

## CHAPTER II

### LITERATURE REVIEW

#### A. Classroom Talk

##### 1. Definition

Classroom talk is defined as the type of language used by both teachers and students in the classroom situation (Brown, 2001: 192 see also in Richards, Platt and Platt, 1992:52). Dagarin (2004, vol. I, p.128) adds that effective classroom talk has two implications. First, it is about a pleasant atmosphere in the classroom with friendly relationship among the students of the learning process. The second one, it encourages students to become effective communicators in a foreign language. This can be achieved through managing classroom talk, creating classroom that provides positive effect to the students in the classroom; in addition, it is helping them to achieve the learning objectives. Therefore, considering a positive classroom becomes a significant interest by teachers.

##### 2. Factors Influencing Classroom Talk

###### a) A positive classroom

A positive classroom, proposed by Di Giulio, 2006, is a safe place to be. A place where students (and also teachers) are successful, a place where problems are dealt with quickly and with little fuss should be created. Students enjoy being in positive classrooms; they work hard, but get a sense of accomplishment from what they do. He also suggests two elements on how we can create positive classroom. First, those positive

classrooms consist of teacher intervention in four dimensions: spiritual, physical, instructional and managerial dimension. Second, the element of time when things happen is crucial in terms of the type of intervention in a positive classroom.

*Spiritual Dimension*, it's about caring and efficacy (showing students you care and that they will be successful). It's too obvious to point out that students do well when they believe teachers care about them. They also feel safer with such teachers, believing teachers will intervene on their behalf if needed. It's mostly a sense that teachers know student as a person, and that they can rely on teachers (trust) especially when things may not going well. Talking about efficacy, that's a belief (on the part of the teacher and/not the student) that they will be successful. It comes from what they have learnt about themselves. Here, teachers who simply work with other teachers who watch other teachers who are good at what they do will find their teacher efficacy stronger. Researcher Al Bandura found that even watching videos of teachers being successful will help boost a teacher's sense of efficacy. Conversely, if you work in a school where teacher gather in teacher's room and grouse about how miserable the school is, how unsupportive the principal may be, and how unsuccessful they feel as teachers, you will find some of that will rub off on you.

*Physical Dimension* is the environment, the surroundings, and how teachers set up that environment will make a huge difference in terms of student achievement and behavior. It means setting up a safe and

productive learning environment. It makes sense that teachers do not want students crashing into each other. There is the ambience: how pleasant a place is our room? Is it bright enough? Does it have an unpleasant odor? How good do those surroundings feel to us?

*Instructional Dimension* is all about great teaching. How teachers teach will have a decided effect on how well students learn. Therefore, teacher should understand how skillfully they teach content: teacher should have clear communication; teacher conveys enthusiasm for the subject and for the content specifically taught by relating the learning material with students' lives and also using activities to increase students' motivation to participate; teacher must keep student accountable for their work; teacher should get students have competitive teams, debates, role playing, etc. to engage students participation and group work; teacher must be aware of what is happening in the work; teacher have to relate level of work difficulty to compliment various students ability levels; and teacher must teach for student success.

*Managerial Dimension* is about managing a smooth running classroom. Positive teachers familiarize themselves with ways to help students take ownership of solving problems in the classroom. Of course, these are the run of the mill problems of distractions, annoying behavior, talking, and so on that students must learn to deal with effectively, and their own. In the Managerial Dimension, teachers seek to prevent misbehavior, and to support student behavior. However, when teachers

find themselves in the position of having to do something in reaction to student misbehavior, teachers should use desist strategies. Desists are ways to get students to stop doing what they are doing, but in the Positive Classroom that means stopping them with the least disruption to the rest of the class, and the lowest possible level of force. As a guide to using low force and being the least public about your intervention, using the ladder of intervention. To use it, seek the lowest rung of the ladder that is reasonable. Starting high up is an error, because teacher can never go down the ladder, teacher can only go up and increase the level of force and publicity. For instance, for some minor student misbehavior like tapping a pencil or quietly turning around, it is usually best to intervene at the very lowest level of the ladder. What is that lowest level? Answer: Doing nothing. (Assessed from <http://www.digiulio.com/ClassMgt/>).

b) Classroom management

Studies about student academic achievement and building condition conclude that the quality of the physical environment significantly affects students' achievement. Here, the achievement can be reached through managing classroom talk, it means well-run classroom talk begin with classroom physical layout. Researches on strategies for classroom management agreed that the classroom environment has proven to change and influence behaviors among students. In addition, the physical environment can also affect learning, ideas, values, attitudes and culture and if properly planned, positive learning environment will affect

the learning process (Sanoff, 2000 see also in Amirul, 2013). Brown (2001: 192) adds that one of the simplest principles of managing the classroom talk centers on the physical environment for learning, the classroom itself. Considering three main categories:

#### 1. Sight, Sound and Comfort

As trivial as it may first appear, in the face of our decisions to implement language-teaching principles in an array of clever technique, students are very affected by what they see, hear and feel when they enter the classroom. There are seven points in managing the classroom atmosphere; the classroom should be neat, clean, and orderly in appearance, chalkboards are erased, chairs are appropriately arranged, there are many bulletin boards, the classroom should be as free from external noises as possible (machinery outside, street noise, hallway voice, etc.), acoustics within the classroom are at least tolerable, heating or cooling systems (if applicable) are operating.

