

CHAPTER II

LITERATURE REVIEW

A. Teaching and Learning Process

In the theory of related literature it presents some theory that appropriate with the topic discussion such as the teaching and learning process, theory of language learning in the classroom, teaching English as a foreign language in junior high school, classroom interaction, the aspects of classroom interaction, the patterns of classroom interaction, level and types of classroom interaction and foreign language interaction analysis.

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. The teacher as the facilitator should give the facility to the learners in the learning process.

In teaching, the teacher should be able to choose effective methods of teaching to expose every material, since all method have their advantage and disadvantage. There are many kinds of methods in language teaching, but there is no best method of teaching that will suit all occasions.

While, learning is a process of gain some knowledge or skill by study. Language learning is a process. A child learns his first language step by step. Since he does not go to school at his age, he does not learn

his first language by studying the rules formally, but through experience. Concept development of language goes along with the experience.

Brown (1980:8), states that learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. According to this definition, knowledge or skill about language use can be gained by the students through the study in the classroom or through experience in his life. During the process of learning, there are changes of learners' behavior. They will get the knowledge or skill that they have not had before as the result of learning. Kimbley and Garnezy, as quoted by Brown (1980:7), states that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. The changing of student's behavior and knowledge will depend on the effort as of both the teacher and the students. If the teacher uses appropriate methods in teaching, it will be easier for the students to study the materials. In this case of learning, the students study the material consciously and practice it in order to get good results.

From the explanation above, it can be inferred that learning is a process of acquiring or getting knowledge. Through learning students can gain information and develop their skills. The students can get involved actively as a reflection of conscious efforts inside or outside the classroom which involves some forms of practice to change student's behavior.

B. Theory of Language Learning in the Classroom

Classroom interaction is the collaborative exchange of thought, feeling, or ideas between two or more people resulting in a reciprocal effect on each other during the teaching-learning process. Theories of communicative competence emphasize the important of interaction as human being use language in various context to negotiate meaning, or simply state, to get one idea out of your head and into the head of another person and vice versa.

From the very beginning of language study, classroom should be interactive, Rivers (1987) in Brown (1994:159) stated that thought interaction, student 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 task, or dialogue journal. In interaction, student can use all they process of the language – all they have learned or casually absorbed – in real-life exchange.

In the process of learning, both the teacher and the students use the language to interact with one another. The language used is mostly spoken. In this case speech has the priority in language teaching. One of the principles of the language teaching is that spoken language is primary, and this should be reflected in an oral-based methodology. This principle is supported by Byrne (1999), the classroom is of course a convenient place for imparting information and for developing many educational

skills, but our main concern as language teacher is not to inform our students about the language but to develop their ability to use the language for variety of communicative purposes. Based on that statement, we can conclude that in a learning language, the students must learn the spoken form first before learn writing form, for this spoken is very needed in the classroom, because it used to interact between one to another, with a furious function.

C. Teaching English as a Foreign Language in Junior High School

Teaching English is much needed for us, a lot of people use English to communicate with other people from different parts of the world. In Indonesia, English is taught as a compulsory subject in the school, it starts from the beginning level that kindergarten to senior high school even in some university level. For Indonesian students, English is a new language so that they find it difficult to learn. The other reason is that they have spoken their native language previously which will interfere with their acquisition of the new language. It can be shown by the fact that the students tend to transfer their native language rule to the new language they are learning. Considering the differences between the two languages, it is understandable that the students always encounter problems dealing with vocabulary, structure, spelling, pronunciation, and other.

Between the ages 10 and 18 the range of the middle and secondary-school years-boys and girls move from childhood to young adulthood. It is no wonder that the lives of teenagers are full of complexities and enigmas. The business of growing up is a complicated one. Adolescents are torn by many conflicts and many moments of indecision. As stated in Harmer (2001:39) that adolescent is a period where someone is searching for individual identity and that this search provides the key challenge for this age group. Identity has to be forged among classmates and friends.

