

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Studies

In this previous studies, the researcher found some literatures that have similar theme with the reseracher's thesis, are below :

1. The thesis that written by Dina Septryana Putri entitled "The Analysis of Teacher Talk and the Characteristic of Classroom Interaction in English as a Foreign Language Classroom" focused on finding the characteristic of classroom interaction in EFL class of a vocational school in Bandung based on Flander Interaction Analysis Categories. The result was discovered all categories of teacher talk existed in the classroom.
2. The thesis that written by Martha Septianingtyas entitled "A Study of Interaction in Teaching English to Young Learner (TEYL) Classroom Using Flanders' Interaction Analysis System" focused on identifying predominant interaction patters and discover how the interaction happened. The target of this research was young learner at kindergarten school level. It was found that the interaction between the students and the teacher went almost balanced and active.

Based on the literatures above, it can be concluded that interaction analysis can be used to identify the characteristics of classroom interaction especially for teacher talk and finding predominant pattern. Meanwhile, in this research the writer focused on finding the general description of teacher talk and students talk in the classroom interaction, and also identified the

types of classroom interaction between the teacher and the students conducted in the eleventh grade of MAN Bawu Jepara.

2.2 Theoretical Review

2.2.1 Classroom Interaction

As we know, classroom interaction can make the students more participate to communicate in the learning classroom. It means that the students's motivated to involve in the learning process. According to Dagarin in Putri (2014:8) classroom interaction is an interaction between teacher and the students in the classroom where they can create interaction at each other. So, classroom interaction is a students and teacher's interaction that happen in the teaching and learning activity.

Furthermore, the use of classroom interaction give the students opportunity to share their knowledge that they get to other. Through classroom interaction, the students are also braver to deliver their own idea among others. It means, the teacher are better use collaborative learning to support the students participation. Collaborative learning refers to an instruction method in which students at various performance level work together in small groups toward a common goal (Gokhale. 1995: 22). So, it will make the students more active to participate with other students or the teacher in the learning process. Because the succesfull of the learning depends on the cooperation among the students.

Beside that, the significance of the classroom interaction for the teacher is to evaluate their teaching style. For example, from teacher-centered learning to students-centered learning. In appropriate, Creemers and Krikiades in Putri (2014:9) state that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the teacher will know how to make the students involve in the classroom interaction more. It means that the key of students interaction successfully is on the teacher. Beside that, a good classroom interaction depends on how far the teacher give the students opportunity to explore their ideas especially through verbal interaction. So, the classroom interaction going to balance between the teacher and the students.

2.2.2 Roles of Classroom Interaction

In classroom, interaction plays a significant role to reach the target language. In this discussion, there are four roles, as follows (Almira. 2016: 11);

1. Increasing Students Language Store

Interaction can be one of way to improve students language ability. By interaction, students also can enrich their language store by listening, reading or speaking in learning activity. This appropriate to Rivers' in Alimira opinion (2016:11) :

“Through interaction, students can increase their language store as to read authentic linguistics material, or even the

output of their fellow students in discussion, skits, joint problem-solving tasks, or dialogue journals. In interaction students can use all they possess of the language—all they have learned or casually absorbed in real life exchanges”

So, students should more active to participate in interaction classroom. Because by this, students can practice their language ability at each other. And the result, their language store will increase.

2. Developing Communication Skill

Communication can not be separated in classroom interaction. Through communication, students have chance to give opinion or response to another students or teacher. There are several strategies that teacher used to develop students' communication. Such as; discussion, questioning, debate and etc. Based on Thapa and Lin in Nisa (2014:125) said that :

“Interaction in the classroom becomes the central factors which is able to enhance the students' linguistic resources as well as equipping them with appropriate skills for communication.”

It means that, interaction classroom support the students to develop their communication skill, because they learned to express their ideas to another one. So, if they practice it regularly, their communication skill will improve.

3. Building Students' Confidence

Confidence is one of important point in social activity. In line with it, Thapa and Lin in Almira (2016:11) define that,

interaction is an essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users. Thus, the teacher should give the students change to participitae in classroom activities. By the time, students's confidence will develop.

2.2.3 Types of Classroom Interaction

As we know, classroom interaction happened when teacher and students interact each other. Based on Abarca (2004: 3) in his book entitle "Interaction in English Classrom; An Exploratory Study" described that the dominant types of interaction divided into three categories, they are;

1. The teacher dominated classroom is the one where the teacher spend most of the time taking, and the students participation is very limited.
2. The teacher-centered classroom is the one where the teacher controlling the students participation through some classroom activities and the students have chance to participate.
3. Student-centered calssroom is thge one where thr student can participate actively. It meansthat the teacher as a fasilitator and the students more active rather than the teacher in calssroom interaction.

In other hand, Dagarin in Septiningtyas (2016:16) list that there are three types of interaction frequently occur in classroom, they are:

1. Student-Teacher Classroom Interaction

This interaction will encourage teacher in way they deliver information and feedback. Asking question is the most frequent activity that the student do with their teacher. The exmaple is when they ask about material they do not understand and ask about the certain procedure such as as game and role play.

