

CHAPTER II

LITERATURE

A. Nature of Interaction

1. Definition of Interaction

The interaction of teaching and learning process is called as an educative interaction. An educative interaction is intended to achieve the target of it. Brown (2000: 159) defines interaction as the collaborative exchange of thoughts, feelings or ideas between two or more people generated in a reciprocal effect in each other.

Interaction is a process in which people have a reciprocal effect upon each other through actions. Another definition of interaction is recommended by Thomas (1987: 7) who says that although interaction is two-way process, it is not only in the form of action and reaction. He also defines interaction as acting reciprocally, acting upon each other. It means that the teacher acts upon the class but the class reaction subsequently modifies his next action and so on.

Interaction deals with the interpersonal work relationship of school professionals, for example teacher and his or her students. Teacher and students' interaction has important roles for teaching and learning activity in the classroom. In this case, Tsui (1995: 6) says that these elements constantly interact with each other and make cooperative effort

among them. Each participant has to contribute to other participants in determining the direction and outcome of the interaction.

According to Tubbs (2001: 6), interaction simply means communication. This includes talking and listening, head nods, gestures, glances, paths and back, smiles, frowns and many other behaviors to which people assign meaning. It means that the interaction includes verbal and non-verbal interaction used to convey messages, ideas or information to other.

Richard and Willy (2002: 208) describe “interaction is the key to improve EFL students’ speaking ability”. They argue that a key factor foreign language development when the opportunity given to the students to speak in language-promoting interaction. In their interaction, the students will learn how to communicate *verbally* and *nonverbally* as their language store and language skills develop. Rivers (1987: 4) describes the importance of interaction:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, join problem-solving tasks or dialogue journals. In interaction, students can use all the processed or the language—all they have learned or casually absorbed—in real life exchanges where expressing their real meaning is important to them.

From the description above, the interaction in the language classroom is very important in the teaching and learning process. In the classroom, the quality of teacher-students interaction will give influences in achieving the goal or the target of language teaching and learning.

2. Types of Interaction

There are some types of interaction occurs in the classroom. According to Moore (2000: 1-3), there are three types of interaction as follows:

a. Students-Teacher Interaction

The first type of interaction, regarded as essential by many educators, and as highly desirable by many students is interaction between the students and the experts who prepare the subject material or other experts acting as teachers. In this interaction, the teacher attempts to achieve the aims held in common with all other educators.

First, having planned or given a curriculum, a program of content to be taught, the teacher stimulates or at least maintain the students' interest in what is to be taught and motivates the students to learn including self-direction and self-motivation. These may be presentations of information, demonstrations of skill, or modeling of certain attitudes and values.

Next, the teacher tries to organize students' application of what is being learned, either the practice of skills that have been demonstrated or manipulation of information and ideas that have been presented.

The teacher organizes evaluation to ascertain if the students are making progress and to help decision whether to change strategies.

Finally, the teacher provides counsel and support to each the students, though the extent and nature of this support varies according to

educational level of the students, the teacher's personality and philosophy and other factors.

b. Student-Student Interaction

It is the second form of interaction, a new dimension of distance education that will be a challenge to our thinking and practice. This is inter-students interaction, between one student and other students, alone or in group settings, with or without the real time presence of a teacher.

Through the history of education the class or educational group has not been organized for reasons that have nothing to do with students' needs. At present, many classes are organized because the class is the only organizational form known to most teachers and because in the short term. It is the cheapest way of delivering the teaching acts of stimulation, presentation, application, evaluation and support.

However, student-student interaction among members of a class is sometimes an extremely valuable resource for learning. This is an example of content that makes group interaction especially valuable. One could study the presentation of principles of group leadership and group membership or in interaction with a teacher.

However, at the point of application and evaluation, the availability of a group of fellow students becomes invaluable for students and teacher alike. Interestingly, they cannot effectively facilitate interaction among members of a large undergraduate class in face-to-

face classrooms, and turn to distance education techniques, using recorded video and computer interaction to achieve higher performance in group behaviors. Thus, the teacher gives his or her students the advantage of individual interaction with the instructor by electronic correspondence and the benefits of peer group interaction.

The students' interaction will be highly desirable. It depends largely on the circumstances of the students and their age, experience and level of students' autonomy. For younger students, the teaching task of stimulation and motivation will be assisted by peer-group interaction, though this is not particularly important for most adult and advanced the students who tend to be self-motivated.

c. Students-Content Interaction

The third type of interaction is interaction between the students and the content or subject of study. This is a defining characteristic of education. It cannot be the education without it since it is the process of intellectually interacting with content that generates the changes in the students' understanding, perspective or the cognitive structures.

