

CHAPTER II

LITERATURE REVIEW

This chapter discusses: (1) classroom interaction, (2) teacher talk, (3) student talk, (4) Flanders' interaction analysis (FIAC), and (5) previous related studies.

2.1 Classroom Interaction

2.1.1 Definition of Classroom Interaction

Classroom interaction is a group exchange of thoughts, feelings, or ideas between two or more people that has reciprocal effects on each other in other ways that are relevant to the teacher's and students' actions during class. Classroom interactions are distinct from day-to-day interactions in the field of language teaching. It can be understood from the meaning of some experts. Richard (2002) stated that classroom interaction is a pattern of verbal and nonverbal communication as well as the type of social relationships that occur in the classroom. Verbal contact in the classroom of the EFL means communication that takes place through discussions between teachers and students. Non-verbal interaction involves teacher and learner gestures or facial expressions as they communicate without using words, while verbal interaction occurs through teacher and student conversations (Pratama, 2015). In short, class interactions are verbal or non-verbal actions that occur in the classroom between teachers and students.

Adaba (2007) claimed that participation in the classroom is an activity that promotes the growth of language skills. In addition, Adaba (2007) he also stressed the importance of classroom involvement in the teaching-learning process. In summary, classroom interaction refers to the relationship that exists between the teacher and the students during the learning process.

1.1.2 Types of Classroom Interaction

Dagarin (2004) proposed four types of interaction, as follows:

a. Teacher – Students / whole class

This pattern of interaction is happened when a teacher speaks to the whole class at the same time. He/She is as a controller or a leader and decides about the type and process of the activity. The teachers always initiate this pattern of classroom interaction by asking questions in the majority of the EFL classroom context and the learners answer the questions of the teacher. It means that the 10 teachers must motivate the learners to speak by asking them some questions orally in the teacher – whole class interaction. The teachers have someways to make learners participate in the class. In summary, teacher – whole class interaction is a relevant interaction to make the learner speak actively in the class.

b. Teacher – Student / a group of students.

This patterns is established when the teacher refers to the whole class, but expects only one students or a group of students to answer. The common activity that is the teacher gives an assignment which is being discussed with the group. It is often used to evaluation individual students. Dagarin (2004) states that this pattern can also be used at the beginning of the lesson for an informal discussion or for guiding students into less directed activity.

c. Student – Student

The third namely “pair work”. Students are given a task which they must do in pairs. This interaction facilitates the students to share the knowlege or infomation and their ideas about the materials. It will improve their understanding, as they work together. In addition, the students can ask their friend in understanding the material that they do not understand. Dagarin (2004) said that the role of teacher in this patterns as a consultant or adviser, helps students when they have difficulties. So, the students are freedom to ask whatever they want.

d. Students – Students

The last pattern namely “group work”. Same as pair work, the function of teachers is as advise or a consultant and person group talk on their work as a follow up

2.2 Teachers Talk

2.2.1 Definiton of Teachers Talk

Teachers talk is the kind of language used by the teacher for instruction in the classroom. Teachers talk is essential and appropriate not only for the organization and management of classrooms, but also for the acquisition process. Teachers talk focuses on the teacher's speaking time in a class. In addition, especially in an EFL classroom, it has a function as an input for students. Nunan (2000) explained this in a number of settings. Teacher talk is important, and it has been extensively researched and written. Since the medium is the message, it is particularly important in language classrooms. Changes in a teacher's vocabulary, the questions they ask, the feedback they seek, and the types of guidance and interpretation they provide may all have a huge effect not just on classroom management but also on the learners' ability to learn the target language. As a result, teacher talk is one big role in learning process in the classroom interaction.

Teachers talk plays essential tool in the class. Teachers talk has a significant effect on the engagement with learners in the classroom. The right teachers talks in the classroom will build a positive environment and make a good relationship among teacher and students. Many interactive ways also occurs in teacher talk to make interaction with the learners, such as : repetition, prompting, prodding, and expansions (Yanfen and Yuqin, 2010). In short, the role of teachers talk affects the development of students in the classroom.

