CHAPTER II

LITERATURE REVIEW

This chapter presents some review of relevant theories and discuss more about all things related to the study for gaining some information as basic theory of the research. Some important point like definition and explanation about teacher talk, classroom interaction, and FIACS (Flanders Interaction Analysis Category System).

2.1 Previous Studies

There are three previous studies in this research that are related to the topic. First, Pujiastuti (2013) investigated a research that the objectives was to describe verbal classroom interaction, types of teacher and students talks, and teacher's role in classroom interaction. The subject of her study involved one English teacher for young learners and 15 students in one private primary school in Bandung. The result of this study showed that teacher talk categories proposed by Flanders (1970) called FIAC (Flanders Interaction Analysis Categories) were found in classroom interaction. However, giving direction and lecturing were the dominant categories of teacher talk in classroom interaction.

The second, Aisyah (2016) conducted a research to discover the teacher talk category occurred the most in an English foreign language classroom using FIAC (Flanders Interaction Analysis Categories). The subject of this study was one

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English teacher in the 10th grade of an EFL classroom at BPI 1 Senior High School. The result of this study showed that the categories of teacher talk in an EFL classroom with varied. The most category that occurred in EFL classroom was asking questions. It was because the teacher was more active than the students in classroom interaction.

The last, Nurpahmi (2017) investigated the types of teachers' talk in classroom interaction during teaching and learning process. The result showed that there were some categories of teachers' talk used by lecturer in teaching and learning activities, they were greeting, reviewing, introducing the new material, giving direction, encouraging and motivating advice, and closing the class.

Based on that previous studies above, it can be concluded that the researchers focus on the dominant categories of teacher talk which occur in classroom interaction. Besides that, the subjects of that study have the similarity that is teacher or lecturer. Nevertheless, I try to conduct the study about teacher talk in classroom interaction with different subject from the three previous studies above. The subject of this research is not the teacher or lecturer but the prospective English teachers enrolling teaching internship at SMA Negeri 9 Semarang. On the other hand, I try to find something new in this research. It is not only about the dominant categories of teacher talk in classroom interaction but also the factors of interaction in the classroom in teaching and learning process and whether the factors of using teacher talk give effect during teaching and learning process.

2.2 Review of Related Theories

In the review of related theories, it presents some theories that are appropriate to the topic of discussion such as teacher talk, classroom interaction, FIACS (Flanders Interaction Analysis Categories System), and the important of teacher talk in language classroom.

2.2.1 Teacher Talk

Yanfen & Yuqin (2010) define that teacher talk is the expression of language classroom that teacher take a turn talking in teaching and learning process to deliver instruction, describe activities and check students' understanding. Meanwhile, Silver & Kogout (2009), mention that teacher talk is a part of language classroom talk and interaction. It means that teacher talk and students talk can be defined as the language that is used by teacher and learner in classroom interaction on their teaching and learning activities.

In addition, teacher talk will assist students to make an interaction that appears in the teaching and learning activities. Ellis (1994) states that an action is needed to avoid the communication breakdowns and carried out to ease the exchange of communication in classroom which is called interaction. Moreover, according to the regulation of the Ministry of Education number 23, 2016 about standard of assessment, process of interaction among students, between students and teachers to get knowledge in the classroom called as learning atmosphere. It means that classroom interaction is very important to create good atmosphere in the teaching and learning process. Therefore, by teachers-student interaction, students

will increase communicative competence. It is important part of the teacher to create the teaching and learning activities will be effective/ineffective.

In language teaching, teacher talk is one of aspects in classroom interaction. Nunan (1991) mentions that teacher talk is crucial and important, not only for the organization of the classroom but also the learning process of acquisition. From that explanation, teacher talk is important, because when the teacher talk dominates the classroom, it can motivate the students to speak up in the classroom and the students have little chance to develop their language proficiency.

Based on the description above, it can be concluded that teacher talk in classroom interaction has an important function influencing students to communicate in English. Therefore, the more teacher talks in classroom interaction, the better students will speak up in the classroom.

2.2.2 Classroom Interaction

Classroom interaction really motivates interaction in EFL classroom. Rustandi (2017) defines that all of activities among teacher and students that occur every time in classroom called as classroom interaction. Moreover, according to Brown (2001) interaction "as the heart communication; it is what communication all about". Interaction is at the core of communicative competence that occurs as long as the teacher and students are communicating each other in the classroom. Furthermore, by interacting between teacher-students and student-students, they get information and give some response through language which is acquired by them as their communicative competence.

Pratiwi (2018) defines classroom interaction is correlated in teaching and learning process. It requires that in classroom interaction cannot be separated from teacher and students. Both of them have the important factors that establish the students' success in learning language to develop the language ability and achievement. Thapa & Lin (2013) argue that classroom interaction is the principal factors which are able to increase the students' language competence with appropriate skills for communication. It means that interaction during teaching and learning process will exchange their comprehension or understanding about language and make students be brave to speak what they have acknowledged and learn from each other in the learning process.