Based on the three types of interaction above, the interaction that occurs and dominates the classroom in the English as a Foreign Language (EFL) classroom is the first type of interaction; Students-teacher interaction. This kind of interaction authorizes the classroom talk and classroom activities in the teaching and learning process. The

expectation of it is to achieve the target of learning conducted by both the teacher and the students. Ellis in Richard (1994: 138) clarified that the quality of this interaction is thought to have a considerable influence on learning.

According to Huda (1999: 88), says that classroom interaction provides the input by talk resulted from interaction between teacher and students. He also says that the interactions between the teacher and the students may serve as input for acquisition. The important of requirements input are that the talk must be comprehensible and it contains items which are higher than the students' stage. In other words, the teacher talks in the classroom in such way to make the students' comprehensible input resulted by the teacher-students interaction. Thus, the teacher needs to be able to manage their interaction with the students in a way which allows all the students equal opportunities to participate and learn how they are expected to interact to all elements in the classroom (Richard, 1994: 141). In this case, the students-teacher also evokes not only the student-student interaction but students-content interaction. It means that it is able to cover other types of interaction.

3. Aspects of Interaction

a. Teacher's Talk

Commonly, teacher's talk takes crucial role in teaching and learning process especially in English subject as a foreign language, not only for organizing the classroom but also inputting the knowledge in acquisition process. Teacher's talk can be used as one of sources of students' learning target language. In other words, the main source of language exposure of the students in the most foreign language teaching is the teacher (Huda, 1999: 52). Therefore, the teacher's talk really plays a major role in the acquisition of a foreign language. Nunan (1989: 189) defines importance of teacher's talk. "Teachers' talk probably plays as the major source of comprehensible target language input the students' is likely to receive". Teacher can talk either too much or too little in teaching learning process. Teacher needs to control the talking time in the classroom. Moreover, Nunan (1989: 190) describes that when determining the appropriateness or otherwise of the quality of teacher's talk, then it needs to take into account a variety of factors including:

First, the point on the lesson in which the talking occurs. Second, what prompts the teacher talk: whether it is planned or spontaneous, the ensuing digression is helpful or not. Third, the value of the talk will be potentially useful input for acquisition.

The effectiveness of teacher's talk should not be determined based on how much teacher spends time to talk in teaching learning process, but rather than the way the teacher uses talk to promote meaningful interaction.

According to Huda (1999: 88), the purpose of talk is to get across the message to the students so that the adjustment may occur naturally.

It means that the effective teacher's talk provides an essential support to facilitate both language comprehension and students' production. Actually, when teacher gives long explanations about language, the students will get back into passive condition. As strategies which can be used by the teacher to manage teacher's talking time, he or she uses talk selectively to answer students' questions, give instructions and explain homework assessments and daily interpersonal communications with the students.

In the classroom, the teacher makes adjustments to both language form and language function in order to help communication in the classroom. These adjustments are called 'teacher talk'. From those meanings, it can be known that teacher talk is a major way used by the teacher to convey information, have discussion and negotiation, and motivate his or students. Therefore, he or she can give the students knowledge and control their behavior.

Teacher's talk is regarded as a special simplified code with double features namely formal feature and functional features of teacher's

talk. The first one refers to the form of teacher's talk such as the speed, pause, repetition, modification of teacher's talk. The second one of languages that teacher uses to recognize and control the class including the teacher's questions, interactional modifications and feedback. It is encouraged by an additional explanation from Huda (1999: 88) says that the teacher talk in the classroom generated from interactions between the teacher and the students has been modified in such a way to make it comprehensible. In addition to comprehensibility, the teacher's talk contains the items which are slightly higher than items already acquired by the students.

b. Students' Talk

In agreement with interaction analysis system used, students' talks in this study will be distinguished into the students' response and the students' volunteer. Brown (2000: 147) describes the students' response consists of the students' direct and predictable response to the teacher's question and directions, while the students' volunteer consists of the students' information and comments or questions. The students' talk can be used by the students to express their own ideas, initiate new topics and develop their opinions. As the result, their knowledge will develop. Essentially, students' talk will show the activity concentration of the students to their teaching learning activity.

Students' talk can be said as the students' speech when they imitate their teacher's examples, expresses their ideas or gives comments and criticisms about something in the classroom. This includes the characteristic of the students' talk. The other characteristics are mispronouncing syllables or whole words, voice disorder, loudness or voice quality, fluency disorder, pause, hesitation, repetition, stutter and reluctance to speak.

B. The Nature of Classroom Interaction

1. Definition of Classroom Interaction

The interaction occurs in the teaching and learning process in the classroom. The classroom can be defined as a place where more than two people gather together for the purpose of learning with one having the role of teacher (Tsui, 1995: 1). It means that the teaching and learning situations in the classroom involve interaction between the teacher and the students.

