

## CHAPTER II

### THEORITICAL FRAMEWORK

#### **A. Classroom Interaction**

Interaction is occurred everyday in the classroom activities between the teacher and the learners. This interaction is usually used to express their ideas together. Classroom interaction is crucial in the teaching learning process. The term of classroom interaction during teaching learning process between a teacher and students. Moreover, Wals (2011) points out that language in the classroom interaction are the heart of everything. It is through language in the interaction that teachers transfer their knowledge, the students develop their skills, and also the teachers know students' comprehension. Thus, maintaining classroom interaction is a crucial issue.

Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners. This device helps the learner to be competent enough to think critically and share their views. Classroom interaction can also motivate the learners to communicate to the classroom participant, includes teacher and the learners. Classroom interaction is very essential in education system, because it is a necessity to make a good atmosphere in the classroom. Effective classroom interaction has a big implications, it can concerns a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process. But, not every teacher is capable of making a good interaction inside the classroom.

## 1. Participants in Classroom Interaction

These are the most frequent ways of organizing classroom interaction, depending on who communicates with whom:

### a. Teacher-learners

This interaction is established when a teacher talk to the whole class at the same time. The teacher takes the role of a leader or controller and decides about the type and process of the activity.

### b. Teacher-learner or a group of learners

This interaction is conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It is often used for evaluation of individual students.

### c. Learner-learner

This interaction is called “pair work”. Students get an assignment, which they have to finish in pairs. The teacher holds the role of a consultant or adviser, helping when necessary.

### d. Learners-learners

This interaction is called “group work”. As with pair work, the teacher’s function here is that of a consultant and individual groups report on their work as follow up activity.

## 2. The Role of Teachers in the Classroom

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. 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 turn-allocation, the teacher efforts to make the students involve in classroom interaction.

Classroom interaction will be developed optimally when a teacher can optimize the role of being a good teacher. Teachers can play many roles in the course of teaching. Just as parents are called upon to be many things to their children, teachers cannot be satisfied with only one role. Brown (2001: 167) states that there are some roles of the teacher in classroom interaction. First, the teacher as controller. It means that the teachers act as controller in implementing the activities in order to make

the process of teaching and learning conductive and comfortable. In the other hand, the teacher should determine what the student do, when they should speak, and what language forms they should use when teaching learning process in the classroom. Therefore, within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning process. Second, the teacher as a manager. Teachers should manage the lessons plans modules, courses, etc and how the teachers can manage their class well appropriate with their learning objectives.

Third, the teacher as a director. The teacher here is like a conductor when teaching learning process. As students engage in either rehearsed or spontaneous language performance, so the teachers' job is how to keep the process flowing smoothly and effeciently. Forth, the teachers as facilitator. It means that when the students have difficulties in their study in the class so they need the teachers' help in order to make students clear their study.

Fifth, the teacher as resource. When the teacher asks students to do an activity in the classroom and they do not know how to do it, then the students ask teacher to help their problem. Consequently, the job of the teacher here is to answer students' questions and teacher gives information on it. On a whole, the roles of the teachers are very important for the students in order to make teaching learning process in the class can organize well. It can positively affect the teaching learning process in which learning objective can be achieved well.

### 3. Strategies for Helping Students to Involve in Classroom Interaction.

The students have to involve in the classroom interaction, the teachers has to give the students tasks and activities that encourage them to participate at the classroom interaction. Teachers can help students to develop their interaction skill in a foreign language. Some of the ways of teacher's help are the following:

#### a. Asking Questions

It is easier for students to answer questions than to initiate a conversation or make up an independent statement. The teachers indicates with questions some of the words and language structures which will appear in the answer. Teacher can ask additional questions to bring the student to the right answer. The strategy can be used in retelling stories or descriptions (Dagarin, 2004:133).

#### b. Providing Body Language

Students can obtain a lot of information from teacher's gestures and mime. The teachers can help students to express themselves with body language. Sometimes students not know how to continue speaking and teacher should prompt them by acting out body movements of animals or thing (Dagarin, 2004:134).

#### c. Providing Interesting Topic

Teachers can stimulate students' interaction by choosing appropriate topics. Young student prefer talking about sport, computers,music,etc. Students can say a lot more about a topic of their

interest than something they don't really know well (Dagarin, 2004: 134)

## **B. Teacher Talking Time**

For foreign language students, classroom is the main place where they are frequently exposed to the target language. The kind of language used by the teacher for instruction in the classroom is known as teacher talk. For this term, Longman Dictionary of Language Teaching and Applied Linguistics defines it as that variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with students, teachers often simplify their speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language students Richard as cited in (Ma Xiao-yan, 2006).