Another fundamental classroom management concern has to do with teachers and the message they send through their voice and through their body language. It means voice and body language also play an important role here. One of the first requirements of good teaching, as Brown (2001:194) suggests, is good voice projection. It does not mean that teacher should have a loud, booming voice, but it can be heard by all students in the room. When teacher talks, make sure that the “instruction clear focused” (Nunan Lamb, 1996) so that

students sitting farthest away can hear the voice clearly. If teacher is directing comments to a student in the first row sitting right in front of him, remember that in whole-class work, all the rest of the students need to be able to hear that comment. As teachers speak, articulate clearly, these students are just learning English, and they need every advantage they can get. Clear articulation is also important as a key to comprehension than slowed speech (Brown, 2001 see also in Harmer, 2001).

Besides voice, nonverbal messages or body language are very powerful. In language classes, especially, where students may not have all the skills they need to decipher verbal language, their attention is drawn to nonverbal communication. Brown (2001: 195) gives some pointers such as let body posture exhibit an air of confidence, face should reflect optimism, brightness and warmth, facial and hand gestures are used to enhance meanings of words and sentences that might be otherwise be unclear, make frequent eye contact with all students in the class, take a look around not only to notes and plan, do not plant your feet firmly in one place for the whole hour, move around the classroom but not to distraction, dress appropriately considering the expectation of the students and the culture where we are teaching.

## 2. Seating Arrangement

In many classrooms, the largest amount of space is devoted to arrangement of individual student desks. Teachers vary greatly on their

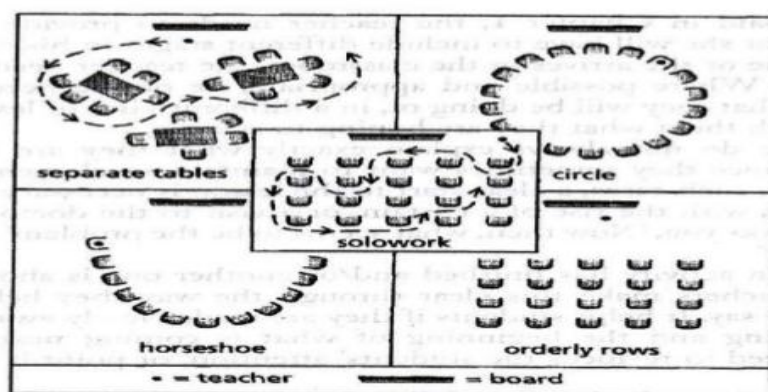
preferred arrangement, but agree that the days of 30 desks lined in neat rows and facing teacher's desk up front are long gone. Instead, some teachers like to arrange desks in cooperative group of four, while many of others prefer a U-shaped configuration, where everyone has a front row seat. The writer notices that easily accessible learning materials and supplies given by teachers to students can eliminate delays, disruptions, and confusion as students prepare for learning activities. In poorly arranged seating classroom, students spend a lot of time waiting – waiting in line, waiting for help, and also waiting to begin.

Based on the writer experience, many EFL classes in Banyumas Regency are found the movable desks all lined up in columns (not rows) that are perpendicular to the front wall of the room. It is neat and orderly, but if teacher will not get fired from the teaching post by doing so, s/he has to change the pattern immediately. Students are members of a team and should be able to see one another, to talk to one another (in English), and not be made to feel like they just walked into military formation. Teacher can create movable desk-chairs, consider pattern of semi-circles, U-shapes, concentric circles, or if the class size is small enough-one circle so that students all facing teacher. If the room has tables with two to four students at each, try to come up with configurations that make interaction among students most feasible.

These are different seating arrangements, which show that teachers have choices as to how they have students sit in the class (Gebhard

2000:75). In addition, these arrangements also imply that teacher have a great many choices as to the activities they can have students do in the class. They can sit in a traditional seating arrangement or in a semicircle during teacher-class discussions or lecturers, or they can stand up and walk around as they study. Students can also move their chairs or select a comfortable spot to sit alone or in groups while working on a task. Likewise, they can sit face-to-face, for example, as they interview each other. They can sit back-to-back as they simulate a telephone conversation, across from each other as they practice a dialogue, in circles as they solve a problem or discuss an issue, or next to each other as they study reading selection, plan a party, or collaborate on a piece of writing. They can move around the class as they practice skits or role plays. The point here is that teachers do not have to limit the students to traditional seating. If the goal is to provide lots of chances for students to use English to communicate meaning, teachers need to feel free to create seating combinations that make this possible.

