

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

In order to analyze classroom interaction in the English speaking produced by the 11th grade students of social major of SMAN 3 Surabaya, the writer uses the Flanders' theory about classroom interaction which consist of two major types: 1) Teacher talk (direct and indirect influence), and 2) Learner talk (responses, initiation, and silence.)

2.1.1. Classroom Interaction

Classroom interaction is a practice that enhances the development of the two skills which are speaking and listening among the learners (Ghosh, 2010). There are two kinds of classroom interaction, verbal and non-verbal interaction. The verbal interaction involves with sound while non-verbal interaction covers gesture and facial expression by both teacher and students when they communicate without using words. Yanfen & Yuqin (2010) states that classroom interaction is an interaction between teachers and students constitutes an important part in classroom activities. Flanders (cited in Smith, 1976:34) distinguished classroom interaction in three major types: 1) Teacher talk (indirect influence and direct influence), 2) Pupil talk or student talk, and 3) Silence or confusion.

There are four frequent ways of organizing classroom interaction depending on who communicates with whom (Dagarin, 2004):

- a. Teacher – learner
- b. Teacher – learner/a group of learners
- c. Learner – learner
- d. Learners – learners

The first two form interactions are the interaction between a teacher and a learner and a teacher – learners. It established when teacher talks to the whole class but only one or several students who give the feedback. In this case, the teacher - as the leader or the controller - decides the activity in the class.

The last two form interactions are the interaction between learner – learner and learners – learners. The students get an assignment from the teacher, which they have to finish it in pairs or group work. In this case, the teacher has the role as the consultant or adviser. In the end of the activity, the students have to report what they discussed about their work. Such work encourages students to be independent and gives responsibility to the students in learning. The research has shown (Davies, 2011) by giving a pairs or group work, the chance of students to speak increased. It can gain the better understanding in learning, because the students should solve the problem by themselves.

There are many ways to improve the interaction between the teacher and the students. For example, by creating a classroom environment in which the students can involve the classroom activities and explore their understanding and experiment with language without any fear of being wrong (Moon, 2000:67). To achieve a successful interaction, both teacher and students have to involve in the classroom activities. Not only teacher who takes the role as a speaker in the whole

activities, but the students also should unite their effort to participate in the classroom interaction (Allwright & Bailey, cited in Ribas, 2010). Moreover, Johnson (cited in Ribas, 2010) states that the effective classroom interaction consists of three acts called IRE or IRF: Initiation – Response – Evaluation/Feedback, which is underlying the interaction between teacher and students.

2.1.1.1 Teacher Talk

Longman Dictionary of Language Teaching and Applied Linguistics defines teacher talk as “that variety of language sometimes used by teacher when they are in the process of teaching” (Richards & Schmidt, 2002). According to Yanfen & Yuqin (2010), teacher talk is a part of foreign language teaching in organizing activities in the classroom. They argue that teacher who gives the interaction devices such as repetition, suggesting idea, prodding, and expansion would evoke more interactions between teacher and students.

In addition, Ribas (2010) describes that teacher talk affects student talk in developing their ideas, so it is recognized that such teacher talk influence students’ knowledge during the lesson. Teacher as a manager of the class, tends to give students a simply question as a strategy to make them to participate in the classroom activities. Flanders (1970, cited in Smith, 1976:34) classifies teacher talk into two types: 1) Indirect influence and 2) Direct influence. Here are the sub-types and the examples of the each type:

a. **Indirect Influence**

Indirect influence is given by the teacher which encourages and supports the students' participation in the classroom interaction. There are four types of indirect influence: accepting feeling, praising or encouraging, asking questions, and using ideas of students.

1. **Accepting Feeling**

Teacher should accept and clarify the feeling of the students in a non-threatening manner. By predicting and recalling feelings can trigger the students to give a feedback.

2. **Praising or Encouraging**

Teacher encourages students to give feedback in classroom activities by commenting their action or behavior. For example, encourage students by nodding or saying 'uh huh?', and giving praises by saying 'excellent'. 'You should be proud of yourself' are the examples of encouraging students to be self-motivated.

3. **Asking Questions**

By asking a question, students may answer the question. Teacher asks some questions in order to invite them to speak. In this category, rhetorical questions are not included.

4. **Using Ideas of Students**

In the classroom interaction, some students give feedback to the teacher such as answering question. In this case, teacher has a role as a

commentator by giving them suggestion in order to develop the students' ideas.

b. Direct Influence

Direct influence is given by teacher directly to the students to do something. Flanders (1970, cited in Smith, 1976:34) classifies three types of direct influence: lecturing, giving direction, and criticizing or justifying authority.

1. Lecturing

Lectures are given by the teacher for giving facts or opinion about content or procedures. In this case, teacher has the role as a speaker by giving some explanations to the students to increase their knowledge.

2. Giving Directions

Teacher gives the students commands, directions, or orders with which the students are expected to comply. This type is used when students' compliance with the teacher's statement result in some observable activity. The teacher's directions allow the students to respond nonverbally.

3. Criticizing or Justifying Authority

Teacher gives the statements intended to change students' behaviour from non-acceptable to acceptable pattern. In this type, the teacher tries to reject the students' behavior.

2.1.1.2. Pupil Talk or Student Talk

Pupil talk is the variety of language used by learners or students in the classroom activity to communicate with others. According to Flanders (1970,

cited in Smith, 1976:34), there are two classifications of pupil talk: responses and initiation.

a. Responses

Responses here are feedback given by the students in response to the teacher. The role of teacher is soliciting the students' statements. The students' responses are produced when the teacher initiates the interaction.

b. Initiation

Initiation means talk by the students who volunteer to do something that given by teacher, such asking and answering a question. In this case, teacher should not call the student's name to talk.

