

CHAPTER II

LITERATURE REVIEW

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings. Those are about speaking, classroom interaction, previous study, and summary of chapter two.

2.1. Definition of Speaking

Speaking is one of the important skills in learning English. Speaking is a skill that aims to send and receive messages through a verbal expression and non-verbal symbols such as facial expressions and gestures.

The researcher found several resources that explain speaking as follows. According to Hedge (2000: 261) defines speaking as “a skill by which they [people] are judged while first impressions are being formed.” That is can be conclude that speaking is important skill that should be mastered because through speaking can reflect a person's idea and personality.

In addition, *Oxford Dictionary* states that "speaking is to make use of language in an ordinary, not singing, to state view, wishes or an act of spokenman”(Hornby:1987) as quoted by Wijarwadi (2008). Based on the previous definitions, it can be conclude that speaking is the process of sharing with another person, one’s knowledge, interests, attitudes, opinions or ideas.

2.1. Elements of Speaking

In order learner speak foreign language fluently and accurately, learners need to be able to know some elements which these element to develop speaking skill.

As suggested by Harmer in Teaching English as Foreign Language (2001:269-271) mentions these elements involve language feature and Mental/ Social Processing. These elements can be explained below:

2.1.1. Language Features

According to Harmer in Teaching English as Foreign Language (2010:269) the following features are necessary for an effective speaking are:

- **Connected speech:** This ability needs to be mastered not only to produce individual phonemes but also to use fluent connected speech in English. In connected speech sounds are modified, omitted, added or weakened.
- **Expressive devices:** The pitch, stress, volume, speed with the use of non verbal means are used effectively the phonological rules. These devices help them to convey their intended meaning.
- **Lexis and grammar:** The learners often use the same lexical structure when learners produce some language functions, so the teacher can provide them with different so that the learner can use in the different function.
- **Negotiation language:** There are many benefits from the use of negotiation language. The learner give clarification when they are listening to others talk. So, the teachers have to provide them the necessary expressions which they need when they give clarification from other speakers. Learners also need to good perform in order to easy to understood and clear especially when the other receiver did not understand them.

2.1.2. Mental/ Social Processing

According to Harmer (2010:270-271) the necessary processing skills of speaking are the following:

- **Language processing:** this refers to the ability of the learners/ speakers to share their idea so their listener can understand it and get intended message. Speakers should be able to get words and phrases from their memories to use them when they are interacting with others.
- **Interacting with others:** Most of the speaking situations involve interaction, that is to say an effective speaker needs to be able to listen and understand each other.
- **Information processing:** It is relates to the ability of process in getting information in their mind. The speakers have to ready to give responses.

2.2. Functions of speaking

Several language experts have attempted to categorize the functions of speaking in human interaction. The researcher found resource of function of speaking. According to brown and Yule in Yusniar Firdausi's thesis (2012:9) states that there are three functions of speaking. These function are talk as interaction, talk as transaction and talk as performance. Each of these has function and different teaching approach. The explanation about three function of speaking explain detail below:

2.3.1. Talk as interaction

Brown and Yule cited Yusniar Firdausi's thesis (2012:8) in state that This function refers to what we normally mean by conversation. The primary intention in talk as interaction is to maintain social relationship. The main features of talk as interaction can be summarized as follows :

- It has a primarily social function
- It reflect role relationship

- It reflect speaker's identity
- It may be formal or casual
- It uses conversational conventions
- It reflect degree of politeness
- It employ many generic words
- It uses conversational register

Some of the skills involved in using talk as interaction are Opening and closing conversations, Choosing topic, Making small talk , Turn talking, Interrupting , Reacting to other, Recounting personal incidents and experience, turn taking and using adjacency fair. Talk as interaction is difficult and may not be a priority for all learners. In talk as interaction, the ability to speak in natural way is required in order to create a good communication. That It way some students avoid this situation because they get difficulties to use and presenting words

2.3.2. Talk as transaction

The other function of speaking is talk as transaction. This function refers to situations where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other.

According to Anne burns as cited in Yusniar Firdausi's thesis (2012:11) , distinguishes talk as interaction into two different types. One is a situation where focus in giving is on giving and receiving information and where the participants focus primarily on what is said or achieved. Accuracy may not be a priority as long as information is successfully communicated or understood. The second type is transactions which focus on obtaining goods services. Meanwhile, talk as transaction has several main features as follow:

- It has primarily information focus
- The main focus is the message and not the participant
- Participant employ communication strategies to make themselves understood
- There may be frequent questions, repetitions and comprehensions check
- There may be negotiations and digression
- Linguistic accuracy is not always important

Some of the skills involved in using talk as transactions are Explaining need or intention, Describing something , Asking questioning ,Confirming interaction , Justifying an opinion , Making suggestions , Clarifying understanding , Making comparisons , Agreeing and disagreeing . Compare with talk as interaction, talk as transaction is easier for some student because it only focuses on messages delivered to the others. Also, talk as interaction is more easily planned in group activities, information-gap activities and role plays. It can provide source for practicing how to use talk for share idea and giving information as well in real transaction.

