

CHAPTER II

THEORETICAL BACKGROUND

In this chapter the researcher presented the theoretical support used in this research. The supporting theory is obtained from the expert that citing for filling the explanation needed for this research. The theories presented on this research as follows:

A. Literature Review

1. Definition of Classroom Interaction

Classroom interaction is one of processes that influence on teaching learning process. Through interaction, the teachers and students can share their thoughts, feelings, and ideas. It line with Brown (2001), “Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other” (p.165). It means, by interacting each other, thought, feelings, and ideas can be exchanged. Moreover, Hall and Walsh (2002), “Interaction in the classroom is a part of primary factors by which learning is accomplished in the classroom”(p.187). it means, In language classroom, it takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. Through their interactions with each other, teachers and students construct a common body of knowledge. They also create mutual understanding of their involvement as members in their classrooms. That is to say through interaction with their teachers, students are socialized into particular

understanding of what counts as the official curriculum and of themselves as learners of the subject matter.

The classroom interaction is a conversation between teacher and students. It points about how the teacher promotes students to speak in class and how students interact among their friends. What happens in productive class hour is described by Dagarin (2004) list that there are at least three type of interaction frequently occur in classroom, as follows:

1. Student-Teacher Classroom Interaction

This interaction will encourage teacher in way they deliver information and feedback. Asking question is the most frequent activity that student do with their teacher. The example is when they ask about material they do not understand and ask about the certain procedure such as game and role play.

2. Students-Students Classroom Interaction

According to Ur (2000), there are more than one patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, collaboration and teacher talk. In this case, students are given free chance to speak in class since they can talk each other.

3. Teacher-Whole Classroom Interaction

Tang (2010) contends that in the most EFL context, the teachers always initiate teacher whole class interaction by asking question and students' responds to the teacher question. It other

words, during classroom interaction teacher keeps asking questions orally to the students to stimulate them speak up. Dagarin(2009) argues that there are three types of teacher whole class interaction such as giving explanation, praises, information, and instruction. Since it commonly occurs in classroom , the researcher concludes that teacher whole class is basic interaction in order to make student talk.

2. Definitions and Characteristics of Young Learners

Young learners is usually a child between six to ten or eleven years old. Thus, young learners are categorized as the students who learn at the kindergarten school or at elementary school. Harmer (2007) stated, “Students are generally described as young learners between the ages of about 5 to 9, and very young learners are usually between 2 and 5”(p.14). Then, Scott and Ytreberg (1990) suggest dividing young learners into two groups. The first suggested group is from five to seven, and second group is from eight to ten or eleven (p.1). it means, young learners are students in the age of five until eleven years old who schools in the kindergarten school or elementary school.

Young learners usually have different characteristics from adult as Harmer (2007) claimed that “Young learners have different characteristics and they learn differently from adolescents, adult and even from older children” (p. 38). Generally, young learners have very limited attention and concentration spans, and therefore, “they can easily get bored” and lose

interest. Scott and Ytreberg (1990) said, “Young learners have a very short attention and concentration span. They sometimes have difficulty in knowing what fact and what fiction”(p. 2). From explanation above, it can be concluded that young learners are the students in the age of five until eleven years old that school in kindergarten or elementary school.

3. The component of Classroom Interaction

a. Collaborative Dialogue

Collaborative dialogue happens effectively between learner and learner or learner and assistant interaction. Vygotsky was more interested in the individual's potential level of development than his/her current level of development. Two individuals may be at the same level of actual exhibit different levels of potential development as determined by they differing abilities to solve the same problem with a different degree of assistance from an adult (Johnson, 2004) Dialogue interaction is the result between learners and other members of their sociocultural world such as parents, teachers, coaches, and friends.

According to Vygotsky's theory, learning is an integral activity of learner's self and adult guidance or collaborative with more capable peers. Therefore, collaborative dialogue is “a knowledge of building dialogue, in which language use language learning can co-occur. It is language use mediating language learner. It is cognitive activity and it is social activity.”(Swain, 2000) or it may be realized in the format of an everyday conversation. Classroom interaction should take the role as

collaborative dialogues do for its significance in communicative language teaching. Furthermore, it also accelerates the development of SLA if the classroom settings play an effective role as social settings.

b. Negotiation

Ellis (1990) claims in Interaction Hypothesis that when L2 learners face communicative problems and they have the opportunity to negotiate solutions to them, they are able to acquire new language. Negotiated interaction is essential for input to become comprehensible. It turns counter to Krashen's Input Hypothesis which stresses that simplified input along with contextual support is the key for comprehensible input. The notion of negotiation is generally defined as 'discussion to reach agreement'.

4. The Principles of Teaching English for Young Learners

Teaching English to young learners is an enjoyable and rewarded career for the teacher, because young learners have different characteristic from adult. Young learners view English as a foreign language, therefore teacher should know how their students learn foreign language, According to Moon (2000, p.1), "There are some different conditions which are associated in teaching English to young learners, they are: time, exposure, a need for English, variety of input, and meaningful input". Therefore, the teacher should know how young learners learn language. In this term the principle of teaching to young learners is useful for students to help them build the students' interest in English. Penny (2009) stated:

Three very important sources of interest for children in the classroom are picture, stories, and games: the first being obviously mainly visual stimulus: the second both visual and aural: and the third using both visual and aural channels as well as activating language production and sometimes physical movement (p.288).

