

CHAPTER II

LITERATURE REVIEW

This chapter covers 5 main points that related to literature and previous study. Those are classroom interaction, Flanders Interaction Analysis Category System (FIACS) and previous study. Those are supporting this research to analyse the data and answer the research questions.

A. Classroom Interaction

1. The Definition of Classroom Interaction

In the foreign language classroom, interaction is recognized as the key factor of successful teaching and learning process. Its existence should be highlighted for the students' success of foreign language learning. In general, interaction is an action of communicating to each other. However, there are some scholars who contribute in giving meaning to the word interaction. First, Robinson (1994, in Warda 2015: 25) stated that interaction is a two ways face to face action that can be verbal or non-verbal. Marshal (1998, in Warda 2015: 26) specified the term communication as a mutual relationship between teacher and students in the classroom setting. The two statements pose by Robinson and Marshal show that interaction can be defined as a communication process between two people or more, teacher and student or student and student in which

information is delivered and received. The action of take and give that happens in interaction further gives chance for the students to expose and use the language.

Interaction is further not only seen as a medium to communicate with each other. It turns out that interaction has a substantial role as pedagogic element. According to Allwright (in Mingzhi 2005:58), interaction in the classroom is shown as a fundamental fact of classroom pedagogy because everything that happens in the classroom happens through a process of live person to person interaction. In accordance with Allwright, Sarosdy (in Nisa, 2014:124) stated that interaction in the classroom is categorized as the pedagogic interaction which means the interaction in the teaching and learning process. Thus, interaction as a pedagogy element has a role to deliver meaning through an act that involves two or more people. In classroom setting, the interaction might happen within teacher and students and/or the students with their peers. Therefore, the students will get the meaning of the material being taught if they get touch with each other.

2. The Significant of Interaction

The successful foreign language teaching and learning process depends on the concept of interaction. There are several reasons that make interaction plays important roles in foreign language classroom. Allwright et al (in Warda, 2015:28) see interaction as the only way for the students to fully understand the target language structure. He also claimed that interaction gives the students

chance to practice the target language. In accordance with Allwright, Yu (in Warda 2015: 28) states that interaction is not only offering language practice, nor just learning opportunities, but constructing language development as well. The aforementioned reasons then explained in the following paragraphs.

Interaction is recognised as the heart of communication (Brown, in Warda, 2015: 27). On this sense, Brown claims that interaction is a language pedagogical tool that best facilitates the language learning process. As a pedagogical tool, interaction acts as a link of negotiating meaning where numerous language opportunities are offered. Mingzhi (2005: 58) states that the students practice, use, and experience the language through classroom interaction. As the result, Mingzhi states that the students' language and communicative competence will increase immeasurably. Besides, it boosts the students understanding on the target language.

Apart from interaction's role as a language pedagogy tool, several experts also highlight its contribution for creating classroom atmosphere. According to Levine (in Warda 2015: 28) classroom interaction contributes for successful teaching since it brings joy and relaxed atmosphere to both teachers and students. An enjoyable classroom will call the students' action and reaction. It, therefore, eases the students to actively participate in the classroom that will be followed up by mutual action. This reveals that interaction can foster the students' participation that later facilitates the students' language development.

As it is mentioned previously, interaction is a reciprocal action involving

two or more people. The action encourages the students to exchange information using the target language orally. By interacting with others inside the classroom, the students will then practice to speak up. Real communication is carried out through interaction by which the students will have changes how to express idea, opinion, views, and develop their oral fluency and accuracy (Quenan, 2014: 9). Thus, interaction has important role to achieve successful communication.

3. Types of Interaction

Interaction in foreign language classroom offers chances for the students to actively participate and expose to the target language. It therefore comes in two main ways: teacher-student interaction and student-student interaction (Warda, 2015: 33).

a. Teacher – students' interaction

The first type, teacher-student interaction, is in fact one of many that affects the students' achievement, development, and performance. This type is commonly begun with teacher initiation. It comes in form of question. The question offered by the teacher further call the students' response. According to Critelli and Tritapoe (2010: 2), questioning process is a crucial part of instruction that allows the teacher to monitor the student understanding as well as increase thought provoking discussion. It also encourages the students to thinking by utilizing their existing knowledge.

