

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes about the related literature and theories used in this study. It consists of related literature theory taken from many sources, which underline the study. It will give us some information concerning this research. The theories can be used in analyzing the data finding research.

A. Classroom

In this part, the researcher shows some theories about classroom. Something that will be concerned the classroom. It includes the definition of classroom and theories of classroom discourse.

1. Definition of classroom

In Oxford Advanced Dictionary the definition of Classroom is room in a school in which a class of students taught.⁶ Moreover, Classes where students have opportunities to communicate each other. It helps students effectively construct their knowledge.

2. Theories of classroom Discourse

Discourse, in Discourse Analysis for Language Teacher, is a term with several related and often quite loose meanings. Perhaps in its most general usage, it can refer to any form of 'language in use' or naturally occurring language.⁷

Nunan and Carter said, Discourse is organization of language beyond the level

⁶ Oxford, *Oxford Learner's Pocket Dictionary 4th Edition* (Oxford: Oxford University Press, 2011), 75.

⁷ Michael McCarthy, *Discourse Analysis for Language Teachers. Language Teaching Library* (United Kingdom: Cambridge, 1991), 11.

sentence and the speaking turn, whereby meaning is negotiated in the process of interaction. Classroom discourse is special of discourse that occurs in classrooms.⁸

According to Chang, discourse in a classroom can be divided into four structures as follows:⁹

a. IRF (Initiation-Response-Feedback)

This three-part structure, teacher initiates a question in order to know a student's knowledge and student's responses. The student's response is evaluated with feedback from the teacher. So, teacher asks a question, the student answers and the teacher evaluates then the sequence continuous.

Concerning feedback, feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. According to Mackey, "through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification".¹⁰ Feedback may occur from students, student can correct and call each other's attention to the errors. However, feedback from teacher can be different with student because teacher employs many types of correction strategies.

⁸ Biok Behnam and Yassamin Pouriran, "Classroom Discourse: Analyzing Teacher/Learner Interactions in Iranian EFL Task-Based Classrooms", *Porta Linguarum*, 12 (Juni, 2009), 118.

⁹ Ibid, 119.

¹⁰ James L. Fitch, "Student Feedback in the collage classroom: A technology solution", *Educational Technology Research and Development*, 1 (2004), 15.

b. Instruction

Besides IRF, another type is giving instruction. Teacher gives directive or informative statements.

c. Probing Questions

This type, teacher asks referential questions or thinking questions so students are encouraged to give longer answers through their thinking. It may challenge the teacher's position. There are some types of questions that have proposed by Suter:¹¹

1) Socratic or Elicitation Question

A methodological approach which can be found in classrooms is to structure a lesson by hopping from a question to the next one, using the student's answers as point of departure for the next question. The teacher cannot be proceed with the lesson until the expected answer is given by students.

2) Convergent Questions

Richard *et. al* state that convergent is a questions require that encourages student's responses to focus on a central theme such as convergent questions require a single correct answer and elicit short responses from students.¹² The teacher focus on certain skill or information as like closed (yes/no answer) and open questions.

¹¹ Christoph Suter, "Exploring Teacher's Questions and Feedback", <http://www.birmingham.ac.uk>, January 2010, accessed on May 28, 2014.

¹² Behnam, Classroom Discourse., 124.

3) Divergent Questions

Divergent questions are a question that elicits student's responses that vary or diverge. It used when the teacher wants to compare student's ideas about a specific topic. This type of question can be expected to lead to more communicative use of language. Absolutely, the student utterances cannot be predicted for a certain topic.

4) Display Questions

Display Questions refers to questions for which the teacher knows the answer and which demand a single or short response. By a short responding, the answer is not solving a problem and it will be not satisfy the criterion of providing information. Some teachers give the student the information then try to ask them questions.

5) Referential Questions

Referential questions demand more thought and longer response. This type in the language classroom should be referential or meaning-based. It is in order to create messages which is not form-based but meaning-based.

d. Argumentation

Teacher involves the students in a challenging situation in order to make them to justify their reasons. The argumentation may be in question or statements form.