2.3.3. Talk as performance

The next functions of speaking according to brown and Yule in Yusniar Firdausi's thesis (2012:13) this function refers to public talk, that is talk which transmit information before an audience such as morning talks, public announcement, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. Often follows as recognizable format and is closer to written language than conventional language. Similarly which is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are giving a class report about a school trip, conducting a class debate, making a

sales presentation, and giving a lecture. The main features of talk as performance are:

- There is a focus on both message and audience
- It reflect organization and sequencing
- Form and accuracy is important
- Language is more like written language
- It is often monologue.

Some of the skill involved in using talk as performance are :

- using an appropriate format
- Presenting information in an appropriate sequence
- Maintaining audience engagement
- Using correct pronunciation and grammar
- Creating an effect on the audience
- Using appropriate vocabulary
- Using appropriate opening and closing

It is clearly seen from the feature and skill involved in using talk as performance that initially talk as performance need to be prepared in much the same way as written text. Therefore, this kind of talk required a different teaching strategy. This involves providing example or models of speeches or oral presentation.

2.4. Definition of classroom interaction

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Ned. A. Flanders defines, “Teaching as an interactive process, Interaction means participation of teacher and students in the process of

teaching. In Wikipedia, Interaction commonly defines as a kind of action that occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Meanwhile, classroom defines as a room dedicated primarily to teaching and learning activities. So, the researcher conclude that classroom interaction are communication relationship that occur between teacher and students in teaching and learning activities which give effect upon each other.

2.5. Aspects of Classroom Interaction

In Classroom interaction there are non-verbal interaction and verbal interaction. Non-verbal interaction is related to behavioral responses in class. 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. but in this research, researcher just focus on the verbal interaction because verbal interaction include oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments, and taking part in discussions.

In verbal interaction, there are some categories used to analyses interaction. Here, the writer finds some categories of classroom interaction by many experts. First, Brown (1975) in his interaction analysis system classified classroom interaction into seven categories: teacher lectures, teacher questions, teacher responds, pupils respond, pupils volunteer, silence, and unclassifiable. Second, Bowers (1980) conclude that there are seven categories of Verbal Behavior in the Language classroom: Responding, Sociating , Organizing, Directing, Presenting,

Evaluating, and Eliciting. And the last Flanders (1970) established ten Interaction Analysis Categories (FIAC) to describe the teaching and learning processes namely accepting feeling, praising and encouraging, accepting or using ideas of student, asking questions, lecturing, giving directions, criticizing or justifying authority, student-talk response, student-talk initiation, and silence.

In this study, Flanders interaction categories is chosen and will be described more detail because the classroom interaction categories are research by the researcher. Here a brief introduction of each group will help explain them.

2.5.1. Teacher talk

According to Flanders (1970) teacher talk is teacher makes adjustment to both language form and language function in order to help communication in the classroom. This adjustment is called ‘teacher talk’. It is supported by Lynch (1996:6) says that teacher talk is language typically used by the teacher in the foreign language classroom.

Flanders (1970) divided Teacher talk in two branches, they are indirect and direct. Indirect teacher talk maximizes or stimulates students to give response toward the teacher. It is supported by Craig (1988:51) states that indirect teacher talk opens the way or frees the students to expand on some point or respond more freely in the future. It can be seen from example that followed:

Teacher: “That’s good idea Jony, but could you explain it some more?”

It is clear that Jonny is being encouraged to give response toward the teacher. The student’ freedom is not minimizing here, so there are many possible responses given by the students toward teacher question.

Direct teacher talk on the other hand minimizes and restricts students to give response intentionally. Look at this following example:

Teacher: “, take your seat!”

The example above gives clear illustration that the teacher does not need response because she or he only gives command to the student. It means, command is one example of direct teacher talk.

For indirect teacher talk consist of three categories. These categories are accept feeling, praise and encouragement , and Accepts or Uses Student’s idea. For direct talk consist of four categories. These categories are ask question, Lecturer or explaining, give directions and Criticizing or Justifying Authority. Here the explanation of each category.

1. Accepts Feelings

The first category is *dealing with feelings*. This feeling is delivered by the teacher whenever she expresses her understanding of the students’ emotional behavior or when she asks her students to express their feelings. This category is used to help the students understand their feeling and attitude.

