

CHAPTER II

REVIEW OF RELATED LITERATURE

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

A. Theory of Related Literature

In the theory of related literature it presents some theory that appropriate with the topic discussion such as the teaching and learning process, theory of language learning in the classroom, teaching English as a foreign language in senior high school, classroom interaction, the aspects of classroom interaction, the patterns of classroom interaction, level and types of classroom interaction and foreign language interaction analysis.

1. Teaching and Learning Process

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as the facilitator should give the facility to the learners in the learning process. He must select the teaching material related to the learners need. Richards et, al. (1992:7) 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 term of the four skills.
- d. Grading materials from simple to complex.

In teaching, the teacher should be able to choose effective methods of teaching to expose every material, since all methods have their advantages and disadvantages. There are many kinds of methods in language teaching, but there is no best method of teaching that will suit all occasions.

While, learning is a process of gaining some knowledge or skill by study. Language learning is a process. A child learns his first language step by step. Since he does not go to school at his age, he does not learn his first language by studying the rules formally, but through experience. Concept development of language goes along with the experience.

Brown (1980:8), states that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. According to this definition, knowledge or skill about language use can be gained by the learners through the study in the classroom or through experience in his life. During the process of learning, there are changes of learners' behavior. They will get the knowledge or skill that they have not had before as the result of learning. Kimbley and Garnezy, as quoted by Brown (1980:7), states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. The changing of learners' behavior and knowledge will depend on the effort as of both the teacher and the learners. If the teacher uses appropriate methods in teaching, it will be easier for the learners to study the materials. In this case of learning, the learners study the material consciously and practice it in order to get good results.

From the explanation above, it can be inferred that learning:

- a. Is a process of acquiring or getting knowledge
- b. Is getting information or skill
- c. Involves active and conscious efforts, inside or outside of the classroom
- d. Is relatively permanent, but subject to forgetting
- e. Involves some form of practice, perhaps reinforced practice
- f. Is a change in behavior.

2. Theory of Language Learning in the Classroom

As have we discuss before classroom interaction is the collaborative exchange of thought, feeling, or ideas between two or more people resulting in a reciprocal effect on each other during the teaching-learning process. Theories of communicative competence emphasize the important of interaction as human being use language in various context to “negotiate” meaning, or simply state, to get one idea out of your head and into the head of another person and vice versa.

From the very beginning of language study, classroom should be interactive, Rivers (1987) in Brown (1994:159) stated that thought interaction, student can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, join problem-solving task, or dialogue journal. In interaction, student can use all they process of the language – all they have learned or casually absorbed – in real-life exchange.

Based on that statement we know that in the process of learning in the classroom, both the teacher and the learners use the language to interact with

one another. The language used is mostly spoken. In this case speech has the priority in language teaching. One of the principles of the language teaching is that spoken language is primary, and this should be reflected in an oral-based methodology. This principle is supported by Byrne (1999), the classroom is of course a convenient place for imparting information and for developing many educational skills, but our main concern as language teacher is not to inform our students about the language but to develop their ability to use the language for variety of communicative purposes. Based on that statement, we can conclude that in a learning language, the students must learn the spoken form first before learn writing form, for this spoken is very needed in the classroom, because it used to interact between one to another, with a furious function.

3. Teaching English as a Foreign Language in Senior High School

Teaching English is much needed for us, a lot of people use English to communicate with other people from different parts of the world. In Indonesia, English is taught as a compulsory subject in the school, it starts from the beginning level that kindergarten to senior high school even in some university level. 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 students

always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and other.

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. As stated in Harmer (2001:39) 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.

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, those 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. However, there is something which is interesting from adolescents. As Ur in Harmer (2001:43) suggests teenage students are in fact overall the best language learners. 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.

At their best, adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to thing which interest them. Harmer (2007:15) also stated that dolescence is bound up with a search for identify and a need for self-esteem. This is often the result of the students' position within their peer group rather than being the consequence of teacher approval.

4. Classroom Interaction

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated.

The New Oxford Dictionary of English defines the noun 'interaction' as a '**reciprocal action or influence**'. Therefore interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. According to Chaudron (1998:10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001: 165) describes the term of interaction "as the heart communication, it is what communication is all about". Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime,

including in the classroom setting. Thus, Interaction between students and teacher is fundamental to the learning process.

