

CHAPTER II

THEORITICAL REVIEW

A. Classroom Interaction

1. Definition

“Classroom interaction is one of the primary means by which learning is accomplished in the classroom” (Hall and Walsh, 2002:187). They claim that classroom interaction in language classes has a special significant role both in the medium through which language is realized and in the object of pedagogical attention. A common knowledge is constructed through the interaction between teacher and students. It means that the existence of the interaction in the class is not only for realization of the target language but also for purposes of the curriculum.

In communicative Language Teaching (CLT), Classroom interaction is really encouraged to occur in EFL classroom. Classroom interaction will make the students interested in communicating at classroom. Goronga (2003) asserts that classroom interaction makes the students participating in the teaching and learning process. It means that classroom interaction encourages students to involve.

Equally important, students are not the only participant in the classroom interaction since the teacher is also a participant. According to Dagarin (2004), classroom interaction is an interaction between teacher and students in the classroom where they can create interaction at each

other. It means that classroom interaction is all of interactions that occur in the learning and teaching process.

In addition, classroom interaction will help students-students to share the information that they get from materials at each other. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding at each other. It means that classroom interaction make the students brave to share what they have known and learn at each other.

Moreover, through classroom interaction, the students will know how much their participation at the classroom, and the teacher will know their quality of taking time to talk. Besides that, classroom interaction is important for the teacher to evaluate their teaching style in order to they can change their teaching style. It means that classroom interaction will change the teacher teaching style like teacher-centered to the students-centered that is crucial for Communicative approach.

Further, classroom interaction is correlated to teachers' teaching style. Creemers and Kyriakides (2005) contend that classroom interaction is really related to the teacher's style. The correlation appears at the more the teachers use different teaching style, the more the teacher knows how to make the students involve in the classroom interaction. It means that the teacher is the key one who will make the students participates at the classroom interaction actively and purposefully.

Furthermore, classroom interaction has to be managed by the teacher. If the classroom interaction cannot be handled by the teacher, the students will be uncontrolled and noisy. It will make the teaching and learning process fail. Besides that, a good classroom interaction depends on how the teacher gives chance to the students to talk at each other. Khan (2009) claims that classroom interaction contributes the students being active in the learning process. It means that when the teacher gives chance to the students to talk, the students will enthusiastically participate at the learning process.

Based on the explanation above, classroom interaction is all interaction that occurs in the teaching learning process where the teacher determines the interaction occurs in the classroom.

2. Types of Classroom Interaction

Classroom interaction will occur if teacher and students interact at each other. Interaction that occurs in the classroom will be described depending on the dominant types of interaction. According to Abarca (2004), there are three dominant types of interaction including teacher-dominated, teacher-centered, and student centered. In teacher dominant, the teacher takes much time to talk and the students do not have more chance to talk in the classroom interaction. In teacher centered, the teacher controls the students to participate at the classroom interaction. Meanwhile, in the students-centered, the teacher is as facilitator and the students are more active in the classroom interaction.

On the other hand, Dagarin (2004), contends that there are five types of interaction that occur in the classroom, as follows:

a. Teacher-whole class

Teacher whole class means that the teacher stimulates the students to talk, and the classroom interaction is controlled by the teacher. Tang (2010), contend that in most of the EFL classroom context, the teacher always initiates this type of classroom interaction by asking question. It means that the teacher-whole class interaction, the teacher has to stimulate the students to talk by asking some question orally.

Besides that, because teacher-whole class interaction is for stimulating the students to talk, the teacher has to use some strategy to make the students to talk. Rivera (2010) argues that there are three types of teacher-whole class interaction such as giving explanations, praises, information, and instructions. It means that teacher-whole class interaction is an important interaction for making the students to talk.

b. Teacher-a group of students

The common activity that is in this interaction is teacher gives a task that has to be discussed in the group. It means that the students who in group discuss what the teacher wants to do for them. In addition, interaction between teacher and group of students is like helping other students who do not understand yet at the discussed materials, and controlling the interaction in order to preventing uncontrolled classroom.

c. Student-students

This interaction will give advantage for the students since they will feel freedom to talk at each other. Ur (1996) insists that there are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses, collaboration, teacher initiates and student answers, full-class interaction, teacher talk, self-access and open ended teacher questioning.

d. Students-teacher

This interaction will encourage the teacher giving information and feedback, and the students asking a question about material that they do not understand yet. Asking question is the most common activity that the students do for their teacher.

