CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presented classroom interaction, classroom iteraction analysis, the teacher's role, definition of teacher's question, types of teacher's question, and review of related research.

A. Speaking

Speaking is one of the four language skills (reading, writing, listening and speaking) it is the means through which learners can communicate with others to achive certain goals or to express their opinion, intention, hopes and view points. In addition, people who know a language are referred to as a speaker of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

Speaking is used twice as much as reading and writing in our communication. [6] speaking has usually been compared to writing, both being considered productive skills, as apposed to the receptive skills or reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication.[7]

Speaking has been classified to monologue and dialogue. The former focused on giving an interrupted oral presentation and the latter on interacting

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[6] Rivers, W. *Teaching Foreign Language Skill.* (2nd ed). Chicago: Universitas of Chicago
[7] Shiamaa Abd EL Fattah. *The Effectivetness of a Task Based Intruction Program in Developing the English Languiage Speaking Skills of Secondary Stage Students.* (Ain Shams University, 2006)

with other speaker.[8] Speaking can also serve one of two main function; transactional (transfer of information) and interactional (maintenance of social relationships).

B. The Role of Teaching speaking in the Classroom

Classroom interaction depend on the dominant type of interaction that is from teacher and student activities. Puipils feel the personal emotional structure of the teacher long before they feel the impact of the intelectual content offered by the teacher.[9] It is evident that the teacher's performance at class will give an influence for their students. A teacher who asks self esteem will find it difficult to make self esteem of his student. A teacher who does not lead a warm atmosphere at class will find low spirit of student to learn. So the teacher's role is very critical in language. There are three basic roles teacher: "leacture", "teacher", "facilitator". They made distinctions among the three based on the theory of affective factors. Leacturer are those who solely consider their professional skills but neglect teaching methodology. Teacher here refer to those who process professional skills and teaching methodology but seldom care student's affective experience. Facilitators are like thoso who not only take characters of the former two but also care student's effective state and learning process to help them in language learning by self consiouse rasing. Through comparison, it reflects that leaturers as if there exist an invisible wall. It is better for teachers to relized how to turn burdensome

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[8] Nunan. *Second Language Teaching and Learning.* (Heninle publisher, 1999)
[9] Pine and Boy. *Learner Centered Teaching: A humanistic View.*(Li Wangyu: Laoning Normal University, 2008).

language class into dynamic one but they pay less attention to the student's involment or do not perform enough to release the capacity of student because of individual differences. As facilitator, they try to break the invisible wall and communicate with students in time so that the previous opposite two sides can be changed in to a harmonious group. Bot learning and teaching go on smootly, without tension. It s no doubt that such facilitator can be useful can be sucessful ones for they explore attentively student's psychological feeling, skillfully manipulae student from loving language classes and attract students to participate activiely.

Every seciety has an estiblished set of virues and vice. It takes conscious and unconscious measure at various levels to promote the virtues and eliminate the vice. The people reflect contradictions in their actions and in the morality they profess. The people are seen violating the values tehey hold sacred ine their sermons and leactures. Such an atmosphere in hazardous for the immature and sensitive young people who react and suffer from metal confusion and are led to believe that there are certain values to be paid lip service only, whereas the practical needs of life demand an altogether different set of values.[10]

The main teacher's role in the classroom interaction is to make the students participant in the classroom interaction actively. The teacher has responsibility to facilitate interaction effectively. Teacher's role in creating classroom interaction is a participant at the classroom interaction and

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[10] Muhammad Abdul Malik, *Role of Teacher in Manging Teaching Learning Situation,* Punjab Education Departmet. Vol 3, No 5, 2011, 787

facilitator to encourage the student to involve in the interaction.[11] The teacher has to be participation of the interaction, in order to the student attract to participate at classroom interaction and has to make the student relized that they have to be active in learning process.