Gaies in Tsui (1995: 5) also described the classroom as the 'crucible' in which elements interact. These elements constantly interact each other. It is the chemistry among these elements that determine the progress of the lesson and the kind of learning opportunities when the teaching and learning process takes place.

In fact, the teacher tends to dominate in the classroom talk. The teacher has certain expectations about how the lesson should be

conducted in the classroom. For example, when the students answer the questions, they should raise their hands up. The teacher also has certain ideas about how the lesson should be preceded, what kinds of questions to ask, what kinds of activities they want students to do and what they expect students to get out of this lesson. The lessons are judged as good or the basis of whether they turn out the way is planned and expected outcome is achieved or not. However the teacher knows that there is often a gap between what they want to achieve and occur because there are many factors that affect classroom interaction. The factors come from the elements; the teacher and the students.

Moreover, the students sometimes see the teacher as the knowledge distributor but they as the passive recipient and may not welcome the opportunity to take responsibility for their learning. Such expectation cannot be ignored since they influence on the classroom atmosphere which effects classroom interaction and learning (Tsui, 1995: 6). As Allwright and Bailey in Tsui (1995: 6) pointed out the success of interaction between the elements in the classroom cannot be taken and guaranteed by the planning. It is caused by the classroom interaction. In fact, the interaction is a cooperative effort among participants. Each participant has as much to contribute as every other participant in determining the direction and outcome of the interaction.

2. Aspects of Classroom Interaction

The aspects of classroom interaction should be outlined the interaction that will be relative to language learning. Those aspects are (Tsui, 1995: 12–19):

a. Teacher's Questions

Teacher's questions take a very high percentage of the teachers' talk up. The modification of questions is intended to make the students comprehend and elicit the response that become another important area of classroom interaction.

b. Teacher's Feedback and Error Treatment

Teacher's feedback on responses given by the students is another very important element in classroom interaction. The students need to know whether they have correctly understood and provided the appropriate answer. The sequence of interaction is commonly found in language classrooms. The teacher tends to require the students to produce target language correctly both in the content and the form. It is the way of the teacher provides feedback to the students and the students' interpretation of the feedback. In the language classroom, what the teacher considers as appropriate contributions and errors are very important, not only in terms of getting students to produce the target language and to engage in meaningful communication, but also in terms of their understanding of how the language works.

c. Teacher's Explanation

It is another component that takes a significant portion of teacher's talk. There are different ways of defining explanation. Some define it generally as providing information or communicating content. The teacher deals with explanation are very important. Inappropriate explanation or over-explanation hinder rather than help students to comprehend.

d. Modified Input and Interaction

The study of classroom interaction focuses on the features of teachers' speech and the ways in which it is different from their speech outside the classroom. These features are speech rate, syntax, intonation and vocabulary. In order to make their speech comprehensible to the students, teacher tends to modify their speech by speaking more slowly, using exaggerated intonation, giving prominence to key words and using simple syntax and a more basic set of vocabulary. Moreover, simply modifying the input is no guarantee that the input has been made comprehensible to students. In a conversation, there are many modification devices such as comprehension checks, requirement of repetition and clarification and modification checks.

The interaction structure is modified from 'question-answer-feedback' to question-request for repetition-repetition followed by a modified 'question-answer-feedback'. Modification devices can be used by the teacher or the students in process of negotiating comprehensible input.

e. Turn Allocation and Turn Taking Behavior

The students are actively involved in classroom interaction is largely determined by the turn-allocation behavior of the teacher and turn-taking behavior of the students. As for the turn-taking behavior of students, it is often thought that students either take turns that are solicited by the teacher or initiate turns by asking questions, making requests or volunteering answers.

The dominant pattern of interaction is that of teacher's question, teacher' response and teacher's feedback which are commonly found in all classrooms and typical of classroom exchanges. The teacher talks not only take the largest portion of talk but also determine the topic of talk and who talks. Therefore, it is a very important component of classroom interaction.

3. The Components of Classroom Interaction

According to Yu (2008: 1-2), there are some components of classroom interaction:

a. Collaborative Dialogue

Collaborative dialogue happens effectively between student and student or students and assistant interaction. It is a knowledge of building dialogue in which language use and language learning can occur. Classroom interaction should take the role as collaborative dialogues do for its significance in communicative language teaching.

b. Negotiation

Negotiated interaction is essential for input to become comprehensible. The notion of negotiation is generally defined as discussion to reach agreement. According to Allright in Yu (2008: 1), interactive negotiation should be person to person communication since the conditions would be satisfactory.

c. Co-construction

Co-construction is defined as the joining creation of a form, interpretation, stance, action, activity, identity, institution, skill, ideology, emotion or other culturally related meaning reality. All participants have the responsibility to construct a successful and appropriate interaction for a given social context. Meaning is negotiated through face to face interaction and is jointly co-constructed in a locally social context.