**Picture 1**  
**Different seating arrangements in class**

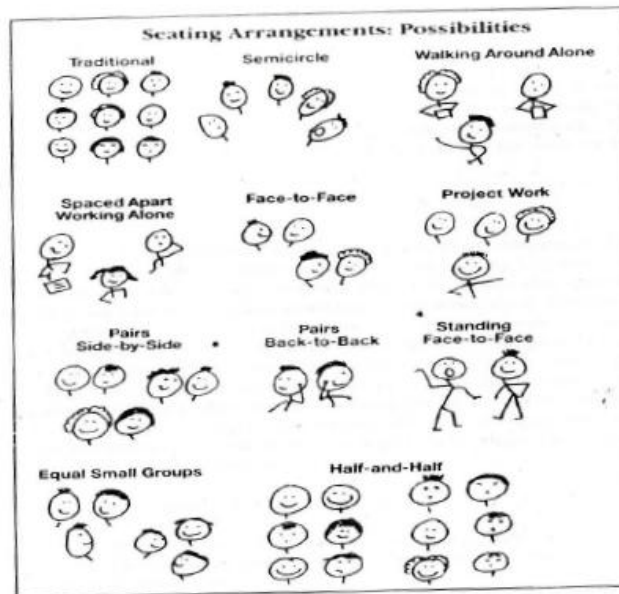


Harmer (2001: 18)



Picture 2

Seating Arrangement: Possibilities



Gebhard (2000: 75)

3. Equipment

The classroom may be construed to include any equipment may be used, so make sure that; the room has outlets, the equipment fits comfortably in the room, everyone can see (and/or hear) the visual/auditory stimulus, teacher leaves enough time before and after class to get the equipment and return it to its proper place, the machine actually works, teacher knows how to operate it, there is an extra light bulb or battery or whatever else teacher will need if a routine replacement is in order. If a teacher can provide all of those elements, optimistically, the teaching-learning process can be applied well (Brown, 2001:194).

In short, managing class to be well constructed classroom environment can have impact havior and achievement in a comfortable situation, and then encourage them to be motivated in the classroom interaction. Capel et al (1997:78, see also in Nicholls, 2002:103) emphasized that effective classroom management is essential to effective learning. Classroom management refers to the arrangement made by teacher to establish and maintain an environment in which learning can occur, for example, effective organization and presentation of lessons so that students are actively in learning.

## **B. Student Talking Time (STT)**

### **1. Definition of Student Talking Time (STT)**

STT means Student Talking Time. Student talk is the language spoken by native speakers in the classroom which is intended to speak. In foreign language settings, however, most students talk is not produced by native speaker but by non-native speakers (Huda, 1999:46). Thus, Student Talking Time is the time students spend talking rather than teacher talking in class. It can be compared with Teacher Talking Time (TTT). It can be a useful category for observation of teaching, or for self-reflection about teaching (Assessed from: <http://www.teachingenglish.org.uk/knowledge-database/stt>).

Some other teachers who aim at having an interactive classroom begin lesson with what Gebhard adopts from Littlewood (1994: 50): “precommunicative activities”. The purpose of precommunicative activities is

for teacher to isolate specific elements of knowledge or skill that comprise communicative ability, giving students opportunities to practice them without having to fully engage in communicating meaning.

Moskowitz, 1971 (cited in Brown, 2001: 170) explains about Foreign Language Interaction Analysis (FLINT) system include:

#### 1.1. Student Talk

- a. **Student response, specific:** Responding to 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 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.
- c. **Silence:** Pause in the interaction. Periods of quiet during which there is no verbal interaction.
  - c.1) **Silence-AV (Audio Visual):** 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.
- d. **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.

**d.1) 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 teacher wishes, not concerned with the task at hand.

e. **Laughter:** Laughing and giggling by the class, individuals, and/or teacher.

f. **Uses the native language:** Use of the native language by teacher or students. This category is always combined with one of the categories from 1 to 9 (points a to b in student talk and all points for teacher talk).

g. **Nonverbal:** Gestures or facial expressions by teacher or the students that communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

## 1.2. Teacher Talk

### 1.2.1. Indirect influence

a) **Deals with feeling:** In a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feeling of students.

b) **Praises or encourages:** Praising, complimenting, and 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.

- b.1) **Jokes**: Intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's (Unintentional is included this category)
- c) **Uses ideas of students**: Clarifying, using, interpreting, and summarizing the ideas of students. The ideas must be rephrased by teacher but still be recognized as being student contributions.
- c.1) **Repeats student response verbatim**: Repeating the exact words of students after they participate.
- d) **Asks question**: Asking questions to which the answer is anticipated. (Rhetorical questions are NOT included in this category).

