CHAPTER II

LITERATURE REVIEW

In chapter II, the researcher divides the explanation into three main parts which are theoretical review, previous studies, and theoretical framework.

2.1 Theoretical Review

The theoretical review part deals with the theories related to this study. In this part, the researcher discusses the dialogic teaching, teaching English for young learners, activity route map, and Dialogic Inquiry Tools (DIT) which is used as the analysis instrument in this study.

2.1.1   Dialogic Teaching

Dialogic teaching is an approach which focuses on the use of classroom talk to support students learning (Alexander, 2008). Dialogic teaching is developed from the concept of dialogism by Bakhtin (1981). In his work on this dialogism concept, Bakhtin is influenced by the belief of socio-constructivism by Lev Vygotsky. Vygotsky believes that the language learning process is developed as the result of social interaction (Smagorinsky, 2007). This Vygotsky's belief then triggers the interests in children's language which leads the researcher to do the educational research on children's talk in collaborative interaction. It then becomes the basis for considering the dialogic talk and dialogic interaction as one of the

ways to make children think during the learning. Bakhtin (1984) evolved Vygotsky's concept and made relation between dialogue and higher mental processes. He also believed that social interaction is an opportunity for learners to collaborate and share ideas to derive meaning and co-construct knowledge.

Dialogic teaching stresses on the use of dialogue, interaction and communication in the classroom to support the students learning (Alexander, 2008). According to Freire (1970), dialogue is the main point in the learning process. Without dialogue, there is no communication, and without the communication, there can be no true education. For this reason, a teacher needs to be able to structure the talk. In structuring the talk, it is important for teacher to give the students more chance to participate in the learning process. The teacher needs to balance the quantity between the teacher's talk and the students' talk. If the teacher talks more, it means the teacher gives the less space for the students to participate and say the things during the lesson (Scrivener, 2005).

Dialogic teaching let the students' voice to be heard in the classroom which can makes the students to participate more in the lesson. Thus, dialogic teaching does not include the common learning forms such as recitation which strongly represents monologic teaching. Monologic teaching makes the teacher becomes the only speaker and is considered as the expert. Monologic teaching also does not allow the students to interact with the teacher and the other students which prevent them to engage in

the classroom activities. Explanation is also found dominant in the monologic classroom (Nesari, 2015).

Dialogic teaching is claimed to be advantageous and important in the learning, especially in language learning process (Shirkhani, 2015). It is also stated by Marchenkova (2005) that dialogue has different forms which express deeper assumptions about the nature of knowledge, inquiry and communication, the roles of teacher and learner, and the mutual ethical obligations. In teaching English as the foreign language to the young leaners, it is important to begin with introducing the new vocabularies. Dialogic teaching is also considered appropriate for it. As stated by Louise (2015), the new vocabularies are not learned by reading or memorizing the vocabulary lists, but through conversing with the others which will carry the accumulate meaning. Furthermore, dialogic teaching potentially extends the intellectual development of the learner not only by expressing their thoughts but also realizing it (Vygotsky, 1987 p.219). Dialogic teaching also allows the learners to discuss something using their own understanding which can help them to create a proper communication (Linell P. , 1998)

Dialogic teaching is often initiated through an open-questioning which is intended to make the entire learner contribute in the learning process (Alexander, 2008); (Littleton & Mercer, 2013). When the teacher has asked a question, it is important to avoid the talk-talk loop. A dialogic classroom keeps the discussion goes on until the students can understand

and find a new knowledge which is agreed by the entire classroom. However, the fact is different. It is often happened in the classroom that when the teacher gets no response from the students, the teacher says something else rather than following up the previous statement. Scrivener (2005) stated that the teacher usually tends to give a long silence during the time the students formulate the response. While they already have the answer, the teacher moves to the new question which confuses the class and closes down the students who plan to speak.

The main point of the dialogic teaching is welcoming the students' voice in the learning process. When the dialogic teaching occurs, the students take the responsibility of the flow of discussion, present their explanation in length and also elaborate them. It also can be marked by the way they give the question which tends to be started with "how" and "why" (Reznitskaya, 2012).

