CHAPTER II
REVIEW OF RELATED LITERATURE

2.1. Previous Studies

In this research, the writer took four previous studies. The first one is the research that had been done by Febi Garetsa Putri (2014) with her research paper entitled "An Analysis of Classroom Interaction by Using Flander Interaction Analysis Categories System (FIACS) Technique at SMP N 13 Kota Bengkulu in 2013/ 2014 Academic Year" where the result of her study showed that the teacher talk was the most dominant classroom interaction during the observation. In addition, both teacher A and B, the content cross was the most dominant characteristics during the observation. The characteristics showed the correlation to the teacher indirect and direct talk that was the teacher spent talking time more in teaching and learning process to ask questions and lecture. From the result, the researcher concluded that the students were not active enough in the classroom interaction.

Second, the research that had been done by Rini Triani Pujiastuti (2013) with her journal paper entitled "Classroom Interaction: An Analysis of Teacher Talk and Student Talk in English for Young Learners (EYL)" where the result of her study that all of the teacher talk categories of FIAC were revealed covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It is also found that student's initiation plays a significant part in the classroom interaction.

Third, the research that had been done by Sinta Hoerun Nisa (2014) with her journal paper entitled "Classroom Interaction Analysis in Indonesian EFL Speaking Class" where the result of her study that during interaction in the EFL speaking class, the teacher tended to act as facilitator which facilitated students to speak with several student-fronted speaking activities, such as class

discussion, presentation, simulation and communication games, a director that directed them in conducting speaking activities, and a resource providing information needed by students. In addition, the students had more opportunity to speak and interact in EFL speaking class by doing speaking activities focused on group-work activities and presentation. However, the usage of native language during interaction was frequently used.

Fourth, the research that had been done by Tias Risaning Asmara (2007) with her research paper entitled "An Analysis of Speaking Classroom Interactions at the Tenth Grade of SMA Negeri 7 Surakarta in the Academic Year of 2006/2007" where the result of her study that teacher talk time is longer that students talk time. This can be seen from the classroom interaction which is still dominated by the teacher. The teacher's talk mostly used are asking question, giving information, giving direction, and praising or encouraging. The students' talk is used largely for responding to the teachers' question or lecture, but the amount of them are quite same with the students' initiation.

Whereas the writer's research was to finds out the characteristics of the teacher and the students in the classroom interaction in teaching-learning process of speaking. It will be shown the characteristic of the teacher when the teacher interact with the students in teaching-learning process of speaking. It is not only the characteristic of the teacher, but also the characteristics of the students when they interact with the teacher in teaching-learning process of speaking.

2.2. Theoretical Review

2.2.1 The Nature of Classroom Interaction

1) Definition of Classroom Interaction

Interaction is the collaborative exchange of thought, feeling, or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2001:165). It means that interaction is the way to share an idea, information with other people such as teacher and students in the classroom. In the classroom the teachers transfer their knowledge to the students using interaction. If there is no interaction between teacher and students, the students do not get knowledge. It is why there is classroom interaction in teaching and learning process.

Classroom interaction will help students to share the information that they get from the material given to their friend. Radford (2011), as cited by Putri (2014:8), defines that through the classroom interaction, the learning process among the students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students share their knowledge to their friend bravely. The students also can make a comparison about what they get before and after they share to each other.

Moreover, Roestiyah (1994), as cited by Rahayu (2006:21), said that the classroom interaction is for the educational purpose because there is process of teaching and learning in the interaction. In such interaction, students can improve their knowledge and skill so that their ideal can be reached. It means that from interaction in teaching and learning process, the students can get more information, knowledge and experience to improve their skill.

From the explanation above, it could be defined that classroom interaction is important thing in teaching and learning process. It will make students get more information and knowledge to improve their skill. Classroom interaction also helps students to share their knowledge to their friend and make them interact bravely with each other.

2) **Patterns of Classroom Interaction**

In the classroom interaction, the teacher does not only interact with the students, but the teacher also has an interaction with the material. In this part there are some patterns that the teacher and the students do in the classroom interaction. The patterns of interaction describe how active the teacher and the students are in their participations. There are ten patterns in the classroom interaction as suggested by Ur (1991:227-228), they are:

a. Group Work

Students work in small groups on task that entail interaction: conveying information or group decision-making. The teacher walks around listening, intervenes little if at all.

b. Closed-ended Teacher Questioning ('IRF')

Only on 'right' response gets approved. Sometimes cynically called the 'Guess what the teacher wants you to say' game.

c. Individual Work

The teacher gives a task or set of tasks, and students work on them independently; the teacher walks around monitoring and assessing where necessary.

d. Choral Responses

The teacher gives a model which is repeated by all class in chorus; or gives a cue which is responded to in chorus.

e. Collaboration

Students do the same sort of tasks as in 'individual work', but work together, usually in pairs, to try achieve the best results they can. The teacher may or may not intervene. This is different from 'group work', where the task itself necessitates interaction.

f. Student Initiates, Teacher Answer

For example, in a guessing game; the students think of questions and the teacher responds; but the teacher decides to ask.