#### 1.2.2. Direct Influence

- a) **Gives information**: Giving information, facts, own opinion, or ideas: lecturing or asking rhetorical questions.
- ★ a.1) **Corrects without rejection**: Telling students who have made a mistake the correct response without using words or intonations which communicate criticism.
- b) **Gives directions**: Giving directions, requests, or commands that students are expected to follow, directing various drills; facilitating whole-class and small-group activity.
- c) **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.

c.1) **Criticizes student response:** Telling students his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

## **2. The Importance of Student Talking Time (STT)**

Much research on Teacher Talking Time (TTT) has focused on its quantity (amount) and/or quality (effectiveness). These studies have provided new insights into the ways EFL teachers teach in the classroom. Negative effects of teachers talk for an excessive amount of time have been observed in a number of studies. For instance, the greater the amount of Teacher Talking Time (TTT), the less students get to practice the target language in the classroom and therefore, the less effectiveness of the lesson (Paul 2003 in Davies research). Moreover, studies of classroom discourse in ELT consistently confirm that teacher talk more than student talk. Indeed, most questions in the classroom are asked by teachers, and students' responses to them tend to be short. In addition, creating awareness in teachers of effective boosting Student Talking Time (STT) is an important aspect of teacher development.

First, students will be experienced to produce their language while they are learning. Esfandari and Knight (2013) say that one key element of modern approaches to language teachings is that people learn things by doing and

experiencing them. If teacher maintains a dominant role in the classroom, learners may not be encouraged to take responsibility for their own learning and their role may be restricted to that of being simply respondents to teacher input. Since, student interaction leads to language learning. In addition, Harmer (2001:70) said that learning is the human activity which least needs manipulation by others. Most learning is not the result of instruction. It is rather the result of unhampered participation in a meaningful setting.

Second, Student Talking Time (STT) gives the opportunities for students to speak. Harmer (2007 in Al Tobi Research) and Brown (2001:108) states that the more teacher talk there is, the less chance there is for students to practice speaking. He thinks that it is students who need the practice not teacher. Indeed, teacher should not occupy the major proportion of a class hour; otherwise, he probably not giving students enough opportunity to talk. Also, in Siddiqua research (2009: 3) see also in Harmer (2001) emphasized the importance is getting students to speak and to use the language they are learning.

Third, students become motivated to learn English. According to Harmer (2001:70), the teachers at Essex in England reasoned that the ways they had been teaching-such as studying grammar, explaining vocabulary, or teaching paragraph organization-did not seem to have much effect and anyway, they did not “feel right”. How would it be, they wondered, if they abandoned all that and instead devoted all their efforts to expose students to English and getting them to use it, particularly given that they were highly motivated to

learn. Scrivener (1994: 85) in Siddiqua's research (2009: 4) stated that Student Talking Time (STT) promotes of possibilities in a language classroom. First of all, it ensures that students' fluency practice is taking place as Jim Scrivener suggests that "student can learn to speak by speaking". Indeed, the more time a student spends in trying to speak, the more confident he or she becomes. Confidence could motivate a student for learning a language.

Furthermore, in a communicative language teaching the use of too much Teacher Talking Time (TTT) should be decreased due to some reasons: Firstly, it minimize Student Talking Time (STT); secondly, too much teacher talk bored students and they fail to concentrate on their learning; thirdly, if the teacher talk too much, he or she concentrate on discreet language items like grammar rule, vocabulary and feedback. This strategy never create learning opportunity and students are told about the language not to use the target language; fourthly, excessive teacher talk also makes students passive and discourage interaction; and too much Teacher Talking Time (TTT) reduces students learning autonomy and they do not want to make any learning responsibility (Darn, 2007).

Then, students also can try to be spontaneous to speak English. Krashen in Harmer (2001:71) said that language which we acquire subconsciously, he claimed, is language we can easily use in spontaneous conversation because it is instantly available when we need it. If students are given more opportunities to talk, they will be accustomed to speak spontaneously.



Also, Student Talking Time (STT) makes students become interested in learning English. Harmer (2001: 66) says that it is certainly true that some teachers talk too much and that this is not necessarily advantageous for their students, especially since those teachers are unlikely to be permanently interesting. They also become bored by listening to teacher all the time.

In addition, it is important to give careful consideration in your lesson plan to the balance between student talk and teacher talk (Brown 2001: 154). Our natural inclination as teachers is to talk too much! As you plan your lesson, and as you perhaps script out some aspects of it, see to it that students have a chance to talk, to produce language, and even to initiate their own topics and ideas.

In brief, Student Talking Time (STT) is very important so that teachers should maximize it in the English lesson. Siddiqua (2009:4) emphasizes that a successful teaching process proved students' achievement of teaching learning objectives. In order to obtain successful English learning process, teacher should provide appropriate strategies to help student attain their English material. In particular, some researches show that Student Talking Time (STT) helps students in English learning process.

Similarly, by increasing opportunities for students to talk in the classroom, teachers can also help build student' confidence while reducing anxiety (Hiliard, 2014:1). The more time students spend in trying to speak, the

more confident he or she becomes. Confidence could motivate a student for learning a language.

Indeed, why anybody needs to learn a new language is those three elements: exposure, motivation, and opportunities for use (Harmer, 2001: 70). All of them can be achieved by maximizing STT in teaching learning process. Therefore, striking the right balance between Teacher Talking Time (TTT) and Student Talking Time (STT) in order to boost opportunities for student communication is an important consideration.

