

## **II. FRAME OF THEORIES**

In this chapter the writer used some concepts to the research, they are: teaching English as a Foreign Language (TEFL) in senior 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 Senior High School**

A lot of people speak more than one language in order to communicate with other people from different parts of the world. In Indonesia, English has become an urgent need as a means to develop Indonesian people quality, it is taught earlier at school beginning from elementary schools as a local content up to university level. It is learned formally as a compulsory subject in schools, such as senior high school, since it plays an absolutely important role in the world of communication.

For Indonesian learners, English is a new language so that they find it difficult to learn. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new

language they are learning. Considering the differences between the two languages, it is understandable that the learners always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and the like.

Between the ages 10 and 18 the range of the middle and secondary-school years-boys and girls move from childhood to young adulthood. It is no wonder that the lives of teenagers are full of complexities and enigmas. The business of growing up is a complicated one. Adolescents are torn by many conflicts and many moments of indecision, because as Harmer says that adolescent is a period where someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends (Harmer, 2001: 39).

Diagnosis of adolescence is complicated by the fact that the characteristics of secondary school students in general do not necessarily apply to every adolescent boy or girl. The characteristics of every individual are very heterogeneous.

Harmer also states that adolescents sometimes can cause discipline problems and be disruptive in class. It because of the boredom they feel and the happiness if there is challenge found (Harmer, 2001: 39).

However, there is something which is interesting from adolescents. As Penny Ur in Harmer suggests, teenage learners are in fact overall the best language learners (Harmer, 2001: 38). Teenagers have a great capacity to learn, a great creativity, passionate commitment to things which interest them, and a great solidarity among classmates. Thus, they have unique characteristics. Teacher has to be able to use these characteristics and dig their potency through a supportive and

constructive way, so that besides achieving the goal of teaching learning process with enthusiasm the learners morally can be good learners.

Based on the reality above, there must be variety in the classroom, such as variety of activity and variety of organization. Based on this assumption, during the teaching-learning process, the teacher should sometimes let the learners work individually, sometimes in pairs, and sometimes in group.

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. Richards et, al. (1990:7) suggest that the principles of developing teaching materials are:

- a. careful selection of what to be taught,
- b. improving limits on what is to be taught,
- c. arranging what is to be taught in terms of the four skill, and
- d. grading materials from simple to complex.

A teacher should be able to choose the effective methods of teaching to expose every particular material, since all methods have their advantages and disadvantages. This is in line with Harmer's (2001: 57) opinion that the teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model. Here, the teacher has acquired knowledge about curriculum, teaching methods, subject matter, and child behavior, together with a

wealth of other particular information resulting from the experience of working with learners in numerous contexts and different materials.

In the teaching learning process the teacher has to pay attention to the learners' personalities or individual differences, because learners have different abilities and points of view, background and experience.

## **2.2 Concept of English Speaking**

Lado (1976: 240) describes speaking as the ability to express oneself in life situation or conversation, to report acts or situation in practice word or the ability to express a sequence of ideas fluently. Therefore, speaking emphasizes more to the ability of an individual to convey something whether it is in the form of expression, report, etc by using the language he has.

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.

According to Brown (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. So, there is transferring information from the speaker to the listener. In learning English, the main goal is to be able to speak well so they can use it in

communication. Speaking skill believed as important aspect to be success in English speaking. The success of learning English can be seen and measured from their performance in speaking and how well they present their English in communication.

Moreover, Johnson (1995) states that speaking as an activity involving two (or more) people, in which the participants are both hearers and speakers having to react to what they hear and make the contributions at high speed. In other word, each participants has to be able to interpret what is said to him/her, and reply with the language he/she has which reflects his/her own intention.

Speaking is a productive skill in which the speaker produces and uses the language by expressing a sequence of ideas and at the time he/she tries to get ideas or the message across. In this case there is a process of giving message, which is called as the encoding process. At the same time, there is a process of understanding the message of the first speaker. Speaking is the instrument of language and primary aim of speaking is for communication (Ohta, 2001: 15). This idea means that we learn to speak in order to be able to communicate. (Ohta, 2001: 15) also says that speaking is encoding process whereby, we communicate our ideas, thought and feeling through one or the other forms of language. From this definition, there should be ideas, thought and feeling when we want to communicate with others.

