

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are four terms that are discussed by the researcher. The four terms are about classroom discourse, language interaction in classroom, teacher talks, and student talks.

A. Classroom Discourse

There are many experts that give interpretations about the definition of classroom discourse. According to Gonzalez (2008), classroom discourse is all of the component of learning that includes teacher and student interactions and also student-student interaction. Based on Gil (2002), classroom discourse is a collectively built enterprise where meaning of different types are constructed moment by moment. As cited by Behnam and Pouriran (2009;120), Nunan (1993) states the definition of classroom discourse is the type of discourse that specific happened in the classroom in learning. Classroom discourse is language that used in the classroom. Classroom discourse refers to all of the forms of discourse that happened in the classroom. It includes the language used by students and also used by teacher such as teacher-students interaction, and also student-student interaction. Classroom discourse includes all of the interaction between the participants (Teacher and students) during lesson.

So, after see the explanation above, the writer can conclude that classroom discourse is all of the language that used by teacher and

students in the classroom during lesson. It is used by teacher and student, and also used by student and student in the classroom. So, classroom is the place where teacher and students do teaching and learning process, meanwhile classroom discourse is language that used in the classroom.

B. Language Interaction in Classroom

According to Brown (2001), the definition of interaction is the heart of conversation, it is what conversation is all about. The meaning of interaction based on The Cambridge Advances Learner's dictionary is a communication between two or more people with give a reaction each other. Interaction is a way of students to get more opportunity to use language successfully. If the students do interaction with other, they can share their ideas, opinion, and knowledge. So, interaction can make the ability of students are increase. Language interaction is language used by teacher and student, student and student, to interact each other.

As cited in Behnam and Pouriran (2009), Broadly says that we can see classroom studies on three different perspectives. The first, it can be viewed by interaction perspective. Interaction perspective means communication between the teacher and student, and also between student and another student. The second, it can be viewed by the effects of instruction on development of language. The third, it can be viewed by the perspective of different methods of instruction have different effects on language development.

Based on (Chang, 1999), there are four structures of classroom discourse, IRF (Initiation-Response-Feedback, instruction, probing questions, and argumentation. The first structure of classroom discourse is IRF (Initiation-Response-Feedback). IRF means, if the teacher asks something to her/his student and then the student gives an answer to her/him, and then teacher gives feedback of student's answer. The teacher continues to give another questions to students, so the sequence continues. Initiates used by teacher to know the understanding or the knowledge of the students. The second is instruction, giving instruction is another type of classroom discourse. In the classroom, the teacher gives directive statements. The students do not answer verbally although they understand the instructions by following them physically. The third structure is probing questions. Probing question means that the teacher asks referential questions (Brown, 2001). So, the students give longer answer of student's question by explain it based on their own ideas or their critical thinking. The last structure of classroom discourse is argumentation. Argumentation here can be considered as probing questions. The teacher involves the students to make them justify their argumentations or their reasons. The teacher gives referential or critical thinking questions to the students to make them try to give explanations and clarification. The student's argumentation may be in question or statement.

According to Mehan (1979), as cited in Ellis, 1990: 88), in pedagogic discourse there are three structural components. They are

opening, instructional, and closing. An opening phase where the entrant inform another and they are in fact to conduct a lesson as against to another activities. The next is an *instructional* phase, it means information is exchanged between the teacher and the students. The last one is *closing* phase where participants are reminded of what went on in the core of a lesson.

Based on the explanation above, the writer can conclude that classroom is a place of learning together that consist of more than two people with a teacher. Language interaction is the language that is used to interact between two or more people, teacher and student, student and student, in teaching and learning process of classroom discourse.

C. Teacher Talks

Teacher talk is language that used by the teacher in the classroom to convey information, to control student's behaviour and also to check the student's understanding in learning process. Teacher talk is any kinds of talks that spoken by teacher in the classroom. According to Mujahidah (2012), teacher talk is any words or sentences that said by the teacher such as giving explanation, giving feedback and also giving questions to the students during lesson. Teacher talk plays an important thing in classroom interaction. Because teacher talk can increase the ability of students in learning.

Based on the explanation above, the writer can conclude that teacher's talk is the language, speech, talks, sentences, words used by the

teacher in the classroom during teaching and learning process. Teacher's talk is important thing in teaching learning process because teacher talk gives effects to the understanding of students about the lesson.

a. Types of Teacher Talks

There are seven types or categories of teacher talks based on the FLINT (Foreign Language Interaction) system by Moskowitz 1971. Those are deals with feelings, praising and encouragement, accepting or using ideas of students, asking questions, giving information, giving direction, and the last one is criticizing students' response and behavior.

a) Deals with feeling

The first category of teacher talks based on FLINT system by Moskowitz 1971 is deals with feeling. Deals with feeling here means that teacher cares or deals with students feeling about what happen with the students or what the students feel. Deals with feeling is important category in teaching and learning process because this category can make a good relationship between teacher and students in the classroom. Teacher may accept the students' feeling by asking what happen in the past, and also in present time. So, this category is essential to make students feel calm down and enjoy the lesson with the teacher.

