

CHAPTER II

LITERATURE REVIEW

A. Classroom Interaction in EFL Context

In a process of teaching and learning English as a foreign language, interaction among students and interaction of students with a teacher is essential for having good knowledge and skills of English. It is asserted that “interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need” (Long, 1996, as cited in Yanfen & Yuqin, 2010, p. 77). During the interaction, the students can use the language in a certain context which stimulates them to improvise the way they communicate. In addition, from the interaction, they can have additional input of the language which helps their language acquisition get better. Therefore, the interaction in the classroom during teaching and learning process needs to be understood as an important factor which a teacher should consider about.

Interaction in a classroom among students can be a good source of knowledge and experience for them in learning English. It is explained that “interaction is the collaborative exchange of thoughts, feelings or ideas, between two or more people” (Yanfen & Yuqin, 2010, p. 77). When the interaction occurs between two students, as long as the interaction is related to learning materials of English, they can share knowledge of the materials from different level understanding between them. Additionally, the interaction as the exchange of understanding helps them improve the way they use the language.

Therefore, it is concluded that the interaction under the research is the interaction among students and an English teacher during teaching and learning process in a classroom as the exchange of language understanding for having a better English language acquisition.

Classroom interaction differs from interaction commonly found out of the classroom. Scholars asserted that “typical classroom interaction patterns, of which the most widely known is the Initiation-Response-Feedback/Evaluation (IRF/E) sequence” (Cazden, 1986, 1988; Mehan, 1979, Sinclair & Coulthard, 1975; as cited in Kumpulainen & Wray, 2004, p. 9). In the sequence, the teacher takes a full control of the interaction happening to the students. The sequence starts when the teacher initiates a discussion by posing some questions to the students (p. 9). Then, the teacher continues to facilitate the students’ responses towards the questions in order that the discussion runs smoothly. In the last phase of the sequence, the teacher gives feedback on the students’ responses accordingly. As a consequence, the classroom interaction during the teaching and learning process can be all controlled by what and how the teacher leads the students through their talk. Here are the examples of the IRF/E adopted from Hyman, (1966, as cited in Alijani & Barjesteh, 2018);

1. As the initiation, the teachers can ask students questions related to learning materials, such as asking them about parts of speech. Then, they wait for the students to respond to the questions. When the students start to respond to the question, interaction happens among them.

2. As the response, the teacher ask for students' confirmation related to the students' responses whether they are correct. It can be done by repeating the students' answers. By doing so, the students are stimulated to interact more with the teacher to confirm their previous responses.
3. As the feedback or evaluation, the teachers judge the students responses and give them the correct ones.

B. Types of Classroom Interaction

There are two types of classroom interaction. They are teacher-student interaction and student-student interaction. Interaction is initiated and controlled by the teacher, referred to as teacher-student interaction (Suryati, 2015, p. 253). The teacher fronted interaction is an interaction where the teacher works with the whole class and typically interacts with a succession of individuals, while expecting the attention of the rest of the class (Suryati, 2015, p. 253). Meanwhile, the second form involved interaction among students when they are working in pairs or in a group. This type of interaction is labeled as student-student interaction (Suryati, 2015, p. 253).

C. Teacher Talk in Teaching Learning Process

Teacher talk definitions have been compiled by some previous researchers. The first ones state that “teacher talk refers to the language used by the teacher when addressing L2 learners in classroom interaction” (Ur, 2000, as cited in Liu & Zhu, 2012, p. 117). The language itself is related to utterances expressed by a teacher to students during teaching and learning process. The utterances enable the teacher to give instructions about what the students need to do and

how they do it during the teaching and learning process. As a consequence, the students can have good interaction in the classroom.

It is the same as the previous definition, “teacher talk refers to the language used by a teacher in organizing class and language teaching” (Nunan, 1991, Jing & Jing, 2018, p. 320). In relation to English language learning, the teacher talk is highly needed by students because it functions as one of main sources of the language. It is supported that “it is an essential tool for teachers in the implementation of the teaching plan and an important source of input for students” (p. 320). In the teaching and learning process of the language, students finding difficulties about the language becomes normal occurrence. When it appears, the teacher will become the students’ main help provider to face the difficulties. Hence, the teacher talk cannot be ignored in the teaching and learning process of English in the classroom.

Based on the previous explanations, it is constructed that the teacher talk refers to utterances of an English teacher during teaching and learning process to students in a classroom. The teacher talk provides useful information about the language learned. In addition, it enables the researcher to give instructions related to the language learning in the classroom. As a result, the teaching and learning process of the language can run well.

D. Previous Studies of Teacher Talk on Students’ Interaction

Teacher talk and interaction of students in a teaching and learning process in a classroom are related each other. When a teacher talks, the students do. It is explained that “the happening of interaction is affected directly by ways of

teacher talk" (Yanfen & Yuqin, 2010, p. 76). It is also supported that "in classroom interaction, teachers' role as key player is dominated by teacher talk" (Tsui, 1995, as cited in Zulfah, Rasyid, Rahman, & Rahman, 2015, p. 1280). For instance, students having a good group discussion in a learning process will show good interaction among them. It happens because a teacher talks to them about instructions to do so or at least, the students can know what they will do in the learning process after listening to the teacher talk. Therefore, the more appropriate the teacher talk with the teaching and learning of the language, the better the students will interact each other.

Teacher talk affords benefits to students' interaction in a classroom when expressed appropriately. It is affirmed that "appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students, and consequently creates more opportunities for interactions between teachers and students" (Yanfen & Yuqin, 2010, p. 77). A teacher who talks gently and clearly to students during the teaching and learning process will generate a positive classroom atmosphere for the students. As a result, it will avoid them to have a stressful one which makes them hard to learn.

The current researcher reading the previous studies finds a gap that needs to be filled, the missing piece of teacher talk effects to the students' interaction in the classroom. Therefore, the gap here becomes the current research focus which investigates what impacts a teacher talk give on students' classroom interaction.