Ellies views classroom discourse in terms of two dimensions.¹³ The first dimension is Interactive goal. It is divided into three types as follows:

¹³ Weihua Yu, "An Analysis of Collage English Discourse", *CCSE*, 7 (July, 2009),154.

- a. **Core goals** are revealed in the explicit pedagogical intentions of teacher.

These goals can be medium-centered, message-centered, or activity-centered.

- b. **Framework goals** are defined as the interactive goals related with the organization of classroom activity.

- c. **Social goals** occur when the participants interact on daily social matters.

The second dimension is address. Address types are associated with four identities which a classroom participant: teacher, pupil, class member, or group member.

Van Lier describes classroom discourse in terms of two dimensions. He classified the discourse classroom interaction according to whether the teacher controls the topic (what is being talking about) and activity (the way the topic is talked about). Based on the classification, four basic types of classroom interaction are identified:¹⁴

- a. Classroom interaction occurs when neither topic nor the activity is controlled by the teacher.
- b. Classroom interaction occurs when the teacher controls the topic but not the activity. This type requires teacher transmitting some information or explaining an issue.
- c. Classroom interaction involves teacher control of both the topic and the activity.

¹⁴ Ibid.

- d. Classroom interaction occurs when the teacher controls activity but not the topic. This type of interaction involves teacher setting up small group work prescribing the rules but giving freedom of choice topic.

B. Classroom Interaction

The researcher divides into sub point. Sub point contains some theories of classroom interaction, the role of teacher and student in class, the importance of interaction in the class, and classroom language.

1. Theories of classroom interaction

Rivers describes the word through its Latin roots: ‘*agere*’ meaning ‘*to do*’ and ‘*inter*’ meaning ‘*among*’.¹⁵ It shows that the active and social part of a human being affects other people through interaction. The concept of interaction is defined as “*reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another*”.¹⁶ The concept of interaction also has a significant importance in the classroom, it is an essential part in teaching learning process.

There are three types of interaction. Those types are as follow.

a. Student-Instructor Interaction

This theme addresses the climate of communication between teacher and students in class. Teacher negotiates with his students the content of the course, asks questions, uses students’ ideas, lectures, gives directions, criticizes or justifies student talk responses. During student-teacher interaction, the students

¹⁵ Dagarin, Classroom Interaction., 128.

¹⁶ Kouicem Khadidja, “The Effect of Classroom Interaction on Developing the Learner’s Speaking Skill”(Thesis MA, Mentouri University, Constantine, 2010), 9.

seek to demonstrate their ideas in front of teachers. According to Harmer, teachers should focus on three things when they talk with their students.¹⁷

Firstly, they must pay attention what kind of language that students are able to understand. Secondly, teachers must think about what they want to say to their students, as teacher speech will be resource for students. Thirdly, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.

By welcoming curiosity and encouraging students to raise their own questions about the content or claims being discussed, the instructor or teacher can guide students to develop habits of mind for framing and answering questions. When an instructor creates a climate of respect in the classroom and encourages students to generate their own ideas involving scientific ways of thinking, students are more likely to think deeply and persist in the face of challenges.

b. Student-Student Interaction

Johnson supports that if learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development, educational achievement of students and emerging social competencies.¹⁸ It can also develop the learners' capacities through collaborative works. So, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

¹⁷ Ibid., 14.

¹⁸ Khadidja, *The Effect of Classroom Interaction.*, 15.

c. Student-Content Interaction

Assignments, activities, goals, and assessments implemented in teaching learning process. It should reinforce *active learning*, the process through which students *actively assimilate* rather than *passively absorb* learning material. Student can spent a time choosing quality reading materials and designing well-thought assessments, but do not overlook opportunities to make content dynamic.

Classroom Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners.¹⁹Moreover, it can be defined as a two process between the participants in teaching learning process where teacher can influences the learners.

