

CHAPTER 2

LITERATURE REVIEW

This chapter discusses theoretical review and theoretical framework underlying this study. The theoretical review explained about students' engagement during main activities of the English teaching and learning process in primary school. It also elaborates classroom discourse analysis as a means of interpreting students' engagement in the classroom practices. The theoretical framework then synthesizes the theoretical review that has been explained.

2.1 Theoretical Review

2.1.1 Classroom Interaction

Classroom interaction is the way teacher and students do the process of teaching and learning. Interaction is an essential part in teaching and learning process since interaction can help teacher delivers the teaching and learning materials, and interaction also can help students share their idea, thought, and understanding. The interactions in the classroom are always define as two ways communication, for a simple example is question and answer or sharing time. The interactions not only conduct between the teacher and students but also between students and students which people can do together (Allwright and Bailey, 1991 cited in Adendorff, Ralph D. 1996. p.19)

“Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussions, students can use all they possess of the language – all they have

learned or casually absorbed in real-life exchange. Even at an elementary stage, they learn in this way to exploit the elasticity of language” (Rodney H. Jones, 2006 cited in Xuesong Wang 2011, p.99).

The interaction between teacher and students must be meaningful to develop students’ competence because mostly students learn from the natural interaction that usually happens than the textbook. Moreover, the students need to know how to interact with the other people in real life situation, therefore the teacher are expected to create a good interaction which is look like a natural interaction during teaching and learning process in classroom activities.

In short, classroom interaction is one of practices to encourage students to share their idea, thought and understanding in the teaching and learning process. Moreover, the interaction also help students to develop their language and help them to communicate with the teacher and the other students during teaching and learning process.

2.1.2 Sequences of English Teaching and Learning Process

The English teaching and learning process have to been done interactively, inspired, fun, motivate student to actively participate and give student a chance to explore their creativity based on their talent and psychology. This statement written on ‘*Standar Proses Dasar dan Menengah*’ curriculum 2013 which is tried to be implemented by the government nowadays. That means the teacher must get students’ attention and interest during the process of teaching and learning.

The teacher has to prepared all the materials and techniques to deliver the material. The primary role of the teacher in a language class is to establish

conditions and develop activities so that students are able to practice the language in a meaningful context. The activities should be designed before the teacher delivers the material. Therefore, there are sequences to make students engage with the teaching and learning process.

2.1.2.1 Set Induction

Set induction refers to the actions that are designed by the teacher to gain students' attention from the beginning of the teaching and learning process. In the set induction, the teacher should activate any knowledge that the students may have about the topic to be covered. To gain attention and interest, the teacher can develop the technique that begins the class with a topic that is of vital interest to the class, indeed the topic itself not even be closely related to the lesson of the day (Moore, 2005)

According to the Curriculum 2013, the teacher should prepare students physically and psychologically to follow the process of teaching and learning, in the set induction, the teacher was also expected to motivate students to actively participate, asking a question, stating the goals, and stating the focus of the teaching and learning process.

2.1.2.2 Main Activities

In the main activities, the students perform a number of tasks and activities in order to develop language skills, knowledge and attitudes in the field of experience. At this point the teacher was expected to gain

students participation which engage all of student's domain; *Sikap*, *Pengetahuan*, and *Keterampilan* as been stated in the *Standar Proses Pendidikan Dasar dan Menengah* (2013, p. 9) which is adapted from Taxonomy Bloom (1956).

Curriculum 2013 developed several improvements; the activities will be more active with proposed scientific methods to complete the teaching approaches that can make students actively participated in the teaching and learning process. The approaches lead teacher to prepare the learning materials to be scientifically proved; not only an imaginary information. Teachers' explanation, students' responses, and the interaction that will be occurred between them will be built logically and precisely without the intervention of subjective estimate and illogical understanding. Teacher will support students to think critically, analytically, and effectively in identifying, understanding, problem-solving, and applying the learning materials. They will also support their students to think hypothetically in observing differences, similarity, and the connection between one learning material to the others. The scientific approaches consist of observing, questioning, exploring, experimenting, and networking. The result will be an improvement and balance in mastering both soft and hard skills.

2.1.2.2.1 Observing

Curriculum 2013 states that students can actively participate in the teaching and learning process with observing activity. The teacher is expected to facilitate the material that can be observed as the topic that will be discussed. From this stage, the students are expected to understand the teaching and learning material and master the topic.

