CHAPTER II

LITERATURE REVIEW

2.1 Classroom Interaction

The learning of language occured through interaction between teacher and students and also interaction among students in the classroom. Classroom interaction is one of the crucial point of development in English language learning. Allwright and Bailey (1991) stated that the inteaction between teacher and students constructed a common body of knowledge. It also created mutual understanding of their role and expectations of their involvement as members in their classroom. Interaction can develop students' communicative skills and help the EFL students learn the target language easily (Hall, 2001). In view of this thought, the knowledge about students competence and classroom interaction is an essential point for the teacher, who has the main role of teaching and learning process.

In the language classroom, interaction itself is identified as the process of language learning. Interaction facilitates not only language development but also learners' development. Students acquire linguistic knowledge and ability through the interaction. In the classroom interaction, both the teachers and students can create the learning opportunities, which motivate the students' interest and potential to communicate with others.

Classroom interaction in the target language can now be seen as the construction of the language development process. There are many patterns of

classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses collaboration, teacher initiates and student answers, full-class interaction, self-access and so on. However, not all the forms of classroom interaction are useful for language development. Among these patterns, pair or group work is considered the most interactive way.

2.2 Pattern of Classroom Interaction

First pattern of classroom interaction is teacher initiation, student response, teacher evaluation (IRE). The IRE is a common pattern of classroom discourse at all levels. The teacher is leading the lesson, and controlling the topic in the IRE pattern. Most analyses of classroom discourse are analyses of this one speech event. The pattern of IRE was also known as the recitation script or triadic dialogue. The pattern involves the teacher posing a question to a student which the teacher usually already knows the answer. Students are expected to give a brief but correct response to the question.

The second pattern of classroom is teacher initiation, student response, teacher follow-up (IRF) by Sinclair and Coulthard (1975). IRF moves pattern was the new concept of the Initiation-Response-Evaluation (IRE) moves pattern. IRF was developed by Sinclair and Coulthard (1975) for analyzing spoken language in classroom interaction. This pattern can be a tool for the researcher who want to concentrate in analyzing classroom discourse which mainly focuses on interactions between the teacher and students. In IRE pattern, teacher closes down the sequence with a narrow evaluation of the responses in the last part. Thus, in

the IRF moves pattern, teacher follows up on the evaluation more and asks students to clarify (Wells (1993 quoted in Hall and Walsh 2002:190). IRF related to the teachers' comment about the students' response as a feedback or follow-up sequence. IRF encouraged students to give complete and clear response not only in classroom but also in different kinds of actions.

2.3 Teacher's Talk

Teaching and learning process need a communication and interaction both teacher and students. Teacher Talk is the language typically used by foreign language teachers in the process of teaching. Teacher's talk is one component of classroom interaction with many different purposes (Cazden, 1988:54). Allwright and Bailey (1991: 139) claimed that talk is one of the major ways that teachers convey information to learners, and it is also one of the primary means of controlling learner behaviour. Studying the teacher's classroom speech has been in the focus of attention for several reasons.

The interaction between teacher and students are form of the classroom discourse. Communication is a two way process involving teacher's talk and student's talk. In teacher's talk included instructions, explanations, question, correction, giving feedback that teacher make in teaching and learning (Nunan, 1989). The general purpose of talk is to communicate in the classroom. It influences students' perception and participation in classroom activities (Farrell, 2002). Teacher's talk as part of classroom talk and in relation to classroom activities. The importance of teacher's talk not only for controlling or managing

the classroom but for process of acquiring the knowledge. The teacher talk is a controller of classroom interaction but sometimes teacher over control and dominated the interaction.

Teacher talk is the major source of comprehensible target language input in the instructed language learning environment, thus it plays an role not only in the organisation of the classroom but also in the processes of acquisition (Nunan, 1991: 189). In EFL settings suggest that teachers dominate classroom speech; on average teacher talk accounts for between one half and three quarters of the talking done in foreign language classrooms (Allwright & Bailey, 1991). In the major part of the language lesson teachers dominate classroom speech by using the I–R–F framework (teacher's initiation – student's reply – teacher's feedback/follow-up) which results in twice as many teacher utterances as students'.

