

II. FRAME WORK OF THEORY

In this chapter the researcher deals with several concepts to support the subject based of the research, that include teaching English as a Foreign Language (TEFL) in Junior high school, concept of English speaking, concept of classroom interaction in language teaching and Sinclair and Coulthard Initiation Response Feedback (IRF) model, classified as follows

2.1 Teaching English as a Foreign Language in Junior High School

Human being who needs to communicate with others realizes that language is very important thing. It has an important role in communication both in spoken and written form. Finch in Astuti (2000) states that the environment is needed to communicate. Getting involved in this activity, he/she informs each other of his/her knowledge, desire, and feeling about certain object. In other words, to fulfill the need of our life, we have to communicate.

English in Indonesia is regarded as the first foreign language. It is only taught in formal school from junior high school to university level. Meanwhile, English in elementary school is positioned as a local content. In other words, the school may choose to teach or not to teach English in elementary school. Moreover, English is not used in daily life both in formal and informal meeting. It is only used in very

specific conversation settings i.e. in English department, in international meeting etc.

In addition, Rivers (1987: 4) says that interaction is the key to teach language communication. Interaction involves not just expression of one's own idea but comprehension of those of others. One listens to others; one respond (directly or indirectly); others listen and respond.

Brown (1994: 8) suggests that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as facilitator should give the facility to the learners the learning process. He must select the teaching material related to the learners' need, and arrange them from the simple to the complex item.

Dealing with the statement above, it is obvious that the teacher plays an important role in teaching and learning activity. That is way, both the teachers and the students should do interaction in the classroom. However, teacher and students' interaction in ELT classroom are still facing the problems. First, in interaction classroom teacher still dominate, and students still face the problem of how to interact with other. It needs to consider that the teacher should be aware of the students that they are supposed to be actively involved in the process of teaching and learning through interaction classroom included initiation, responds, and feedback.

2.2 Concept of English Speaking

Now we should have a clear understanding, why the people say that the speaking skill is very important and it seems that it is more demanding in the language teaching and learning. According to Tarigan (1984:5), speaking is the ability to produce sound of words to express, to state, and how to show thoughts, ideas and feeling. Therefore, speaking is not merely utterance of sound symbols or words. Speaking is a tool for communicating ideas which are arranged and developed in accordance with the listener's need. It is clear that the main objective of speaking is for communication.

Furthermore, Mehan (1979: 8) mentions that speaking or oral communication is a two-way process between speaker and listener and involves the productive skills and the receptive skill of understanding. Therefore, there must be at least two people: one is a speaker who gives information and the other is the listener who receives information.

Celce-Murcia (2001: 103) argues that for most people speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improve their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Many companies and organizations look for people who speak English very well for the purpose of communicating with

other people. So, speakers of foreign languages have more opportunities to get jobs in such companies.

2.3 Concept of Classroom Interaction

Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998). Classroom interaction is the social relationship of teacher and students in the classroom to interact, to express opinions, to share information and to deliver thought. Students are not expected only to listen to the teacher but they have to play some important role in the classroom, such as giving their opinion, sharing information and delivering their thought so they can practice the language maximally. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1998: 10).

Classroom interaction is necessary and useful as an educational strategy to develop learning because for learners who are studying English in a non-English speaking setting is exposed in manipulative communicative situations in which they will learn how to express their own views, opinions, and develop their oral fluency and accuracy which are very essential for the success of FL communication.

The concept of classroom interaction plays a significant role if the process of foreign language happen based on the context of learning. It is important factor for the researchers of this field, because it creates opportunities for the classroom community to develop knowledge and skills. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation

of meaning and feedback. Interaction between students and teacher is fundamental to the learning process because without it teaching learning process in the classroom will not exist. 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.

Interaction in language classroom will lead the students to better learning, and will activate their competence Malamah & Thomas (1987:45). As the students' interest is aroused, their anxiety, fear or even fatigue in the classroom will gradually diminish; if not completely disappear, and as a result they will actively involved in the classroom interaction. Psychologically, students cannot be well motivated when they are involved in a less interesting language activities or materials, which will consequently decrease their understanding toward the learning material being earned.

