

CHAPTER II

LITERATURE REVIEW

E. Nature of Interaction

1. Definition of Interaction

Interaction according to the Cambridge Advanced Learner's Dictionary (2008) is when there are two or more persons or things "communicate with or react to each other". Brown (2007: 165) stated that interaction is the heart of communication, it is what communication is all about. According to Howe (1997: 3) interaction as an activity that is initiated by taking turn in which a good interaction should include address, topic or information, and response.

Interaction occurs as long as people are communicating each other and giving action and receiving the reaction in one another anywhere and anytime, including in the classroom setting. According to Rivers (1987, cited by Quenan, 2014) writes "through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even 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.

Through interaction learners can develop their language proficiency. To increase interaction in class, it is essential to give interactive activities to the learners. The activities are the key to an effective English class.

Interaction can be developed through different types of activities. Different types of activities can be done in an EFL class, such as; whole class teaching, individual work, pair work, group work. Different activities have different impact and effect on classroom interaction and language learning. There are different ways of forming group. Learners' interactional patterns personalities and their individual cognitive styles are also different.

Interaction plays an important role in second language learning. Interaction among learners and interaction between learners and teachers both are equally important. It is true that in a language class interaction has a great influence on learning. Time and effort are also needed to develop interaction.

2. The Types of Classroom Interaction

There are some types of interaction in the classroom (Kasim, 2014), they are as follows:

a. Teacher-Class Interaction (T-C)

Teacher is talking to the whole class, such as in presenting a text, explaining grammar, giving instructions for an activity. Teacher speaking to whole class means the teacher as the controller of the class who gives students information or materials, reading aloud, etc.

b. Teacher-Group Interaction (T-G)

Teacher speaking to a group of members means the teacher participates in the students' group works in which he gives suggestions for the group work (Mingzhi, 2005 cited by Jiwandono and Rukmini, 2015).

c. Teacher-Student Interaction (T-S)

In this type, questions and answers (dialogues) between the teacher and the student, such as in demonstration and warm-up activities. The teacher should focus on three things when he/she talk with their students. Firstly, they must pay attention to the kind of the language the students are able to understand and the teacher should provide an output that is comprehensible for the level of all the students. Secondly, the teacher must think about what they will say to their students because the teacher speech is as a resource for learners. Finally, the teacher also must to identify the ways in which they will speak such as the voice, tone and intonation.

d. Student-Student Interaction (S-S)

Two students work in pairs such as practicing a dialogue, carrying out an information gap activity. Student speaking to student means interactions in pair work activities (Mingzhi, 2005 cited by Jiwandono and Rukmini, 2015).

e. Student-Teacher Interaction (S-T)

Student initiated conversation between a student and the teacher, such as in asking questions about a rule or an assignment. Student speaking to teacher means the students initiate to speak when they do not understand about the information.

Based on the types of interaction above, the interaction that occurs and dominates in English class is Student-Student (S-S) interaction. S-S Interaction is the most effective pattern of classroom interaction for EFL

class. Here the students get more freedom to talk in the target language. In other word, the teacher involved in this study applied S-S interaction because he considered that it was the most effective of classroom interaction. For EFL class, a proportional dominance of interaction suggested 50% for S-S interaction.

3. The Types of Interactional Feature Used by Teacher

Commonly, there are some of interactional features used by the teacher performance, namely:

1) Confirmation check

Confirmation check is used by teacher usually to address particular students in the classroom for confirmation check, those who have just expressed something. This is a good way to check to what extent the students are following the interactive exchange and providing coherent responses. For example:

T : Did they leave from Vancouver?

Is that what you said?

2) Clarification request

Clarification requests are used to ask the address to clarify what student has just expressed. The teacher indicates to the student by using phrases such as “Pardon me” and “I don’t understand” that the message has not been understood or that the utterance is ill—formed in some way, on that a repetition or a reformulation is required. This is usually done through yes/no questions, wh- questions, non-inverted questions with

rising intonation and tag questions (Long and Sato, 1983: 275 cited by Ramiro, 2002). For example:

S : I like - urn – XX steak

T : I'm sorry, what kind of steak?