Based on Alexander (2006, p.28), there are five principles of dialogic teaching. The first, dialogic teaching is collective. It means that the teachers and children address the learning task together.; The second, it is reciprocal, in which the teacher and the learners listen to each other and share the ideas.; It must also be supportive. Supportive means the students can express the ideas freely without the fear of feeling embarrass over the wrong answer. In this occasion, the learners and the teacher can help each other to reach the common understanding; Then, the dialogic teaching should be cumulative wherein the teacher children can chain their ideas

into one coherent line; and purposeful as the teacher plan and facilitate the dialogic teaching with the educational goals in view.

To characterize the teacher who conducts the dialogic teaching, it can be seen from the role which the teacher takes. In dialogic classroom, the teacher plays role as a facilitator. She/he facilitates the students to discover their own understanding. As the primary facilitator and the most knowledgeable participant in the classroom, she/he plays a central role. For this reason, the teacher has to model and support the dialogic practice and engagement (Renshaw, 2004). The teacher positions her/himself as a partner in inquiry who learns and explores the problem together through the reciprocal questions and answers (Shirkhani, Nesari, & Feilinezhad, 2015). The dialogic teacher also tends to give meaningful and specific feedback; work strategically with the students' answers; ask for justification; challenge the students; and prompt the evidence. Over all, the teacher helps students to pay attention to the process and reasoning, and they don't tell the students what the answer should be (Reznitskaya, 2012).

2.1.2 Teaching English for Young Learners

Teaching English since the primary age is considered as important since it has the main concern to prepare the ground (Brewster, 2003). In teaching English for young learners, the teacher needs to do the different ways with teaching adults especially in the selection of the teacher talk. In teaching children, the teacher requires to be able to produce the question and feedback (Mulyati, 2013). In addition, Garcia, et al. (2014, p.35) states

that the children also need to collaborate with the other which can help them to be more passionate in learning by talking about the things in form of conversation. That is the reason why beside the ability to produce the question and feedback in teaching English to children, the teacher requires to be able to help the children to collaborate with the other students. Hence, Nunan (1991) in Incecay (2010) said that teacher talk plays an important role in organizing the classroom and also the process of the children's acquisition. The research by Mulyati (2013) investigates about the teacher talk in a private school student in Bandung. By obtaining data through observing and interviewing, she analyzed the data using FIACS (Flander Interaction Analysis Category). She reported that in the context of teaching English for young learners, the teacher tends to play the role as a director, manager, and facilitator. The teacher dominates the talk during the learning. Thus, the teacher talks which tends to appear frequently are the talk of prompting students' knowledge in form of question; the talk to invite students to speak; the talk to praise or encouraging students and the talk to correct students' in form of feedback. Furthermore, in teaching English for young learners, teacher must also be very alert to the children response (Cameron, 2002 p.111). This strenghtens that the selection of teacher's feedback is also important while teaching children.

In the previous paragraph, it is said that the teacher tends to play the role as a director, manager, and facilitator. Besides, Brewster (2003) adds that the teacher also acts as the conductor. The teacher talk might make

students to control the action in the classroom. This is signed by the teacher who talks a lot, giving directions and asking questions in frequent time which requires students to answer. This way of teaching mostly happens in teaching English for young learners. However, it drives the students to be passive. They have a slight opportunity to engage in the classroom such as to speak, and to have a real interaction either with the teacher or the other students. For this reason, the teacher must be able to select the talk to make the students engage in the English learning.

For this problem, Brewster (2003) suggested the teacher to be more interactional, where the students have more opportunity to engage in the learning. For instance, the teacher may trigger the students to talk more by the direction which requires students to express opinion and idea, or to find out information from the text, asking the friends' opinion or giving suggestion. The teacher also may choose the topic which is related to the students' interest and engage them in more group or peer-work.

2.1.3 Activity Route Map

In teaching English for young learners, the teacher needs to stage or sequence the lesson. Brewster (2003) states that sequencing the lesson can help the students to get the explicit signal, so, the students know that they are going to move to the next activity. This can help the students to prepare themselves and help them to be more responsible with their own learning.

There are some models of sequencing the lessons. DfEs (2004) divided the sequences of the learning into five stages which are the starter stage, introduction stage, new introduction of task stage which deals with the teacher input, development stage which deals with the application of the teacher input, and plenaries stage. This lesson sequences is considered as not appropriate enough to be applied in every level of students, including the young learners, as the sequences are specially introduced as the guide for teaching in the secondary school.