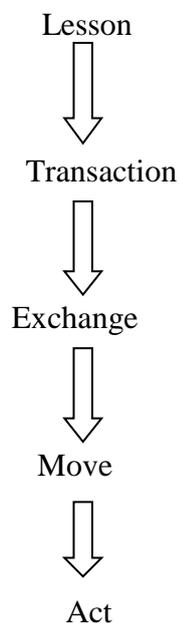
In interaction, students can use all of their possession of the language-all they have learned or casually absorbed-in real life exchanged. Interaction involves not only expression of one's own ideas but also comprehensions. One listens to other, one responds (either directly or indirectly), other listen and respond.

In short, to promote interaction in another language, the teacher, therefore, must maintain a lively attention in another language among students in the classroom (Rivers: 1987). It means that the teacher can use nonverbal cues to encourage students' speaking participation, example, smile expectantly, and nod as students talk.

2.4 Sinclair and Coulthard Initiation–Response–Feedback (IRF) Model

The model produced by Sinclair and Coulthard derived from the rank scale model. They are 5 ranks scale model, namely lesson, transaction, exchange, move, and act. Moreover, Sinclair and Coulthard describe the scale as “each rank above the lowest has a structure which can be expressed in terms of the unit next below” (1992, pg2).

The discourse level involves five ranks:



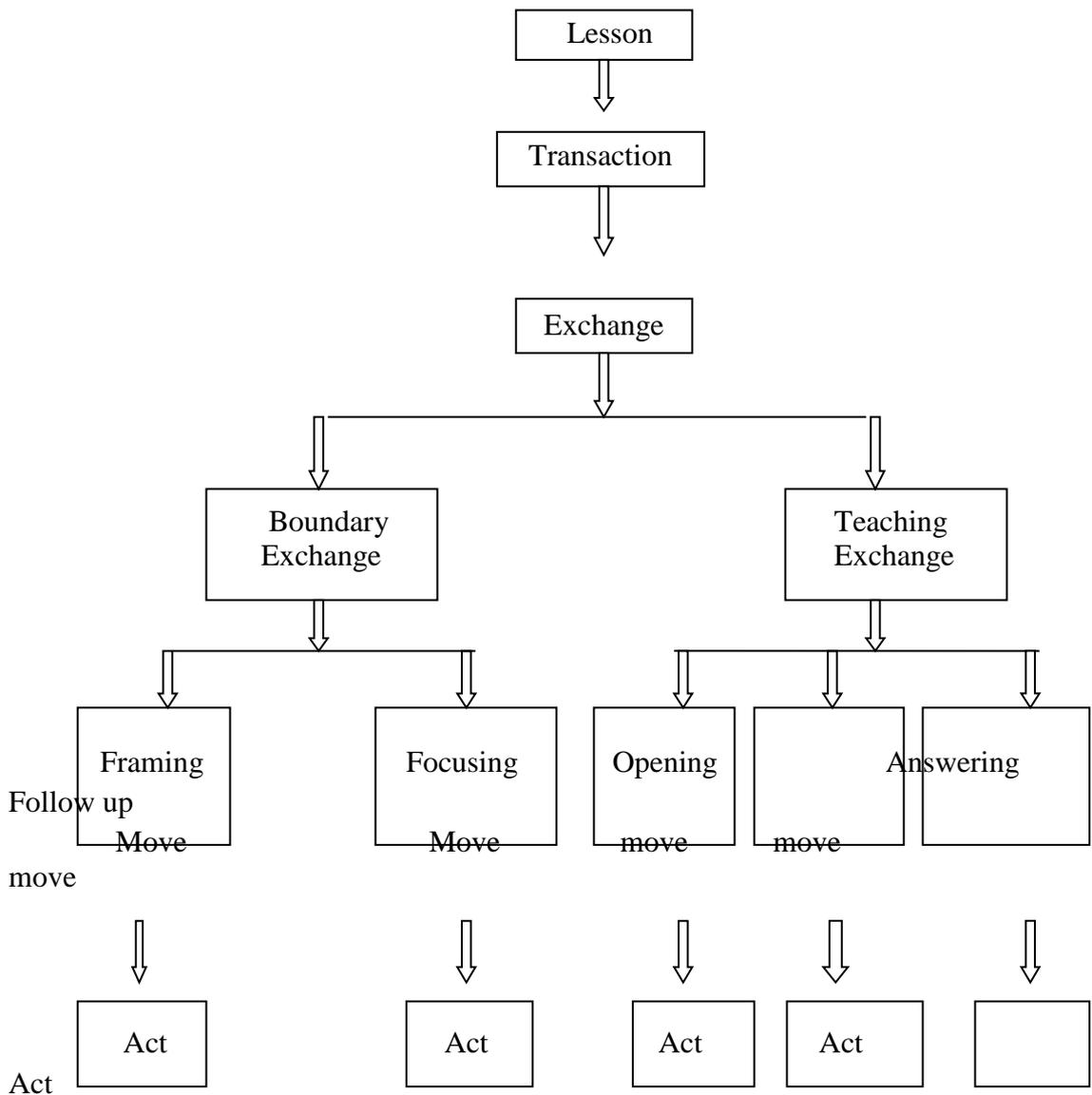
Graph 2.1 (McCarthy, 1991, pg. 22)