Tickoo (2009) states that a productive class in classroom interaction and classroom activities, it can be described as follows:

1. The teacher work together with the students and cooperates with the whole activities in the class.
2. The teacher cooperates with a team, a pair or an individual student.
3. Students interact with each other: in groups, in pairs, as individuals or as a class.
4. Students work with materials or aids and attempt the task once again individually, in groups and in pairs.

From the statements above, classroom interaction means that there are some ways activity among teacher and students in the language classroom activities, such us the teacher influences the students and vice versa.

To sum up, interaction is needed in a language classroom. Interaction which occurs in the classroom can influence students' communicative competence. Good classroom interaction stimulates the students to expand their language ability in the learning process and the teacher can develop their teaching language in the classroom. Therefore, classroom interaction will be beneficial in the teaching and learning process.

2.2.3 FIACS (Flanders Interaction Analysis Category System

Flanders' Interaction Analysis Categories System (FIACS) is the theory of classroom interaction analysis that analyzing students' talk and teachers' talk at English foreign language circumstance since the system is to determine how much teachers and students turn talking during teaching and learning process (Putri, 2014). Besides that, Flanders (1970) divides the talking turn in classroom interaction into two: teacher talk and students talk which involve of ten categories system of communication.

Flanders classifies the teacher talk into two sub categories: indirect influence and direct influence and is categorized into seven categories. Indirect influence is divided into: accepting feelings, praising or encourages, accepting or using students' ideas and asking questions. Direct influence is divided into: lecturing, giving directions, and criticizing or justifying authority. Students talk can be broken down into: initiation and response. The following is the complete taxonomy of FIACS by Flanders (1970 cited in Hai & Bee 2006) as depicted in the table below.

Table 2.1 Flanders Interaction Analysis Categories System

(FIACS) Adapted from Flanders (1970) as cited in Hae & Bee (2006):

Flanders Interaction Analysis Categories System (FIACS)		
Teacher Talk	**Direct Influence**	1. Accepts Feeling 2. Praises or Encourages 3. Accepts or uses ideas of students 4. Ask questions
	Indirect Influence	5. Lecturing 6. Giving Direction 7. Criticizing or Justifying authority
Student Talk		8. Initiation 9. Response
10. Silence or Confusion		

Drawing upon the table above, this study emphasis on teacher talk in classroom interaction which consists of ten categories, including:

1. Accepting feeling

   Accepting feeling is accepting and explaining of the students' feeling included predicting and recalling feelings in a non-threatening manner. Feelings may be positive or negative.

2. Praising or encourages

   Praising and encourages is the teacher' action to give appreciation for the students' behavior when they give response or doing something positive in the classroom.

3. Accepting or using ideas of student

   Explaining, constructing, or creating opinions or ideas by student.

4. Asking questions

   Asking a question about materials or technique from the teacher with the intent that a student may answer.

5. Lecturing

   Giving statements or information about materials or procedures. It is includes expressing his/her own ideas and asking rhetorical questions.

6. Giving Direction

   Giving direction included the instructions, commands, or orders with which a student is expected to fulfill.

7. Criticizing or justifying authority

Criticizing or justifying authority is giving the statement that are intended to change the student behavior from non-acceptable to acceptable behavior, so the students will have a good manner in the classroom to interact with the teacher and fellow students.

8. Initiation

Initiation is the stage when the teacher has to do something is to get the students involved, engage, and ready (Harmer, 2009). Initiation is actually performed by the students following the expression of their own opinions, creating a new topic, and freedom to improve opinions.

9. Response

Response is actually performed by the students following the stimulus (initiation) which is produced by the teacher. It consists of student talk in reply the teacher's talk. Teacher pose question to the students, and student gives an answer to the question.

10. Silence

Pauses, stops or shorts periods of silence and period of confusion in which interaction in classroom cannot be understood by the observer.

Furthermore, FIACS suggests that the constant time referring to every three seconds. It means that if the writer who wants to use FIACS technique has to use every three seconds to decide which one the best category of teacher talk, student talk, or silence should be written down to put in the table analysis or observation sheet. In conclusion, Flanders technique is appropriate for analyzing teacher talk

and student talk and to measure how much teacher and students take talking in the classroom.

2.2.4 The Important of Teacher Talk in Language Classroom

Thapa & Lin (2013) mention that "in language classroom, interaction is essential social activities for students through which they not only construct knowledge, but also build confidence and identity as competent language users". Hence, teacher talk in classroom interaction makes students be able to adapt to interact with teacher and each student to encourage their knowledge along with their self-confidence, and also increase in language competence in the classroom.

From the teacher talk, the teacher does not only give the description in the whole of learning process, but also give a time to students in learning language. It means that teacher talk is crucial in language classroom because not only the teacher who will be enthusiastic in communication but the students also will contribute to interact in the classroom activities. Ellis (1998) mention that in language classroom, what is claimed by teacher talk is the language typically used by the teacher in their communication. It shows that if the teacher chooses the correct language classroom in teaching and learning process then it will be easier to explain the material. It is not only about explaining the material, but also checking instructions, requesting things, praising or encouraging that all of the language classroom related to teacher talk in classroom interaction.