2. Students-Students Classroom Interaction

Accroding to Ur (2000) there are more than one patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, collaborative and teacher talk. In this case, students are given free chance to speak in class since they can talk each other.

3. Teacher-Whole Classroom Interaction

Tang (2010) contends that in the EFL classroom context, the teachers always initiate teacher-whole class interaction by asking question and students's respond to the teacher question. It means that, the teacher always try out to stimulate the students to speak up in the classroom activity. Dagarin(2009) argues that there are three types of teacher whole class interaction such as giving explanation, prizes, information and instruction.

2.2.4 Teacher Talk

Teacher Talk is the language in the classroom that takes up a major portion of class time employed to give directions, explain activities and check students' understanding. In line with it, Sukarni and Ulfa (2015: 265) argues that teacher talk is a major way used by the teacher to convey information, have discussion and negotiations and motivate his students, so he can't infinitive the students' knowledge and control their behaviour.

Moreover, Teacher Talk is an indispensable part of foreign language teaching in organizing activities, and the way teachers talk not only determines how well they make their lectures, but also guarantees how well students will learn (Yanfen & Yuqin. 2010:76). It means that, teacher talk play essential role for the the teacher to transfer knowledge to the students in the classroom. Because, talk is one of significant ways that teacher uses to deliver information and control learning behavior of the students. Through teacher talk, the relationship between the teacher and the students more friendly. It will creat harmonious atmospher between the teacher and the students.

According to Flanders in Putri (2015: 18) that teacher talk is categorized into two main type, indirect influence and direct influence. In indirect influence, teacher could accept students' feeling, praising or encouraging students, accepting or using students' ideas, and asking questions to the pupil. Teacher directly

influences the students by lecturing the students, giving directions, and criticizing as well as justifying authorities. 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. Then, indirect influence are described below (Brown in Almira, 2016: 13);

- a. Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.
- b. 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.
- c. 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).
- d. Uses ideas of students: clarifying, using, interpreting, summarizing the ideas of students. The ideas must be rephrased by the teacher but still be recognized as being student contributions.
- e. Repeats student response verbatim: repeating the exact words of students after they participate.
- f. Asks questions: asking questions to which the answer is anticipated (rhetorical questions are not included in this category).

Then, the categories of talk influence which consist of direct influence are below (Brown in Almira, 2006:13-14);

- a. Gives information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.
- b. Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- c. Gives directions: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and smallgroup activity.
- d. 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.
- e. 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.

2.2.5 Students Talk

Student Talk can be said as student's speech when he imitate his teacher's examples, expresses his idea or gives comments and criticism about something in the classroom (Ulfa and Sukarni, 2015: 265). So, students should have effort to study in language classroom. Beside that, teacher should support the students by giving a chance to participate

more in classroom learning. So, a good classroom atmosphere will support the students' effort.

Moreover, Student Talk can be used by the students to express their own ideas, initiate, new topics, and develop their own opinion (Almira, 2006: 14). It can makes the students' English capability will increase. In FIACS, there are six catagories of students talk described as follows (Almira, 2006: 14) ;

- a. Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
- b. 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 participation.
- c. Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
- d. Silence-AV: silence in the interaction during which a piece of audio visual equipment, e.g., a tape recorder, fimstrip projector, and record player., is being used to communicate.
- e. 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.

- f. 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.

2.2.6 Student Centered Learning

In the 21st century era, the concept of student centered learning define as process for bring the classroom and students to life. The teacher is considered a “guide on the side”, assisting and guiding students to meet the goals that have been made by the students and the teacher (Overby, 2011: 109). Its mean that the students should be an actor in learning process and the teacher as an fasilitator who encourage the students’ capability in language study.

Student centered learning is also called as Project- Based Learning (PBL) which is a concept implementing a new curriculum using technology and the student’s own abilities to achieve higher standards than the traditional learning styles (Zmuda in Overby, 2011:109). Moreover, To attain a successful curriculum means that the teacher also has to make changes in how they teach their students. A traditional one-size-fits all approach will not work in an environment in which students are part of the decision making (Zmuda in Overby,

2014: 109). To be successful as a teacher it is imperative to build a relationship with a student; respect fosters respect, which breaks down the barriers that inhibit communication and trust (Moye in Overby, 2014: 109)

In line with above, Glowa and Goodell (2016: 1) state that :

“Student-centered learning models personalize learning with the use of competency-based approaches, supported by blended and online learning modalities and environments, as well as extended learning options and resources. A focus exists on student ownership of learning”

From opinions above, we can conclude that student centered learning is a model of learning that involve the students in learning process actively, supported by technology such as blended or online learning.

2.2.7 Flander Interaction Analysis Catagories System (FIACS) Technique

Flanders’ Interaction Analysis Category System (FIACS) developed by Flander (1970 cited in Subudhi 2011) is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. It is an innovation which made possible significant insights into the analysis and improvement of instruction (Amatari, 2015:44). It means that, Flander’s Interaction Analysis System (FIACS) is an observational tool used to categorize verbal communication of the teacher and the students in classroom interaction.