Based on that definition teacher's talk is a language used by teacher in the classroom which many different purposes such as conveying information to students, managing classroom, and controlling students behaviour. In teacher's talk included instructions, explanations, question, correction, giving feedback that teacher make in teaching and learning. Futhermore, the main purposes of teacher talk is to communicate with students in the class and also increase students' English understanding. The communication between teacher and students happened in the classroom forced the students to participate and encouraged them to give a response during the learning process. And without any communication

between teacher and students, teaching and learning process are very hard to work properly.

2.4 Questioning in English Classroom

English teaching and learning need interaction between a teacher and students. Teacher and students interact during the learning process such as sharing the knowledge, ideas, point of view, task, exercise and many more to the learners. The interactions happened in the classroom is the essential part of the teaching and learning activity. Questioning is one of the most common technique used in teaching and learning to achieve varies of purposes.

The term of question cited in *Longman Dictionary of the English Language* are command or interrogative expression used to elicit information or a response, or to test knowledge. That definition has the advantage of acknowledging that not all questions are interrogatives. For example, "Tell me how you make chocolate pudding", and that, conversely, not all interrogatives are questions, for example, "How do you do?". But, in general, questions are used to get information of various kinds.

Considering the big amount and importance of teacher's question in learning process, an observation on teacher question becomes considerable. One important area to be observed is the kind and level of questions that teacher utter. Different kind of question teacher asked will affect students' responses.

2.4.1 Functions of questions

Brown & Wragg (1993: 4) states some functions of questions, such as; to stimulate interest and curiosity about a particular topic, focus student's attention on a particular issue or concept, develop an active learning, stimulate students to ask questions of themselves and others. However, with reference to language teaching, Nunan and Lamb (1996) stated that the teacher asking questions to check understanding, especially students, to obtain information and to control their classroom. According to Peacock (1990) and Brown and Wragg (1993), the questions in a different class of questions in the real world. Teachers generally do not ask questions to obtain new information, but to test the knowledge of students and improve comprehension. Student answers helps other students to develop an understanding of something. Besides the various function, question also has a lot of contribution to classroom interaction. As two ways interaction, the process of questioning is pontential to stimulate students learning. The used of question changed the way of teacher monologue and involved students in active classroom interaction which helped to built up student language competence.

Tsui (1995) stated that in most classroom, a major part of calssroom interaction is generated by teacher by asking questions. Teachers' questions can be used to control students' behaviour, to check understanding, and to elicit information (Nunan & Lamb, 1996). Other explanation cam from Jack Richards (1994) that question can stimulate

students' interest in learning process. for that reason, when the students can answer the question, they will get more interest in the lesson. It can be concluded that question serve as media to clarify students' statement and encourage students participation.

2.4.2 Classification of teacher's question

Questions can be classified into many types. Judged by their syntax, questions may be classified into four kinds: Yes/no, either-or, tag, and wh- questions. Yes/No questions, for example 'Do you like bananas?' are a common feature of classroom discourse. Farr (2002) points out that wh- questions and Yes/No questions are used by teachers to motivate learners to participate in the classroom as these types of question are often easy for learners to answer. In contrast, wh-questions are used to elicit particular kinds of information. The nature of the information conditions the selection of the question word which begins with wh-. As for the tag questions and alternative questions, they are not used to seek information.

Seen from the instructional purposes, a common distinction in classroom question, Nunan (1989) differentiated types of question into display (known-information question) and referential (genuine information question). In display questions, the teacher asks the questions and knows the answers, for example, 'What is the meaning of convinient?' The purpose of the question is to check what learners know.

Nunan and Lamb (1996) pointed out that in classrooms, display questions are the most common used by teacher. In referential questions, the teacher asks the question and does not know the answer and can get a different subjective information, for example, 'What sport do you like?' As Brown and Wragg (1993) indicate, referential questions are the kinds of questions we generally ask in real-life. Referential questions predominate interactions between native speakers outside the classroom (Long, & Sato, 1983).

