**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents some review of related literature and previous studies related to this study.

**A. Review of Related Literature**

**1. The Teacher Talk and Language Classroom**

There are many aspects influencing the success of the teaching and learning process. In language classroom, teacher’s voice is one of the most influential aspects on the success of teaching-learning. How teacher speak, what their voice sound like, and what kinds of language they use have a crucial impact on classes. The kind of language used by the teacher in the process of teaching is known as teacher talk (TT).

In talking to their students many teachers prefers using the learners’ mother tongue rather than using the target language. As Littlewood points out, many teachers use the learners’ mother tongue in talking to their students. This may often necessary decision, in the interest of organizing the lesson clearly and efficiently (Littlewood, 2009: 45). But in the other hand it also decreases the student’s opportunities from the exposure to the target language.

One of the purposes of learning language is for communication, so there are some ways for keeping student’s opportunities to the exposure of the target language: “the teacher should speak English for the majority of the time so that the students are constantly exposure to how English sounds and what it feels like” (Harmer, 2007: 179). For organizing the lesson clearly, teachers have to be able to choose the appropriate words and clear examples or illustrations. Besides, presenting the information more than once may increase student’s understanding of a certain topic.

In the other hands, classes are sometimes criticized because there is too much TTT (Teacher Talking Time) and not enough STT (Student Talking Time). Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for students to practice their own speaking, and it is the students who need the practice, not the teacher. For the reasons, a good teacher maximizes STT and minimizes TTT (Harmer, 2007: 38).

**2. The Nature of Classroom Interaction**

Interaction is the heart of communication, and communication itself, whether it is oral or written, is the central goal of the foreign language learning. In order to achieve that goal, the learners or the students need to cooperate and interact among themselves, between them and the teacher, or between them and someone else who are aware of language learning. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987).

Etymology, the word “interaction” comes from Latin word: *inter* and *agree* that mean reciprocal process. Here, what is meant by reciprocal process is an activity to exchanging message systematically by using verbal or non-verbal media (Sampson in Hanafi, 2000). Howe (1981) defines interaction as an activity that is initiated by taking turn. He further adds that a good interaction should include address, topic or information, and response.

A classroom is a [room](http://en.wikipedia.org/wiki/Room) in which [teaching](http://en.wikipedia.org/wiki/Teaching) or [learning](http://en.wikipedia.org/wiki/Learning) activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions (<http://en.wikipedia.org>/wiki/Classroom).

Classroom interaction is about the students having an active discussion during class. Interactions occur both between students with lecturer present, and with the lecturer who probes student thinking among the whole group. There are many ways on how to communicate with students, especially in the classroom.

Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur everyday 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.

Moreover, Allwright and Bailey (1991: 25) stated 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.

**Planned Aspects The Lesson Co-Product Outcomes**

Syllabus Input

Classroom

Interaction

Method Practice opportunities

Atmosphere Receptivity

Figure 1 The relationship between plans and outcomes

**3. The Interaction in Speaking Class**

Communication is the activity of expressing ideas and feelings or of giving people information (Oxford Dictionary, 2008: 84). In communication involves someone else to understand what we want to tell them, what is often referred to as our message. We probably tend to think of a message as being factual, and it is true that we can communicate facts, but in many everyday situations we also hope to communicate our opinions and emotion (Lynch, 1996: 03).

The interaction always occure in everywhere between the people and others, especially in teaching-learning process. The teacher do interaction to give informations or to deliverabout the material of study, and the students also do interaction to asksor answer and discussion with their friends or teacher.

In speaking class, the students practiced to increase their ability in order to be able to speak well.Some EFL/ESL classes are taught in a fairly teacher centered fashion. Interaction is dominated by the teacher who, for example, give lengthy explanations and lectures, drills repetitively, asks the majority of the questions, and makes judgments about the student’s answer. However, other EFL/ESL teachers see value in getting students involved in interacting in English (Gebhard,1996: 49).