Considering structuring the classroom interaction so that it:

- Provides opportunities for students to work in pairs and small groups, use multiple modes of communication (e.g. discussion and making presentation).
- Encourages the students to work together as a class to contribute to a comprehensive answer to an open-ended problem.
- Devote a significant proportion a class time (15-30%) to student interaction.
- Encourages in-depth conversation among students or between student and instructor.
- Features several students explaining their ideas to a respectful class that listen well.

¹⁹Amrita Ghosh, "Classroom Interaction", <http://www.examiner.com>, August 31, 2010, accessed on June 2, 2014.

2. The Role of the teacher

In a broad sense, teacher is a facilitator of learning, which includes the following.²⁰

- a. A general overseer of learning. Teacher coordinates all activities so student form a coherent progression from lesser to greater communicative ability.
- b. A classroom manager. Teacher is responsible for activities into lessons and overall organization.
- c. A language instructor. Teacher presents new language, controls. Evaluates and corrects learner's performance.
- d. A consultant or adviser. Teacher may move around the classroom and monitor student's progress, strengths, and weakness.
- e. A co-communicator. Sometimes, teacher will participate in an activity as a 'co-communicator' with the learners. He may encourage learners without taking their main role.

Based on the communicative methodology, teacher has two main roles and the three secondary roles.²¹

The main roles, the first role is to facilitate the communicative process between all participants in the classroom, and also between these participants in the various activities. A facilitator is holding some roles such as being guide, monitor, support system, feedback giver and counselor. The second one is to act as an independent participant within the teaching learning process. The secondary roles for teacher include three roles. The first is as an organizer of sources and a

²⁰Ibid., 130.

²¹ Patricia A. Richard et.al., *Making it Happen: Intercation in the second language classroom from theory to practice* (New York: The Alpine Press, 1998), 294.

resource himself. Then the second one is a guide within classroom procedure and activities. The third is that of researcher and the learner with much to contribute in terms of appropriate knowledge and abilities, actual and observe experience of the nature of learning.

3. The importance of interaction in the class

Talk is central to what happens in classrooms. Through talk, concepts are explained, tasks demonstrated, questions posed, and idea discussed. It is significant school activities that do not involve talk in some way.²² In famous passage, Vygotsky asserts the primacy of social interaction in human development:

Every function in the child's cultural development appears twice: first, on the social level and later, on the individual level; first between people (*interpsychological*) and then inside the child (*intrapsychological*)... All the higher mental functions originate as actual relations between people.²³

Statement above that discourse between people is internalized as individual. At least three ways internalized talk can advance thinking. First, language is a cognitive resource. Second, through talk participations are exposed to alternative voices and perspectives that challenge or elaborate their own word view. Third are habitual interaction patterns. Providing all participants opportunity to voice their views, demanding and providing justification for arguments, questioning assumptions, clarifying concepts.

²² Ellies et.al., *Applied Linguistics and Primary School Teaching* (Cambridge: Cambridge University Press, 2011), 165.

²³ Ibid., 166.

Johnson claims that “classroom communicative competence is essential in order for the second language students to participate in and learn from their classroom experience.”²⁴ Moreover, Ellis and Fotos said that “Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output.” So, interaction enriches meaning negotiation where students can receive feedback from their interlocutors.

4. Classroom Language

The communication patterns found in language classrooms are special. Communication is unique because the linguistic forms used are often simultaneously the aim of a lesson and the means of achieving those aims. Meaning and message are one and the same thing, ‘the vehicle and object of instruction’. Language is both the focus of activity, the central objective of the lesson, as well as the instrument for achieving it.