3) Comprehension check

Comprehension checks are used to establish whether a student's utterance has been understood by the teacher or not. Usually, they take the form of tag questions, or the partial or total repetition of the speaker's utterance with rising intonation or questions such as "Do you understand? Which explicitly check whether the listener has understood (Long and Sato, 1983: 275 cited by Ramiro, 2002).

4) Self-repetition

This is partial or complete, exact or semantic repetitions of the teacher's own utterance (Brulhart, 1986). For example, as follow:

T : Does that look familiar to you?

T : The picture looks pretty familiar, doesn't it?

5) Completion

Completion happens in EFL class when teacher fill in the gaps and advance the discussion (Walsh, 2006 cited by Shamsipour & Allami, 2012). When completion happened, there is no negotiation of meaning, no need for clarification and confirmation check. For example:

S : She can't wear those pants. They are too long.

S : She can't buy those shoes, they are too...too...

T : Big

S : He doesn't want that shirt. It too...too..

T : It's too small

S: I don't want this sofa...it's too expensive

6) Correction

Teacher correction can be beneficial when errors are repeatedly made by most students. In fact, it can be applied without necessarily making students feel embarrassed or threatened. Teacher can postpone the correction till the end of an activity or a class period and discuss it with all the students in class.

7) Self-correction

The best way to correct mistake is to have students correct themselves. In other word, self-correction is when students correct themselves instead of a teacher doing it. The students will realize a mistake have been made and fix it automatically but it is not always. The teacher can gently prompt the student incorrect answer then revise it. For example I have relax, but it should be I have relaxed.

8) Translation

Using translation is surely a natural and obvious means of teaching someone a new language. It can be used to aid learning, practise what has been learned, diagnose problems, and test proficiency. In any case, teachers cannot stop students translating. In addition, it helps create and maintain good relations between teacher and students, facilitates, classroom management and control, and allows students to maintain their

own sense of first language identity while also building a new bilingual identity.

9) Code switching

Code switching is the shift from one language to another within a conversation or utterance. In the context of foreign language, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises. When teacher's code switching is planned ahead it can contribute to a more efficient understanding of a specific topic or be part of the second language learning (Cook, 2001 cited by Johansson, 2013)

10) Elicitation

Elicitation is the teacher directly elicits correct form from students by asking question such as "How do we say that in French?" or by pausing to allow students to complete the teacher's utterance (e.g., "C'est un...?"), or by asking students to reformulate their utterance (e.g., "Try again"). It is an act the function of which is to request a linguistic response, although the response may be a non-verbal surrogate such as nod or raised hand (Sinclair and Coulthard, 1975: 28 cited by Ramiro, 2002).

11) Expansion

According to Richard and Rodger (2001: 61) expansion is when a word is added it takes a certain place in the sequence. In other word, it is used when a long line of dialogue is giving student trouble. The teacher breaks down the line into several parts. The students repeat a

part of the sentence, usually the last phrase of the line. It means, expansion is useful for helping the students learn how to add modifying words, phrases and clause. For example:

S : I'm going to the post office.

T : Repeat after me, post office.

S : Post office.

T : To the post office.

S : To the post office.

T : Going to the post office.

S : Going to the post office.

4. The Aspects of Interaction

Foreign Language Interaction Analysis (FLINT) system (adapted from Moskowitz, 1971, cited in Brown, 2001), there are two aspects of interaction. The explanation of teacher talk and students talk as follow

a. Teacher Talk

Teacher's talk is an indispensable part of language teaching in EFL (English Foreign Language) context which bring about significant instructional benefit for teachers when applied meticulously and learning opportunities for language learners where noticed purposefully (Kiasi and Hemmati, 2014).

Moskowitz's FLINT (Foreign Language Interaction) adapted in Brown (2007: 170) teacher talk has seven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk divided into two kinds of influences; indirect and direct influence.

1) Direct influence

The direct influence is done whose aim is to encourage students to involve directly in the teaching and learning activity (Brown, 2007: 170). The features of direct influence are described as follows:

- Gives information

Lecturing or asking rhetorical questions, such as giving information; facts; and own opinion or ideas.

- Gives directions

Students need some directions and facilitations of information on how they should demonstrate the ideas in their own systematically such as giving directions, requests, or commands that students are expected to follow; directing various drills; facilitating whole-class and small-group activity.