### **C. Interactive Language Teaching**

#### **1. Interaction and Classroom Interaction**

The Common European Framework of Reference for Languages (Council of Europe, 2004 as cited in Tuan and Nhu) describes interaction as an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication.

In addition, interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about (Brown, 2001:165). We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself.

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, leading in a mutual effect on each other.

Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get an idea out of one person’s head and into the head of another person and vice versa. From the very beginning of language study, classrooms should be interactive. Wilga Rivers puts this way; 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 discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language-all they have learned or casually absorbed-in real-life exchanges.

However, classroom interaction consists of two types: non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in the classrooms. It means students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Verbal interaction, on the contrary, contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas and thoughts. It means they interact with others through words, documents, and so forth. By contrast, oral interaction implies that students interact with others by speaking in the classroom, answering and asking questions, making comments, and taking a part in discussions. These are two types of interaction are summarized by Robinson (1997):

“Interaction is the process referring to “face-to-face” action. It can be either verbal channeled through written or spoken words, or

non-verbal channeled through touch, proximity, eye contact, facial expression, gesturing, etc.”

Furthermore, Penny Ur (1996, cited in Siddiqua’s Research: 10) suggests various ‘patterns of interaction’. These are:

TT = Teacher very active, students only receptive

T = Teacher active, students mainly receptive

TS = Teacher and students are fairly equally active

S = Students active, teacher mainly receptive

SS = Students very active, teacher only receptive

TT and T take place mostly in teacher-centered classrooms where there is more time for teacher talk rather than student talk. While TS takes place, there is time for both teacher talk and student talk. It promotes teacher-student interaction and student-student interaction. S and SS take place mostly in student-centered classrooms where there is more time for student talk rather than teacher talk. It promotes student-student interaction and often student-student interaction. That is how different forms of ‘classroom interaction’ promote Student Talking Time (STT).

## **2. Interactive Principle**

Recent teaching learning theories suggested the importance of interactive language teaching to provide opportunities for students to explore more interaction. Moreover, the development of communicative language teaching radically changed the world of English language teaching by introducing a

methodology centered on promoting interaction in the classroom and raising students' involvement in the learning process (Howwat and Widdowson, 2004 as cited in Esfandiari and Knight). In addition, knowledge is constructed by the individual knower, through an interaction between what is already known and new experience. Ideally students are able to expand and modify schemata of knowledge in the light of new experiences by exploring ideas, reformulating, reflecting on, and re-presenting them.

The following principles structure a theory of interaction in the language classroom proposed by Brown (2001: 166):

**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 thus freed from keeping language in a controlled mode and can more easily proceed to automatic modes of processing.

**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.

**Strategic investment:** Interaction requires the use of strategic language competence both to make certain decisions on how to say or 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.

**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. To rewards, of course, are great and worth the risks.

**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.

**Interlanguage:** The complexity of interaction entails a long developmental process of acquisition. Numerous errors of production and comprehension will be a part of this development. And the role of teacher feedback is crucial to the developmental process.

**Communicative competence:** All of 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.

Therefore, teachers are recommended to reduce Teacher Talking Time (TTT) and boost Student Talking Time (STT). As a language learning, English learning process must be an interactive in order to practice the communication through interaction between teacher and students or students and students in the classroom.

## **D. Teachers' Ways in Boosting Student Talking Time (STT)**

### **1. Creating an Interactive Classroom**

Most researches in teaching has shown that the quality of teacher-student interactions far outweigh all other considerations to produce positive learning outcomes in an interactive classrooms. Therefore, interactive teachers have to do some efforts to lead interactive classroom. The more interactive the classroom is, the more students will achieve a better proficiency in English. With the aim of conducting an interactive classroom, the writer adopts what Gebhard (2000: 52, 53) said about five factors that influence classroom interaction to become interactive.

There are at least five closely related factors that can contribute to making interactive classrooms interactive: (a) reduction in the centrality of the teacher; (b) an apperception for the uniqueness of individuals; (c) chances for students to express themselves in meaningful ways; (d) opportunities for students to negotiate meaning with each other and the teacher; (e) choices, both in relation to what students say and how they say it.

One is reducing the central (and traditional) position of the teacher. As English should be taught as a communication skill, the focus of teaching learning process is students to practice their skill especially English proficiency. Therefore, teacher-centered method is considered not to be appropriate in an interactive classroom. This does not mean that teachers have to give up control of the class. The teacher can maintain control of what goes

on in the classroom while still giving freedom to students to initiate interaction among themselves and with the teacher.

Second, appreciate the uniqueness of student individuals. Each student brings her or his own experiences and characteristics to the English classroom. Students come from different places and areas. Moreover, they are having different enthusiast and learning styles. The teacher should accept students as the way they are with their own uniqueness. In addition, genuine communicative interaction is enhanced if there is an appreciation for the uniqueness of individuals in the class. Each student brings to the classroom unique language-learning and life experiences (both successful and unsuccessful), as well as feelings about these experiences (including joy, anxiety, and fear). As teacher, we need to sensitive each background affective to create a classroom atmosphere conducive to interaction; we need to accept each student as he or she is which sometimes can require considerable effort.