Lynch (1996: 03) stated that listening and reading are useful sources of experience, but active practice in-and feedback on speaking and writing the target language is essential for faster progress. In the classroom, ‘speaking’ can cover a wide range of oral activities, for example; actually talking to someone about something, it’s to repetation drills.

**4. The Patterns of Classroom Interaction**

Sinclair and Coulthard (1975) also states that: Observation has shown that the most common type of classroom interaction is that known as ‘IRF’ Initiation Response Feedback. The teacher initiates an exchange, usually in the form of a question, one of the students answer, the teacher give feedback (assessment, correction, and comment), initiates the next question and so on (Ur, 1996: 227).

However, there are the other alternative patterns, i.e. those in which the initiation does not always have to be in the hands of the teacher and the interaction itself maybe between the students themselves or between a student and the material. To be detailed, the types of IRF can be classified into various patterns of interactions, they are:

1. *Group work*: the students work in small groups on tasks that entail interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.
2. *Closed-ended teacher questioning ('IRF')*: only one 'right' response gets approved. Sometimes cynically called the ‘Guess what the teacher wants you to say’ game.
3. *Individual work*: the teacher gives a tasks or set of tasks, and students work on them independently; the teacher walks around monitoring and assisting where necessary.
4. *Choral responses*: the teacher give a model which is repeated by all the class in chorus; or gives a cue which is responded to in chorus.
5. *Collaboration*: the students do the same sort of tasks as in ‘individual work’, but work together, usually in pairs, to try to acieve the best result they can. The teacher may or may not intervene. (Note that this is different from ‘Group work’, where the task itself necessitates interaction.)
6. *Student initiates, teacher answers*: for example, in a guessing game: the students think of questions and the teacher responds; but the teacher decides who asks.
7. *Full-class interaction*: the students debate a topic or do a language task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.
8. *Teacher talk*: this may involve some kind of silents student response, such as writing from dictation, but there is no initiative on the part of the student.
9. *Self-access*: the students choose their own learning tasks, and work autonomously.
10. *Open-ended teacher questioning*: there are a number of possible ‘right’ answers, so that more students answer each cue (Ur, 1996: 228).

**5. The Types and Levels of Classroom Interaction**

Barker (1982: 8) devides the classroom interactioninto four types and levels: (1) Intrapersonal; (2) Interpersonal; (3) Group; and (4) Cultural Interactions.

Intrapersonal is an interaction which takes place within the individual. In the classroom, self-to-self interaction will take one of two forms, that are teacher to self and student to self. In each case, interaction occures within a single teacher or single student. There are two characteristics of intrapersonal interaction; first, the originator and the responder are within the same individual. Consequently, correction of errors must be made by the individual involved in intrapersonal interaction, there is little problem in misinterpretation of language symbols. The example of intrapersonal interaction is the student who mumbles to himself.

Interpersonal needs two individuals-an originator and a responder (Barker, 1982: 12). Interpersonal interaction may occure in any face-to-face encounter and is an important medium of interaction in the classroom. The three forms of interpersonal interaction in the classroom are the teacher to student, student to teacher, and student to student. At this level interaction, the message is transmitted to a student by the teacher to the teacher by a particular student, or from one student to other student respectively. The example of interpersonal interaction in the cassroom are particular question about assignments, counseling sessions between the student and the teacher, team projects between the individual student, and teacher-student discussion of seatwork as the teacher moved from desk to desk. The characteristic of interpersonal is that both the originator and the responder frequently exchange roles several times within communication incident.

The third types and levels were group interaction. Barker (1982: 13) states, that group interaction is more frequntly used in the classroom than any other single level of interaction. In involves the interaction between the teacher and several students, between several students and the teacher, or between a student and several students. For example of group interaction in the classroom are group or class discussion, class recitation, and the activities involving group projects. The group interaction level is different from any other levels of interaction in that the flow of message may be very irregular and have spontaneity makes it difficult for the speaker to organize the message and the listeners to understand the message.

