

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents the literature review of this research paper. The chapter consists of about classroom interaction which were the discussions included Classroom Interaction, Meta-communication, the Systemic Functions Linguistics and the Conceptual Framework.

#### **2.1 Classroom Interaction**

Classroom interaction is the picture of interaction between teacher and students in a language practice as the understanding of a language learning (Schulman, 1986; Seedhouse, 2004). Since the interaction is the central of teaching and learning, it has the understanding that interaction or talk or language or discourse is the opportunity that the language practice are concern of students' practice to express their feeling, ideas, and opinion in order to see the outcomes of students' spoken English as the result of learning process.

##### **2.1.1 Teacher's and Students' talk in Classroom Interaction**

A teacher is someone who has an important role in the classroom to guide or lead students in the learning process in using the language which is also known as the interaction between the teacher and students in order to develop students' spoken to the target language in the learning process. (Hattie, 2009 cited in Scott, 2009).

A teacher needs to get students' attention, especially for Junior High teachers as their focuses to accept students' feelings or ideas or opinion, praises or encourages students, asks questions, gives direction, and criticizes or uses authority during the learning process (Flanders, 1970).

A teacher would not be able successfully deliver the knowledge unless they get students' attention (Wolks, 2003) because students who are learning English as a foreign language need to get the opportunities to practice the target language in order to avoid students' low self-esteem (Bailey, 1996) or in other words students' comments or response is a language development since it is as the picture of students' understanding through the teacher's encouragement and opportunities to practice the target language.

### **2.1.2 Meta-communication in Classroom Interaction**

Interaction between teacher and students is a clear picture of what is done in classroom which has a purposeful meaning within the target language as the opportunities for students' learning or practice. This purposeful meaning is on teacher's utterances or teacher's language that has a specific meaning which is known as Meta-communication (Ellis, 1985; Heath, 1986; Hoppenbrouwers, 2000).

Meta-communication or meta-discourse as the depth purposeful meaning of teacher's utterances through the ongoing interaction happens between teacher and students in a classroom interaction or classroom discourse which is deeper from the traditional IRE/IRF structure (Yetim, 2004; Zhang and Messina, 2010)

The discourse level of meta-communication which is suitable for the classroom discourse or classroom interaction is through eight discourses, such as (a) attracting or showing attention, (b) controlling the amount of speech, (c) checking or confirming understanding, (d) summarizing, (e) defining, (f) editing, (g) correcting, (h) specifying topic (Stubbs, 1976 cited in Cazden, 1988).

The eight discourses above done by teacher in order to achieve the pedagogical goals which is learning a language, such as to get students' attention to the discussion, to control who is answer the question in class, to check or assure students' understanding about the discussion, to give students the summary of the discussion, to give students details (a clue) before ask question, to lead students expressing their ideas or opinion, to tell something is wrong and make it right, and to describe clearly about what will be the discussion.

This meta-communication of teacher's utterances above is to get know further and deeper about the purposeful meaning of teacher's talk through the classroom interaction in order to develop students' spoken English.

### **2.1.3 Initiation, Response, Followed Up (IRF) in Classroom Interaction**

Interaction between teacher and students is a clear picture of what is done in classroom which has a purposeful function within the target language as the opportunities of students' learning or practice. This purposeful function is on teacher's utterances or teacher's language that has a specific function which is known as Initiation, Response, and Followed Up (IRF) (Sinclair & Coulthard, 1975).

Initiation, Response, and Followed Up (IRF) is a language moves that has its own function, such as the Initiation (I) which is usually as the starting point that done by teacher to get students' response (R) from teacher's utterances and finally the teacher will followed up (F) as the feedback of students' response by asking further questions or to check or confirming students' understanding about the discussion by giving students chances to express their ideas and opinion relating to their own experience (Sinclair & Coulthard, 1975).

This IRF moves is usually used to see the frequencies of clauses exchange between teacher and students in a classroom interaction and also as the part of systemic functional linguistics which concern in a language analysis in order to see further understanding in classroom interaction of how the language is used by teacher and students and the learning outcomes in the learning processes (Halliday, 1994; Christie, 2002).

IRF which was also known IRE (Initiation, Response, and Evaluation) as the previous moves is represented the purposeful function of the communication or the interaction in giving and demanding or the actual actions such as *Offer*, *Command*, *Statement*, and *Question* which are known as the initiation that usually used by teacher to start the interaction in classroom and this is also known as the interpersonal function (Wells, 1993; Halliday, 1994 cited in Christie 2000).

The interpersonal function is usually used to identify the purpose and functions of teacher's utterances to get know the purposeful function of teacher's talk through the classroom interaction in order to develop students' spoken English.

## **2.2 Conceptual Framework**

Teacher's talk is a part of classroom talk and interaction to develop students' spoken English which is found used to be beneficial and it also has been used in some researchers and recommended by several educational practitioners that has some of purposes of the study such as to gain the understanding of the importance of teacher and students in classroom interaction both from the functions and deeper meaning of teacher's utterances.

The data of the study were teacher's and students' utterances during an English class, then the teacher's and students' utterances were transcribed and analyzed through Initiation, Response, Followed Up (IRF) moves to see the frequencies of clauses exchange between teacher and students, then using interpersonal functions to see purposeful functions of teacher's utterances and the last is to analyze the purposeful meaning of teacher's utterances which the result of the analysis were counted and percentage. The meta-communication is as a base of analyzing teacher's talk to develop students' spoken English in English class.