C. Classroom Interaction and Language Learning

In the language classroom, classroom language and interaction are important because language is the subject of study as well as the medium for learning. They are not only learning about the language but also putting the language that they are learning to use when the students listen to the teacher's instructions and explanations and express their views, answer questions and carry out tasks and activities.

However, in constructing the classroom interaction of language learning, the teacher and the students as the elements of the classroom have different roles. Therefore, it is classified into two aspects as follows:

1. Teacher's Role

In attaining the purpose and the target of learning, there will be the role of the teacher in the process of it. Harmer (2000: 108-111) divides the role of teacher in the classroom into five major roles. Those are the controller, prompter, participant, resource, and tutor. In detail description, the roles of teacher can be seen as follows:

a. Controller

The teacher is in charge of the class and of the activity taking place and are often leading the students when he or she acts as controller. Controller takes register, tells students thing, organizes drills, read aloud and in various other ways exemplify the qualities of a teacher-fronted classroom.

In other words, the controller determines what the students do, when they should speak and what language forms they should use. He or she can often predict all students' responses because everything is mapped out ahead of time.

b. Prompter

The teacher helps the students to take charge. He or she has to encourage the students to think creatively rather than have them hang on every word in their speaking. Thus, it is that will

occasionally offer words or phrases; suggest that the students say something. Sometimes, the teacher often prompts the students in monolingual groups to speak English rather than use their mother tongue.

c. Participant

It means that the traditional picture of teacher during students' discussions, role-plays or group decision is the person who stands back from the activity, let the students getting on with it and only intervening later to offer feedback and correct mistakes.

The danger of the teacher acts as participant is that he or she can easily dominate the proceedings. This is hardly surprising since the teacher usually has more English at their disposal than their students do. However, it is also due to the fact that even in the classroom, the teacher is still frequently perceived of as 'the authority'. He or she tends to be listened to with greater attention than other students.

d. Resource

The implication of 'resource' role is that the students take the initiative to come to the teacher. He or she should know the subject well enough so that he or she can conduct activities.

e. Tutor

It is difficult to be a tutor in a very large group since the term implies a more intimate relationship. However, when the students

are working in small groups or in pairs, the teacher can go round class and stay briefly with a particular group or individual, often the sort of general guidance we are describing. In this small personal contact, the students have a real chance to feel supported and helped the general class atmosphere is greatly enhanced as a result.

2. Students' Role

The role of the students will be an important part in creating meaningful contribution in the teaching and learning process since it will be needed to achieve the target of learning. There are wide varieties of students' roles which are possible in the language classroom as follows:

- a. the students are the passive recipient of outside stimuli,
- b. the students are the interactor and negotiator who are capable of giving as well as taking,
- c. the students are listener and performer that have little control over the content of learning,
- d. the students are involved in a process of personal growth,
- e. the students are involved in a social activity and interpersonal roles of the students cannot be discovered from psychological learning process, and
- f. the students must take responsibility for their own learning, developing autonomy and skills in learning how to learn,

D. Verbal Interaction

1. Definition of Verbal Interaction

Factors of speech event define the context for verbal communication but verbal interaction is a continuous, shifting process in which the context and its constituent factors change from second to second (Thomas, 1987: 37). It means that verbal interaction changes from second to second in a conversation because it is constantly change role between the teacher and the students. The purpose of the content change is the interaction progresses. Another description is recommended by Brown (2000: 250) says that verbal interaction may be regarded as a combination of acts, a series of elements (teacher and students) with purpose and intent.

Verbal interaction is not merely an event, something that happens; it is functional, purposive and designed to bring about some effects and changes verbally. Austin in Harmer (2000: 250) said that verbal interaction is a series of communicative acts or speech acts. In other words, interaction can be seen as a process of mutual accommodation, with the teacher acting upon the students to cause a reaction which informs an action performed by the previous the teacher, now turned the students, upon the students which causes a reaction in the same way, and so on.