2.1.1.3. Silence or Confusion

There are some reasons why a student elect to keep silent in a classroom: afraid of making mistake, shy to talk in front of class, a desire not to 'stand out', dislike the sound of she/he talks in English, or need time to think. In this phenomenon, both teacher and students cannot understand the communication. There are pauses or periods of silence after the teacher gives a question or command. In this case, the students become less active in the classroom interaction. For example:

T: *"Any question? Do you understand everything?"*

S: *"Yes."*

T: *"Okay, how many people were speaking?"*

S: (no response)

(Snell, 1999)

2.1.2. Speaking Class Activity

Speaking class is speaking activity that occurred in the classroom with the teacher and students as the participants in this activity. Speaking activity in the classroom helps students to develop their language and fluency in talking. Ur (1996:120) argues that speaking skill is the most important since all foreign language learners are interested in becoming actual speakers of a language. Therefore, activities that develop in speaking skill are the important part of speaking class. Ur writes about four characteristics of a successful speaking class activity.

First characteristic is learners talk a lot. In the speaking class activity, learners as the participant talk a lot. In this case, students become more active in the class, but often most of time is taken up with teacher talk or pauses. Second, the speaking activity can be successful if the participation is equal among the students. All of students get a chance to speak in the classroom fairly. A minority of talkative participants does not dominate the classroom activity. It improves the students to be more active in the class. Third, the motivation from the learners is high. Learners are eager to speak because they are interested in the new topic from the teacher. In this case, the teacher has to give an innovation in teaching speaking in order to motivate the students in contributing to achieve the task objective. Fourth, the last characteristic is the language that used by the students is of an acceptable level. Learners express themselves in utterances that are relevant and easy comprehensible to teach others. When students communicate with others,

they construct ideas in words, express their perception, their feelings and intentions, so that interlocutors grasp meaning of what the speakers mean.

In the speaking class activity, teacher has roles as a facilitator, a manager and a controller in achieving the effective speaking class. Teacher should have strategies to make students speak fluently in the classroom. Harmer (2007) claims three roles of teacher in speaking activity, teacher as: 1) prompter, 2) participant, and 3) feedback provider.

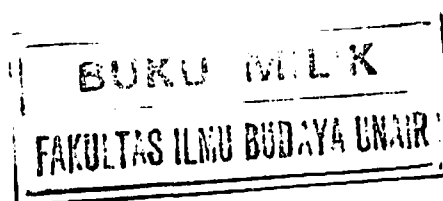
First, the teacher as a prompter when the students are often confused, cannot think of what to say next, or sometimes get lost in developing their ideas. As a prompter, the teacher helps the students by giving suggestions to them so that they can build their language or ideas. Second, the teacher as a participant means that the teacher should be a good animator to the students by participating in the classroom activities. For example, the teacher must give good utterances when asking students in order to produce language. However, while participating in the classroom activities, the teacher must be careful by not participating too much which affects teacher dominates the speaking activity so that the students have little chances in the class.

The last of the teacher's roles in the speaking activity is as a feedback provider. The teacher sometimes gives correction to the students when they in the middle of speaking activity. By giving correction, it may help them to avoid the difficulties or misunderstanding. In addition, while the students completed the activity, teacher will respond and give feedback to them in order to develop their knowledge.

2.2. Review of Related Studies

There are some preview studies that are quite similar with this study. This is one of the examples, a research article written by Mulyati (2003). She investigated teacher talk and student talk in verbal classroom interaction. She focused on developing speaking skill in young learner. The findings indicate that teacher talk plays important in developing speaking skill because the students can learn the language with the help of communicative interaction and contextual learning such as interactive activities in the classroom. Although the teacher dominates the classroom interaction, but it mostly uses English for communication so the students is accustomed to use English in interaction. Results mention the technique has the most important role in teaching speaking to young learners because the teacher has roles as manager, facilitator, and controller. It is believed that the results of the study will enable the teacher to plan the classroom talk consciously.

Puspadewi (2012) investigated the teacher talk of junior level class in English course. She attempt to find out the types of teacher talk and the reason of the teachers for using English utterances in their talk. The result of this study indicates that teacher talk is important in students' learning process, and it can help the students to understand about the lesson. The most frequently used by teacher are asking question, giving lectures, and giving direction, in other hand, dealing with feelings rarely appears in their research. She concluded that the use of English utterances by the teachers could make students to understand the meaning so it could increase their vocabulary.



Another previous study that addressed teacher talk and student talk is a study from Lasantu (2013). She investigated the types of teacher talk and its relation with student's responses that occurred in ESP class. This study was conducted at the university level. The research findings show that giving information is the most frequent type of teacher talk that occurred in the classroom observations. Based on this study, she mentioned that teacher talk affects students in giving responses. This study found that direct influence of teacher talk tends to increase the teacher talk and restrains student talk, so it is resulted that the teacher dominates the classroom activity.

Almost all of the studies above work on classroom interaction among the English class in primary schools and university levels. While there have been some studies work in classroom interaction in primary school, little has been worked on the university levels. In addition, the studies above are concerned in teacher talk and student talk. This study, however, is concerned with teacher talk and student talk in classroom interaction in post-secondary school. This study used Flanders theory (cited in Smith, 1976:34) to find out the types of teacher talk and student talk in classroom interaction produced by English teacher and students of eleventh grades of social study class at SMAN 3 Surabaya.

CHAPTER III

METHOD OF THE STUDY