From the statements above we know that interaction in the classroom is fundamental, 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. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

5. Aspect of Classroom Interaction

a. Teacher Talk

In language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication (Ellis, 1998:96). Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are sometimes repeated (Richards, 2002). According to Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2001:177), teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those

categories of teacher talk are divided into two kinds of influence; indirect and direct influences.

The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described below. (Brown, 2001: 170)

- 1) *Deals with feelings*: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.
- 2) *Praises or encourages*: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
- 3) *Jokes*: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).
- 4) *Uses ideas of students*: clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
- 5) *Repeats student response verbatim*: Repeating the exact words of students after they participate.
- 6) *Asks questions*: Asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows.

- 7) *Gives information*: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.
- 8) *Corrects without rejection*: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- 9) *Gives directions*: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.
- 10) *Criticizes student behavior*: rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.
- 11) *Criticizes student response*: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

b. Students Talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. According to Moskowitz's

FLINT in Brown (2001:170) there are seven categories of students talk described as follows.

- 1) *Student response, specific*: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
- 2) *Student response, open-ended or student-initiated*: responding to the teacher with students' own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.
- 3) *Silence*: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
- 4) *Silence-AV*: silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.
- 5) *Confusion, work-oriented*: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
- 6) *Confusion, non-work-oriented*: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
- 7) *Nonverbal*: Nonverbal gesture or facial expressions by the teacher or the students which communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

6. Pattern of Classroom Interaction

As stated by Sinclair and Coulthard (1975) in Ur (1996:227) 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 question, one of students answer, the teacher gives feedback (assessment, correction, comment) initiates the next question and so on.

To be detailed, the type of IRF can be classified into various patterns of interaction, they are:

a. Group work

The students work in small group on task that entails interaction: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all.

b. Closed-ended teacher questioning ('IRF')

Only one 'right' response gets approved. Sometimes cynically called the 'Gus what the teacher want you to say' game.

c. Individual work

The teacher gives a task or a set of task and student work on them independently; the teacher walks around monitoring and assisting where necessary.

d. Choral responses

The teachers give a model which is repeated by all the class in the chorus; or give a clue which is responded to in chorus.

e. Collaboration

The student do the same sort of task as in ‘individual work’, but work together, usually in pairs, to try to achieve the best result they can. The teacher may or may not intervene. (Note that this s different from ‘Group Work’, where the task it self necessitates interaction).

f. Student initiates, teacher answer

For example, in a guessing game; the student thing of question and the teacher responds; but the teacher decides who asks.

g. Full – Class Interaction

The students debate a topic or do languages task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor.

h. Teacher Talk

This may involve some kind of silence student response, such as writing from dictation, but there is no initiative on the part of the student.

i. Self-access

Students choose their own learning tasks, and work autonomously.

j. Open – ended teacher questioning

There are a number of possible ‘right’ answers, so that more students answer each cue (Ur, 1996:228).

7. Level and Types of Classroom Interaction

Barker (1982:8) divides the classroom interaction into four levels and types. They are: intrapersonal, interpersonal, group, and cultural interaction. Interpersonal interaction is an interaction which takes places within the

individual. In the classroom, self to self interaction will take one of two forms that is teacher to self or student to self. In each case, interaction occurs within a single teacher or single student. There are two characteristics of interpersonal 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 symbol. The example of intrapersonal interaction is a student who mumbles to himself.

Different with intrapersonal interaction, interpersonal interaction need two individuals an originator and a responder (Barker, 1982:12). Interpersonal interaction may occur in any face to face encounter and is an important medium of interaction in the classroom. The three form of interpersonal interaction in the classroom are 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 another student respectively.

Concerning with the third level and type of classroom interaction, Barker (1982:13) states that group interaction is more frequently used in the classroom than any other single level of interaction. It involves the interaction between the teacher and several students, between several students and the teacher, or between student and several students. Example of group interaction in the classroom is group or class discussion, class recitation and activities involving group project. The group interaction level is different from any other

levels of interaction in that the flow of message may be very irregular and have no definite pattern. Spontaneity is a key to successful group interaction, but such spontaneity makes it difficult for the speaker to organize the message and the listener to understand the message.