However, Nunan (2000) proposed that when determining whether or not the amount of teachers talk is sufficient, consider the following factors: (1) the point in the lesson when the

teacher speaks; (2) what triggers the teacher to speak: spontaneous or planned; and (3) the value of the talk as potentially valuable input for acquisition.

2.2.2 The Functions of Teachers Talk

There are three functions of teachers talk, as follows :

1. Teacher's Questions

Teachers use questioning as one of the most common strategies for managing classroom experience. Questions can be explained by the positions they play in the classroom as a tool used by the teacher. According to Donal and Eggen (1989) in Wan (2013) these roles can be divided into three groups.

1. As a diagnostic tool, questions allow the teacher to see into the minds of students, not only to determine what they know and don't know, but also to determine how they think about the subject. The instructor will evaluate current student awareness in their minds and recognize differences and misconceptions among students by using strategic questioning.
2. Since instructional function questions enable students to learn new materials and incorporate them with old ones, they provide valuable practice and input, and they also alert students to lesson details.
3. Questions allow teachers to actively involve students in the teaching and learning process, challenge their thought, and pose problems for them to consider as a motivational function. The query at the start of the lesson can be used to catch students' attention and provide a focus for the rest of the lesson. Frequent and periodic questions, on the other hand, can encourage active participation and provide food for thought for an on-the-job student. From the standpoint of a

lesson, the question at the start of the lesson can be used to catch students' attention and provide a focus for the lesson. Moreover, frequent and periodic questions can encourage active participants and provide opportunities for continuous student participation in the lesson.

2. Teacher's Feedback

Feedback is the teacher's evaluation of the student's answer. Cook (2000) stated that apart from questions providing input on the student's answer is not a very important feature of teacher chat. Feedback is the teacher's evaluation of the student's answer. Students believe that something in their response or answer is wrong or unsatisfactory when teachers do not provide input. Feedback will not only help the learner understand how well they did, but it will also help to boost morale and build a healthy classroom environment. In the language classroom, feedback on a student's spoken language can be provided in response to the content of what the student has produced or the type of an expression. Feedback from the teacher in which the teacher emphasizes the content of the student's contributions rather than the form, such as grammar or pronunciation.

3. Translation (Code Switching)

Teachers will often use Indonesian or even their mother tongue to explain a concept or idea when using the target language. This procedure is known as translation (code switching). This behavior can occur in a conversation when one speaker talks in one language and the other responds in a different language. When a person begins speaking in one language and then switches to another in the middle of a voice, or even in the middle of a sentence, this is known as code switching .

In a language classroom, the use of code switching is contingent on the teacher's and learners' belief in the language's ability to be learned. Nunan (1991) as cited in Wan (2013) reported that teachers and students in many language classrooms use their mother tongue more than the target language due to the following factors: (1) the essence of the practice, (2) the teacher's interpretation of how students learn, (3) the teacher's perception of the native and target languages' positions and roles, and (4) the student's comprehension of the native and target languages' positions, as well as the teacher's use of the mother tongue.

2.2.3 The Categories of Teachers Talk

There are two forms of teacher talk: indirect influence and direct influence. Accepting emotions, judging or promoting, accepting or using students' suggestions, and asking questions are all examples of indirect control. Lectures, giving orders, and questioning or defending authority are all examples of direct control. (Flanders, 1987 as cited in Aisyah, 2016)

1. Indirect influence

a) Accepting feelings

Accepting feelings is accepts and clarifies a student's mood or emotional tone. French and Galloway (1968) in Aisyah (2016) suggested that both verbal and non-verbal phenomena should take place within this category (accept feelings). In both verbal and nonverbal phenomena, it is clear whether or not the instructor knows the students' feelings. Accepting students' feelings will aid in the creation of classroom environments that promote the teaching and learning process, as well as student trust and participation. As a result, students should not be disciplined to show their emotions.