The use of FIACS is to record verbal interaction between students and teacher during learning process. This technique also allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students (Putri, 2014: 20).

In line with above, Tichapondwa in Septiningtyas (2016: 25) argue that Flander Interaction Analysis Category System (FIACS) is for identifying, classifyong and observing classroom verbal interaction. It means that this technique help the researcher to analyse students and teacher's interaction during teaching and learning classroom.

Flander's Interaction Analysis Categories System (FIACS)

Table 2.1

NO	Flander's Interaction Analysis Categories System (FIACS)
	Teacher Talk
A	Indirect Talk
1.	Accept Feelings
	<ul style="list-style-type: none"> ▪ In this category, teacher accepts the feeling of the students. ▪ He feels himself that the students should not punished for exhibiting his feelings. ▪ Feeling may be positive or negative.
2.	Praise or Encouragement
	<ul style="list-style-type: none"> ▪ Teacher praises or encourages student action or behavior. ▪ When a student gives answer to the question asked by the

	<p>teacher, the teacher gives positives reinforcement by saying word like ‘good’. ‘vey good’, ‘better’, ‘correct’, ‘excellent’, ‘carry on’.</p>
3.	Accepts or Uses Ideas of Students
	<ul style="list-style-type: none"> ▪ If a student passes on some suggestion, then the teacher may repeat in nutshell in his own style or words. ▪ The teacher can say ‘I understand what you mean’. Or the teacher clarifies builds or develops ideas or suggestion given by a student.
4.	Asking Question
	<ul style="list-style-type: none"> ▪ Asking question about content or procedures, based on the teacher ideas and expecting an answer form the students. ▪ Sometimes, teacher asks the question but he carries on his lecture without receiving any answer.
B	Direct Talk
5	Lecturing/ Lecture
	<ul style="list-style-type: none"> ▪ Giving facts or opinion about content or procedure expression of this own ideas, giving his own explanation, citing an authority other that students, or asking rhetorical question.
6	Giving Direction
	<ul style="list-style-type: none"> ▪ The teacher gives directions, commands or orders or initiation with which a students is expected to comply with :

	<ul style="list-style-type: none"> ▪ Open your books ▪ Stand up on the benches ▪ Solve 4th sun of exercise
7	Criticizing or Justifying Authority
	<ul style="list-style-type: none"> ▪ When the teacher asks the students not to interrupt with foolish questions, then this behavior is included in this category. ▪ Teachers asks 'what' and 'why' to the students also come under this category. ▪ Stating why the teacher is doing what he is doing.
	Student Talk
8	Student Talk Response
	<ul style="list-style-type: none"> ▪ It included the students talk in responses to teacher's talk. ▪ Teacher asks question, student gives answer to the question.
9	Student Talk Initiation
	<ul style="list-style-type: none"> ▪ Talk by students talk in response to teacher's talk ▪ Expressing own ideas; initiating a new topic, freedom to develop opinion and line of though like asking thoughtful questions; going beyond the existing structure.
10	Silence or Pause Confusion
	A. Pauses, short period of silence and period of confusion in which communication cannot be understood by the observer.

Flander (1980 cited in Putri. 2014)

Flander's Interaction Matrix

Table 2.2

	1	2	3	4	5	6	7	8	9	10
1	Teacher Supports							Student Participation		
2										
3										
4	Content Cross									
5										
6						Teacher Control				
7										
8										
9										
10										

The Flander Interaction Matrix shows types interaction characteristics. The types of interaction characteristics are described below (Septiningtyas, 2016: 28);

1. Content Cross

A heavy concentration in a column 4 and 5 and row 4 and 5 indicates teacher dependence on question and lectures.

2. Teacher Control

Concentration on column and row 6 and 7, indicates extensive commands and reprimands by the teacher.

3. Teacher Support

A heavy concentration of score in column and row 1,2 and 3, indicates that the teacher is reinforcing and encouraging students' participation.

4. Student Participation

A concentration of score in column 8 and 9 reflects students responses to the teacher's behavior.

2.2.8 Strength of FIACS Technique

Flander's Interaction Analysis Classroom System is a tool for analyzing classroom interaction in the teaching and learning activity. According to Evans in Septiningtyas (2016: 25) shows that there are two strength of using FIACS. First, it provides an objective method for distinguishing teacher verbal interaction and characteristic since it represents an effort to count teacher verbal interaction. Second, it describes teaching and learning process.

In FIACS technique, the researcher will know the quantity of verbal interaction in classroom between students and teachers. Because each verbal interaction will be recorded by using Flander's interaction matrix. As a result, it can change the teacher's teaching style. For example when the teacher knows how much they spend their time during teaching process. So next time, they will change their style before and make the students more active in classroom by designing

material that makes the students more dominant than the teacher. In conclusion, FIACS can be a tool to evaluate teacher's style in teaching process.