However, the teacher is suggested to give several moments to the students to think or the students would not answer the given question (McCarthy, 2018). It is important for the students to prepare themselves to participate in the class. Thus, initiating the students by offering question could call the students' participation.

Initiating the students to interact or participate during the class could be done by giving encouragement as well. It is necessary since some students are afraid to interact with their peers or the teacher because of the possibility of making mistake (Dweck, in Soto 2014: 17). Thus, encouraging the students may help them to be involved in classroom interaction. According to Soto (2014: 12), praise could be categorized into two types. First, praise for effort. It requires acknowledging the students' effort in showing appropriate behaviour and giving the best performance. Second, praise for ability. It involves acknowledging the students' ability on a given task. Both of them are advantageous in encouraging the students in classroom interaction since it gives the students motivation as well as build confidence to speak up.

Teacher-student interaction comes in various ways as well. It could happen between teacher and class or group, and teacher with individuals (Warda, 2015: 33). In line with Warda, Thomas (1987, in Mingzhi 2005: 59) also gave his idea on specifying teacher-student interaction. Accordingly, there are three types: 1) teacher speaking to the whole class, 2)

teacher speaking to an individual student with the rest of the class as the listener, 3) teacher speaking to a group of students.

The first two types, both of Warda and Thomas are having the same idea by which interaction is begun with teacher initiation and followed up by students' reaction. Then, the third type, based on Thomas's idea, teacher-students' interaction refers to the teacher's role in helping students' work. As the name, this type happens when the students work in group and there is a discussion of a subject inside. In this type, the teacher will play his or her role as a facilitator. That is assisting the students in discussing idea on the subject discussed.

After all, teacher-student interaction is in fact facilitates teaching and learning process. The teacher offers such chance for the students to practice the language inside the classroom. Warda (2015: 33) emphasizes that teacher-student interaction is the main key which affect students' development, achievement, and performance.

b. Student – student interaction

Student-student interaction is another influential element of foreign language teaching. It is generally occurred among the students inside the classroom. Such interaction having several forms as well. According to Tuan and Nu in Warda (2015: 35) stated that student-student interaction occurs in group, while when it occurs within peers it is considered peer interaction. It seems that students become the main point inside the class and along the

teaching and learning process. Hence, it is mainly happened in student centred learning by which teacher is having role as a monitor.

In this type, the interaction begins with student's initiative. Offering question, clarification, repetition, or confirmation are several initiations likely made by the students (Mingzhi, 2005: 58). However, it may come in several ways. According to Thomas (1987, in Mingzhi 2005: 59), student interaction categorized into: 1) student speaking to student, 2) student speaking to group member, 3) student speaking to whole class. The aforementioned types refer to individual work, pair work, and group work. Those are linked to tasks given that offer numerous chances for the students to practice the language as well as cooperate with each other.

There are several factors that influence the students to interact or participate in the teaching and learning process. According to Abdullah, Bakar, and Mahbob (2012: 519), those factors including personality factor, environmental factor, and instructor. Personality factor shows two different kinds of personality. The personality of active students is that they like to read, to ask to friend or instructor, have preparation before the class, and have high curiosity. Meanwhile The personality of passive students is that they are difficult to focus in class, showing no interest in learning and topic, ashamed to ask, lack of knowledge, and not confident with themselves. Those personalities influence the students to or not to show their participation.

Abdullah et. al also state that environmental factor is giving contribution to the students' participation. It is related to factors such as size, setting and condition of classroom, lecture time and the use of media. Furthermore, instructor also has major influence in the students' interaction. Positive traits of the instructor; friendly, openness, professional, and able to know the students could motivate the students to be responsive.