b) Praising or encouraging

Praising or encouraging is Praises or promotes a student's action or behaviour. Head nodding to say "Um hm?" or "go on," even in witches that release fear, but not to other people's detriment. Students are praised or encouraged to become more active in the classroom and to gain trust. According to Crespo (2002) teachers do not purposefully praise students, but rather respond naturally to their acts and implicit requests for praise. Davies (2011) added that praise could trigger a shift in the pace of the lesson, which could lead to a loss of focus. In addition, Davies (2011) points out that the negative effects of praise can outweigh the positive effects in many situations in this class. Appreciation isn't just a matter of saying, "Way to go!" Alternatively, congratulations! It can, however, be interpreted in a way that says, "Uh, huh!" Alternatively, the teacher may simply repeat the student's answer.

c) Accepting or using ideas of students

Students would be more likely to adopt their proposals if they are appreciated. If learners feel respected, they are more likely to enjoy the teaching and learning process, resulting in a positive atmosphere. The teacher's approval of the student's suggestion, such as "I understand what you mean," falls into this category. As a measure, the student's argument should be repeated using his or her own terms, and the student's ideas should be built or created through a class discussion as deserving of attention (French & Galloway, 1968 cited in Aisyah 2016).

d) Asking questions

Asking question is questioning about material to procedure based on instructor input in the hopes of receiving a response from a student. Brown (2001) described interactive questioning as a technique for getting students to express themselves. The level of the students can be used to categorize the questions asked. The teacher generally starts by pointing out questions in the answer that are widely understood. Ambrosio (2013) found that many studies have shown that critical thinking, when combined with teacher-assisted questions, makes it easier for students to answer questions that will help them understand the challenges they face in society. However, there are times when teachers ask questions and then continue with their lecture without responding; this does not fall into this category

2. Direct Influences

e) Lecturing

Lectures, in which the teacher imparts wisdom or instructs the students, are one of the most important events in the classroom. A lecture is a teaching method in which the teacher gives students an oral presentation of facts or ideas and the class is usually responsible for taking notes, implying little or no classroom participation, such as questioning or discussion during class time. (Good and Merkel, in Kaur, G., 2011) Lectures can be classified into three types: the teacher's exhibition lecture, in which the majority of the talk has been completed; the teacher's lecture recitation, in which the majority of the talk has been completed but the teacher normally pauses and asks specific questions or asks students to read the prepared material and the teacher's lecture recitation, in

which the teacher normally pauses and asks students specific questions or asks them to read the prepared material after the bulk of the talk has been completed; and the recitation of the teacher's lecture; and during an interactive lecture, before giving another mini-lecture, the teacher gives a 15 to 25 minute mini-lecture, then asks students to join learning groups and complete a mini-lecture (Kaur, 2011). As a result, a good lecturing from the teacher can make student responses well.

f) Giving directions

Brown (2001) stated that students need some direction and information facilitation on how they should systematically demonstrate the entire ideas they own. They expect their teacher to give them some kind of guidance or order, and they need to be directed through some classroom exercises to avoid being confused. As a consequence, according to Sofyan (2014), giving direction helps students to practice their English language skills. Teachers should also make an effort to provide straightforward and concise instruction in the classroom to ensure that it runs smoothly. In short, a successful direction will result in a positive teaching and learning environment.

g) Criticizing or justifying authority

Sometimes a few students in the classroom are difficult to cope with due to age-related problems that lead to unstable emotions. In the meantime, teachers should be able to share with students their displeasure, disappointment, and disappointment (Sofyan, 2014). Therefore, the teacher has to be assertive in the classroom on what students can and can not do. Critics should not be negative and

make the students down because it would have a poor impact on students (Gharbavi and Iravani, 2014). Furthermore, critics motivate students to pay attention and listen to the speaker in the present moment (Sofyan, 2014). A number of studies have been carried out. Nurmasitah (2010) found that the teacher's talk accounted for more than 50% of the lecture contact in the classroom as the dominant group. Putri (2014), on the other hand, found that asking questions was the most influential category in the classroom. Nugroho (2010) carried out additional research in which it was realized that the teacher's speech accounted for almost 50% of the entire lesson and found that asking questions was the most dominant category according to Putri. Each research has different findings about the time spent talking to the teacher and the most dominant group in the classroom. The rationale for the use of the category has not been provided.