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 monitor.

h. Teacher Talk

This may involve some kind of silent 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 task, and work autonomously.

j. Open-ended Teacher Questioning

There are number of possible 'right' answer, so that more students answer each cue.

3) Types of Classroom Interaction

Thomas (1987), as cited by Rahayu (2006:25-26), divided three types of classroom interaction based on the classroom participants: teacher, learners and textbook. The explanations are below:

1. Teacher   Learners
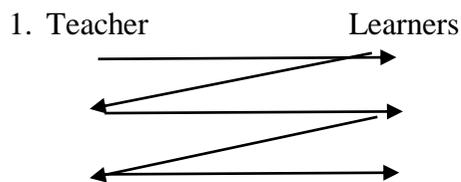
It is an ideal interaction in the classroom between the teacher and the student. In such interaction, the process is not rooted by the existence of the textbook.

2. Teacher   Learners
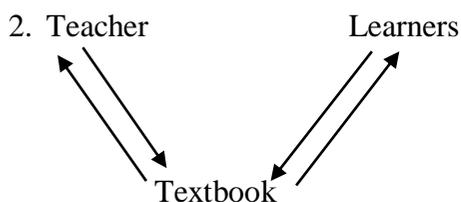
          Textbook

In this type the teacher use the textbook and the students have access to copy the textbook. In means that there is no real interaction between the teacher and the students because the teacher controlling textbook in interactions.

3. Teacher   ⟶   Learners
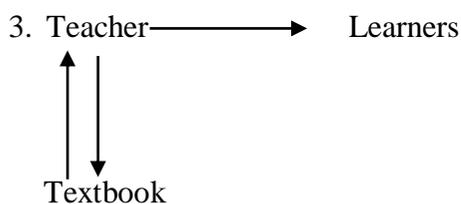
Textbook

This type shows that the teacher is also controlled by textbook, but the students cannot access the textbook because the school is poorly resourced. In this case the students just transmits the knowledge to the learners. There are no deeply interaction between them.

4) **Aspects of Classroom Interaction**

a. **Teacher Talk**

According to Thomas (1987) as cited by Rahayu (2006:29-33), in language classroom provides some categories of teacher talk.

1. Direct Influence

- Giving information: The teacher giving information, fact, opinion, ideas, lecturing, and asking questions.

- Correct without rejection: Telling the students who made a mistake then the teacher response to correct the answer.
- Discusses culture and civilization: Presenting facts, anecdotes, and points of interest related to the culture and civilization aspects.
- Models: The teacher as a model to give an example to the students related to the material given.
- Orients: Telling the students about the procedures they will follow in the classroom.
- Personalize about self: Talking about her/himself.
- Carries out routine task: Attending the routine matters.
- Gives directions: Giving a command which students are expected to follow.
- Direct pattern drills: Ask students to repeat the statement given by the teacher.
- Criticize students' behavior: Trying to change the non-acceptable behavior.
- Criticizes student response: Telling the students that their response is acceptable or not.

2. Indirect Influence
- Deals with feeling: Communicating understanding of past, present or future feelings of students in a non-threatening way.
- Praises or encourages: Telling the students what they have done or said is valued.
- Jokes: Attempting to be humorous but not at anyone's expense.
- Uses ideas of students: Clarifying, interpreting, summarizing the ideas of students but still recognized as being students' contribution.
- Repeat student response: Repeating the exact words of students after participate.
- Ask questions: Asking question to which an answer is expected.
- Personalizes: Asking questions which relate to the students' personal lives.

b. Student Talk

There are five categories of students talk like the following:

1. Specific: students' response to the teacher within specific and limited range of available or previously answer.
2. Choral: choral response by the total class or part of class.
3. Read orally: student read aloud to the class.
4. Open-ended: responding to the teacher with students' own ideas, opinion, and reactions.
5. Off task: being off the subject and non-task oriented.

2.2.2 The Nature of Speaking

1) Definition of Speaking

Students' learning is considered to be successful if the students can communicative effectively in the teaching-learning process. Speaking is productive skill that can directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromise the reliability and validity of an oral production test (Brown, 2004:140). It means that produce the word phrase or sentence and they also know the function what are they saying.

On the other hand, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It is also typically takes place in real time, with little time for detailed planning (Thornbury, 2005:iv). It means that speaking is the direct communication with other people without using some note.