The picture shows the basic rank scale of Sinclair and Coulthard’s model (1992). Thus, acts combine to form moves; moves combine to form exchanges, and so on. However, in this paper, the writer only discussed the levels of exchange, move, and act thoroughly in order to focus on the inner levels of the rank scale.

Sinclair and Coulthard found in the language of traditional native-speaker school classroom a pattern of three parts exchange:

- a. Teacher elicitation (Initiation),
- b. Student response (Response), and
- c. Teacher feedback (Feedback)

The following figure shows the basic structure of Sinclair and Coulthard rank scale approach for classroom



Graph 2.2 Sinclair and Coulthard IRF Model (1975)

The figure above shows that there are five ranks of Sinclair and Coulthard's IRF Model. They are:

1. Lesson

It is the highest unit of classroom discourse, consisting of one or more transactions.

2. Transaction

It normally begins with a preliminary exchange and ends with final exchange.

Within these boundaries a series of medial exchange occurs:

- a. Informing transaction: during a lengthy informing exchange from the teacher, learners do little but acknowledge.
- b. Directing transaction: the structure occurs where a Teacher-direct exchange stands at the head of a transaction, rather than in a subordinate position.
- c. Eliciting transaction: when the teacher is asking the question, the learners contribute continually to the discourse by making verbal responses, but they have little opportunity to initiate exchanges.

3. Exchanges

There are two major classes of exchange: Boundary and Teaching.

- a. Boundary: Its function is to signal the beginning or end of what the teacher considers to be a stage in a lesson.
- b. Teaching: The individual steps by which the lesson progresses. There are six subcategories with specific functions and unique structures.

1. Teacher Information: takes place when the teacher needs to tell her/his students about new information, facts, or just simply say something to them. The opening
2. Teacher Direction: covers all exchanges designed to get learners to do but not to say something.
3. Teacher Elicitation: these exchanges begin with the teacher asking question or verbal respond.
4. Student Elicitation: is used to elicit a verbal response from both teacher and students in the class.
5. Student Information: occasionally learners offer information which they think is relevant or interesting to the class participants.
6. Check: at some time in most lesson teacher feels the need to discover how well the learner are getting on and whether they can follow what is going on.

4. Move

There are five types of move as follows.

- a. Framing Move: probably a feature all of spoken discourse, but they occur more frequently in classroom interaction because it is carefully structured or designed.
- b. Focusing Move: which are there to draw students' attention to the direction of the classes.
- c. Opening Move: functions to cause others to participate in an exchange. The purpose of giving opening move maybe passing on information or directing an action or eliciting a fact.

- d. Answering Move: Opening and answering move are complementary moves. The type of answering move is predetermined because its function is to be an appropriate response in the term laid down by the opening move.
- e. Follow-up Move: Follow up is an interesting category. Its function is to let the learners know how well he/she has performed. It is very significant that follow-up occurs not only after the learners answering the question, but also after the learners opening move when the head is realized by an informative. Sinclair and Coulthard (1992)

5. Acts

For the smallest unit, Sinclair et al originally proposed twenty-two acts. Acts are used “to initiate succeeding discourse activity or respond to earlier discourse activity” Coulthard (1992). There is always a main act in the opening move labeled as the head act. There are three primary heads act, which frequently appear in opening moves they are: elicitation, directive, informative.