Based on the explanation above, the researcher concludes that the teacher has to use their role in the classroom maximally. It means that the teacher can make the students active in the classroom if the teacher initiates them by praising them, clarifying the students' opinion, asking question, giving direction, etc.

B. Teacher talk

Teacher talk is any words or sentences said by teacher during the interaction in teaching-learning process. According to Lynch (2010) a teacher talk is the language typically used by teachers in the foreign language classroom.

Foreign Language Interaction Analysis (adapted from Moskowitz, 1971 as cited in Brown, 2007) divides a teacher talk into direct influence talk and indirect influence talk. Direct influence talk consists of talk that gives information, gives direction, and criticizes the students' behavior. On the other hand, indirect influence consists of a teacher talk which deals with feelings, praise or encouragement, the use of students' ideas, and questions.

Table 1 Teacher Talk Analysis (adopted from Foreign Language Interaction analyses by Moskowitz, 1971, cited in Brown, 2007)

TEACHER TALK	
A. INDIRECT TALK	<p>1. Deals with feelings: in a none-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.</p> <p>2. Praises or encourages: Praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct.</p> <p>2a. jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not anyone's expense. (Unintentional humor is not included in this category.)</p>

	<p>3. Uses ideas of students: clarifying, using interpreting, summarizing the ideas of students. The ideas must be rephrased by teacher but still recognize as being student contributions.</p> <p>3a. Repeats student response verbatim: Repeating the exact words of the students after they participate.</p> <p>4. Asks questions: Asking questions to which the answer is anticipated. (Rhetorical question are NOT included in this category).</p>
B. DIRECT TALK	<p>5. Gives information: Giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.</p> <p>5a. Corrects without rejection: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.</p> <p>6. Gives Directions: Giving directions, request, or commands that students are expected to follow, directing various drills; facilitating whole-class and small-group activity.</p> <p>7. Criticizes students' behavior: Rejecting the behavior of students; trying to change the non-acceptable behavior; communicating anger,</p>

	<p>displeasure, annoyance, dissatisfaction with what students are doing. 7a. 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.</p>
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The category above gives a framework and shows how the teacher balances a teacher talk and student talk in the teaching and learning environment. However, Brown advises that this does not mean that a teacher should dominate in the classroom with talk.

The fact that teacher dominates a classroom is a common view in education fields, particularly in foreign language classrooms. Actually it cannot be denied that a teacher talk is a core language input for students but there are a variety of factors that need to be considered when determining the appropriateness or the quantity of the teacher talk.

From those seven categories, it can be concluded that the teachers talk plays an important role in encouraging students to involve directly in the classroom activity. When the teacher deals with feeling, praises students' comment, uses student's ideas, and asks question, the teacher will help to create a warm classroom atmosphere that can motivate students to learn and participate in classroom activity.

C. Student Talk

Student talk is very important in the classroom interaction. But sometimes it is difficult to make students talk or respond to teachers' question. According to Moskowitz's FLINT (Foreign Language Interaction) in Brown (2001:170), there are nine categories of student talk that can be used to determine whether the teaching-learning process runs smoothly or not:

Table 2 Student Talk Analysis (adopted from Foreign Language Interaction analyses by Moskowitz, 1971, cited in Brown, 2007)

STUDENT TALK	
1. Student response, specific:	responding to the teacher within a specific and limited range of available or previously practiced answer. Reading aloud, dictation, drills.
2. 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 participation.
3. Silence:	pauses in the interaction. Periods of quiet during which there is no verbal interaction. 10a. 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.

4. **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.

4a. **confusion, non-work-oriented:** more than one person at a time talking so the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

5. **Laughter:**

laughing and giggling by the class, individuals, and/or the teacher.