On the other hand, Scrivener (2012, p.40) also divided the classroom activity into sequences which consist of the sequences of a) leading-in; b) setting up activity; c) running activity; d) closing activity; e) post activity. These sequences are termed as activity route map. In the sequence of leading-in activity, the teacher helps the students to be ready to study by helping them raising motivation and interest. The teacher can write or speak a keyword about the topic, ask the question to the students related to what they have known about the topic or give the challenging statement. Meanwhile, in the sequence of setting of activity, the teacher organizes the students to do activity such as forming pair group, moving or seating. The teacher also gives the instruction or example and also the demonstration. Then, the teacher allows the students to re-ask the question related to the instruction. The third sequence is the sequence of running activity in which the students deal with their work. Then, on the sequence of closing activity, the teacher starts to limit the time of students' work. The teacher

can give the time warning and ask the students to soon finish their work. While the last sequence, the post-activity is the time for the teacher for giving feedbacks, and lets the students to compare and checking answer.

2.1.4 Dialogic Inquiry Tools (DIT)

Dialogic Inquiry Tools (DIT) is introduced as one of the instruments for measuring the classroom interaction. There have been some measurement instruments which are used for identifying the classroom interaction which is similar with DIT, for instance, Flander's Interaction Analysis Category (FIACS) and Initiation-Response-Feedback (IRF). FIACS which is developed by Flander in 1970 is designed to identify the classroom interaction in the teaching English for young learners. FIACS allows the researcher to focus on the quantity of teacher talk and also the students talk. The previous study about the classroom interaction in teaching English for young learners which uses FIACS as the instrument is conducted by Septiningtyas (2016). She studies a 25-year-old female kindergarten teacher who is not a non-English education department graduate. The research is conducted in a kindergarten English classroom with 12 students. Among the categories which consist of accepting feeling; encouragement; use students' ideas; asking question; lecturing; giving direction and criticizing; the talk of question and lecturing are the most frequently found in the analysis. Meanwhile, the initiation from the students is higher than the quantity of responding

teacher. Thus, there is only about 2% distinction between the quantity of teacher's talk and students' talk.

Besides, the Initiation-Response-Feedback (IRF) is firstly developed by Sinclair and Coulthard in 1972 and developed by Halliday and Matthiessen in 2004. IRF can be used for describing the pattern of taking turn in the classroom interaction. IRF is said to be the triadic dialogue which is claimed to limit the flexible pattern in the classroom interaction. Lyle (2008) argues that IRF pattern only make the students act as the respondent of the teacher's talk which decreases the opportunity for them to talk more in the classroom.

As for DIT, it is introduced by Reznitskaya (2012). It is specially designed for the study about dialogic teaching among the elementary school students. DIT allows the researcher to analyze the continuum between the monologic, transitional, and dialogic teaching. DIT focuses on six indicators which concerns on the teacher's utterance and students' utterance which include authority, question, feedback, meta-level reflection, explanation, and collaboration.

By observing the characteristics and also the components of the measurement in each instrument, DIT is considered as the most appropriate instrument for measuring the dialogic interaction in the classroom since FIACS only focuses on the quantity but not the quality of the talk. This means, FIACS cannot give the portrayal of each utterance whether it is dialogic, transitional, or monologic, but only the total number

of the utterances from the teacher and students. Meanwhile, IRF which is claimed to lock the flexible interaction pattern in the classroom also allows the researcher to only count the quantity of the talk and see the pattern of taking turn. Although the version of Halliday and Matthiessen details the kind of initiation into four categories (offer, command, statement, question) and the response to six categories (acceptance, rejection, undertaking, refusal, acknowledgment, contradiction, answer, and disclaimer), IRF does not allow the researcher to explore more about the talk quality which cannot help the researcher of the dialogic teaching to directly focus on the quality of each components.