In addition, another definition comes from Lier (1996: 166) says that verbal interaction originates from dialogue or conversation as

the language use which is not monologic, or as any talk to which two or more people contribute. Therefore, the verbal interaction is in this sense dialogic. The following is the figure of the normal pattern of conversation between two people (Thomas, 1987: 37):

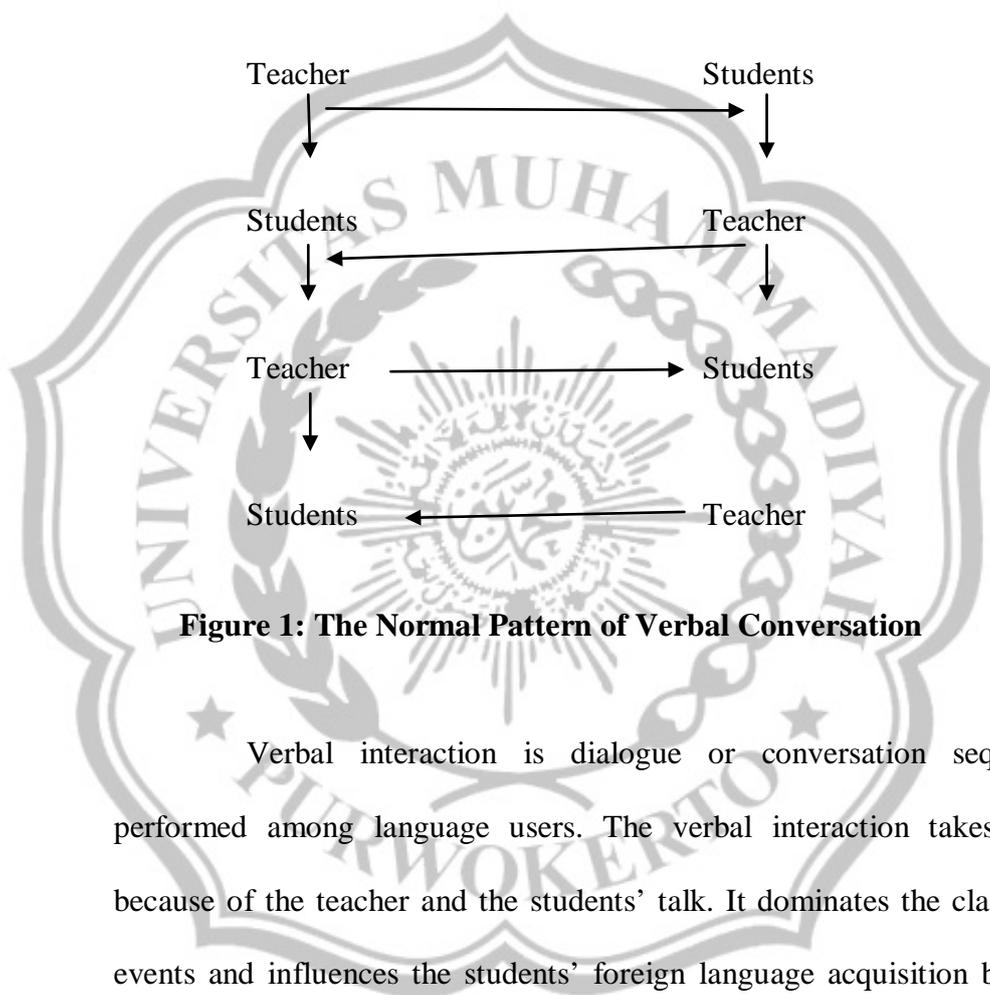


Figure 1: The Normal Pattern of Verbal Conversation

Verbal interaction is dialogue or conversation sequences performed among language users. The verbal interaction takes place because of the teacher and the students' talk. It dominates the classroom events and influences the students' foreign language acquisition because the elements construct language classroom in the teaching and learning process. Verbal interaction is used to convey messages, ideas or information constructed by the elements. It emphasizes the most words, sentences and utterances that are simple, clear, understandable, reliable, and active as a stimulus containing studied meaning and value.

The verbal interaction is performed by the teacher and the students as the elements during instruction interrelated in an EFL classroom. They interact with each other for a number of different reasons and on a continued basis throughout their language skills in the classroom. In an EFL classroom, the teacher is not allowed to dominate the class where he or she keeps talking or giving more questions or statements. Each element has contribution as much as other participants in determining the direction and outcome of verbal interaction. In the words, it is the teacher's responsibility to promote the interactive language teaching using verbal interaction in an EFL classroom.

2. Function of Verbal Interaction

The participants are engaged in carrying out certain social actions when involve in the reciprocal exchange. They perform the actions through language when they communicate each other so that verbal interaction runs on it. For example, they orders, make promises, offer suggestions, lay bets and so on. These are known as 'speech acts'. Each utterance in a conversational interaction that is outlined above can be seen as a speech act or an action performed through language by the teacher and intended to have some sort of effects upon the teacher.