2. Praise or Encouragement

The second category is *praising or encouraging*. Praises and encourages are differing from each other. Praise may consist of single word, or it may be in phrase from that represent that students are doing what is expected. Encourage therefore is a word or maybe more to ask the students to continue with what he or she doing. This category includes praising, complimenting, and encouraging students to continue. Jokes are included in this type.

As an addition, encouragement offers students to continue what he or she is saying. “Good, *go on, That’s nice argument!*”, “*That’s good idea, keep going on*”. Sometimes teacher uses mix of praise and encouragement, “*Great, keep it up class!*”. These praise and encouragement are given to give great honor to have participated in teaching and learning process.

3. Accepts or Uses Student’s idea

It is just like accepting feeling category. But in this category, the student’s ideas are accepted only and not his feelings. If the student passes on some suggestions, then the teacher may repeat in nutshell in his own style or words. The teacher can say “I understand what you mean” etc. Or the teacher clarifies, builds or develops ideas or suggestions given by a student.

4. Asking Questions

Asking question about content or procedures, based on the teacher ideas and expecting an answer from the students. Sometimes, teacher asks the question but he carries on his lecture without receiving any answer. Such questions are not included in this category.

5. Explaining or Lecturing

This category is categorized into self-explanatory. Teacher takes the whole communication by explaining a certain material. It is supported by Craig, explaining or informing is used to give the students important facts, opinions, concepts, or generalizations to the students. When the teacher gives direct teacher talk in the classroom it is teacher time to talk a lot in the classroom. If the teacher explains a certain subject or gives information to the students, they are included into the first category.

6. Giving Directions

This category is used when students are asked to do something dealing with teacher's command. Teacher can also give direction to the students if the students get confused in understanding the teacher talk. When the teacher asks students to do what they have to do, it is included into this category. The teacher gives directions, commands or orders or initiation with which a pupil/student is expected to comply with, Open your books. Stand up on the benches. Solve 4th sum of exercise 5.3.

7. Criticizing or Justifying Authority

If students' behaviors become unacceptable, this third category is used by the teacher that is rejecting the unacceptable behavior. Sometimes teacher control the class by using his or her authority in order to correct the students' behavior. It is belonging to his type. Whereas telling the student his or her response is not correct or acceptable is include criticize student response.

2.5.2. Students' talk

Talk that is made by the student; we call it 'students talk'. In other words, language used by the student in foreign language classroom is classified as student talk. Flanders (1970) divided students talk in two categories. They are students' talk response and students' talk initiation. The following explanation of each categories are:

8. Students' Talk Response

It includes the pupils talk in response to teacher's talk . Teacher asks question, student gives answer to the question.

9. Students' Talk Initiation

Talk by pupils that they initiate. Students express their own ideas, initiating a new topic, freedom to develop opinions and asking questions.

10. The last category is silence or confusion.

This category is not included in teacher talk or students talk. Pauses, short periods of silence and period of confusion in which the students or the situation in the class is silence. It can be occur when the communication cannot be understood.

2.6. Previous Study

There are many researchers have investigated about classroom interaction, they showed the importance of interactions in building knowledge and improving skills.

The first is done by Asmara (2007) in her study with the title "An Analysis on The Speaking Interactions" show that teacher talk time is higher than student talk time in the speaking classroom interaction.

And a research of Inamullah (2005) have conducted the research to explore patterns of classroom interaction at secondary and tertiary levels in the North West Frontier Province of Pakistan using Flanders Interaction Analysis system.

The last previous study is research of Nani Trisnawati (2011) conducted research of Classroom interaction in the teaching of speaking to eleventh grades at SMAN 2 Pare. This study have explored about categories of classroom interaction which develop by Flanders that involve of teacher talk, students talk, and silence or pause. The finding of this study show that the subject of the study

implement all of the categories both of teacher talk and students talk of FLINT model.

This study was significant because its findings and conclusions may stimulate teachers to improve their teaching behavior in order to maximize students learning.

2.7. Summary

In speaking class students need experience real communicative situations. in speaking class interaction is needed to improve their ability. The concept of classroom interaction itself has two types. These types are verbal and non verbal interaction. Verbal interaction involves how learner shares their idea through expression. Meanwhile non-verbal interaction involves a body gesture and facial expression. In this researcher, the researcher just focuses in a verbal interaction. Meanwhile verbal interaction itself according to Flanders has ten categories that give picture an interaction in the class. These ten categories is divided into teacher talk and students talk. Teacher talk involves direct and indirect talk. And for teacher talk involve students' response and students' initiation. And the last there is a category that not involve in teacher talk and students. It is a silent or confusing category.