Diagnosis of adolescence is complicated by the fact that the characteristics of secondary school students in general do not necessarily apply to every adolescent boy or girl. The characteristics of every individual are very heterogeneous, those adolescents sometimes can cause discipline problems and be disruptive in class. It because of the boredom they feel and the happiness if there is challenge found. However, there is something which is interesting from adolescents. As Ur in Harmer (2001:43) suggests teenage students are in fact overall the best language learners. Teenagers have a great capacity to learn, a great creativity, passionate commitment to things which interest them, and a great solidarity among classmates. Thus, they have unique characteristics. Teacher has to be able to use these characteristics and dig their potency through a supportive and constructive way, so that besides achieving the goal of teaching learning process with enthusiasm the learners morally can be good learners.

At their best, adolescent students have a great capacity for learning, enormous potential for creative thought and a passionate commitment to thing which interest them. Harmer (2007:15) also stated that adolescence is bound up with a search for identify and a need for self-esteem. This is often the result of the student's position within their peer group rather than being the consequence of teacher approval.

D. Classroom Interaction

Classroom interaction is collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other in other ways the action performed by the teacher and the students during instruction interrelated.

The New Oxford Dictionary of English defines the noun "interaction" as a 'reciprocal action or influence'. Therefore interaction is more than action followed by reaction. It includes acting reciprocally, acting upon each other. According to Chaudron (1998:10) classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. In addition, Brown (2001: 165) describes the term of interaction as the heart communication, it is what communication is all about. Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting.

Thus, Interaction between students and teacher is fundamental to the learning process.

From the statements above we know that interaction in the classroom is fundamental, because without it teaching learning process in the classroom will not exist. A good interaction will make messages transmission success and create a good interpersonal relationship between the teacher and students, so the students' achievement in language acquisition can be increased. Finally it can be conclude that basically interaction is a systematic and collaborative activity that requires both the addressor and addressee to exchange ideas or message and negotiate their meaning either by using verbal or non-verbal meaning.

E. Aspect of Classroom Interaction

1. Teacher Talk

In language teaching what is claimed by teacher talk is the language typically used by the teacher in their communication (Ellis, 1998:96). Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. In teaching process, teacher often simplify their speech, giving it many of the characteristics of foreigner talk such as applying slower and louder than normal speech, using simpler vocabulary and grammar and the topics are

sometimes repeated (Richards, 2002). According to Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2001:177), teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into two kinds of influence; indirect and direct influences.

The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction. Categories of teacher talk which are included in this indirect influence are mentioned and described below. (Brown, 2001: 170)

- a. Deals with feelings: in a non-threatening way, accepting, discussing, referring to or communicating understanding of past, present or future feelings of students.
- b. Praises or encourages: praising, complimenting, telling students what they have said or done is valued, encouraging students to continue, trying to give them confidence, confirming that answers are correct.
- c. Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense (unintentional humor is not included in this category).
- d. Uses ideas of students: clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased

by the teacher but still be recognized as being student contributions.

- e. Repeats student response verbatim: Repeating the exact words of students after they participate.
- f. Asks questions: Asking questions to which the answer is anticipated (rhetorical questions are not included in this category). Another influence in the teacher talk is direct influence. The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity. The features are described as follows.
- g. Gives information: giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.
- h. Corrects without rejection: telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- i. Gives directions: giving directions, requests or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.
- j. Criticizes student behavior: rejecting the behavior of students, trying to change the non-acceptable behavior, communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