By increasing verbal interaction that emphasizes on the discourse level language in classroom, the teacher sees the approaches of formal aspects of students' language overlooked important discourse functions (Brown, 2000: 254). Verbal interaction is excellent example of

the interactive and interpersonal nature of communication. It is encouraged by Hatch and Long in Brown (1985: 255) said that verbal interaction is cooperative ventures. Moreover, it has signals for termination. It is important to be acutely aware of the rules of conversation since it aids the students to both perceive those rules and follow them in their own conversation (Brown, 2000: 257).

The functions of verbal interaction contribute in the transformation of one's message, ideas and information revealed into interaction verbally. It is conducted and evoked by one's actions coincide with one's words. Verbal interaction in this sense is indispensable for education: 'Without verbal interaction there is no communication, without communication there can be no true education' said Freire in Lier (1996: 166). It means that verbal interaction has essential role in education of teaching and learning process between the teacher and the students.

The dominant patterns of verbal interaction in an EFL classroom are teacher's questions, students' response and teacher's feedback which are commonly found in all classrooms including an EFL classroom and are typical of classroom exchanges. The teacher's talk not only takes the largest position of talk but also determines the topic of talk and who talks. It is very important component of classroom interaction. However, it is not easy in order to create the meaningful verbal interaction between teacher and the students in an EFL classroom because the teacher should

find out an appropriate way of teaching to stimulate the students to be active.

According to Thomas (1987: 101), the following is the pattern of verbal interaction occurs during the learning and teaching process.

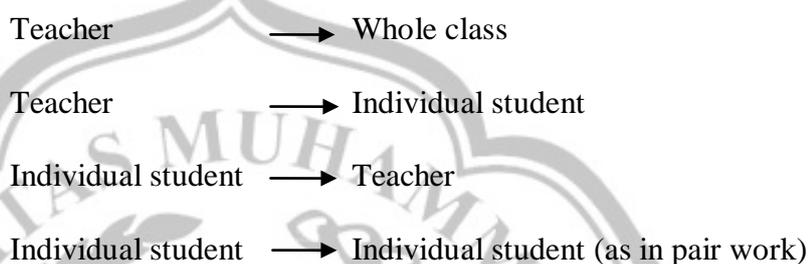


Figure 2: The Normal Pattern of Verbal Interaction

Actually, verbal interaction comes from verbal communication. According to Liliweri (1994, 42-45), there are two kinds of verbal communication as follows:

1. Oral

In the oral communication, there are transition the verbal message in the form of words. According to De Viro, Victoria and Robert in Liliweri (1994: 43-44), there were six kinds of verbal communication:

a. Emotive Speech

It is the way of speaking which emphasizes to psychology aspect.

It means that it emphasizes to words choice encouraging non-verbal messages.

b. Phatic Speech

It is the style of verbal communication to create social relationship.

c. Cognitive Speech

It is kind of verbal communication that points at mind set which interprets the informative word.

d. Rhetorical Speech

It emphasizes to connotative meaning.

e. Metalingual Speech

It is verbal communication that emphasizes on the conversation itself.

f. Poetic Speech

It is verbal communication that emphasizes on the use of words structure through the appropriate words.

2. Written

Tubbs in Liliweri (1994: 45) said that verbal communication in the form of written emphasizes to reading because it involves to the semantic of the language that considers whether the readers will understand or not. Moreover, he also says diction is important in

verbal communication because it can determine whether the writing can be accepted by the readers or not.

E. Non-Verbal Interaction

1. Definition of Non-Verbal Interaction

Non-verbal interaction is behavior rather than spoken or written communication that creates or represents meaning. In the other words, it includes facial expressions, body movement, and gestures. It is talking without speaking a word (Keegan, 2004: 1). It means that the people communicate the information in non-verbal ways using groups of behaviors. For example, it is combined by a frown with crossed arms and unblinking eye gaze to indicate disapproval.

2. Kinds of Non-Verbal Interaction

There are some types of non-verbal interaction which are described by Liliweri (1994: 143-145):

a. Body Language

Body language is body movements that depend on a person's attitude or feelings. Body language includes the way people walk, how they stand, and their facial features.

b. Gestures

Gestures are like facial expressions, hand signals, eye gazing, and body postures. For example, smiling, shaking hands, waving, nodding head and raising certain fingers to say something. In the other hand,

these are a kind of non-verbal interaction using the body movement like hands, arms, fingers, head and feet.

Deliberating movements and signals are an important way to communicate meaning without words. Common gestures include waving, pointing and using fingers to indicate numeric amounts.

c. Eyes Contact

The people are able to express their messages, ideas, or information to other using eyes contact. For example: Viewing of anxiety, fear, affected, happy, etc.

Looking, staring and blinking can also be important non-verbal behaviors when people encounter people or things that they like.