It means that the principles of teaching English to young learners should consider the students' interest in learning English. It can be formed by 3 elements; they are picture, stories and games. Beside that to make students' interest in learning foreign language, teacher should have some abilities, "using language creatively, going for meaning, using 'chunks' of language, having fun, joining the action, talking their heads off and feeling at home" (Moon (2000), p. 10). From the explanation above it be concluded that the principles of teaching English to young learners should consider three things, they are students' condition, students' interesting learning English and teacher's ability to make them active learners in the classroom.

5. Foreign Language Interaction (FLINT)

In analyzing the interaction during teaching learning process, Foreign Language Interaction (FLINT) system developed by Moskowitz (1971, as cited in Brown, 2001:170) was used. Aspect to be analyzed during interaction are teacher talk and student talk.

a. Teacher talk

Teacher talk is crucial and important, not only for the organization and for management of the classroom but also the process of the acquisition. According to Moskowitz's FLINT

(Foreign Language Interaction) analysis system in Brown (2001 : 177), teacher talk has eleven categories which enable to be analyzed in classroom interaction. Those categories of teacher talk are divided into two kinds of influence; indirect and direct influences.

1) Indirect influence

1. Deals with feelings: in a non-threatening way, accepting, discussing, referring to, or communicating understanding of past, present, future feelings of students.
2. Praise or encourages: praising, complimenting, telling students why what they have said or done is valued. Encouraging students to continue, trying to give them confidence, confirming that answers are correct.
 - 2a. Jokes: intentional joking, kidding, making puns, attempting to be humorous, providing the joking is not at anyone's expense. (unintentional humor is not included in this category.)
3. Uses ideas of students: clarifying, using, interpreting, summarizing the ideas as being student contributions.
 - 3a. Repeats student response verbatim: Repeating the exact words of students after they participate.

4. Ask questions: asking questions to which the answer is anticipated. (Rhetorical questions are NOT included in this category.)

2) Direct influence

1. Gives information: Give information, facts, own opinion or ideas: lecturing or asking rhetorical questions.

1a. Corrects without rejection: telling students who have made a mistake the correct response without using word or intonation which communicate criticism.

2. Give directions: giving directions, request, or commands that students are expected to follow; directing various drills; facilitating whole class and small group activity.

3. Criticizes student behaviour: rejecting the behaviour of students; trying to change the non-acceptable behavior; communicating anger, displeasure, annoyance, dissatisfaction with what students are doing.

3a. Criticizes student response: telling the student his or her response is not correct or acceptable and communicating criticism, displeasure, annoyance, rejection by words or intonation.

b. Students talk

Students talk can be used by the students to express their own ideas, initiate new topic, and develop their own opinions. As the result, their knowledge will develop. Students talk will show the activity concentration of the students to their teaching learning activity. According to Moskowitz's FLINT in Brown (2001:p.170) there are nine categories of students talk described as follows:

1. Student respon,specific: responding to the taecher within specific and limited range of available or previously practiced answer,reading aloud,dictation,drills.
2. Students response, open-ended or student-initiated: responding to the teacher with students" own ideas,opinions,reactions,feelings. Giving one from among many possible answer that have been previously practiced but from which students must now make a selection. Initiating the participation.
3. Silence: pause in the interaction. Periods of quiet during which there is no verbal interaction.
4. Silence-AV: silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, fimstrip projector, record player, etc., is being used to communicate.

5. Confusion, work-oriented: more than one person a time talking, so the interaction cannot be recorded. Students calling out excitedly. Eager to participate or respond, concerned with the task at hand.
6. Confusion, non-work-oriented: more than one person at time talking to the interaction cannot be recorded. Students out of order, not behaving as the teacher wishes, not concerned with the task at hand.
7. Laughter: Laughing, giggling by the class, individuals, and/or the teacher.
8. Uses the native language: use of the native language by the teacher or students. This category is always combined with one of the categories from 1 to 9.
9. Nonverbal: gestures or facial expressions by the teacher or student that communicate without the use of words. This category is always combined with one of the categories of teacher or student behavior.

6. Study of the Relevant Research

This research is relevant to the previous study conducted by Herawati (2013) entitled, “Teacher Talk in Young Learners’ Classroom Interaction”. This research used a descriptive qualitative method. An English teacher and 24 students of class V were selected as the subjects of

this research. The data derived from some instruments: the video recording, observation, interview process. Her research findings show that the teacher used display more frequently than referential question, the students tended to use more verbal than non-verbal responses in replying teachers' questions.

The differences between the previous study conducted by Herawati (2013) and present study is the previous study investigate Teacher talk in young learners classroom interaction. Whereas, this research is investigating the interaction between teacher and students in kindergarten school.