The teacher's role is related to the important factors in classroom interaction. There are some important factors in classroom interaction that include input, turn alocation and turn taking behaviours, student's production and feedback.[12]

Moreover, the teacher has to some ways to make the students participate in the classroom interaction. There are eight ways to make the students participate at the classroom interaction by creating activities include encouranging the students to answer each questions that the teachers give to them; giving attention and chance to the students raise their hand, even they are not asking to speak at the time, to explain their opinion; finding the student's trength to teach the low achiving students; asking the student who are shy in the classroom to speak at the classroom; responding and giving attention to what the students talk since the students want what have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not uderstand yet at the discussed material; asking the student to measure that they have the same uderstanding at each other at each mayerials by teaching their friends who do

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[11] Camen Simich Dugdeon. *Classroom Strategies forEncouraging Collaborative Discussion.* Direction in Language and Education. 1998. 12

[12] Jesse Lee Preston. *Principles of Religous Prosociality : A Review A Reformation.* Social and Personality Psycologi Copass. 2010, p.574

not uderstand yet a the trait material; asking the student to give comment at what the teacher's styele.[13]

A various number of speaking teaching strategies are utilized and used in the classroom for many circumstances. Among other, the strategies of teaching speaking are cooperative activities, role play, creative tasks, and drilling. Cooperative activities can encourage negotiation of language item.[14] Role plays are activities where students are asked to pretend to be in various social context and various social roles. [15]student develop their fluency best, if engaged in tasks where all their concentration focused on producing something, rather than on the language itself. Strategy of teaching speaking is a strategy to improve pronunciation by imitating and repeating words, phrases, and even whole utterances. Secondly, the activities should be performed in situations where students can show interest, understanding, and ask questions or make comments, called interactivity, and include competitive element where students work together to achieve certain purpose.. Thirdly, teachers bear in mind what student need, from language based focus on accuracy to message based focus on interaction, meaning, and fluency to encourage the use of authentic language in meaningful context.[16]

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[13] Parker J Pamer. *The Courage to Teach: Exploring the Inner Lanscape of a Teacher's Life.* Jossey-Bass published: Sun Fransisco. 2010. 9

[14] Harmer J. *The Practice of English Language Teaching.* (Cambridge, 2002)

[15] Harmer J. *How to Teach English, Seventh Impression.* (Malaysia: Logman, 2001)

[16] Thornbury, S. *How to teach Speaking.* (England: Person Educational Limited, 2005.

C. Teacher's Question in Speaking Classroom Interaction

Considering about the importance of teacher questioning in trhe classroom interaction, the investigation on teacher's questioning behaviour has been an important issue. The studies on teacher's questioning show that teacher favour asking a great number of questions in the classroom with different rationale. It is relevated that teacher's question has assential role. The activity of questioning and answering is considered as form of communication which is commonly used by students and teachers in the classroom.[17]

Furthermore, many studies investigate the effect of displayclosed question and referential open question used by teachers upon students language production term of length and complexity. Referential question asked by teacher initiates longer and extensive oral responses from student whereas display question result short and closed answer.[18] From the student above, we can see that there is different result of the studies on the effect of either display closed question or referential open question to student's language production. This different place with different participants. This different means that the study on teacher's question or classroom questioning is still worth investigated.

Obviously, from the elaboration above, we can see that questioning is typically implemented by teachers in their teaching process. It is a basic

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[17] Shen, Ping, Yodkhumlue, Bustakorn. *Teacher's questioning and Student's Critical Thinking in College EFL Reading Classroom.* (The 8th International Porgradutate Research Colloquium: Interdisciplinary Approach for Enhancing Quality of life IPRC Proccedings, 2012) 11

[18] Al Mu'ain, Ahmed Husen. *The Effect of Referential Question on Learners oral Contributions (Oman: Ministry Of Educationsl Sultanate Oman, 2012) 37*

method implemented by teachers in their teaching build interaction in the classroom and also to stimulate language production importance of using appropriate questioning types and strategy to help the student trying to produce language. The do not realize that their question will give a consequence on student language production. In some cases, poor questioning makes classroom interaction tend to be boring and students are unmotivated ro speak or perform their language production skill. In speaking classroom will always there are a lot of interaction in the classroom activities.

