   (A girl and boy raise their hands)

   Student: Yes, Destio.

3. **Accepts or Uses Ideas of Students:** Clarifying or building or developing ideas suggested by a student. Teacher extensions of student ideas are included but as the teacher brings more of his own ideas into play, shift to category five.

   e.g. Teacher: What kind of story do you like to read?

   Student: Adventure.

   Teacher: Adventure. **[Accepts or uses ideas of students]**

4. **Asks Questions:** Asking question about content to procedure, based on teacher ideas, with the intent that a student will answer.

   e.g. Teacher: Do you like reading a story? **[Asks questions]**

   Student: Yes, Sir.

   Teacher: what kind of story do you like to read? **[Asks questions]**

Meanwhile direct influence involves the following categories.

5. **Lecturing:** Giving facts or opinions about content or procedures; expressing his own ideas, giving his own explanation, or citing an authority other than a student.

   e.g. Teacher: Do you know fable?

Student: fable?

Teacher: Yes, story about animal. **[Lecturing]**

6. **Giving Directions:** Directions, commands or orders to which a student is expected to comply.

e.g. Teacher: now, every group should discuss their story in group!

[Giving directions]

Student: Yes, Sir.

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 during; extreme self –reliance. e.g. Student: Sir, what is the meaning of bother?

Student: May be it should be brother, Sir.

Teacher: no, bother means *menghiraukan*. **[Criticizing or justifying authority]**

b. Students Talk

Students talk in FIA involves the following categories.

8. **Student –Talk Response:** Talk by students in response to teacher. Teacher initiates the contact or solicits student statement or structures the situation. Freedom to express own ideas is limited.

e.g. Teacher: How about Cinderella?

Student: Beautiful. **[Student –talk response]**

Student: Poor girl. **[Student –talk response]**

9. **Student –Talk Initiation:** Talk by students, which they initiate.

Expressing own ideas; initiating a new topic; freedom to develop opinions

and a line of thought, like asking thoughtful questions; going beyond the

existing structure.

e.g. Student 1   : Our agree with it.
      Teacher   : We.
      Student 1   : *(look at the teacher)* we, because they get money
                      from their job because their job is not easy and need
                      brilliant skill.
      Student 2   : Who is paid them? As we know hacker is criminal
                      job. **[Student –Talk Initiation]**

c. Silence or Confusion

10. **Silence or Confusion** in classroom interaction can be indicated by pauses,

short periods of confusion in which communication cannot be understood

by the observer.

e.g. Student 1   : What do you think hacker get some money from
                      their job?
      Student 2   : *Apa maksudnya?*
      Teacher   : Do you agree or not if hacker get money from
                      their job?
      (Students in group discuss the answer) **[Silence or Confusion]**

2.5 Procedure of Flanders Interaction Analysis

There are two steps that were conducted in analyzing data using Flanders

Interaction Analysis.

(1) Encoding process

The first step in the process of encoding is to memorize the code Numbers, in

relation to key phrase of words, which are indicated in capital in ten –category

system. An observer sat on the last bench of the classroom and observed the

teacher when she was teaching. At an interval of every three seconds she wrote

down that category number which best represented or communication event just completed. For instance, when teacher was lecturing the observer put 5; when she asked question observer put 4; when student replied observer put 8; when teacher praised observer put 2; when teacher asked to sit down observer put 6; when again the teacher started lecturing observer put 5. The procedure of recording events goes on at the rate of 20 to 25 observations in per minute.

Ground rules for encoding observation:

Because of the complexity of the problems involved in categorization, several ground rules have been established. The rules of observation add in developing consistency in trying to categorize teacher classroom behavior.

• Rule 1: When it was not certain in which of two or more categories a statement belongs, chose the category that is numerically farthest from the category 5. For e.g., if an observer was not sure whether it was 2 or 3 then chose 2. If in doubt between 5 and 7, she chose 5.

• Rule 2: If the primary tone of the teacher's behavior has been consistently direct or consistently indirect, did not shift into an opposite classification unless a clear indication of shift is given by the teacher. This rule was often called the rule of the biased, unbiased observer.

• Rule 3: An observer must not concern with her own biases or with the teacher's intent. If a teacher attempted to be clever, students saw her statements as criticism of students; the observer put category 7, rather than category 2. This rule has particular value when applied to the problem of helping teachers to gain insight by

their own behavior, e.g., 'I was trying to praise them' I wanted them to answer that question'.

• Rule 4: If more than one category occurs during the three seconds interval, then all categories used in that interval are recorded. If no change occurs within three seconds, then repeat category number.

(2) **Decoding process:** After encoding the classroom events into ten –category system 10x10 matrix tables was prepared for decoding the classroom verbal behavior. The generalized sequence of the student –teacher interaction can be estimated in this matrix table. It indicated what form a pair of categories. The first number in the pair indicated the row and the second number showed the column for example (10 –6) pair would be shown by a tally in the cell formed by row 10 and column 6. For example the observer has written down the code numbers beginning with 6 as follows: 6,10,5,1,4,8,8,2,3,6,4,8,9,7.

2.6 Characteristics of Flanders' Verbal Interaction Analysis

There are some characteristics (advantages) of Flanders' Verbal Interaction Analysis.

1. The analysis of matrix is so dependable that even a person not present when observations were made could make accurate inferences about the verbal communication and get a mental picture of the classroom interaction.

2. Different matrices can be made and used to compare the behavior of teachers at different age levels, sex, subject –matter etc.

3. This analysis would serve as a vital feedback to the teacher or teacher trainee about his intentions and actual behavior in the classroom. The supervising or

inspecting staff can also easily follow this system.

4.   It is an effective tool to measure the social –emotional climate in the classroom.