6. **Use the native language:**

use of the native language by the teacher or the students. This category is always combined with one of the categories from 1 to 9.

7. **Nonverbal:**

gestures or facial expressions by the teacher or the student that communicate without the use of words. This category is always combined with one of the categories of the teacher or student behavior.

It can be concluded that the students' participation is important in the language learning because when students respond to teacher's question and gives comments; it means they are involved actively in the classroom activity; these will give them comprehensible input that is important to language acquisition.

D. The Role of Teachers in the Classroom

Classroom interaction will depend on the dominant type of interaction that is from teacher and students talk. If the teacher gives chance to the students to talk, the classroom interaction will be dominant by students-students. Meanwhile, if the teacher always takes much time to talk in the classroom, the classroom interaction will be dominant by teacher. Ribas (2010) insists that teacher has great influence to make the students involve in classroom interaction. It means that students who are active in the classroom interaction are determined by the teacher's role that give chance the students to talk in the classroom.

Equally important, the teacher is the key one to create the classroom interaction. Damhuis and de Blauw (2008) maintain that the teacher's role will affect the quality of classroom interaction. The teachers' role is the teachers have to give chance to the students to talk in the classroom. The teacher is not admitted to take much time to talk in the classroom based on the communicative Language Teaching (CLT).

What's more, the main teacher's role in classroom interaction is to make the students participate in the classroom interaction actively. The teacher has responsibility to facilitate interaction effectively. Simich and Dudgeon (1998) mention that teachers' role in creating classroom interaction are as a participant at the classroom interaction and a facilitator to encourage the students to involve in the interaction. It means that the teacher has to be as a participation of the interaction in order to the

students attracts to participate at the classroom interaction and has to make the students realize that they have to be active in learning process.

In addition, the teacher's role is related to the important factors in classroom interaction. Preston (2010) states that there are some important factors in classroom interaction that include input, turn-allocation and turn-taking behaviors, students' production, and feedback. In input, the students have to participate at learning process. The teacher's role at this factor is the teacher persuades the students to participate. In addition, in turn-allocation, the teacher efforts to make the students involve in classroom interaction where the teacher's role is making sure that all students involve in the classroom interaction. Meanwhile, in turn-taking behaviors, the teacher efforts to make the students involve in classroom interaction by asking them to ask questions, make requests or volunteer to answer. Furthermore, feedback is from teacher and students where one student answers what the teacher wants, the other students and teacher will give their feedback at the trait student.

Moreover, the teachers have to do some ways to make the students participate in the classroom interaction. Palmer (1998) mentions that there are eight ways to make the students participate at the interaction by creating routine activities including encouraging the students to answer each questions that the teacher give to them; giving attention and chance to the students who raise their hand, even they are not asked to speak at the time, to explain their opinion; finding the students' strength to teach the low achieving students; asking the students who are shy in the classroom

to speak at the classroom; responding and giving attention to what the students talk since the students want what they have talked are heard by the teacher; giving attention to the students who are work in group by asking them what they are doing and do not understand yet at the discussed material; asking the student to measure that they have the same understanding at each other at each materials by teaching their friends who do not understand yet at the trait material; asking the student to give comment at what the teacher's style.

According to brown (2001:166-168) teacher can play many roles in the course of teaching. There are five roles of interactive teacher. They are:

1. The teacher as controller

A role that is sometimes expected in traditional educational institution is that of "master" controller, always in charge of every moment in the classroom. Master controllers determine what the students do, when they should speak, and what language forms they should use. They can often predict many student responses because everything is mapped out ahead of time, with no leeway for divergent paths. In some respect, such control may sound admirable. But for interaction to take place, the teacher must create a climate in which spontaneity can thrive, in which unrehearsed language can be performed, and in which the freedom of expression given over to students makes it impossible to predict everything that they will say no and do.