The last level and types of classroom interaction, Barker (1982:13) states that in cultural interaction, the originator of the message is often unknown. In most of form 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 I self to self, teacher to students or student to students' interaction.

8. Foreign Language Interaction Analysis (FLINT)

One way to begin to look at your role as an initiator of interaction in the classroom is to look at your self (and another teacher) in term of a well-known taxonomy for describing classroom interaction.

This model is helpful in developing interactive language teaching, here are several practical uses, they are:

Frist, it gives you taxonomy for observing other teacher. Moskowitz recommended using a chart or grid to note instances of each category. You can also calculate how much time a teachers spend with each. Then you can evaluate the wisdom of certain choice made by the teacher or look at the

overall distribution of time and as yourself about the appropriateness of such a distribution.

Second, it gives you a framework for evaluating and improving your own teaching. For example, how well do you balance teacher talk and student talk? While the FLINT model includes seven categories for teacher talk and only two for student talk, don't let that fool you into believing that your own talk should be dominate. Depending on the objective of the lesson, the level of the students, and other contextual factors, the proportion will vary, but most of the time we teacher tend talk to much, not allowing enough time for student to respond to you or to initiate talk. A careful consideration of all seven of teacher-talk categories can also serve as a blueprint for your teaching behavior in the classroom: Am I accepting the students' feeling in a non-threatening way? Am I offering sufficient praise? Am I lecturing too much? Do I give my student opportunities to initiate language on their own?

Third, the FLINT model, especially the first seven categories, helps to set a learning climate for interactive teaching. Teacher can establish a climate of cooperation by recognizing and openly accepting your students' emotional ups and downs, by recognizing each individual student in the class as special in his or her own way, by soliciting their ideas, and by careful framing of question. We now turn to an extensive look at the letter.

B. Previous Study

1. The Teacher And Learner Talk In The Classroom Interaction Of Grade VIII A SMPN 2 Cepiring Kendal.

Nafrina (2007), conducted a research that the objectives was to describe the interaction between the teacher and learners while they are in the classroom and to identify Indonesian or English language used most by the teacher and students in the classroom interaction. In this study involved eight A students of Junior High School 2 Cepiring Kendal.

The result of this study shows that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this study, the writer concludes that the teacher is dominant in the classroom interaction. For the equipment, the learners were adequately provided with English learning resources, but there were no visual aids. The limited equipment made it difficult for the teacher to develop her teaching strategy. The learners condition showed that they should be more active because some of them was still confused or gave no answer. It can be concluded that there are mutual dependence of roles between the participants. Functionally, the teacher and the learners complemented to each other. However, the most often initiator is the teacher, because she was accustomed to using English.

2. A Descriptive Study on Classroom Interaction in Speaking Class of the second semester student at STAIN Tulungagung

Fanani (2012), conduct a research to describe and explore what are the types and levels of classroom interaction in speaking class, how the teacher

stimulate and encourage the students to engage to speak in speaking class, and how do the student involve themselves in interaction during the teaching learning process in speaking class. The subjects of this study are the speaking lecturer and the second semester student of A class at STAIN Tulungagung.

From the observation was conducted by the researcher, the result shows that there were three types and levels of classroom interaction that occurred in speaking class, interpersonal interaction, group interaction and cultural interaction. There were some process of lecturers' way to stimulate and encourage to the student to speak, they were: breaking down the topic, allowing the student to apply code switching or code mixing, monitors the student or group and the teacher makes some joke or humors.

Based on that two pervious studies above, the researcher try to conduct the study about classroom interaction between teacher and learners and try to find something new in the research it is about the aspects of interaction in the classroom and to investigate the patterns of interaction that occur during the teaching learning process. Which is this study haven't conduct yet by the previous study. Beside that, the researchers conduct a research with different subject from the two previous studies above. The subject of this research is not the students in university and junior high school level but the student in senior high school. It is of course there are different significant because the level from two subject is really different and the ability in mastering English is also different. So, it is why the researcher really intended to conduct their study by use first grade students' as the subject of her study.