Third, give opportunity for students to express themselves in meaningful ways potentially contributes to creating an interactive classroom. Students need chances to listen to each other, express their ideas in speech and writing, and read each others' writing.

Fourth, provide chance for students to negotiate meaning among themselves and with the teacher. Students need to negotiate meaning not only with the teacher but also among themselves. They should be given chances to ask and receive clarification, confirm their understanding, ask and respond a question, and react to responses. These opportunities drive students to



understand one's intention and express their own intention. It will increase the interaction and respect each other as well. In addition, if true negotiation of meaning is going on, students will be fully engaged in using English to understand the meaning intended by others, as well as to express their own meaning as clearly as possible.

Indeed, negotiation meaning also implies that students have choices as to what they want to say, to whom they want to say it, and how they want to say it. It is because they are given opportunity to interact with each other.

## **2. Increasing Interaction through Pair Work**

Pair work is an important component of conducting communicative language teaching. Moon (2000, as cited in Abdulla) defines pair work as a strategy to organize students in ways that will maximize opportunities for learning. Pair work means that students collaborate with their pairs to accomplish tasks and reach its goal. Working in pairs could help to promote meaningful interaction between students and as a result that will increase their interest. Hence, introducing pair work is an effective strategy that could lead to success in language learning because it helps it increase students' interest in term of the oral tasks. Pair work is therefore a valuable strategy to implement in EFL classrooms, and it has many advantages and also some disadvantages. In pair work students can practice language together, study a text, research language or take part in information-gap activities. They can write dialogues,

predict the content of reading texts, or compare not on what they have listened to or seen.

#### 2.1. Advantage of pair work:

- a) It makes students have the chance to work with and learn from their peers.
- b) It is valuable in providing more opportunities for students to get more language exposure.
- c) It dramatically increases the amount of speaking time any one student gets in the class.
- d) Students in pairs get the chance to interact frequently with the language and to express their ideas.
- e) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- f) It allows teachers time to work with one or two pairs while the other students continue working.
- g) It recognizes the old maxim that “two heads are better than one”, and in promoting cooperation helps the classroom to become a more relaxed and friendly place. If we get students to make decisions in pairs (such as deciding on the correct answers to questions about a reading text), we allow them to share responsibility rather than having to bear the whole weight themselves.
- h) It is relatively quick and easy to organize.

## 2.2. Disadvantage of pair work

- a) Students in pairs can often veer away from the point of an exercise, talking about something else completely.
- b) Pair work is frequently very noisy and some teachers and students dislike this. Teachers in particular worry that they will lose control of their class.
- c) Student in pairs can often veer away from the point of an exercise, talking about something else completely, often in their first language. The chances of “misbehavior” are greater with pair work than in a whole-class setting.
- d) It is not always popular with students, many of whom feel they would rather relate to the teacher as individuals than interact with another learner who may be just as linguistically weak as they are.
- e) The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

However, the writer believe that teachers can organize the pairs in a balance way so each student will get benefit, and through monitoring, the possible problems could be avoided. As Gebhard (2000:77) adds that to form pairs, teacher can simply have students next to each other pair up or have students pair up on their own. Teacher could also have students randomly pair up through a pairing technique such as having each student find the person with the other half of a picture.

### 3. Sustaining Interaction through Group Work

What is group work? It is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.

The advantages of group work for English language classroom include:

a) Group work generates interactive language

In so-called traditional language classes, teacher talk is dominant. Teacher lecture, explain grammar points, conduct drill, and at best lead whole-classes discussion in which each student might get a few seconds of a class period to talk. Group work helps to solve of classes that are too large to offer many opportunities to speak. Small groups provide opportunities for student initiation, for face-to-face give and take, for practice in negotiation of meaning, for extended conversational exchanges, and for student adoption of roles that would otherwise be impossible.

b) Group work offers an embracing affective climate

The second important advantage offered by group work is the security of a smaller group of students where each individual is not so starkly on public display, vulnerable to what student may perceive as criticism and rejection. A further affective benefit of small-group work is an increase in student motivation.

c) Group work promotes students' responsibility and autonomy

Even in relatively small class of fifteen to twenty students, whole-class activity often gives students a screen to hide behind. Group work places responsibility for action and progress upon each of the members of the group that is somewhat equally. It is difficult to “hide” in a small group.

d) Group work is a step toward individualizing instruction

Each student in a classroom has needs and abilities that are unique. Small groups can help students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, cultural heritage, field of study, cognitive style, to name a few) by careful selection of small groups by administering different tasks to different groups (Brown, 2001: 177-179).

When students interact with each other, they build on their understanding, learn new ideas and concept, and develop their cognitive skills (Vygotsky, cited in Arends 2000, Albadwawi 2004). Thus, pair and group activities are essential in the classroom as they provide students with an opportunity to work collaboratively; and when working on pair and group activities, more capable students can work with those who find it difficult to complete the tasks on their own. Furthermore, pair and group activities influence the learning of a language as they provide students with a chance to communicate using the target language.