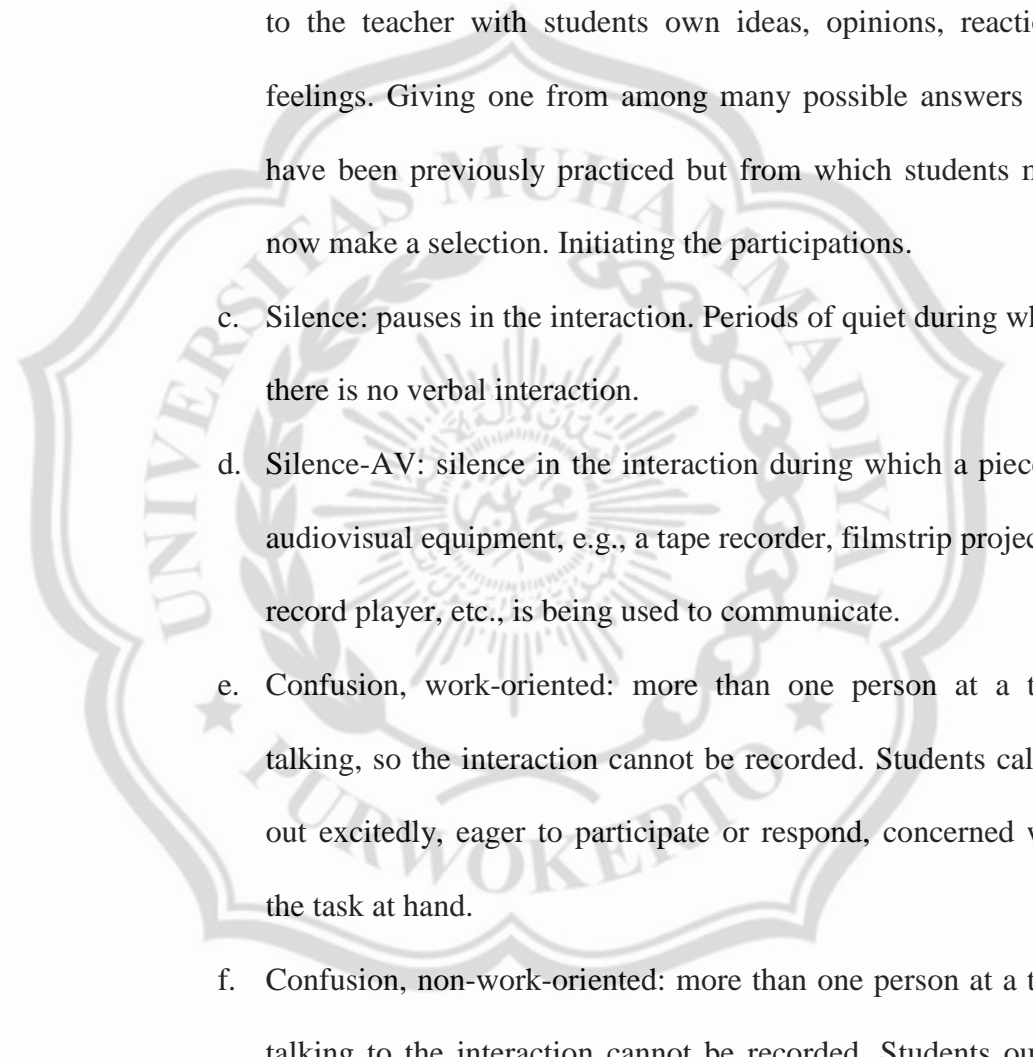
- k. Criticizes student response: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

Teacher talk covers all things happen during the teaching learning process starting from how to instruct students to complete task, how to praise and punish the students of their work. The teacher talk also relates to how to give direction to the students and to correct the students' mistakes.

In addition teacher talk is in line with the process of how to give information to the students for example about the fact. And then, jokes also can cover teacher talk in the teaching learning process.

2. Students Talk

Students talk can be used by the students to express their own ideas, initiate new topics, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. According to Moskowitz's FLINT in Brown (2001:170) there are seven categories of students talk described as follows.