2.3 Students Talk

2.3.1 Definition of Students Talk

Students talk is the language produced by student in the classroom interaction. Astuti (2011) stated that students talk is students' speech when they imitates their teacher's examples, express idea, or give comments and criticism in the classroom. Students talk includes dialogue between teacher to student, student to student or amongst students as well as verbal discourse relating to academic materials. In shot, Students talk refers to ways of students share their ideas in the classroom.

Students talk plays an important role in classroom interaction. Brock (1986) in Shoomosi (2004) stated that by performing appropriate students' talk and giving the opportunities to the students to talk, can make students learn the target language easily.

Through the students talk, students can practice the target language based on the input they got from the teacher. As a result, students talk will explain the students' task concentration to their teaching learning activity.

2.3.2 The Categories of Student Talk

According to Pratama (2015) there are seven categories of students talk described as follows :

1. Student response, specific: Drills, reading aloud, dictation, and answering to the teacher within a set of available or previously practiced responses are all used.
2. Student response, open-ended or student-initiated: Students respond to the teacher by sharing their own thoughts, feelings, reactions, and emotions with him or her. Students must now choose one of many possible answers that they have previously practiced. Having the sessions underway.
3. Silence: the conversation comes to a stop. Non-verbal communication happens at quiet periods.
4. Silence-AV: when audiovisual equipment is used to communicate, such as a tape recorder, film strip projector, or record player, there is silence during the communication.
5. Confusion, work-oriented: since more than one person is talking at the same time, it is difficult to document the conversation. The task at hand includes students shouting enthusiastically, eager to participate or respond.
6. Confusion, non-work-oriented: it's difficult to record more than one person addressing the relationship at the same time. Students that are out of control, who are not behaving as the teacher wants, and who are uninterested in the task at hand

7. Nonverbal: Teachers or students use nonverbal gestures or facial expressions to interact without using words. This category is often used in combination with either the teacher or student behavior categories.

1.4 Flanders' Interaction Analysis Categories (FIAC)

2.4.1 Definition of Flanders' Interaction Analysis Categories (FIAC)

The effectiveness of teaching, which can be objectively evaluated by classroom interaction, can be used to evaluate a teacher's success in language teaching. As a result, it provides a thorough analysis of the teacher's interaction in the classroom, which can provide an accurate indicator of what happens in the classroom during teaching activities.

Flanders' interaction Analysis is developed by Flander (1970) in Putri (2014) that is coding categories of interaction analysis to know the quantity of verbal interaction in the classroom. This technique is one of important techniques to observe classroom interaction systematically. The Flander Interaction Analysis Category System (FIACS) records what teachers and students say during teaching and learning process. Besides that, the technique allows the teachers see exactly what kind of verbal interaction that they use and what kind of response is given by the students.

FIACS provides ten categories to classify classroom verbal interaction including into three groups, namely, teacher, students talk, and silence or confusion. Each classroom verbal interaction will be coded at the end of three seconds period. It means that at three seconds interval, the observer will decide which best category of teacher and students talk represents the completed communication. These categories will be put into columns of observational sheet to preserve the original sequence of events after the researcher do plotting the coded data firstly. Tichapondwa (2008) in Putri (2014) argues that Flanders' interaction Analysis is

for identifying, classifying, and observing classroom verbal interaction. As a result, Flanders' interaction Analysis help the researcher to identify classroom interaction during teaching and learning process in classifying the interaction into the teacher talk, students talk, and silence.

Flanders would be the language of the classroom for all interactions between teachers and students, divided into ten groups, in which the status of teachers on students' ability to speak was reported in classes 1 through 7; classes 8 and 9 are for students to address the teacher's condition, and there will be no 10 in class It's been suggested that it could be used as a quiet state classroom in addition to teacher and student contact (quiet or confusion). Based on the FIAC ten categories, there are three primary forms of classroom interaction: teacher speaking, student talking, and silence or confusion.