Barker (1982: 13) states the last types and levels were cultural interactions. The originator of the message is often unknowen. In most of forms of cultural interaction, there are number of originators who have helped to shape the cultural message. The rules of the school, rules in the discussions, laws, superstitious beliefs, folkways, cultural costumes, and art are all examples of the originators who have helped to shape the cultural message in cultural interaction. In the classroom interaction, culture can function as the originator in self-to-self, teacher, students, or student-students interaction.

Besides, the culture can also bind the teacher and the students. In addition, culture also dictates moral value, ethical consideration, and educational values which can affect perception of the interactional setting. In the classroom, the subculture of the immediate neighborhood in which the school is located will probably have more influence on students and teachers than the greater cultural concepts held by the nation as a whole.

**6. The Communication Strategy**

In an interaction one should consider several things. One of them is that he should provide suitable communication strategies needed for an interaction.

The term “communication or interactional strategy” is defined differently by different experts. Tarone et al. (1976, in Faerch and Kasper, 1983: 5) for instance, define communication strategy as a systematic attempt by the learner to express or to the decode meaning in the target language, in situation where the appropriate systematic target language rules have not been formed.

Corder (1983, in a Horvath and Nikolov, 2007: 269) defines this term as a systematic technique employed by a speaker to express his meaning when faced with some difficulties. Difficulties in this definition are taken to refer uniquely to the speaker’s inadequate command of the language used in an interaction. Faerch and Kasper (1983: 36) define communication strategies as potentially conscious plans for solving communicative problems that individual present as a way of reaching a particular communicative goal. Meanwhile, Tarone (1980, in a Cohen and Macaro, 2007: 208) defines communication strategies as a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structure do not seem to be shared.

Concerning with these strategies, various kinds of communication strategies are proposed different language experts. Some of them are those proposed by Tarone et. al. (1976), Corder (1983), Faerch and Kasper (1983), and Tarone (1980). According to them, based on two fundamentally different ways in solving communicative problems, the learner can either solve such problems by adopting avoidance behavior or by relying on achievement behavior. On the basis of those two different approaches to problems solving, they are major types of communication strategies they are reduction and achievement strategies. Within achievement strategies, they are compensatory strategies that can be further sub classified into (1) different code (i.e. code switching interlingua transfer), (2) different code and inter language the code simultaneously (i.e. Interlingua or interlingual transfer), (3) the interlingual code exclusively (i.e. generalization, paraphrase, word coinage, and restructuring), (4) discourse phenomena (i.e. appeals), and (5) non-linguistic devices (i.e. mime).

**7. Teacher’s Role in Teaching Learning Process**

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. The 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. Holtrop (1997) specified the teacher’s role in teaching-learning process as follows:

a. Lectures

A traditional view of the teacher is of someone who dispenses knowledge; someone who lectures, tells, feeds, disseminates, covers material, teaches the subject matter more than the students. The students sit passively while the teacher is on show. Desks in rows and a blackboard and podium up front are an arrangement designed for this role of a teacher. However, lectures are effective for giving short sets of instructions, background information, guidelines, or other information that is needed in a short time frame (e.g., before doing a class project, lab, or group activity).

b. Demonstrations

Demonstrations, on the other hand, allow students to experience more fully the information and concepts the teacher wants to impart during the lesson. Although the teacher is still the center of the action and the dispenser of knowledge, students can more easily see what they need to know and more efficiently link it to prior knowledge in their own ways. Students remember much better what they have both heard and seen (or even touched, smelled, or tasted).

c. Listening

Listening is a very important teacher role, something that we don't usually think of in connection with the lecturer role, however. Listening is crucial for assessment of learning (checking comprehension and appropriate challenge level), for collaboration between teachers and students (coaching instead of just judging), and for giving students a real sense of ownership of classroom activities as well as for allowing students to articulate and internalize the learning processes. Teachers who listen can turn around and provide very effective support structures to guide students on to the next level of challenge.

d. Empowering

Empowering is really what teaching is all about. Ironically, though, many teachers act as if empowering students’ means weakening themselves—their authority as both a classroom disciplinarian and a subject-matter authority. But maybe power is like love: the more you give, the more you get. From that teacher’s roles explanation, it can be concluded that the teacher should not only give lectures or explanation on the whole teaching-learning process, but also give a time to the students. The students should participate in classroom activities.