4. Interaction in Foreign Language Classroom

EFL classroom differs from any other language in that the target language is being taught and as a mean by which it is being taught (Allwright and Bailey, in Mingzi, 2005). Students are expected to not only master the linguistic competence, but in language use as well. Thus, adequate exposure is needed. However, English is infrequently used outside the classroom. The students expose the target language largely in the classroom (Tsui, in Mingzhi 2005: 56).

That the students' experience to the target language is limited and only happens through interaction inside the classroom makes the teacher becomes the primer source that the students rely on. Thus, the EFL teacher has several significant roles to facilitate the learning process. According to Harmer (2001, in Warda 2015:39), the roles that should be mastered are: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. These various roles, further, create opportunity for classroom interaction which then will develop students' language competence (Warda, 2015:39).

Teaching and learning process in EFL classroom is happened in various ways. According to Perrot (in Kaur, 9), the teacher would present information and ideas in almost all lesson or teaching and learning activities. Thus, lecturing process is also considered a popular teaching model in EFL classroom. Brown (in Kaur, 2011: 10) divides lecturing process into 4 main features. Those are:

a. Intention

The lecture provides coverage of a topic to generate understanding and to stimulate interest.

b. Transmission

The lecture sends a message verbally and non-verbally to the students. The verbal message is in form of definition, description, example, explanation, or comment. The non-verbal component consists of the teacher's gesture and facial expression.

c. Receipt Information

The information conveyed by the teacher may and may not be perceived by the students. The teacher could consider the receipt of information. To increase the students' attention, the teacher may include short activities for the students.

d. Output

A lecture has possibility to change the students' perception of a problem or theory. It could also increase the students' insight, stimulate the students to

read, think, and have discussion with others. However, those are depended on the students' motivation, attitude, and knowledge.

Further discussion, lecturing also has several types. According to Lowman (in Kaur, 2011: 11), there are seven types of lectures. Those are:

a. Expository lecture

The first type of lecture is indicated with the teacher talks dominantly during the class with infrequent question from the students.

b. Provocative lecture

The action of provoking thought is intended in this type of lectures. The teacher challenges students' existing knowledge, value, and help them to build more complex and integrated perspective.

c. Lecture discussion

The teacher encourages the students to give comments, express their ideas rather than ask question. The lecturing usually integrates the students in class discussion. In this type, the students do most of the talking. The teacher only gives key point at the beginning of the discussion and gives conclusion from students' ideas and comments at the end of the discussion.

d. Lecture – recitation

In this type the teacher would not ask specific question or request students to read. Instead, the teacher would provide question and the students to share what they know about the given question.

e. Lecture laboratory

This type requires the students to follow a short lecture by making their own observation, experiment, or other independent work.

Teachers' role is not only to convey the material. They also have to manage class. One of important thing in managing EFL class is class instruction. Kemma (2019: 75) states several things to be considered in giving effective instruction. First, make the instruction brief. It is important to make the instruction precise and concise since it eases the students understand the instruction clearly. Second, use repetition. It is necessary for the teacher to deliver the instruction more than once to give the students chance in understanding the instruction as well. Third, demonstrate the instruction. It could help the students to see what they have to do in action. Fourth, check students' understanding. After giving the instruction, the teacher is suggested to check the students understanding upon the given instruction.

Managing the class is not limited only in giving the instruction. Often times they also have to control the class including the students' behaviour. Controlling the students' behaviour has positive impact to the students' engagement and discipline in the class (Maini, in Rahimi and Karkami, 2015: 16). It is linked to the teacher's ability to gain students' respect and cooperation in class.

B. Flanders Interaction Analysis Category System (FIACS) Technique

One of important techniques to observe classroom interaction in systematic way is the Flanders Interaction Analysis Category System (FIACS). According to Setianungrum and Saleh (2016: 11), this technique is developed by Flanders in 1960s. FIACS works to analyse classroom interaction by providing coding categories in order to know the verbal communication in the classroom. In other words, FIACS is designed to record the teacher and student talk during the teaching and learning process. Thus, what kind of verbal interaction as well as the students' response can be observed obviously.