In addition, there are a variety of ways to group students of setting up classroom activities. The teacher can group students with the same

characteristics or mix them. For example, shy students could be grouped together, or and outgoing students could be grouped (Gebhard, 2000:75).

- a) **By ability and experience** : Accurate/not accurate, fluent/not fluent, been abroad/not been abroad, use computer/do not.
- b) **By personality factors** : Shy/outgoing, stone faced/smilers, talkers/non-talkers.
- c) **By characteristic** : hair color, height, sex, age, favorite color, favorite singer, types of book read.
- d) **By lottery** : Same flavor candy, same colored dot, same end of string, same number, same line of sentence, same coin.

One way is to select students in advance of the class based on personality characteristics or abilities and experience. For example, students can be matched with other shy students or with talkative students, fluent students with other fluent student or with those are not fluent.

Student can also make their own decisions about what group to join, or students can be according to different physical characteristics, such as hair length, age, height, and so on. However, some students might be sensitive to being grouped in this way. For instance, in many countries, I do not recommended grouping adult by age. We can also randomly group students for example, by having students count of “One, two, three, four ...” and having all one’s form a group, two’s another, and so on.

Student could also be given pieces of paper with colored dots. All the red dots from a group, blue dots another, yellow another. The same thing is

possible with pieces of candy, feathers, coins, or anything that can be used to distinguish members of group. Teachers can also cut pictures into pieces (like a puzzle) and hand the pieces out randomly. Students get up, walk around, and locate others who have the sections of the same picture. This way of forming groups can also be an icebreaker, a possible way to reduce students' anxiety about speaking in English.

#### **4. Questioning Strategies for Interactive Learning**

The most important key to creating an interactive language classroom is initiation of interaction by the teacher. However, non-directive the teaching style is, the responsibility is on teacher to provide stimuli for continued interaction (Brown, 2001:169). These stimuli are important in the initial stage of a classroom lesson as well as throughout the lesson. Moreover, Christenbury and Kelly (1983) and Kinsella (1991) cited in (Brown, 2001:169) points out that appropriate questioning in an interactive classroom can fulfill a number of different functions:

- a) Teacher's questions give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves.
- b) Teacher's questions can serve to initiate a chain reaction of student interaction among them. One question may be all that is needed to start a discussion; without the initial question, however, students will be reluctant to initiate the process.

c) Teacher's question give instructor feedback about student comprehension.

d) Teacher's provide with to out what they think by hearing what they say.

According Kinsella 1991 and Bloom cited in Brown (2001:172), categories of questions and typical classroom question words are:

a) **Knowledge question:** Eliciting factual answers, testing recall and recognition of information.

Common question words: Define, tell, list, identify, describe, select, name, point out, label, and reproduce. Who? What? Where? When? Answer "yes" or "no".

b) **Comprehension question:** Interpreting, extrapolating.

Common question words: State in your own words, explain, define, locate, select, indicate, summarize, outline and match.

c) **Application question:** Applying information heard or read to new situations.

Common question words: Demonstrate how, use the data to solve, illustrate how, show how, apply, construct, and explain. What is \_\_\_\_ used for? What would result? What would happen?

d) **Inference question:** Forming conclusions that are not directly stated in instructional materials.

Common question words: How? Why? What did \_\_\_\_ mean by? What does \_\_\_\_ believe? What conclusions can you draw from . . . ?



e) **Analysis question:** Breaking down into parts, relating parts to the whole.

Common question words: Distinguish, diagram, chart, plan, deduce, arrange, separate, outline, classify, contrast, compare, differentiate, categorize. What is the relationship between? What is the function of? What motive? What conclusion? What is the main idea?

f) **Synthesis question:** Combining elements into a new pattern.

Common question words: Compose, combine, estimate, invent, choose, hypothesize, build, solve, design, and develop. What if? How would you test? What would you have done in this situation? What would happen if . . . ? How can you improve . . . ? How else would you . . . ?

g) **Evaluation question:** Making a judgment of good and bad, right or wrong, according to some set of criteria, and stating why.

Common question words: Evaluate, rate, defend, dispute, decide which, select, judge, grade, verify, and choose why. Which is best? Which is more important? Which do you think is more appropriate?

In addition, one way to focus on the teacher's questioning behaviors is to consider the purpose of questions. As Gebhard (2000:71) says that purposes of teachers' questions are:

a) **Display question:** A question in which the teacher already knows the answer and wants student to display knowledge. E.g: What color is your shirt?

b) **Referential question:** A question in which the teacher does not know the answer. E.g: What is your favorite color?

- c) **Comprehension check:** A question to find out if a student understands.  
E.g: Do you understand?
- d) **Confirmation question:** A question to verify what was said. E.g: You said you got up at 6.00?
- e) **Clarification check:** A question to further define or clarify. E.g: Did you say you got up at 6:00 or 7:00?.