D. TEACHER QUESTION

In this part, explain about the definition of teacher question and the categories of tecaher question in ethe classroom interaction.

1. Definition of Teacher Question

In referential questions, the teacher does neot eknow the answer so that the answer may differ from on learner to the order. Display questions maybe helpful for the beginner learners to comprehand the new language better. However, referential questions may draw the attention of the learners more, because they require more learner involvement and the meaning is given priority rather than form.[19]

Question are coomonly raised to mmet several pedagogical purposes such as to see if learners have acquired the imparted knowlege; to stimulate logical, reflective or imaginative thinking into issues being

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[19] Maley, A. *Question: a prime resource for teachers.* Teaching English with Minimal Recoursces. 2005

discussed; to direct attention to and to kep students involved in the lesson; to give space for self expression; and to increase motivation and participation.[20]

From the definition above, it can be concluded that the teacher asking for question for some reason. The reason to know how the student joined the classroom activities. Besides that, the teacher askin for question just to know how uderstand the student that have explained. And to achive the teacher's goals in the classroom interaction. It function to make student pay attention to the new materials and emphasize words, phrases, or utterances on student's mind, move new items from working memory to long term memory, provide means of gaining articulary control over language. [21]

In addition, designing activities for teaching speaking requires some principles to consider. Firstly, speaking activities need to maximize the production of language to provide the best conditions for autonomous language use.[22]

2. **The types of Teacher Question**

The are two types of question: question based on form and questions based on content. Question based on form can be distinguished in the convergent and divergent question. Convergent questions generate

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[20] Raphl, E. G. *Oral Questioning skill of novice teacher.* Journal of Introductional Psycology. 26(4)

[21] Thornbury S. *How to Teach Speaking.* (England: Pearson Educational Limites, 2005)

[22] Brown. *H. D. Teaching by Participles: An Interactive approach to Language Pedagogy,* 2nd. (New York: Logman, 2001)

answer that is clearly right or wrong. [23] for example, question that can be answered by yes or no and question that have no possible alternative answer or interpretations. These kind of question are belivied to be helpful to develop auditory skills and vocabulary and to promote participation for the whole class before moving to some other teaching methods.

Questions based on content consist of five types which basically are classified from low level questions to high level questions. Based on Bloom's taxonomy of questions the five types question. [24], as follow :

a. Knowledge (memory) Questions

The first level of taxonomy is knowledge or knowledge or memory questions. This question requires students to identify or recollect information. The students just need to count on their memory to remember knowledge that they have learn before, for example, "What is the capital of Indonesia?"

Table 1. Usefull verbs and Keywords of Knowledge question

Usefull Verb of Knowledge[25]	Keywords of Knowledge
• Tell • List • Describe	• Who • What • Why • When • Omit • Which

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[23] Burden & Byrd. *Methods for Effective Teaching.* Personal Education, 2003.
[24] Debora Tri Ragawati. *Questions and Questioning Techniques: A view of Indonesia student's preferences.* Stiba Satya Wacana.11(2), 2009.
[25] Dalton, J. & Smith, D., *Extending Children Special Abilities: Strategies for primary classroom*s, 1986

• Relate • Locate • Write • Find • State • Name	• Choose • Find • How • Defide • Label • Show • Spell • Match • Recall • Select

b. Comprehension Questions

To answer this kind of question, the student are required not merely to recollect information but also to show their mastery of the material. Their mastery can bee seen through their ability in reformulating and in illustrating the material in his or her word. For instance, instead of asking student "What is the quotation?"