As it is mentioned before, FIACS works by coding the interaction happened during the teaching and learning process. The coding system is designed to classify the type and quantity of verbal discourse in the classroom (Seprianingrum and Saleh, 2016: 11). Thus, there are number of interaction categories that must be considered. Flanders Interaction Analysis has ten categories to classify classroom verbal interaction. The ten categories are classified into three groups: teacher talk, student talk, and silence or confusion, those are displayed in the following table.

Table 1 Flanders Interaction Analysis Category System

Teacher Talk	Indirect Influence	<ol style="list-style-type: none"> 1. Accepts feeling 2. Praises or encourages 3. Accepts or uses ideas of student: 4. Asks questions:
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	Direct Influence	5. Lecturing 6. Giving directions 7. Criticizing of justifying authority
Students Talk		8. Student talk-response 9. Student talk-initiation
10. Silence or confusion		

Table 1 presents Flanders Interaction Analysis Category System (FIACS) which covers teacher talk, student talk, and silence or confusion. The first seven categories are included to teacher talk which also divided into indirect and direct talk. The next two categories are included to student talk. Then the last category included to the small spans of silence or pause or confusion. The meaning of 10 categories by Flanders are explained in the following sections (Flanders 1970, in Septiningtyas 2016: 26, Putri 2014: 22, Murtiningrum 2009: 17, and Purba, Saragih, and Ginting 2016: 4).

1. Teacher Talk

Indirect Talk

a. Category 1: Accepts feelings

In this category, teacher accepts the students' feelings. He feels himself that the students should not be punished for exhibiting his feelings. The feelings may be positive or negative.

b. Category 2: Praises or encouragements

The teacher praises or encourages the students' action or behaviour. The teacher may give praises in the way saying positive words such as 'good', 'very good', 'correct', 'excellent', etc. whenever the students show their active participation for instance answering the teacher's question.

c. Category 3: Accepts or uses ideas of the students

In this category, the teacher accepts the ideas come from the students. The way teacher accepts the students' ideas differ from one to other. The teacher can say 'I understand what you mean' or by clarifying, building, or developing the students' ideas.

d. Category 4: asking question

The teacher asks question about content or procedure expression of his own ideas. The question is expected to call answer from the students. Such questions that do not receive any answer are not included in this category.

Direct Talk

e. Category 5: lecturing

In this category, the teacher gives facts or opinions about content or procedure expression of his own ideas, giving his own explanation, citing an authority other than students, or asking rhetorical questions.

f. Category 6: giving directions

The teacher gives directions, commands, orders, or initiations with which the students are expected to obey with. For instance, “Open your book!”, “Read the text on page 54”, etc.

g. Category 7: criticizing or justifying authority

In this category, there are some patterns that must be highlighted. First, when the teacher asks the students not to interrupt with unwise questions then this behaviour is included in this category. Second, the questions “what” and “why” to the students also come under this category. Third, the category also included the statement that is intended to change students’ behaviour from unexpected to acceptable pattern. Fourth, stating why the teacher is doing what he is doing.

2. Student Talk

h. Category 8: student talk-response

In this category, students respond to the teacher’s talk. The most common student talk-response that happened in classroom is answering the teacher questions.

i. Category 9: student talk-initiation

The students initiate the interaction in the classroom. It can occur by expressing students’ own ideas, initiating a new topic, asking question, etc.

The students have freedom to develop their opinions.

3. Silence or Confusion

j. Category 10: silence or confusion

This category indicated by short period of silence and period of confusion in which communication cannot be understood.

As one of incredible technique for analysing classroom interaction, FIACS has several strengths that should be considered. According to Evans (1970, in Putri 2014:22), FIACS can describe the teaching and learning process. More detail, it provides an objective method for distinguishing teacher verbal interaction and characteristic since FIACS is intended to count verbal interaction. Besides, FIACS also gives information related with quantity and quality of teacher talk and students' participation during the class. Thus, FIACS is beneficial for teacher as well as the teaching and learning process. According to Flanders (in Putri 2014: 23), FIACS can give information related with how teacher teaches their students and how the classroom interaction.