Table 1. The description of FIAC is given below:

Teacher Talk		Activity
Indirect Influence	Response	<p>1. Accepts feeling. In a non-threatening manner, accepts and clarifies a student's mood or emotional tone. It is possible to experience either a positive or negative emotion. Feelings prediction and recall are included.</p>
		<p>2. Praises or encourages. Praises or promotes a student's action or behaviour. Head nodding to say</p>

		<p>"Um hm?" or "go on," even in witches that release fear, but not to other people's detriment.</p>
		<p>3. Accepts or uses ideas of pupils. Clarifying, expanding, or evolving the concepts of a student. Student ideas are allowed to be extended, but the teacher needs to move to Category 5 when adding more of his own ideas.</p>
		<p>4. Asks questions. Questioning about material to procedure based on instructor input in the hopes of receiving a response from a student.</p>
<p>Direct influence</p>	<p>Initiation</p>	<p>5. Lecturing. When giving information or opinions about material or practices, sharing their own thoughts, defending themselves, or citing a source other than a student; sharing his own thoughts, justifying himself, or citing a source other than a student.</p>

		<p>6. Giving directions. Students are required to take rules, commands, or directives.</p>
		<p>7. Criticising or justifying authority. High self; bawling others out; justifying why the instructor is doing what he is doing during; statements intended to change a student's inappropriate conduct pattern to reasonable.</p>
Student talk	Response	<p>8. Student-talk response. Students respond to the teacher by speaking. The instructor initiates the conversation, requests a response from the student, or organizes the situation. One's ability to articulate one's own thoughts is severely restricted</p>
	Initiation	<p>9. Student-talk Initiation. The students are the ones who start the conversation. expressing one's own thoughts; initiating a new topic; gaining the freedom to form one's</p>

		own views and line of thought, for example, by asking insightful questions; moving beyond the existing paradigm
	Silence	10. Silence or confusion. Pauses are brief periods of perplexity in which the observer is unable to understand touch.

2.4.2 Procedure of Flanders Interaction Analysis

According to Ulfah (2016) , there are one step that will be conducted in analyzing data using Flanders Interaction Analysis.

1. Encoding process

The first step in encoding in the ten-category system is to memorize the code numbers in relation to the key word phrase in capital letters. An observer will sit on the last classroom bench and observe the teacher as she teaches. She jotted down the category number that best represented the contact case every three seconds or simply finished it. For instance, the observer gives a 5 when the teacher is lecturing, a 4 when she asks a question, an 8 when the student responds, a 2 when the teacher praises, a 6 when the teacher demands a seat, and a 5 when the teacher resumes lecturing. Observations are made at a rate of 20 to 25 per minute. the events are being observed.

The following are the ground rules for encoding observation:

Many ground rules have been developed due to the difficulty of the issues involved in categorization. By providing clarification, the observation rules help in the categorization of teacher behavior in the classroom.

- a.** Rule 1: Choose the type that is statistically furthest from category 5 if it is uncertain which of the two or more classes belongs to the sentence. If an observer is uncertain whether it is 2 or 3, for example, select 2. If she can't decide between 5 and 7, she goes with 5.
- b.** Rule 2: If the teacher's primary speech has been consistently overt or indirect, do not move to the opposite classification unless the teacher expresses a deep desire to do so. This rule is known as the law of the biased, impartial observer.
- c.** Rule 3: The observer should be unconcerned about his own biases or the intentions of the instructor. When a teacher wants to be clever, students interpret her words as being dismissive of them; the observer has placed category 7 on the scale instead of category 2. This rule is particularly useful when it comes to assisting teachers in gaining insight into their own actions, such as when they say things like, "I was trying to compliment them," or "I wanted them to answer that question."
- d.** Rule 4: If more than one category is used during the three-second interval, the three-second interval is reported for all categories. If there is no change after three seconds, increase the number of categories.