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- a. Student response, specific: responding to the teacher within a specific and limited range of available or previously practiced answers, reading aloud, dictation, drills.
 - b. Student response, open-ended or student-initiated: responding to the teacher with students own ideas, opinions, reactions, feelings. Giving one from among many possible answers that have been previously practiced but from which students must now make a selection. Initiating the participations.
 - c. Silence: pauses in the interaction. Periods of quiet during which there is no verbal interaction.
 - d. Silence-AV: silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, filmstrip projector, record player, etc., is being used to communicate.
 - e. Confusion, work-oriented: more than one person at a time talking, so the interaction cannot be recorded. Students calling out excitedly, eager to participate or respond, concerned with the task at hand.
 - f. Confusion, non-work-oriented: more than one person at a time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
 - g. Nonverbal: Nonverbal gesture or facial expressions by the teacher or the students which communicate without the use of

words. This category is always combined with one of the categories of teacher or student behavior.

Students should give response to get better interaction in the classroom. Interaction is not limited in the form of verbal interaction, a non-verbal interaction may also happen. Another possibility is the combination between verbal and non-verbal interaction. As the response to the teacher, students may answer by saying word expression in their idea, agreement or disagreement.

3. Activities in EFL Classroom Interaction

Classroom interaction is presented between the teacher and students during learning processes. Sinclair and Coulthard (1975) in Ur (1996:227) stated that the most common type of classroom interaction is that known as IRF “Initiation- Response- Feedback”. The teacher initiates an exchange, usually in the form of question, one of students answer, the teacher gives feedback (assessment, correction, comment) initiates the next question and so on.

To be detailed, the type of IRF can be classified into various patterns of interaction, they are:

a. Group work

The students work in small group on task that entails interactions: conveying information, for example, or group decision-making. The teacher walks around listening, intervenes little if at all. Small group work amongst students at all level is almost universally praised for its positive effects. Slavin's conclusion is typical, to the effect that "the use of cooperative learning strategies results in improvements both in the achievement of students and in the quality of their interpersonal relationship" (Slavin, 1994, p 71). Grouping provides the opportunity for peer interpretation and sharing of experiences and insight. Group work help the students to learn different skills of second language through discussion, arguments.

b. Closed-ended teacher questioning (IRF)

Only one right response gets approved. Sometimes cynically called the teacher want you to say game. The IRF interaction pattern stands for interaction-response-feedback. It is the minimum kind of interaction that take place in classroom. Most of the time, this pattern consists of a question initiated by the teacher, a response given by the student, and feedback provided by teacher. Firstly is initiation (I), the movement in which the teacher initiates an interaction (Dayag, et al, 2008).

Secondly response moves (R), what is actually performed by the students following the initiation which produced by the teacher (Dayag, et al, 2008). The last is feedback/follow up (F), the last exchange of a turn which aim to give feedback to students response (Dayag, et al, 2008).

c. Individual work

Individual work provides little opportunity for interaction, both with the teacher and the students. The teacher gives a task or a set of task and student work on them independently, the teacher walks around monitoring and assisting where necessary. It is sometimes difficult to monitor what the students are actually doing during individual work. When the students do any activities of their own, they do not get the opportunity to interact to the other students. It is also difficult for the teacher to observe the students individually.

d. Choral responses

A technique in which students orally respond in unison to a teacher's question. The technique also allow students to respond to every question presented by the teacher. Heward (1994) analyzed three instructional procedures (choral response, response card, and guided notes) that procedure high rates of active responding and require very little investment in technology and materials. Of the three procedures analyzed,

Heward identified choral responding as the easiest method to implement. The procedure generates high rates of active responding because it involves a quick oral question (or a signal), and a short (two or three word) oral response.

e. Collaboration

The student do the same sort of task as in “individual work“, but work together, usually in pairs, to try to achieve the best result they can. The teacher may or may not intervene. (Note that this s different from “Group Work”, where the task itself necessitates interaction).