As mentioned in the previous paragraph, DIT has six components which helps to measure the continuum between the monologic, transitional and dialogic teaching which are authority, question, feedback, meta-level reflection, explanation, and collaboration. According to Reznitskaya (2012), **a). Authority** deals with the opportunity to control and initiate the interaction which consists of the flexible taking turn, and the control of the topic or discussion. The utterance which is categorized as the authority can be considered as dialogic when it is done by the students which let them to share the responsibilities of the discussion. The authority also can be in form of taking turn, asking question, and proposes the procedural changes and activities. Meanwhile the transitional authority is when the utterance tends to open the opportunity for students to talk and engage in discussion but it is still controlled by the teacher. Transitional authority usually

involves a few students. Then, the monologic authority is when the teacher nominates the students to talk, chooses the topic of discussion and evaluating the answer. The second component is **b). Question**. This deals with the teacher's utterance as well. The dialogic question is often interpreted as the open-ended question. Meanwhile the transitional question is directing to it but still mixed with the close-ended question with the short answer. As for monologic teaching, it is said to be question which is the simple test that only requires the yes/no or right/wrong answer from the students. Next, the other component is still from the teacher utterance which is **c). Feedback**. The teacher's dialogic feedback helps the students to explore more. It is often indicated in the form of question. While the transitional feedback is when the teacher listens to the answer but sometimes misses the opportunity to explore the answer more, and the monologic feedback is realized as the short and ambiguous feedback such as confirming or rejecting without further exploration. **d). The meta-level reflection** is the ability of the teacher to connect the students idea. It also can be in form of seeking clarification. When the utterance is indicated that the teacher can link the students' ideas, it is dialogic. But when the chance appears and the students realizes but not continuing connecting the students idea, it is transitional and the monologic is when the teacher does not connect the idea at all.

The two indicators in the last are explanation and collaboration. **e).Explanation** deals with the students' response and the **f).**

Collaboration is when the students respond or react to the other students' utterances. The dialogic explanation is an elaboration and it consists of students' own opinion. Meanwhile the transitional explanation is when the students give the response in their opinion but it is influenced on the other's opinion such as the teacher's statement or opinion. While the explanation is considered as monologic when the students' responses are short and consist of a word only. This is almost the same with the collaboration. Students is considered to collaborate dialogically when their responses to the other's opinion are chained together based on their own opinion. While the transitional is only reacting and confirming the other opinion or shares the same idea, and the monologic collaboration is when the students react to the other's students but it is disjointed and unrelated.

2.2 Previous Studies

There are two prior studies which are based on research. A study by Kathard, Pillay, & Pillay (2015) is aimed to describe how the interaction between the teacher and the students of 4th grade of Primary school in Cape Town, South Africa. To collect the data which are the teacher-students interaction, the researchers use the video recorder to record in the classrooms of 15 lessons, including English classroom. The findings revealed that the dialogic teaching was found absent or 0%. However, there was 52% transitional shift from monologic which has the potential to be developed to the dialogic teaching.

The second prior research is done by Georgii (2011) which tries to explore how the dialogic teaching impacts the middle school students to engage with the classroom activities. The observation was done in a classroom across 5 different subjects which involves 5 teachers and 22 pupils in the middle school ages. The results revealed that the dialogic teaching helps the students to be more active. Furthermore, the authority that teacher gives to collaborate with the other learners give them chance to discuss and work together in order to share their own point of views.

The third prior research by Reznitskaya (2012) tries to compare the dialogic teaching and the monologic teaching classroom. She explains how to differentiate the recitation method in the monologic classroom with the dialogic teaching in a dialogic classroom. She shows the vivid explanation through the transcription of the classroom interaction and explains the reason why each interaction is considered as the dialogic or monologic. She also introduces Dialogic Inquiry Tools (DIT) which focuses on six components which are authority, question, feedback, connecting students idea, explanation, and collaboration.

2.3 Theoretical Framework

This study is coming up with the problem of the condition in which teacher plays the predominant role in the classroom which affects the students to disengage with the learning process. The research questions which appear from these problems tries to reveal how the components of

dialogic teaching is implemented and what kind of students' engagement which is triggered by the implemented dialogic teaching.

As reviewed in two previous points, in which IRF can reveal the pattern of turn taking which is including the initiation; response; and feedback, and FIACS which lets the researcher to know the quantity of Teacher Talking Time through the categories of teacher's and students' initiation; response; and silence, this study will use Dialogic Inquiry Tools (DIT) as the theoretical framework as it allows the researcher to give the portrayal about continuum between the monologic, transitional, and dialogic interaction. The six components in DIT which include the authority, question, feedback, meta-level reflection, explanation, and collaboration is designed to focus only on the components which build the dialogic teaching in the classroom.