## **E. Arabic English Development Skill (AEDS) Program**

### **1. History of AEDS**

Al Ikhsan Islamic Boarding School is one of Islamic schools in Banyumas regency. Al Ikhsan Islamic boarding school is founded by K.H. Chamid in January, 1986 M. under Al Ikhsan foundation with notary certificate No. 33/27/3/86 address in Beji village Kedungbanteng Banyumas about 5 kilometers to north down town of Purwokerto.

Since founded in 1986 there are many programs that are carried out by Al Ikhsan Islamic Boarding School. They are Majlis Talim Thoriqoh Asydiliyah, Tahfidzul Quraan, Madrasah Diniyah, Taman Pendidikan Al-Quran (TPA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA) and also a regular program that is Arabic English Development Skill (AEDS).

Arabic English Development Skill (AEDS) is a language program in Al – Ikhsan Islamic Boarding School foundation which is purposed to give language proficiency to students especially the proficiency in Arabic and

English. It is held twice a day, in the morning for Arabic and in the afternoon for English. The philosophy of this program is create a good behavior man, having science and can stand on his foot. Under Arabic and English Development Skill (AEDS) program, there are three sub programs. They are:

a) Training of Trainer (TOT)

Training of trainer is a special program for them who want to study English very intensive because in this program the learner will only study about English three times a day, morning, afternoon, and evening. This program is just for them who have graduated from junior high school.

b) Junior English Trainer (JET)

Junior English Trainer is special program for students who have graduated from elementary school and along junior high school (MTs/SMP level).

c) Hard Teaching System (HTS)

Hard Teaching System is one of the way to study English in Al Ikhsan Islamic Boarding School. It is held every year in fasting month of Ramadhan only. In this program, all Islamic students only study about English and Arabic four times in a day in 25 days. It takes about one hundred and twenty hours. It is called teaching hard system because the participants are forced to study hard in joining the program.

## 2. Concept of Teaching Learning Process in AEDS

The concept of teaching and learning process in AEDS can be divided from the characteristic,

Below is the description of each.

### a) Characteristic of AEDS

The characteristic of AEDS program in teaching English is students are guided in the class and out of class. Students are suggested to practice English every day. Students are demanded to make 10 sentences a day, then they identify the grammar by analyzing the subject, predicate, and the tense used. Then, memorizing the vocabulary is the same like memorizing the holy Quran.

### b) Evaluation

Every semester students will get exam for evaluating the learning process along teaching and learning process occur. This evaluation will determine which next class that students will carry out.

### c) Material

The material of AEDS focuses in recognizing English vocabularies, grammar and conversation for the one meeting in a day. Teaching materials and teaching hand books were prepared by the boarding school.

## **F. Relevant Research Finding**

Alemayehu Getachew Tsegaye and Manjula Davidson in Department of English at Andhra University, Visakhapatnam, India, has conducted a study entitled “The Ratio of Teacher Talking Time to Students Talking Time in EFL Classroom: A case in Six Partner Preparatory Schools of Haramaya University in Ethiopia” in May 2014. The aim of the study is to investigate the proportion of teachers talking time to students talking time in language classroom in Ethiopia context. The data was collected from six EFL teachers selected from six preparatory schools which are partner School of Haramaya University. In general, eighteen classes were observed and recorded. To examine the ratio of EFL teacher talking time to student talking time in communicative language teaching classroom, the researchers used classroom observation and recording. The records of twelve sessions (40 minutes each session) of English classes were collected. According to the findings, an average of 83.4% of the class time is occupied by the teachers thus student talking time seems neglected. It was also found that all most all teachers use this amount of time in non communicative activities such as reading from students’ text especially the question again and again, and write it on the blackboard. They also repeat their own speech without saying in different ways. Another reason teachers use much more time is that they rarely allow students to engage in group and pair works but students are sited in permanent group without proper group work task. Therefore, it is strongly recommended that EFL teachers of preparatory school should try to minimize their talking time and

provide ample talking time opportunity to their students using group and pair work tasks.

Tanzia Siddiqua in Department of English and Humanities (ENH) of BRAC University has conducted a research entitled “Creating Opportunities STT (Student Talking Time) in a Large Class: An Essential Tool for ELT Classroom Management” in December 2009. The purpose of the study is to explain how the techniques had been effective to increase opportunities for STT, and get students to talk and involved in large classroom settings. She taught the language classes of 6th and 7th grades in the English Version (school section) of BAF Shaheen College Dhaka, as she was appointed there as an intern. The learners were of secondary level and the number of students in each class was about 60. The timing for each class was about 45 minutes. The methodology of this research is Classroom Action Research. This research revealed that classroom management techniques are essential to promote STT and conduct effective classes. She found these useful even during her internship in BAF Shaheen College Dhaka, as she applied the techniques in real-life teaching. It was because, there solved a number of problems which used to occur in the language classes taken by the regular teachers, and opened up ways for improving teaching in an effective manner where learning can take place. Thus, it can be said that indeed, implementation of these techniques enhanced student involvement and promoted learning even if the class is large.