f. Student initiates, teacher answer

Students-initiated cycles have predictably been found to be less than teacher initiated ones. Sinclair and Coulthard note that “usually the child has to catch the teacher’s attention and get permission to speak. This permission may not be granted. The initial bid may be countered with a ‘not now’ or ‘just a minute’ and the exchange may never get off the ground (1975: 52) “. They also observe that “In many classroom children rarely ask questions and when they do they are mainly of the order ‘do we put the date’ or ‘can I go to lavatory’ “(1975: 52).

g. Full – Class Interaction

Full-class interaction allows all students to interact with all of the other students in classroom. This is important in several different ways, according in different theories. The students debate a topic or do languages task as a class; the teacher may intervene occasionally, to stimulate participation or to monitor. A debate is a good way to encourage class participation in large groups without losing control, and they can work in any discipline. Instructor can plan debate beforehand, or they can emerge spontaneously from classroom material. Students learn how it feels to be only a small part of a very large group. They need to learn to wait their turn to talk and be prepared to do much more listening and talking. Students also gain insight about different types of people and how all will react. This is the interaction that is most closely related to the real world, where students will need to interact with people of all types.

h. Teacher Talk

This may involve some kind of silence student response, such as writing from dictation, but there is no initiative on the part of the student. Teacher talk is used in class when teacher are conducting instructions, cultivating, and their intellectual ability and managing classroom activities (Feng Qican, 1999:23). In this way, students practice the language by

responding what their teacher says. Besides, teacher use the language to encourage the communication between the students and themselves.

i. Self-access

Self-access is a way of describing material that are designed and organized in such a way that students can select and work on tasks on their own (although this does not preclude the possibility of various kind of support), and obtain feedback on their performance, for example by comparing their answers to key which accompanies the material.

j. Open – ended teacher questioning

Open-ended questions is so powerful, because students learning naturally loops through a cycle of wonder, exploration, discovery, reflection, and more wonder, leading them on to increasingly complex knowledge and sophisticated thinking. The power of open-ended questions comes from the way these questions tap into that natural cycle, inviting the students to pursue their own curiosity about how the world works. There are a number of possible right answers, so that more students answer each cue (Ur, 1996:228).

Classroom interaction cannot be separated from the teacher and students. It has a certain pattern. One of them is IRF pattern. This

pattern consists of initiation-response-feedback. It is a pattern of discussion between teacher and students.

4. Factors Contributing Student Participation In Classroom Interaction

Everything in the classroom happens through the interaction between the teacher and students, verbal or non-verbal. Interaction is an innate quality of classroom learning and permeates the whole class process. The type and amount of interaction can be a determinant of the success of a class. It is in their interactions with each other that the teacher and students work together to create the intellectual and practical activities that shape both the form and content of the target language as well as the processes and outcomes of individual development. (Hall & Verplaetse, 2000)

Classroom observation never fails to reveal the phenomenon that in some classes even when interaction opportunities are provided interaction will not certainly occur. Student participation in CI is a complicated thing. What is behind the participation of students in CI merits in-depth investigation.

Whether students take the speaking turns directed to them and cooperate or they may initiate turns are determined by many

factors. This paper classifies these factors roughly into two categories: general factors and cultural factors.

a. General Factor

The general factors bearing on student participation are mainly those that apply to learners in general regardless of the specific cultures they are situated in, such as proficiency level, motivation, character and age.

1) Proficiency Level

The proficiency level or the developmental stage of the interlanguage system of the students is an essential determinant of student participation. It is natural that the students will not try to take turns if they are unable to. Even if they try, students at low proficiency levels are under greater pressure than those at high proficiency levels, because the teacher may find fault with his answer and their classmates may laugh at them if they make foolish mistakes.

As to high proficiency students, they are more likely to participate. The relationship between proficiency and participation is difficult to predict. Chaudron and Ellis have reviewed studies on learner participation and made the following comment: Correlational studies of student's participation are not easy to interpret, as there is no way of

telling whether a “participation causes learning” or “proficiency causes participation” explanation is correct when a significant relationship is discovered, suggesting that the preferred interpretation ought to be that proficiency causes participation. That is, the more proficient the students are, the more they get to participate. (Ellis, 1994, pp.593-94).