Nevertheless, some control on your part is actually an important element of successfully carrying out interactive techniques. In the planning phase especially, a wise controller will carefully project how a technique will proceed, map out the initial input to students, specify direction to be given, and gauge the timing of a technique. So, granted that allowing for spontaneity of expression involves yielding certain elements of control to students, nevertheless, even in the most cooperative of interactive classroom, the teacher must maintain some control simply to organize the class hour.

2. The teacher as director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or director of a drama. As students engage in either rehearsed or spontaneous language performance, it is your job to keep the process flowing smoothly and efficiently. The ultimate motive of such direction, of course, must always be to enable students eventually to engage in the real-life drama of improvisation as each communicative event brings its own uniqueness.

3. The teacher as manager

This metaphor captures your role as one who plans lesson, modules and courses, and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters. Managers of successful corporations, for example, retain control of certain larger

objectives of the company, keep employees pointed toward goals, engage in ongoing evaluation and feedback, but give freedom to each person to work in his or her own individual areas of expertise.

A language class should not be markedly different.

4. The teacher as facilitator

A less directive role might be described as facilitating the process of learning, of making learning easier for students: helping to clear away roadblocks, to find shortcuts, to negotiate rough terrain. The facilitating role requires that you step away from managerial or directive role and allow students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically, rather than by telling them about language.

5. The teacher as resource

★ Here you take the least directive role. In fact, the implication of resource role is that the student takes the initiative to come to you. You are available for advice and counsel when the student seeks it. It is of course not practical to push this metaphor to an extreme where you would simply walk into a classroom and say something like, "well, what do you want to learn today?" Some degree of control, of planning, of managing the classroom is essential. But there are appropriate times when you can literary take a back seat

and allow the students to proceed with their linguistic development.

In this lessons that you deliver, you should be able assume all five of these roles on this continuum of **directive** to **non-directive** teaching, depending on the purpose and context of an activity. The key to interactive teaching is to strive toward and upper, non-directive end of the continuum, gradually enabling your students to move from their roles of total dependence (upon you, the class activities, the textbook, etc.) to relatively total independence. The proficiency level of your class will determine to some extent which roles will dominates. But even at the lowest levels, some genuine interaction can take place, and your students to try things for themselves.

E. The Role of Learner

Students are the active subject of the teaching-learning process and teacher is the facilitator to support their development in the learning process. According to Allwright and Bailey (1991:19), the learners make a significant contribution to the management of the interaction that takes place in the classroom. And these contributions are crucial to the success of interaction and the success of lessons itself as a social event in the lives of both teachers and learners. David Wrayin Richard added (2002:10), “In the latter type of interaction in classroom interaction, the role of student as an active in social learning began to be emphasized.” It means that the

students also have an important role to realize the goal of teaching and learning process.

Learner's role cannot be ignored, because students' participation is an important involvement in the classroom interaction and in the language learning. Therefore, a good classroom interaction will encourage students to participate actively in the process of teaching and learning. Because when students respond to the teacher's question and gives comments, it will help them explore their ideas and knowledge that is good for development of their language acquisition.

F. Interaction in Teaching and Learning Process

Related to the interaction in English teaching learning process, Rivers (1987: 10) states that because interactive language teaching means elicitation of willing student's participation and initiative, it requires high degree of indirect leadership, along with emotional maturity, perceptiveness and sensitivity to the feeling of others. Rivers (1987: 6) states the kinds of interaction pattern in language classroom. They are as follows:

- 1) Teacher – Student
- 2) Student – Teacher
- 3) Student – Student
- 4) Student – Authors of texts
- 5) Students – Community of the Language
- 6) Student – Computer Program (in the future).

Brown (2001: 166) proposes seven interactive principles in the language classroom. They are as follows:

1) Automaticity

True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistic forms. Learners are freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

2) Intrinsic motivation

As students become engaged with each other in speech acts of fulfillment and self-actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self-reward.

3) Strategic investment

Interaction requires the use of strategic language competence both to make certain decisions on how to say or to write or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

4) Risk-taking

Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on the part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risk.

5) The language-culture connection

The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.

6) Inter Language

The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development.

7) Communicative competence

All the elements of communicative competence (grammatical, discourse, sociolinguistic, pragmatic, and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.