Here is classification of classroom language that can be used.

a. Organization

1) Giving Instructions

e.g. *Let's sing a song, everybody, please!, open your book.*

2) Supervision

e.g. *Look this way, Stop talking, be careful.*

3) Sequencing

e.g. *First of all, today, ..., Right. Now we will go on to the next exercise.*

²⁴ Khadidja, *The Effect of Classroom Interaction.*, 9.

b. Interrogations

1) Asking Questions

e.g. *What do you think?, How can you tell?.*

2) Responding to question

e.g. *Yes, that's right, Fine, What about this word?*

c. Explanation

1) Metalinguage

e.g. *Explain it in your own words.*

2) Reference

e.g. *As I said earlier..., fter they left the USA, the Beatles ...*

d. Interaction

1) Affective attitudes

e.g. *That's interesting!, That really is very kind of you.*

2) Social ritual,

e.g. *Good morning, thank you*²⁵

²⁵ Andrew Finch, "Classroom Language". *Finchpark* (online), posted on February 18, 2009, (<http://www.finchpark.com>, accessed on June 15, 2014).

C. Flanders Interaction Analysis Category System (FIACS)

Interaction Analysis is a method for analyzing classroom interaction involves the discursive analysis of classroom talk. Lemke argues that classroom education is talk.²⁶ It is the social use of language to enact regular activity structures and to share system of meaning among teachers and students. Interpreting education as the use of language in the context of social activity enables the researcher to observe, document, and interpret how teachers and students use language across all school subject to build relationships, define roles, and so on.

Verbal interaction between teacher and students in the classroom was recorded and analyzed by researcher through FIACS. The assumption is made that teaching behavior and pupil response are expressed primarily through the spoken words as a series of verbal events which occur one after another. In using the FIACS, it is to provide an answer to the question of how a teacher can obtain objective information about classroom behavior, which is rich enough and clear enough to guide his steps towards self-directed improvement.²⁷

²⁶ David Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 1992), 98.

²⁷ Li li, et. al., 2011. "Beyond Research: Classroom Interaction Analysis Technique for classroom Teachers". Paper presented at the 4th Redesigning Pedagogy International Conference, Singapore May-June 2011.

The Flanders system was originally intended for use in content classroom.

The figure below shows the Flanders categories in classroom interaction:²⁸

Teacher Talk	Indirect Influence	1. Accepts Feelings: in this category, accepts and clarifies the feeling tone of the students in an on-threatening manner. Feeling may be positive or negative. Predicting or recalling feeling is included.
		2. Praise or Encouragement: teacher praise or encourages student action or behavior. When a student gives answer to the questions asked by the teacher, then the teacher gives positives reinforcement by saying words like “good”, “correct”, “go on”, or nodding the head and saying “um mm?”.
		3. Accepts or Uses ideas of Pupils: clarifying, building, or developing ideas suggested by a student. As a teacher bring more of his own ideas into play, shift to category five.
		4. Asking Questions: asking a question about content or procedure with the intent that a student answers. Sometimes, teacher asks the question but the teacher carries on his lecture without receiving any answer.

²⁸ Steve Walsh, *Investigating Classroom Discourse* (New York: Routledge, 2006), 41-42.

	Direct Influence	5. Lecture: giving facts or opinions about content or procedure expression of teacher's ideas, giving own explanation, or citing an authority other than a pupil.
		6. Giving Directions: the teacher gives direction, commands, orders, or initiation with which a pupil is expected complies.
		7. Criticizing or Uses Authority: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extremely self-reference.
Student Talk		8. Pupil Talk Response: a student makes a predictable response to teacher. Teacher initiates the contact or solicits student statements and sets limits to what the student says
		9. Pupil Talk Initiation: talk by pupils that they initiate. Expressing own ideas like initiating a new topic, freedom to develop opinions.
Silent		10. Period of silence or confusion in which communication cannot be understood by the observer.

Table 2.1 Flanders Interaction Categories.

Flanders established ten Interaction Analysis Categories (FIAC). It describes the teaching learning process according to the classroom language, as mentioned on the table above. Flanders divide into three teacher talk consists of direct and indirect teacher talk. Moreover, they are used to determine whether a teacher is indirect or direct in his approach to motivation and control in the classroom. The system describes, rather than evaluates.²⁹

²⁹ Evans Thomas P, "Flanders System of Interaction Analysis and Science Teacher Effectiveness". Paper presented at the Annual NARST meeting, Minneapolis, Minnesota, March 8, 1970.