Looking at another person can indicate a range of emotions, including hostility, interest and attraction. Therefore, eye contact is an important feature of social communication. It is believed that it can control facial expressions and body movements.

d. Facial Expression

Facial expressions are responsible for a huge proportion of non-verbal communication to consider how much information can be conveyed with a smile or a frown. While nonverbal communication and behavior can vary dramatically between cultures and facial expressions for happiness, sadness, anger and fear are similar throughout the world.

3. The Use of Non-Verbal Interaction

Non-verbal interaction is conducted by the people in the current parts when they communicate to other. According to Keegan (2004: 2), there are three main uses of non-verbal interaction:

a. Greetings

Greetings include waves, handshakes, hugs and salutes. For example, a formal greeting will be shaking hands with the boss at work. The salute is used in the armed forces when someone sees a person of a higher rank than you.

b. Specific Communication

This form of communication is used by people who have hearing problems. . For example, they use hand signals and lip reading to communicate very specific things.

c. Involuntary Non-Verbal Communication

These are movements and attitudes that show how people feel. Most times, people do not even know that they are communicating when they make these actions because those actions are automatic. For example, a slumped posture may mean that the person is sad.

F. Interaction in an EFL Classroom

In this era, many people tend learning English as a foreign language because of the education need. The process of it occurs in the classroom usually called EFL classroom. The EFL classroom is a place where

the English as foreign language is taught as a school subject but which is not used as a medium of instruction in schools nor as a language for communication within a country (Ellis, 1985: 151). Another definition is recommended by Harmer (2000: 19) says that EFL classroom is the situations where the students are learning English in order to use it with any other English speakers in the world or when the students may be tourists or business people conducted in the classroom. English becomes one of foreign languages taught at school and as the main subject in the EFL classroom. The students have to comprehend it in all English skills; listening, speaking, reading and writing.

In the process of teaching and learning English skills, there will be interaction occurs between the teacher and the students. According to Frugal (2006: 1), the best way to deal with discipline issues in an EFL classroom is to have a good lesson that is active and encourage the students' participation in the classroom. It means that in an EFL classroom, the students should participate to create the interaction with the teacher in the process of language teaching and learning process.

It is generally accepted that classroom interaction can facilitate the students' language development and communicative competence. The most role common proposition of classroom interaction is its contribution to language development simply by providing target language practice opportunities (Yu, 2008: 1). Interaction becomes an important thing in the process of teaching English in the classroom. However, foreign language

teaching particularly English as a foreign language that has been subject to changes in approach, method and types of teaching material because it will encourage the meaningful interaction. Therefore, the interaction should be conducted and incorporated in an EFL classroom to increase the valuable interaction between the teacher and the students in the teaching and learning process.

G. The Characteristic of a Good Interaction

The word interaction is derived from the word “to interact” which means “act reciprocally or act each other”. In educational setting, interaction occurs every day in the classroom activities between the teacher and the students. Interaction is not merely the teacher’s action and then followed by the students’ interaction. The communication, as the part of interaction must be reciprocally action. The teacher acts upon the class and the class reaction subsequently modifies his next actions and so on.

An action and reaction between the teacher and the students in which the teacher acts upon the class (students) by getting the class to repeat, making them to do the exercises, organizing them for a game-type activity and the students just follow the teacher’s instructions with some activities and fail to do so with others.

The classroom interaction serves as an enabling function to provide condition of learning which later provides the outcomes of learning (Thomas, 1991: vii). The interaction in the classroom involves two

participants that are the teacher and the students determining the characteristics of teaching and learning process.

According to Flanders (1970: 329), characteristics of a good interaction which will give higher achievement to the students are:

- a. The teacher tends to talk less
- b. The teacher's talk is more indirect, that is attempting to evoke the students' participation.

H. Method of Interaction Analysis

The interaction which occurs in the classroom should be analyzed to see and know how it is conducted by the teacher and the students in the teaching and learning process. The interaction analysis tradition looks at the interaction in the classroom to understand the teaching and learning behavior there. It is initiated in subject classroom (Ellis, 1985: 143).

According to Takhur in Xiaoyan (2009: 2), classroom interaction analysis refers to a technique consisting of objective and systematic observation of the classroom events for the study of the teacher-students' classroom behavior and the process of interaction going inside the classroom. Another further explanation about classroom interaction analysis is recommended by Ruhela in Xiaoyan (2009: 2), said that the classroom interaction analysis may be conveniently divided into two parts; verbal interaction and non-verbal interaction.

In this research, the writer concentrated on analyzing how the teacher-students' verbal interaction and what kinds of verbal interaction

occurs in the teaching and learning process of an EFL classroom. In the interaction analysis, the writer should consider both the teacher's and the students' contribution of their verbal interaction.