English as the target language should be mastered well, either its language skill or language area. In acquiring second language, learners should be involved into a

meaningful interaction of the target language that only found in natural communication. Learners learn to speak and concerned to the message that they are conveying and understanding.

### **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. Interaction in the classroom, 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).

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.

Interaction is a two-way communication between two people or more. Brown proposes (2001: 165) that interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Thus, interaction is an active process in which people try getting their meaning across to each other by imparting thoughts, feeling or ideas.

Interaction is viewed as significant as it is argued that:

1. only through interaction can the students decompose the target language structures and derive meaning from classroom events
2. interaction gives students the opportunities to incorporate target language structures to their own speech (the scaffolding principle)
3. the meaningfulness for students of classroom events of any kinds whether thought of as interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the students (Chaudron, 1998 : 10)

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.

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, for example, smile expectantly, and nod as students talk.

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

The first language classroom research of Austin (1962) is traditionally considered as a pioneering study within this tradition. The study offered a simple description of classroom discourse involving a four-part framework:

- a. Structure,
- b. Solicit,
- c. Respond, and
- d. React (Hannah, 2003: 208)

Historically, the British work has principally followed structure-linguistic criteria, on the basis of the isolation of units, and sets of rules defining well-formed sequences of discourse (McCarthy, 2002: 6). One important study was carried out at the University of Birmingham by Sinclair and Coulthard (1975), who developed a model for the description of teacher-pupil talk based on a hierarchically structured system of ranks by analog with Halliday's (Chaudron, 1988: 56) ranked scale approach. The discourse level involves five ranks:

- a. Lesson,
- b. Transaction,

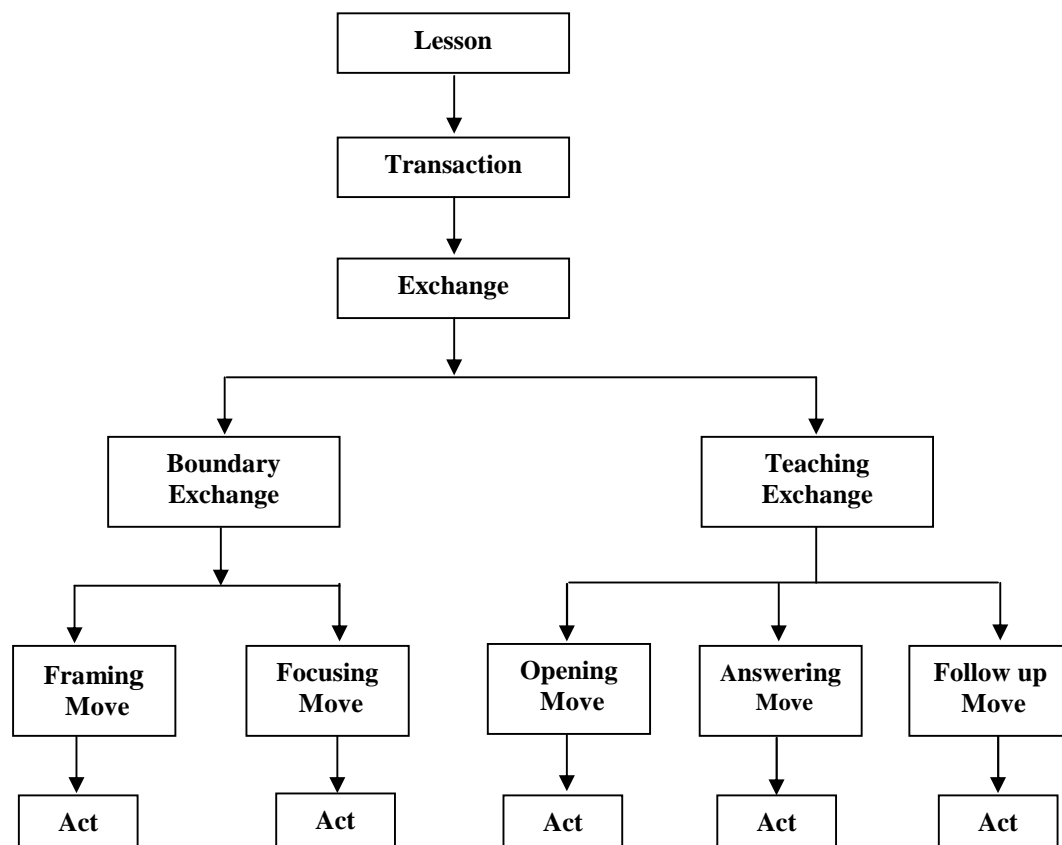


- c. Exchange,
- d. Move, and
- e. Act.