The other expert Goh (2007:1) said that speaking is important for language learners. Beside the role it plays in communication, speaking also facilitate language acquisition and development. Speaking is crucial tool for thinking and learning. Based on the explanation above, speaking is the important skill in English. It is probably true to say that while speaking occurs, the skill may not necessarily be taught.

In addition, Richard (2008:19) states that speaking skill in English is a priority for many second-languages or foreign language learners. Learners often evaluate their success in language learning as well as the effectiveness

of their English course on the basis of how much they feel have improved in their spoken language proficiency. It means that the students who study English, they should mastering the speaking skill, because speaking skill is used in all the English skill.

2) **The Elements of Speaking**

There are some elements that should be pay attention in speaking skill. Harmer (2003:269) divides the speaking elements in two parts. They are language features and mental/social processing. The explanations are bellows:

1. **Language Features**

In this part there are some elements necessary for spoken production (as opposed to the production of practice examples in language drills) are follows:

a. Connected speech: the effective speaker of English not only produces an individual phoneme, but also to use fluent connected speech. In connected speeches sound are modified (assimilation), omitted (elision), added (linking *r*), or weakened (through contractions and stress patterning).

b. Expressive devices: native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling (especially in face-to-face interactions). The use of these devices contributes to the ability to convey meaning.

c. Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language functions. The teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprises, shock, or approval.

d. Negotiating language: effective speaking benefits from the negotiating language we use to seek clarification and to show the structure of what we are saying. The use of negotiating language to show the structure of the thoughts, or reformulate what we are saying in order to be clearer, especially when we can see that we are not being understood.

2. Mental/social Processing

The productive ability of speaker involves the knowledge of language skill. The success is also dependent on the rapid processing skill that talking necessitates. This element divides into three parts. The explanations are bellows:

a. Language processing: effective speakers need to able to process language in their own heads and put into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. The main reason for including speaking activities in language lesson is to help students develop habits of rapid language processing in English.

b. Interacting with others: speaking involves interaction with one or more participants. It means that effective speaking involves of how the participants can be understand what the other participants saying.

c. (On-the-spot) information processing: the speakers need to be able to process the information they tell us the moment we get it. It should be remember that this instant response is very culture-specific, and is not prize by speaker in many other language communities.

3) Types of Speaking

According to Brown (2004:140-141), there are five types of speaking performance. They are imitative, intensive, responsive, interactive, and extensive. For the explanation is stated as follows:

1. Imitative

This type is about the ability to imitate the word, phrase or sentence. The teacher focuses only on students' pronunciation. The teacher using drilling method to gives students an opportunity to listen and repeat some words, phrases and sentences.

2. Intensive

It is about the production of short stretches of oral language design to demonstrate competence in narrow band of grammatical, phrasal, lexical or phonological relationship. This teacher usually places the students are doing the task in pairs or group.

3. Responsive

This type about the performance includes interaction and test comprehension, but at the somewhat limited level of very short conversations, standard greetings, small talk, simple request and comment. The teacher gives the students instruction and direction, then the students can ask some questions or comments.

4. Interactive

It is about the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. It have the purposes of exchanging specific information and maintaining socials relationship.

5. Extensive

Extensive oral production includes speeches, oral presentation and storytelling. The teacher gives the students extended monologue then the students should practice in the front of class.

Based on the explanation above, there are some points in teaching speaking. The students should pay attention in pronunciations, vocabularies and language features they are used in speaking. The students should not only speak up, but they also should pay attention in pronunciation, intonation, fluency, and accuracy.

2.2.3 Teaching-Learning Process of Speaking

1) Definition of Teaching and Learning

a. Teaching

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learner (Brown, 2006:19). It mean that teaching is an activity to transfer the knowledge, experience or material to someone or to the students from the teacher, so that the student can understand the material that given by the teacher.

In teaching activity the teacher should prepare well the material, media and method to make the students understand about the lesson that is given by the teacher. Without using media and method the teacher cannot transfer the knowledge, experience, and material to the students.

b. Learning

Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Slavin in Brown, 2001:18). It means that learning is an activity to get knowledge from someone or from teacher in the school. Learning is not only getting in the classroom but also learning something everywhere.

According to Brown (2006, 19), the components of the definition of learning are:

1. Learning is acquisition or getting.
2. Learning is retention of information or skill.
3. Retention implies storage system, memory, cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

2) The Role of Teacher and Student in Teaching-Learning Process of Speaking

a. The Role of Teacher

When the teacher in the classroom, the teacher roles may changes from one activity to another activity, or from stage of an activity to another stage. A teacher has the role as a controller, organizer, assessor, prompter, participant, resource, tutor, and observer (Harmer, 2003:57-61). For the explanations are following:

1. Controller

As the controller, the teacher is in charge of the class and of the activity taking place in a way that is substantially different from situation where the students are working on their own in groups. The teacher just controls the students, tell students things, organize drills, reads aloud, and in various other ways exemplify the qualities of teacher-fronted classroom.