The example;

T : *How is your life today?*

Ss : I'am very well Sir, thank you, how about you?

T : I'am very well too. Thanks

T refers to the teacher, and Ss refers to the students. This example shows that the teacher asks the feeling or condition of students in this day before they start the lesson. It is called deals with feelings because the teacher deals with students feeling when teaching and learning process in the classroom.

b) Praising and encouragement

The second category of teacher talks is praising and encouragement. Giving a praise or encourage students is also important thing in teaching and learning process. Because it can build a good interaction in the class. Joke is also part of this category.

The example,

S : This is my picture Sir.

T : *Oh my god, this is very beautiful picture. You are a good painter ever.*

In this example, the teacher said *Oh my god, this is very beautiful picture. You are a good painter ever.* The teacher gives a praise when the student make a good thing in the classroom. This is called praising and encouragement.

c) **Accepting or using ideas of students**

The third category of teacher talks is accepting or using ideas of the students. Accepting or using ideas of students means that teacher accepts, clarifies and builds the idea given by students in the classroom. It means that in teaching learning process, the teacher also uses ideas of students. So, teacher does not only show their ideas but he or she also gives students opportunity to give any ideas and teacher accepts or uses that idea.

For example.

Randy :Sir, I think the reason why students get failed is ill-preparedness of students towards assessments.

Livia :In my opinion the lack of students' preparation is as the result of poor reading habit of students.

Teacher :***Randy and Livia gave good suggestions. Randy buttressed the Livia's ill-preparedness of students by linking it to our societal disregard for a reading culture.***

d) **Asking question**

The fourth category of teacher talks is asking question. Asking question means that teacher gives questions to the students during lesson. The teacher gives question to the students to know the understanding of students about the lesson, and to know the students' response.

For example,

T ; ***Who is the first President of Australia?***

This example shows that teacher gives question to students because the teacher wants to know the understanding of students about the first president of Australia.

e) Giving information

The fifth category of teacher talks is giving information. Based on FLINT (Foreign Language Interaction) theory, giving information means that the teacher shows their own ideas, information to the students, it is also called lecturing. The teacher gives information or explanation to make students understand about the topic.

For example,

Recount text is text that tells about the experience of the writer. To tell experience in recount text, we must use simple past tense. The characteristic of simple past tense is in the verb. We must use verb two. The example of verb two is went. Went is the second form of go.

The example above is giving information. So, teacher gives information about recount text to make students understand about it.

f) Giving direction

Giving direction is the sixth category of teacher talks. Giving direction in FLINT theory means that the teacher requested students to do something, such as presenting the result of their discussion, read the text, writing, come forward.

For example,

T ; *Please count one to five. All of students who get number one is group one.*

This sample shows that teacher gives direction to students to count started from number one to five. Students who get number one is group one, number two is group two.

g) Criticizing student's response and behavior

The seventh category of teacher talks is criticizing student's response and behavior. In this category, the teacher gives comment to the student's behavior such as when a student make something bad during teaching learning process, or teacher gives response about the students habit during learning in the classroom.

For example,

T : *I know you did not read anything when all of your friends are reading the text. So you can not answerall of the questions. You have to read if you want to know the answer. See your friends. Do not be lazy in this classroom.*

This sample shows the teacher's comments about student's behavior when learning process.

D. Student Talk

Student talk is a speech of students during teaching and learning process. For example, give response or show their ideas. Student talk is any kind of talk spoken by students in the classroom interaction.

a. Types of Student Talk

There are three types of student talks based on FLINT (Foreign Language Interaction) by Moskowitz 1971.

a) Student talks response

The first type of student talk is student talks response. In this category, the student says something to response others. Such as gives answer for teacher's questions.

For example,

T ; Do you understand?

S ; *Yes*

Another example,

T ; What is our topic today?

S : *Descriptive text about tourism place.*

b) Student talks initiated

The second category of student talk is student talks initiated. Students initiated is when student says something by his or her own ideas. For Example,

(Teacher explains about air pollution)

The student says something after teacher gave explanation about air pollution. Student says that "*they must to decrease the air pollution started by our selves before*".

The student talks by his or her own self without any questions or instruction for the teacher.

c) Silence or confusion

The last category of student talk is silence or confusion.

Short periods of silence, for example when teacher writes on the white board and students also write it. So, there is no interaction in the classroom. Another example is when teacher asks something to students, and there is no student who give answer. So, there is period of silence, no interaction happen in the classroom.