1.5 Previous Related Studies

There are three previous related studies about teachers talk and students talk in the classroom interaction. The first study was conducted by Ulfah (2013), which entitled "*The*

study of the teacher and the students talk in the classroom interaction of the eighth grade of SMP negeri 18 Purworejo in the academic year 2012/2013". The objectives this study are to describe the speech strategies used by the teacher and students in the classroom, to know what type of interaction characteristics of the teacher-students talk in the classroom interaction and to identify languages used in the classroom interaction by seeing the percentage of English and Indonesian language used for teaching-learning process. The researcher used Flanders' Interaction Analysis for technique collecting data. The result of this study showed that the teacher was more active (the superior) in this interaction. Meanwhile, the student was less active than the teacher (the inferior). After getting the result of this study, the researcher concluded that the teacher was dominant in the classroom interaction. The percentage of the teacher talk was 78.15% and students' participation was 21.16%. The students' condition showed that they should be more active because some of them was still confused or gave no answer. The interaction was in three ways communication: inteaction between teacher-students, students-teacher, and students-students. There are some similarities and differences between this previous study and the writer present study. The similarity is on the objective of the study, which are to describe the interaction between the teacher and students while they are in the classroom, to identify what the kinds of interactions based on the characteristics of the teacher-students' interaction in the classroom and to identify Indonesian or English language used in the classroom interaction by knowing the percentage of English and Indonesian language used for teaching-learning process. The differences are one the place of the research and the level of the student. The previous study is conducted at Purwerojo, and the present study is conducted at

Palembang. The second differences, the previous study focused on the the eighth grade student and the present study focused on the seventh grade student.

The second previous study was conducted by Firdaus (2014), which entitled "*The Analysis of Teacher Talk and Learner Talk in the Classroom Interaction (A Descriptive Study at 1st Grade Islamic Senior High School in Margahayu)*". The objective of this study is to describe types of teachers talk and students talk occurs in classroom interaction. The data were analyzed by applying Flanders's Interaction Analysis Categories (FIAC). The result shows that all the teacher talk categories revealed that asking questions and lecturing was found as the most frequently used. In terms of learner talk, learner talk response and initiation were revealed in this research. According to the results, it can be concluded that teachers talk and students talk categories are an important part in classroom interaction. In addition, the factor that influenced types of teacher talk and learner talk was also supported by students' response in the interview. There are similarities and differences between this previous study and the writers present study. The similarity is technique collecting data. The differences are about the place of the research and the level of the student. The previous study is conducted at Margahayu and the present study is conducted at Palembang. The other differences from the previous study was focused on the the tenth grade student and for the present study will be focused on the seventh grade student.

The third, a study onducted by Pratama (2015), which entitled "*Teacher and Learners' Talk in the Classroom Interaction at Tenth Grade Students of SMA Jawahirul Hikmah Tulungagung in Academic Year 2014/2015*". The objectives of this study are to describe how the teacher and learners conduct interaction in the classroom, to identify the aspects of interaction in the classroom and to investigate the patterns of interaction occur during in the

teaching – learning process. The technique of data collection of this research were doing observation and conducting interview. The result shows that the researcher found the interaction between teacher and learner absolutely interactive, they used two ways of communication and some approach of teaching covering: GTM, audio lingual, TPR and Communicative Approach. The aspects of interaction in the classroom based on FLINT showed that they employed 9 categories of teacher talks and 6 categories of learner talks. Meanwhile, the findings related to the patterns of classroom interaction was student – students' interaction, teacher – whole class interaction, teacher – whole group interaction, and teacher – individual students' interaction. There are similarities and differences between this previous study and the writers present study. The similarity is on the objective of the study, which is to describe the interaction between the teacher and students while they are in the classroom. The differences are on the place of the research and the level of the student. The previous study is conducted at Tulungagung, and the present study is conducted at Palembang. The onext differences the previous study was focused on the the tenth grade student, and the present study focused on the seventh grade student.