2. Organizer

   The teacher have to perform is that of organizing students to do various activities. The teacher gives the information, telling them how they are going to do the activity, putting them into pairs or groups and finally closing things down when it is time to stop.

3. Assessor

   In this role, the teacher acts as an assessor, offering feedback and corrections and grading students in various ways. Students need to know how and for what they are being assessed.

4. Prompter

   When the students talks in front of the class, sometime they lost or does not find the word to talk with the other friend. As a prompter, the teacher should encourage the student to think creatively in order to make the students improving their vocabulary so that the students can continued their sentences.

5. Participant

   In this role, teacher joins in an activity not as a teacher, but also as a participant in our own right. In this situation the teacher can enliven things from the inside instead of always having to organize or to prompt from outside the group. When it goes well, the students will enjoy having the teacher with them.

6. Resource

   Students might ask how to say or write a word or phrase means. They might want to know information in the middle of an activity. They might want to know information about where to look for something such as book or website. This is a time where the teacher to be the most important resources that students have.

7. Tutor

   As a tutor, the teacher can work with individual or small groups, point them in directions they have not yet thought of taking. In such situation the teachers are combining the roles of prompt and resource acting as a tutor.

8. Observer

Teacher does not only observe the students in order to give feedback. The teacher also watches in order to judge the success of the difference materials and activities that they take into the lesson.

b. The Role of Student

The role of the students in the classroom activity is to pay attention the teacher explanation, follow the class in an orderly manner. Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They were expected to take on a greater degree of responsibility for their own learning (Richards, 2006:5).

According to Nunan (1998 cited in Asmara, 2007:16), there are some roles of learner that they have to do in classroom activities. They are:

Approach	The role of Learner
1. Oral/situational	– Learners listen to the teacher and repeat; no control over content or methods.
2. Audio Lingual	– Learners have little control; reacts to the teacher direction; passive; reactive role.
3. Communicative	– Learners have an active, negotiative role; should contribute as well as receive.
4. total Physical Response	– Learners are listener and performer; little influence over content and none over methodology.
5. The Silent Way	– Learners learn through systemic analysis; must become independent and autonomous.
6. Communicative Language Learning	– Learners are members of social group or community; move from dependence to autonomy as learning progresses.
7. The Natural Approach	– Learners play an active role and have

8. Suggestopedia	relatively high degree of control over content language production. – Learners are passive, have little control over content or methods.

3) The Activities in Teaching-Learning Process of Speaking

There are many speaking activities which are currently in use fall at or near the communicative end of the communication continuum. Harmer (2003:271) divides some activities in teaching-learning of speaking. They are acting from a script, communication games, discussion, prepared talk, questionnaires, simulation and role play.

a. Acting from a script

In this activity, the teacher asks the students to act out scene from plays and/or their course-books, sometimes filming the result. The students will often act out dialogues they have written themselves. This frequently involves them in coming out to the front of the class.

b. Communication games

In this activity the teacher give the games which are provoke communication between students frequently depend on an information gaps, so that one students has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between picture. Television and radio games, imported into the classroom, often provide good fluency activities, as the following examples demonstrate.

c. Discussion

One of the best ways of encouraging discussion is to provide activities which force students to reach decision or a consensus, often as a result of choosing between specific alternatives. For example the teacher gives some questions to the students, then the students should finish the work in pairs. The students should discuss the question with their partner. It will make them communicate actively with their friends.

d. Prepared talks

In this activity the students make a presentation on a topic of their own choice. Prepared talks represent a defined and useful speaking genre, and if it is properly organized, it can be extremely interesting for both speaker and listener.

e. Questionnaires

Questionnaires are useful because by being pre-planned, the students ensure that both questioner and respondent have something to say to each other. Depending upon how tightly designed they are, they may well encourage the naturals of certain repetitive language patterns – and thus be situated in the middle of four communication continuum.

f. Simulation and role play

In simulation the individual participants speak and react as themselves, but the group role, situation and task they are given is an imaginary one (Ur, 1991:132). For a simulation to work it must, Jones (1982 in Harmer, 2003:274) have the following characteristic:

- Reality of function: the students must not think of themselves as student, but as real participants in the situation.
- A simulated environment: the teacher says that the classroom is an airport check-in area, for example.
- Structure: the students must see how the activity is constructed and they must be given the necessary information to carry out the simulation effectively.

In a role play the teacher add the element of giving the participants about who the students are, and what they think and feel. Participants are given a situation plus problem or task, as in simulation; but they are also allotted individual roles, which may be written out on card (Ur, 1991:132). Role plays are effective when the students are open-ended, so that different student have different views of what the outcome should be, and a consensus has to be reached.