The next are open and closed question. Open questions can be answer in many different ways, the answer being left up to the students (Dickson & Hergie, 2006:128). For example, 'What is an example of an adjective?', the students just required to mention the example of adjectives. The teacher may only judge an answer as incorrect if another part of speech or a totally unrelated answer is given. In contrast, closed questions have one particular answer which is often short (Ellis, 1994). A closed question is one in which there are a limited number of acceptable answers, most of which will usually be anticipated by the teacher. For example, 'What is a definition for adjective?' is closed. It requires students to give some characteristics of adjectives and their function. While students may put the answer in their own words, correct answers will be easily judged and anticipated based on a rather limited set of characteristics and functions of adjectives. This types of question

used to ask or find out the students'opinion about something, to elicit students' non-verbal responses and to get clarification.

Another way is to classify teacher questions into convergent or divergent ones. Convergent questions, often used in textbooks, allow for many correct responses. This kind of question need students to recall and analyze the information. Unlike convergent questions, divergent questions are less predictable, having no right or wrong answers but encouraging the exploration of possibilities. This kind of question recalling for opinion, hypothesis or evaluation. It can encourage broader responses and engage students in learning process (Moore, 2005).

One of the best known classifications of questions is based on Bloom's taxonomy (1956). There are six levels of Bloom's Taxonomy such as; knowledge, comprehension, application, analysis, synthesis, and evaluation. And questions at each level require the students responding to use a different kind of thinking process.

2.4.3 Levels of questions

Many researches have followed Bloom's Taxonomy (1956) without or with some modifications in the classifications. Mostly, they try to distinguish higher order and lower-order questions in relation to the cognitive and affective domain categories. According to kissock and Iyortsuun (1982:9), cognitive questions concerned with intellectual understanding. Affective questions concerned with emotions, attitudes

and values most of the classification systems were useful in that they provide a conceptual frame work, a way of looking at questions Cooper (1986) Perott (1986).

There are six levels of Bloom's Taxonomy and questions at each level required the students responding to use a different kind of thought process. These six levels are; knowledge comprehension, Application , Analysis , Synthesis, and Evaluation.

Knowledge questions are required students to define recall, recognize, and repeat something already learned certain specific facts information, procedures, or idea. During this time, students are not asked to employ information but only to remember it just as it was learned. Knowledge question can promote classroom participation. It is critical to all other levels of thinking, the fact that students can not be asked to think at higher levels if they lack of information. To distinguish knowledge level questions from others, there are key words which frequently found or associated with this level. They comprise define, recall, remember, recognize, name, list, tell etc.

Comprehension questions are require learners to select those facts that related to answer the question by describing, comparing or contrasting. Students not only need to memorize, recall of specific information, facts, ideas or procedures. In comprehension question, the students need to demonstrate their ideas of the material by being able to rephrase it to give a description in his or her own words. The key words

such as; compare, contrast, explain, relate, translate, rephrase, commonly found in comprehension questions.

Students learning can be enhanced not only by requiring them to memorize ideas, or procedures and asking them to rephrase and relate what they have memorized, but also by helping them learn how to apply in new situations. Thus, at the application level, students need to decide what information to use so as to solve problems (kissock and Iyortsuun 1986). The key words such as apply, classify, use, give an example, solve, design, demonstrate would be helped teachers to ask application questions.

These levels of questions are higher level order ones which indicate cause and effect relation. They are designed to help students analyze information so as to reach particular conclusion. Some of the key words that frequently found in analysis questions are: identify causes, draw conclusions, analyze, why, determine evidence etc (Perrott 1986).

Synthesis questions are higher order questions that ask students to perform original and creative thinking (Cooper, 1986). These questions help students to produce original communications, make predictions and solve problems. There are key words that could help the teacher to ask questions. To mention some, create, plan, construct, formulate, put together, produce, design develop, synthesize, how can we improve etc. (perrott 1986, Cooper, 1986).

Evaluation level of questions are higher order process and do not have a single correct answer. They require the student to judge the value of an idea, a solution to a problem, or a visual work, and also asked the studen opinion on an issue.