- Criticizes student behavior and response

In criticizing student behavior, most of the lecturers utterances are intend to manage the classroom, to keep the students paying attention and listening to the speaker at that time. Telling the students their response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation: rejecting behavior of students; trying to change the non-acceptable behavior.

2) Indirect influence

The indirect influence is an effect which learners are lead to the warm classroom atmosphere and try to break the ice in order to

encourage them to participate and learn in classroom interaction (Brown, 2007: 170). The features of indirect influence are described as follows:

- Deals with feelings

The understanding from teacher and the right way of handling with students feeling will comfort the teacher-students interaction in the classroom. It is such as in a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, or future feelings of students.

- Praises or encourages

Teacher activities motivate students to raise their motivation in doing their daily activities in the classroom. They can find and develop their language skill such as Praising (“You are diligent student”), complementing (“Thank you for your opinion”), and telling students what they have said or done is valued.

- Use ideas of students

The ideas must be rephrased by the teacher but still be recognized as being student contributions. It is such as clarifying the ideas of students, using the ideas of students, interpreting the ideas of students, summarizing the ideas of students.

- Ask questions

Asking questions to which the answer is anticipated (rhetorical questions are not included in this category). From the whole classroom meeting, asking question took the most frequent utterance

that the lecturer said whether it was to stimulate the students to talk, to get students opinion or eventhough to get information from the students.

b. Students Talk

Student's talk is common part of English classroom learning in their culture. They will likely be glad for a chance to talk about their culture and about any cultural inhibitions they may have when it comes for talking in class (Recine, 2016).

1) Students response

Responding to the teacher whether a specific and limited range of available or previously practiced answer such as reading aloud, dictation, and drills. And also be able to respond to the teacher by giving one of many possible answers such as with students' own ideas, opinions, reactions, and feelings.

2) Silence

In the interaction, during which an audio visual equipment such as a tape recorder, filmstrip projector, record player, etc., is being used to communication.

3) Confusion

There are two, work-oriented and non-work-oriented. It is more than one person at a time talking. So the interaction cannot be recorded. In confusion work-oriented, the students calling out excitedly, eager to participate or respond, concerned with the task at

hand. But in non-work-oriented, the students out of order, not behaving as the teacher wishes, not concerned with the task at hand.

4) Laughter

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

5) Uses the native languages

The usage of the native language by the teacher or the students in EFL classroom.

6) Nonverbal

Gestures or facial expression is by the teacher or the students that communicate without the use of words.

F. The Nature of Classroom Interaction

1. Definition of Classroom Interaction

A classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions (<http://en.wikipedia.org/wiki/Classroom>).

Classroom Interaction (CLI) is a practice that enhances the development of language skills. This device helps the learners to be competent enough to think critically and share their views among their peers. Interaction in the classroom is an essential part of teaching learning process. Defined interaction as the students' participation requires a high degree of interpersonal

communication skills. It refers to the exchange of information between the teacher and the students or among the students (Allwright, 1984 cited by Adaba, 2017). The Cambridge Advanced Learners' Dictionary defines interaction as when two or more people or things communicate with or react to each other.

Classroom interaction is about the interaction in the classroom. It is not far from the activities between the lecturer and students. In classroom interaction, the teacher should create a communication with their students either in oral or written forms because he or she is key one who will create the interactive classroom.

Classroom interaction then is necessary and useful as an educational strategy to enhance the students learning process since it plays a significant role in the process of second language learning through giving learners opportunities to receive the input that is provided by the teacher which must be understood by the learners in order to make them involved in the classroom task by providing the output.

There are many ways on how to communicate with students, especially in the classroom. It occurs every day in teaching and learning process. That is managed by everyone, not only by the teacher in the class, but also the students. Usually, this interaction is used to express their ideas together.

The classroom interaction is all of interactions that occur in the learning and the teaching process and should be managed by teacher because the students will be uncontrolled and make noisy in the classroom if the teacher cannot handle it.