Teacher Talk Time (TTT) refers to how much the teacher talks during a lesson. However, this will vary according to the stage of the lesson. For example, the teacher needs to speak more when starting a new lesson. Then, when he or she continues the same material next time he or she may speak less because the students need ample opportunity to practice the material that already taught before.

Teachers talking time is the time which teachers spend while instructing, lecturing, managing or organizing the lesson. However, the amount of talk time the teachers use in a given lesson is not the same, it varies

depend up on both the specific goals of the syllabus adopted and their pedagogical principles (Nilton, 2005).

### C. Student Talking Time

Student talking time is the time learners spend talking rather than the 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.

There are some types of student talk such as student response in specific, student response (open-ended or student-initiated), silence, confusion (non-work-oriented), laughter, uses the native language and nonverbal. Student response (specific) is responding to the teacher within a specific and limited range of available or previously practiced answers. Then, reading aloud, dictation, drills. Student response (open-ended or student-initiated) is responding to the teacher with students' own ideas, opinions, reactions, feeling. Giving one from among many possible answers that have been previously practices but from which students must now make a selection. Initiating the participation. Silence is pause in interaction. Periods of quite during which there is no verbal interaction. 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. Confusion (work-oriented) is 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. Laughter is Laughing and giggling by the class, individuals, and or the teacher. Uses the native language is the 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. Nonverbal is 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 teacher or student behavior.

#### 1. The Importance of STT

Jeremy Harmer (2001) puts emphasis on the importance of STT claiming that, “getting students to speak and to use the language they are learning is a vital part of a teacher’s job” (p.4). he continues by adding that students are the ones who indeed need practice in the L2, not the teacher. EFL teachers should make sure that TTT is not overly used, leaving enough room for STT to take place. Besides, Leo Van Lier (2001) claims that an affective learner-centered L2 classroom should provide an environment in which students can contribute to learning activities and maximize their use of the language (p.103). moreover, when asked about the bad results of Chilean students in English, Sergio Bitar, former Minister of Education stated in 2007 interview that “The answer is a lack of interest, a shortage of qualified teachers and too few opportunities for students to practice English” (Dowling, 2007).

STT provides a number of possibilities in a language classroom; as Jim Scrivener (1994) suggests, “students can learn to speak by speaking”. This speaking has to be produced in L2 context, so this issue becomes even more relevant in English as a foreign language (EFL) classroom, in which opportunities to practice verbal communication outside the classroom are significantly, if not absolutely limited (Paul, 2003). However, even when STT is considered to be so important, teachers may not deny the fact that it takes place in a much lesser degree than expected, being fairly often replaced by something that some teachers love, but others are deeply afraid of silence.

## 2. The Issue of Silence

There are may be various reasons why a student chooses to keep silent in the EFL classroom. Some of the most common are: the fear of making mistakes, the desire not to ‘stand out’ classmates (becoming too noticeable among others), a disconformity on how they sound in English, the time that is needed to think, lack of interest, or simply a bad day. As mentioned, some EFL teachers seem to do the idea of silence inside the classroom, even fostering it, whereas other share a profound fear of silence, as it represents emptiness, or an unproductive use of time.

In this sense, Rod Bolitho (2006) claims that high-quality talk frequently includes thoughtful silences. “If a teachers put a good question ‘into the air’, students are likely to need time to consider and formulate an answer” (p.3). according to him, the type of silence which can take place after a good question is “educationally valuable because it promotes thinking, and if it happens frequently, students will come to understand it

and make use of it as a time for them to order their thoughts and to find the right way of expressing them". Under this point of view, silence is not to be considered always as a bad aspect within the EFL classroom; it can be a rather positive thing, as long as it later triggers meaningful oral communication.

#### **D. Teachers Efforts in Optimizing STT**

If teachers are to diminish the amount of time they spend speaking inside the classroom, it would be absolutely detrimental for a class group to do it only by stopping any communication attempt. Instead, what needs to be adjusted are the ways in which teachers conduct their talk, making it comprehensible and meaningful for learners. Also the activities that are developed in class need to be thought to develop communication among the group.

Some of the main ideas that could be beneficial for teachers to consider when addressing the issue of reducing TTT are:

##### **1. Making an Interactive Classroom**

There are at least five closely related factors that can contribute to making an interactive classroom interactive: (a) reduction in the centrality of the teacher; (b) an appreciation for the uniqueness of individuals; (c) providing chances for the 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. This does not mean that the 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, 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 be sensitive to each individual's background and affective state. 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.