**8. Psychological factors in the classrom**

In the previous section, its noted that communicative ability develop by processes internal to the learner. The conclusion it drew from this is that the teacher subordinate the teachig behaviour to the learning needs of the students, sometimes event to the extent of with drawing completely from an activity once it is in progress. Since the developmental process occure inside the learner, a crucial factor in helping or hindering them is the learner’s psychological state.

The development of communicative skill can only take place if learners have motivation and opportunity to express thair own identity and to relate with the people around them. It therefore requires a learning atmosphere which gives them a sense of security and value as individuals.

Littelwood (2009) states that the encouragement of such relationships is an essential concern of a communicative approach to foreign language teaching. Clearly, it is concern which cannot be satisfied through methodology alone, since it involves a wide range of personality factors and interpersonal skill. However, the teacher is helped by a number of important aspects of the activities in the classroom. For example:

1. The teacher’s role in the learning process is recognised as less dominant. More emphasis is placed on the learner’s contribution through independent learning.
2. The emphasis on communicative interaction provides more opportunities for cooperative relationships to emerge, both among learners and between teacher and learners.
3. Communicative interaction gives learners more opportunities to express their own individually in the classroom.
4. These points are reinforced by the large number of activities where the class is divided into groups or pairs, which interact independently of the teacher.
5. The teacher’s role as ‘co-communicator’ places on an equal basis with the learners. This helps to breake down tension and barriers between them.
6. Learners are not being constantly corrected. Errors are regarded with greated tolerance, as a completely normal phenomenon in the development of communicative skills (Littelwood, 2009: 93-94).

**B. Previous Study**

The following studies have been reviewed in relation to the present study related to classroom interaction in speaking class. Here the writer lets the readers know the previous study. The previous research was done by Yudi Arianto (2011), entitled “A Describtive Study on Classroom Interaction in Speaking Class of Second Semester Students at STAIN Tulungagung”.

He was conducted a research that carried out in order to investigate the classroom interaction that occures in the Speaking class. The formulation of the research problem were: 1) How does the lecturer stimulate and encourage the second smester students of the english education program to interact in the classroom?, 2) What petterns of interaction occure during the classroom interaction in the Speaking class?, 3) What are the communication strategies that the lecturer and the students employ during the classroom interaction in the Speaking class?. The subject of the study are in class B and D that are taught by the same teacher.

Based on the previous studies the writer tries to find the similarities and differentces of the research. The similarities of this research with previous research are: first, the research method in this study was descriptive-qualitative research design. Second, the formulation of the research problem were; how does the lecturer stimulate and encourage the second smester students of the english education program to interact in the classroom. The differences of this research with previous research are: first, the subject of this research is in class A. Second, the research finding are: the types and levels of classroom interaction in Speaking class, the teacher's way to stimulate and encourage the students to engage to speak in Speaking class, and the students involvement in the English teaching-learning process in Speaking class.

This study was investigating and describing classroom interaction that occures in the Speaking class. The classroom interaction were a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. Interactions occur between the students and the teacher, or the students and the others student. The interaction was very important to share the idea or information, so there are many activities in teaching learning process to increase the language skill.

However, in communication such as face-to-face conversation, the social role of ‘listening’ often involves a considerable amount talking. In addition, in communication always use the word ‘partner’ to refer to someone engaged in spoken communication.