Table 2. Usefull verbs and Keywords of Comprehension question

Usefull Verb of Comprehension[26]	Keywords of Knowledge
• Explain • Interpret • Outline • Discuss	• Compere • Contrast • Demonstrate • Interpret • Explain • Extend • Illustrade

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[26] Dalton, J. & Smith, D., *Extending Children Special Abilities: Strategies for primary classroom*s, 1986

• Distinguish • Predict • Restate • Trasnslate • Compere • Describe	• Infer • Outline • Relate rephrase • Translate • Summarize • Show • classify

c. Analysis Questions

This kind of question is a higher order of question that requires students to think critically and comprehensively. To answer this type of question, student need to identify reasons, analyze available information or fact, and then arrive at conclusion, conjectures or generalizations. For example, to identify motives for the goverment to give severe punishment to Heseter Perynne in Hawthorne's The Scalet Letter, teacher can ask "How does the setting of the story tell you the reason why the goverment gives such svere punishment?''

Table 3. Usefull verbs and keywords of analysis question

Usefull Verb of Analysis[27]	Keywords of Knowledge
• Analyse • Distinguish	• analyse • categorize • classify • compare

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[27] Dalton, J. & Smith, D., *Extending Children Special Abilities: Strategies for primary classroom*s, 1986

• Examine	• contrast
	• discover
• Compare	• dissect
	• divide
• Contrast	• examine
	• inspect
• Investigate	• simplify
	• survey
• Categories	• test for
	• distinguish
• Identify	• list
	• distinction
• Explain	• theme
	• function
• edvertise	• motive
	• conclusion

d. Synthesis Question

Synthesis question is also a higher order type of question that requires students to express their opinion to perform their imagination and creative thinking. With this kind of question, students can use their imaginative and creative thinking to create imaginative communication, to make prediction, or to solve problem. This technique is believed to develop student's creative abilities. For student to produce an imaginative communication, for example, teacher can ask a question like "If you were a journalist, what question would you ask to a very dangerous criminal?"

Table 4. Usefull verbs and keywords of synthesis question

Usefull Verb of Synthesis[28]	Keywords of Knowledge
• Creat • Invent • Compose • Predict • Plan • Construct • Design • Imagine • Propose • Devise • formulate	• build • choose • combine • compose • construct • creat • design • develop • estimate • formulate • imaginative • invent • plan • propose • solve • solution • suppose • discuss • modify • change • improve

e. Evaluation Question

Evaluation question belong to a higher order type of question. Similar to analysis and syntesis questions, this kind of question does not have one correct answer, either. To answer this kind of question, student are provided with sets of ideas, problems or situation. Then, they are asked to state their opinion to make a

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[28] Dalton, J. & Smith, D., *Extending Children Special Abilities: Strategies for primary classroom*s, 1986

judgement on the ideas, problems or situations. For example of this question is "Why do you think people should or should not be allowed to do an abortion?''

Table 5. Useful verbs and keywords of evaluation question

Usefull Verb of Knowledge[29]	Keywords of Knowledge
• Judge • Select • Choose • Decide • Justtify • Debate • Verify • Decide • Argue • Recommend • Assess • Rate • Priorise • determine	• award • choose • conclude • criticizie • decide • defend • determine • evaluate • judge • justify • measure • compare • marrk • rate • recommnd • select • agree • prioritieze • opinion • explain

Bloom's Taxonomy provides an important framework for teachers to use focus on higher order thinking. By providing a

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[29] Dalton, J. & Smith, D., *Extending Children Special Abilities: Strategies for primary classroom*s, 1986

hierarchy of levels, this taxonomy can assist teachers in designing performace tasks, clafting question for confering with students, and providing feedback on student work.

E. The Review of Related Research

There are some researchers that have been done researches about technique in analyzing classroom interaction. The first researcher is Nugroho (2009). He conducted a research "Interaction in English as a Foreign Language Classroom (A Case of Two State Senior High Schools in Semarang in the Academic Year 2009/2010). The main objectives of this research were to find out the amount of time spent by the teacher anf by the student, the characteristics of clasroom interaction in two senior high schools, and the relation between statement of the problem one and two using FIAC. The subject of the research was student and teacher of SMAN 3 Semarang and SMAN 6 Semarang in the academic year 2009/2010. The researcher found that 1) English teaching and learning process in both senior high school were teacher centred, 2) the general characteristics of classroom interaction encompassed content cross, student participation, student.