Thomas (1987: 20) says the basis of the interaction analysis tradition is established with Flanders categories of description for classroom verbal interaction. It is one of the famous studies formulated by Flanders who attempted to analyze the type of talks and the amount of the talks both teacher and students received in a given period (Huda, 1999: 90). Therefore, the writer used the method of Flanders Interaction Analysis Category (FIAC) in analyzing the data. It is used to describe the classroom language and find the kinds of it.

Moreover, there are many of classroom observation instruments in this tradition. All of them are essentially extensions or implications of Flanders' original categories. These comprise two main categories, *teacher's talk* and *students' talk* to cover other types of verbal interaction. According to Thomas (1987: 21), these are ten original Flanders' Interaction Analysis Categories (FIAC):

1. Teacher's Talk

- a. Accepting Feeling

Accepting and clarifying an attitude or the feeling tone of students in a non treating manner. Feelings may be positive or negative. Predicting and recalling feelings are included.

b. Praising or Encouraging

Praising or encouraging the students' action or behavior. Making joke that releases tension but it does not role on the expense of another individual.

c. Accepting or Using Ideas of Students

Clarifying or developing ideas suggested by the students. The teacher accepts or uses the students' ideas but he or she brings more of his or her own ideas into play.

d. Asking Questions

Asking the questions about content or procedures, expressing own ideas, giving own explanation, or citing an authority other than the students.

e. Lecturing

Giving facts or opinions about the content or procedure; expressing own ideas, giving own explanation or citing an authority other than the students.

f. Giving Directions

Directions, commands or orders are expected to instruct the students.

g. Criticizing or Justifying Authority

Statements intended to change pupil behavior from non-acceptable pattern; bawling someone out; stating why the teacher is doing what he or she is doing; extreme self-reference.

2. Students' Talk

a. Response

Talk by pupils in response to teacher. Teacher initiates to the contact, or solicits pupil statement, or structures the situations. Freedom to express own ideas is limited.

b. Initiation

It is the students' talk which they express into initiation. Expressing own ideas; initiating a new topic; freedom to develop opinions and a line of thought, like asking thoughtful questions; going beyond the existing structure.

c. Silence or Confusion

Pauses, short periods and period of confusion or silence is the communication between the teacher and the students cannot be understood by the observer.

To make it clear, the verbal interaction analysis can be seen in the following table:

Table 1: The Indicators of Flanders Interaction Analysis Category (FIAC)

Aspects	Indicators	Category
TEACHER'S TALK	1. Accepting Feelings 2. Praising or Encouraging 3. Accepting or using Ideas of Students 4. Asking Questions 5. Lecturing 6. Giving Direction 7. Criticizing or Justifying Authority	Category 1 Category 2 Category 3 Category 4 Category 5 Category 6 Category 7
STUDENTS'S TALK	8. Response 9. Initiation 10. Silence or Confusion	Category 8 Category 9 Category 10

I. RSBI School (Rintisan Sekolah Bertaraf Internasional)

Nowadays, most people tend to put their concept of education that their children should study in a beneficial school. The beneficial schools are categorized as a school which implements International standard where the students will utilize English as their classroom language.

SBI (International Standard School) is a school which prepares the students to have International quality of education based on the National Education Standard (SNP) and National Standard (Mudzakir, 2009: 1). The

goal or the objective of SBI is to release qualified Indonesian people who have International competitiveness.

In the establishing of education quality, the schools are classified into four classifications. They are pioneer school, potential school, national standard school and International standard school pioneering that is called RSBI School in Indonesia. RSBI School is a school that has fulfilled the national standard education (SNP) and some contributor factors accordance with the government rule number 19 on 2005. The factors are curriculum standard, process standard and competence of graduation standard, assessment standard, teachers' standard, facilities standard, management standard and financial standard (Jaya, 2011: 1).

Therefore, it can be said as one of the efforts to increase the quality of education where the school is given authority to design and execute the quality of education with International standard. However, it still related to the minimal standard which has been specified by central Government in Standard of National Education (SNE) that is adapted by International curriculum.

Related with International Standard Curriculum, RSBI has some problems in several aspects, especially the use a foreign language (English) as one of languages used to deliver materials especially in an EFL classroom. Using English as medium instruction is not easy; the teachers have to deliver the material that emphasizes English as the main language to communicate with students. It becomes one of the problems because the English teachers

have to be able to construct a good verbal interaction in the teaching and learning process. Therefore, verbal interaction between the teacher and the students in an EFL classroom of RSBI School, SMP Negeri 1 Purwokerto, will be an essential aspect in the teaching and learning process.