Apart from the strengths of Flanders Interaction Analysis, there are also some limitation found in FIACS. According to Arockiasamy (2017), there are at least two things that should be underlined. As it is mentioned before, FIACS provides coding categories in order to know the verbal communication in the classroom. It implies that FIACS only covers verbal interaction which means non-verbal interaction or behaviour is not included. Then, the student-talk category only has two types. Those are student talk-response and student talk-initiation. It indicates that student-student talk is not considered in FIACS. Thus, less attention has been paid towards pupil-talk.

The tenth categories of FIACS can be categorized into several pattern based on its characteristics. According to Septiningtys (2016: 28), there are four types of interaction pattern characteristics. Those are content cross, teacher support, teacher control, and student participation. Each type will be described in the following section.

1. Content cross

This pattern consists of asking question and lecturing category, or category 4 and 5. It indicates teacher dependence on questions and lectures.

2. Teacher support

This pattern consists of accepts feeling, praise or encouragement, and accepts or uses the ideas of student, or category 1,2, and 3. It indicates that teacher is reinforcing and encouraging students' participation.

3. Teacher control

This pattern consists giving direction and criticizing or justifying authority category, or category 6 and 7. It indicates extensive commands and reprimands by the teacher.

4. Student participation

This pattern consists of student talk response, student talk initiation and silence category, or category 8, 9, and 10. It reflects the students' response to teacher behaviour.

C. Previous Study

Many studies investigating classroom interaction had been conducted previously. Those are presented in the following's paragraphs.

First, a study entitled *Classroom Interaction Pattern in Higher Education* by Setianingrum and Saleh in 2016. The study examined the patterns of classroom interaction. The result showed that there are four basic patterns of classroom interaction in English classes. They are teacher – student (T – S), teacher – student – teacher (T – S – T), teacher – students – students (T – S – S), and student – teacher (S – T). The patterns indicated that the interaction occurred in one way and two ways communication. The one-way communication, (T – S) and (S – T) can be initiated by the teacher or students depending on who start the communication. Then it is followed by the response. Otherwise, the two-ways communication, (T – S – T) and (T – S – S) are initiated by the teacher followed by the teacher feedback in the former and another student's response in the latter.

Second, a study conducted by Septiningtyas in 2016 *A Study of Interaction in Teaching English to Young Learners (TEYL) Classroom Using Flanders' Interaction Analysis System*. The study examined the teacher and student talk by focusing on verbal interaction using the Flanders Interaction Analysis System (FIAS). Thus, the study is aimed to find out the teacher-student interaction pattern, the percentage of each interaction, and how interaction happen. The researcher observes one teacher that has experienced in teaching English to young learners over 5 years.

The result of the study shows that student talk pattern is 45,47%, teacher talk pattern is 49,5%, and the silence is 3,3%. The data indicates that the interaction is not dominantly by the teacher since the frequency is not significantly different. In addition, the number of silence is low which means the teacher is successful building motivation for the students to learn the target language.

Third, a study conducted by Purba, SARagih, and Ginting *Classroom Interaction in English Lesson based on Flanders Interaction Analysis Categories (FIAC)*. The study focused on the process of classroom interaction through FIAC model. It was aimed to describe how the teacher and students use the categories of classroom interaction by Flanders. The result showed that the teacher and students used all Flanders classroom interaction categories. Teacher talk was dominantly occurred in giving direction. Otherwise, student talk was mostly arisen in student-talk response.

Based on the previous study mentioned before, there is a similarity between the research by the writer with the previous studies. That is the researches focus on the classroom interaction. However, this research has differences from those previous studies. This research emphasises classroom interaction in EFL class by investigating the interaction patterns, the percentage of teacher and student talk, and how the interaction happens in the classroom.