2) Students Characters

The choice of whether to speak or not is partly determined by students’ characters. The extent to which a learner is introvert or extrovert is partly reflected in the student’s participation pattern although the quality of being introvert or extrovert is not something absolute. Extrovert are often stereotyped as being outgoing and talkative and therefore better language students, since they are more likely to participate openly in the classroom and seek out opportunities to practice. Extrovert students tend to behave actively: More response to the teacher’s questions and thus more turn-taking although sometimes they are not sure of their answers. Extrovert students are more likely to be risk-takers and dominate the classroom although they are not at high proficiency levels. Introverts by implication might be considered less apt language students, since they seem to be

too reserved, too self-restrained. Actually, extroversion has to do with the need for receiving ego enhancement, self-esteem and a sense of wholeness from other people, while introversion refers to degree that individuals derive this sense from within themselves. Introverts can have great inner strength of character and may show high degree of empathy, both qualities being useful for language learning. Consequently, they do not necessarily have the higher ego barriers characteristic of inhibition.

3) Students Age

Different age groups of students exhibit different pattern of interaction. Participation in public classroom activities is risky, posing a threat to individual face value and self-esteem. Children are less aware of their ego and more likely to be active. Usually cooperating very well with the teacher in whole class work and with their peers in the pair and group work. Even when they are inactive, they are more liable to become active under the encouragement of the teacher and the influence of his active counterparts. Adults are mature cognitively and affectively tend to accomplish participation in class work and may resist group work to a great degree.

4) Students motivation

As to motivation, there are many kinds of motivation. Gardner and Lambert recognize two general categories of motivations: the instrumental motivation and the integrative motivation. The former reflects the practical advantage of learning a language while the latter reflects a sincere and personal interest in the people and culture (Gardner & Lambert, 1972, p.132). Instrumental and integrative motivations are reflected in student participation, but that is not all. As far as participation is concerned, the students may be motivated by different elements. Some are more active because they are interested in the topic or they like the teacher and want to show their friendliness. And there are teachers who adopt the practice of rewarding student participation.

Extrinsic motivations comes from the desire to get a reward or avoid punishment. The focus is on something external to the learning activity itself. With intrinsic motivation the learning experience is its own reward: 'Intrinsic motivation in evidence whenever students' natural curiosity and interest energize their learning (Deci and Ryan 1985:245). Students (of all ages) are naturally curious, seek optimal challenges, and enjoy activities that

capture their attention. In addition human beings learn that there are demands and norms set by the society in which they live, and they may to varying degrees and with more or less coercion, engage in activities which further social and societal demands, even when they do not coincide with intrinsic interest.

b. Cultural Factor

One culture varies more or less from another in student participation behavior. However, the contrast between Western students and Eastern students seems to be striking and has aroused interest of some researchers. The contrast is most evident in the turn-taking and question asking behavior of students. For Western students the classroom is a place where they present their ideas and join discussions freely and they feel at home. As to Asian students the classroom is a place confined to many norms. Sato (1982) conducts a quantitative study of her students' turn-getting behavior, and finds that her Asian learners take fewer turns than the others and have different "bidding" patterns in comparison with the non-Asians. Sato interprets these findings as meaning that Asian learners have more constraints on their notions of permissible classroom participation patterns than do learners from other cultures. Her study raises the interesting issue of the relationship between

cultural traits and interaction patterns (qtd. in Allwright & Bailey 1991, p.133). Brown states that teachers “need to consider cultural norms in their assessment of a student’s presumed ‘passivity’ in the classroom” (1987, p.110).

These factors interact and at one time one may be dominant while others are subordinate. In a word, they and other factors together affect student participation which shapes the quality and quantity of interaction in the classroom. Teachers should introduce varied class activities or projects catering to the needs of students with different proficiency levels, ages, motivations and personalities and encouraging them to make contributions to classroom discourse and its management.