The Bloom's categories arranged from lowest to highest order: knowledge, comprehension, application, analysis, synthesis and evaluation. Lower- order cognitive questions included recalling knowledge, comprehension and application. Higher order questions, by contrast, involved analysis, synthesis and evaluation. Lower order questions are knowledge, comprehension and application based which encourage lower levels of thinking while higher order questions develop in students the ability to critically analyze and evaluate the concepts and ideas. It means that higher level thinking occurs with higher level questions. For this reason, teachers play an important role in engaging students in higher order thinking skills by asking higher order questions. A teacher can raise the level of critical thinking and help children in reflective thought by the proper use of questions (Hollingsworth, 1982).

2.5 Discourse Analysis

Discourse analysis is the examination of language use by members of a speech community. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts (Douglas, 2001). Halliday (1978:230-231) stated that its very existence implies

that communication takes place within it; there will be sharing of experience, expression of social solidarity, decision-making and planning, and, if it is a hierarchical institution, forms of verbal control, transmission of orders, and the like. Thus discourse analysis takes different theoretical perspectives and analytic approaches: speech act theory, interactional sociolinguistics, ethnography of communication, pragmatics, conversation analysis, and variation analysis (Schiffrin, 1994). The application of discourse analysis to language teaching and learning can improve their teaching practices by investigating actual language use both in and out of the classroom, and how students can learn language through exposure to different types of discourse

A discourse analysis of classroom interactions can also give a bright patterns that may be leading to communication difficulties. For some linguistic groups, this discourse behavior can be interpreted as a signal of engagement and involvement; however, other speakers may view it as an interruption and imposition on their speaking rights. A discourse analysis of classroom interaction can help students to identify different communication strategies and minimize the miscommunication.

In the English language and learning, the used of discourse analysis not only as a research method for investigating teaching practices but also as a tool for studying interactions among language learners. Learners can benefit from using discourse analysis to explore what language is and how it is used to achieve communicative goals in different contexts. Thus discourse analysis can help to create a second language learning environment that more accurately reflects how

language is used and encourages learners toward their goal of proficiency in another language.

2.6 Theoritical Framework

Teachers have many different strategies to encourage students in teaching and learning process. Questioning is one of commonly techniques which used by teacher to encourage students' participation classroom intearction. This study will be analyzed the teacher's utteracances functioned as questioning, especially analyze types of the teacher's questions.

This study is based on three theoretical areas: IRF pattern of moves, the interpersonal functions theory by Halliday and Bloom's Taxonomy Cognitive Domain

The first is the IRF pattern of moves developed by Sinclair and Coulthard (1975). This pattern of moves classifies the exchanges in teacher-students interaction. It is used to calculate the frequency of teacher and students' moves and also to determine the teacher's utterances functioned as questioning. The used of students' moves are to avoid the subjectivity in classifying types and functions of the teacher's questions.

The second is the interpersonal functions theory by Halliday (2004) as a means to determine the functions that are carried in all moves. Those functions help the researcher to give the description of detail message that is conveyed in the moves so that the meaning in the communication in the exchanges can be generated.

The third is the Bloom Taxonomy Cognitive Domain. Based on Bloom (1956) there are six types of question; knowledge, comprehension, application, analysis, synthesis, and evaluation. The six types of question divided into two level of question, lower order and higher order question. Lower order question (knowledge, comprehension, and application) which promoted lower order thinking while higher order question (analysis, synthesis, and evaluation) required students to critically analyzed and evaluated the concept of ideas.

These theories on discourse are major parts in researching the teacher and students' interaction in the classroom. They assist the researcher to reveal functions of talks that are uttered by the teacher during English teaching and learning, especailly the teacher's utterances functioned as questioning.

The clostest previous study in classroom interaction especially in the teacher's questions is conducted by Kahn and Inamullah in Pakistan. The previous research is focused on the teacher's questions and analyzed by using the Bloom's Taxonomy. This study used discourse analysis, the IRF pattern of move used to determine the teacher's utterances functioned as questioning. And for further classification of the teacher's questions also used Bloom's Taxonomy, one of the best known classification of teacher's questions to categorize the types and the levels of questions.