They 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) (Yu, 2009: 153)

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



**Graph 2.1** 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 end 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 inform: used when the teacher is passing on facts, opinion, ideas, and new information to students.

2. Teacher direct: cover all exchanges designed to get learners to do but not to say something.
3. Teacher elicit: includes all exchanges design to obtain verbal respond or contribution from students.
4. Student elicit: used to elicit a verbal response from both teacher and students in the class.
5. Student inform: 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 leaner 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: have an optional marker and starter, a compulsory head, realized by a metastatement or a conclusion, and an optional comments.
- 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 categories. 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)

Table 1 below provides a summary of the various initiation exchanges at work in the classroom and their structure realized by predicted move sequences stipulated by Sinclair and Coulthard (1975).

**Table 2.1** Predicted Move Sequence for Teaching Exchange Patterns proposed by Sinclair and Coulthard (1975)

Teaching Exchange Patterns	Structure of Predicted Move Sequence	Abbreviations
Teacher Inform	Initiation - Response	I R
Teacher Direct	Initiation – Response – Follow-up	IRF
Teacher Elicit	Initiation – Response – Follow-up	IRF
Student Elicit	Initiation – Response	IR
Student Inform	Initiation– Follow-up	IF
Check	Initiation – Response – Follow-up	IRF

## 5. Acts

For the smallest unit, Sinclair et al. originally proposed twenty-two acts. Acts are basically defined according to their interactive function. For instance, the function of the act “*elicitation*” would be to request a linguistic response, while that of an “*informative*” would be to provide information. A detailed description of each act is in Table 2.2 below which shows us how each category of the acts is structured, and it is completed also by the example from each moves.

**Table 2.2** Classes of Acts of the System in Classroom Interaction Analysis  
Proposed by Sinclair and Coulthard (1992)

No	Act	Abbr.	Function	Realization (example)
1	Accept	acc	Shows the teacher has heard correct information	'Yes', 'No', 'Good', 'Fine'.
2	Acknowledge	ack	Shows the students has heard and understood the initiation	'Yes', 'Cor', 'Ok', 'Wow' 'mm'
3	Aside	z	Shows the teacher is talking to himself/herself	Statement / Question/ Command
4	Bid	b	Signals a desire to contribute to the discourse	'Sir', 'Miss', teacher's name / raised hand/ heavy breathing.
5	Check	ch	Enables the teacher to check progress	'Finished?', 'Ready?'/ Question
6	Cue	c	Evokes an appropriate bid	'Hands Up', Don't call out', 'Is (student's name) the only one?
7	Clue	cl	Provides additional information to facilitate a correct response	Statement / Question/ Command
8	Comment	com	Exemplifiers / justifies/ provides additional information	Statement / Tag question
9	Conclusion	con	Summaries	Anaphoric statement
10	Directive	dir	Requests a non-linguistic response	Command
11	Elicitation	el	Request a linguistic response	Question
12	Evaluation	e	Evaluates a response	'Good'. 'Interesting', 'Yes'/ Statement /
13	Informative	i	Provides information	Statement
14	Loop	l	Returns the discourse to the stage it was at before the student responded	"pardon", 'You what', 'Eh', 'Again', 'Pardon'
15	Marker	m	Marks boundaries in the discourse	'Well;', 'Right', 'OK', 'Now', 'Good',
16	Metastatement	ms	Refers explicitly to the development of the lesson	Cataphoric statement
17	Nomination	n	Calls or gives permission to a student to contribute	'You', 'Yes', 'Anybody', John'
18	Prompt	p	Reinforces an elicitation or directive	'Go on', 'Come on', 'Hurry up'
19	React	rea	Provides a non-linguistic response to a directive	Non – linguistic action
20	Reply	rep	Provides a linguistic response to an elicitation	Statement / question/ Nod
21	Silent Stress	^	Highlights a marker	Pause
22	Starter	s	Provides information to facilitate a response	Statement / Question / Command