Then, providing chances for the 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. Also, negotiation of meaning needs to become the norm, and while negotiating, students need chances to listen to ask for and receive clarification, confirm their understanding, generally ask questions, respond to questions, and react to responses. 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 of 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. (Gebhard, 2000: 52,53).

## 2. Increasing Interaction Through Pair Work

In pair work student 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.

### a. Advantages of pair work:

- 1) It dramatically increase the amount of speaking time any one student gets in the class.
- 2) It allows students to work and interact independently without the necessary guidance of the teacher, thus promoting learner independence.
- 3) It allows teachers time to work with one or two pairs while the other students continue working.
- 4) It recognizes the old maxim that two heads ate 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 answer to questions about a reading text), we allow them to share

responsibility rather than having bear the whole weight themselves.

5) It is relatively quick and easy to organize.

b. Disadvantage of pair work

1) 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.

2) Student in pair 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.

3) 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.

4) The actual choice of paired partner can be problematic, especially if students frequently find themselves working with someone they are not keen on.

As Gebhard (2000:77) adds that to form pairs, teacher can simply have students sitting 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

Group work 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 problem 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 smaller group of students where each individual is not so starkly on public display, vulnerable to what the student may perceive as 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 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 and by administering different tasks to different groups. (Brown, 2001:177-179)

when students interact with 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 activity 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 or not accurate, fluent or not fluent, been abroad or not been abroad, use computer or do not.
- b) By personality factors : shy or outgoing, stone or smillers, talker of non talkers.
- c) By characteristic: hair color, height, se, age, favorite color, favorite singer, types of book read.
- d) By lottery: same flavor candy, same colored dot, same end of string, smae 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 talk active 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 stimulus 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 questions give instructor feedback about student comprehension.
- d. Teacher's provide with to out what they think by hearing what they say.

The teacher should give some kinds of questions to stimulate the students in order to make them active to talk in the class. 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: making a judgment of good and bad, right or wrong, according to some set of criteria, and stating why.

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 judgement 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 the 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 question. As Gebhard (2000:71) says that purposes of teacher's question are:

- a. Display question: A question in which the teacher already knows the answer and wants student to display knowledge. Example: what color is your shirt?
- b. Referential question: a question in which the teacher does not know the answer. Example: what is your favorite color?
- c. Comprehension check: A question to find out if a student understands. Example: do you understand?
- d. Confirmation question: A question to verify what was said. Example: You said you got up at 6.00?
- e. Clarification check: A question to further define of clarify. Example: Did you say you got up at 6:00 Or 7:00?.

#### E. Previous Research Finding

To enrich the content and the concept of this research, three previous research findings will be discussed in this part.

The previous research was conducted by Ms. M.I.F.Kareema (Lecturer in English, English Language Teaching Unit South Eastern University of Sri Lanka) entitled “Increasing Student Talk Time in the ESL Classroom: An Investigation of Teacher Talk Time and Student Talk Time”. This research paper attempts to test a hypothesis and provides some systematically tested ways to increase the amount of Student Talking Time (STT) which leads to a learner centered approach. This study was conducted among the students of Faculty of Arts and Culture. The analysis of this research shows that students have positive attitudes towards increasing STT which leads to a learner centered approach that most of the educators welcome. As method, to have a survey a questionnaire was distributed. And as the conclusion, the survey suggests that many students prefer to have much interaction in the classroom and they advocate it is very effective.

The second previous research from Kay Bentley (Norwich Institute of Language Education) entitled “STT: Student Talking Time. How can Teachers Develop Learners’ Communication Skills In A Secondary School CLIL Programme?”. This research ideas was presented to maximize student talking time (STT) withing subject lesson. The aim of this research is therefore twofold: to raise teachers’ awareness of the importance of talking to

learn, and to suggest practical, task based ideas and practical visual ideas as a stimulus for using language to talk about content.

The other previous research from Lead Advisor: M.S. Ed. Juana Angela Barrientos Villanueva ( University Austral de Chile ). This research paper analyzes the issue, explain the roles of STT and TTT, suggests ratios favoring a higher amount of STT over TTT, and also tries to contribute to the field by suggesting a simple and comprehensive proposal: a set of specialized activities aiming towards reducing TTT and fostering the amounts of STT that take place in the Chilean EFL classroom. The objective of this research is to provide theoretical and didactic considerations to help English teachers reduce their Teacher Talking Time in order to increase Student Talking Time inside the EFL classroom.