There are some types of interaction. The types include social interaction and educative interaction. The human tendency in making a relation with the other utters an interrelationship communication through a language. Then, there is an action and reaction, which resulted in direct interaction (Djamarah, 2005: 10). This interaction is not an educative interaction, because there is no clear purpose over there. Both parties do not have a purpose to change behavior or the other action of the other side to be better. Furthermore, educative interaction contains education value. Educative value is interrelationship between the teacher and students with some norms as their medium to achieve the goal of education (Djamarah, 2005:11). In this study, the educative interaction mentioned before will be still called “interaction” since this study is related to education value.

Based on the explanation above, class interaction is all interaction that occurs in the teaching and learning process where the teacher determines the interaction occurred in the class. Classroom interaction then, is necessary and useful as a strategy to enhance learning because it creates opportunities for the learners to develop their knowledge and their skills.

G. The Nature of English as a Foreign Language (EFL) Learning

1. Definition of EFL

English as a Foreign Language (EFL) teachers have recognized the importance of the underlying dynamics of culture in second language communication. In fact, second language learning exceeds the limits of memorizing vocabulary items and grammar rules; other areas of knowledge

such as social, cultural and discourse conventions are definitely to be included in the classroom input.

Perhaps one of the most suitable images used to describe the task of teaching English as a foreign language (EFL) is that of Rebecca Oxford's (2001: 1), a renowned scholar in the field of language learning motivation, learning strategies, and instructional methods, who claims that teaching EFL conjures up the image of a tapestry.

2. EFL Class Management

The question that immediately comes to mind is how EFL instructors can interweave these strands to produce successful classes. Oxford (2001: 1) considers three key factors. First, the instructor's teaching style should address the learning styles of the learners as much as possible. Second, the learner should be motivated to learn the target language. Third, the setting should provide resources and values that strongly support the teaching of the language. If these strands are not woven together effectively, the EFL class is likely to become almost as boring as a teacher-oriented lecture class.

EFL learning is now more regarded as a process of acquiring linguistic and communicative competences. EFL class must inevitably be of a communicative nature. Because EFL learners often lack "the informal linguistic environment" and thus have little chance to use the target language in daily life, they have to depend entirely on classroom activities. For most of them, the classroom is the only environment in which they can practise communicating in the target language. So an EFL teacher must bear it in mind that neither control nor discipline but setting a climate appropriate

for learning in the class is his most important task for classroom management.

EFL class should be student-centered rather than teacher-centered. The teacher should reduce his talk to minimum and give the students adequate opportunities to practice on the instruction and produce their own ideas. However, because of his inadequate communicative competence, the learner is likely to have difficulty in relating to other people. This often causes the learner to feel anxious, nervous and constrained. As a result, in the learner's mind arises a fear for communication. In this case, the learner tends to avoid personal communication with others, and takes language learning a knowledge studying. So an effective classroom environment for EFL learning must contribute to a relaxed atmosphere in which the students feel easy and eager to involve themselves into the classroom activities.

In EFL classes too much emphasis on formal accuracy is another major source of stress and anxiety in the students. The teacher should not always act as a severe judge and put learners constantly in fear of making mistakes. The teacher should be more tolerant for the mistakes the students make in class, especially in oral work. When an EFL learner is constantly conscious of the formal accuracy of his speech, he certainly cannot speak fluently. In order to develop the four language skills--listening, speaking, reading and writing -- of the students, an EFL lesson should be composed of various activities which require an active participation of the students. So the students usually have more opportunities in an EFL class than classes of other subject to speak, to talk, to read aloud or even to argue with each

other. The class may appear to be in lack of order and too noisy for a normal class. Of course, this does not mean that an EFL class can do without discipline or class order. The problem is how discipline is achieved and what discipline it is. Over-discipline often causes anxiety in the students and the anxiety of the students is fatally harmful for effective EFL learning.

H. Basic Assumption

The teacher has great influence to make the student involve in classroom interaction because he/she was the key one to create the classroom interaction. This research was aimed to describe the types of classroom interaction and the types of interactional feature used by teacher in EFL class. The review of the literature shows that the type of classroom interaction consist of five types including Teacher-Class Interaction (T-C), Teacher-Group Interaction (T-G), Teacher-Student Interaction (T-S), Student-Student Interaction (S-S), and Student-Teacher Interaction (S-T). Then, the type of interactional features used by the teacher that it has eleven features. By knowing this, the result of this study is hoped can reveal the types of classroom interaction and interactional features are commonly used by the teachers at Junior High School.