2.1.2.2.2 Questioning

In the main activities, students are expected to understand the teaching and learning material with the interaction between teacher and students. There are several interactions that usually appear in the main activities, one of them is questioning. Questioning activity can be used to know the participation of the students. In the curriculum 2013, the teacher is expected to facilitate the students with the questions and spaces to let them asking.

2.1.2.2.3 Exploring

Curriculum 2013 also states that students are expected to actively participate in the teaching and learning process by exploring the material of teaching and learning. The teacher can be facilitated the students with the material and the activities that can make them explore the information about that; discussion, games, etc.

2.1.2.2.4 Experimenting

Students are expected to apply the English learning into the real situation by experimenting activities. Curriculum 2013 also states that students need to try something in order to discover what the learning is like or find out more about it in the real life situations.

2.1.2.2.5 Networking

Students are expected to make a conclusion from the English teaching and learning process. In the curriculum 2013 students are expected to interpret the teaching and learning to be applied in the real life situation and can be a bridge to the next lessons.

2.1.2.3 Closing

Closing refers to those actions or statements that are designed by the teacher to bring a lesson presentation to an appropriate conclusion. Teachers use a closing sequence to help students bring things together in their own minds, to make sense out of what has been going on during the course of the lesson. based on *Standar Proses Pendidikan Dasar dan Menengah* (2013, p. 10), the teacher and students are expected to give a reflection of what they had learned during the process of teaching and learning.

2.1.3 Engagement in Learning

A good classroom is the classroom when students are actively participate, have fun, and interested to the lesson (Hutchinson & Water, 1987). The successful of the learning process can be seen from the students' engagement during English teaching and learning process. Based on Fredricks, Blumenfeld, and Paris (2004), engagement is about the willingness and awareness of students to learn and understand the lesson.

Engagement is not only a feeling engaged to the classroom activities, but also a result of combination between feeling, sense, and the ability to think. (Harper and Quaye, 2009; Trowler, 2010). Therefore, students' engagement in learning is the best indicator of the students understanding.

2.1.3.1 Primary School Students' Engagement in English teaching and Learning Process

English learning for primary school students has been started in Indonesia since 1994. It has been started from year four. As stated in '*Standar Proses Dasar dan Menengah*' curriculum 2013 which is tried to implemented by the government nowadays, English teaching and learning process have to been done interactively, inspired, fun, motivate student to actively participate and give students a chance to explore their creativity based on their talent and psychology.

Engagement in learning are the best way to get students' understanding and make the learning process as expected as curriculum

2013 stated. Primary school students have different characteristics with the adult. They are naturally active learners when learning English (Moon, 2003). They will be easier to learn English if they get engaged into learning activities that allow them to use language accompanying or in the other words they learn by doing. Another characteristic of primary school students is the eagerness to participate and express ideas even though they have very limited language.

Primary school students love to play games, sing a song, draw scenery and anything else that could make fun and motivated them to study. Young learners have limited attention in the process of teaching and learning unless they are motivated and involved to the learning activities. Therefore, to engage students into the process of teaching and learning, teacher should know the characteristic of the learners (Harmer, 2000).

2.1.3.2 Kinds of Students' Engagement

Students' engagement is very important in the process of teaching and learning English, they need to be actively participating to make the teaching and learning process successful. Learners are actively involved in the learning process; that is why, they learn by doing (Dewey, 1938). Newmann, Wehlage and Lamborn (1992) also defined student engagement as a psychological and physical effort towards learning,

understanding, and mastering knowledge, skills that academic work is intended to promote.

There are several kinds of students' engagements that appear in English teaching and learning process as Fredrick, Blumenfeld and Paris (2004, p. 62-63) stated that engagement is defined in three ways, there are behavioral, emotional, and cognitive engagement. Behavioral means the idea of participation and the process to create something. Emotional shows possitive and negative reactions to the teacher and classmates during the process of teaching and learning. While the cognitive means the idea of thoughtfulness and the effort to comprehend the material. Those three ways has also been stated by Jones (2008) and those kinds of engagement has the similarity with Bloom (1956) that stated three stages of students learning; cognitive, affective, and psychomotoric domain. Cognitive domain deal with knowledge skill, the student's ability to think, comprehend, analyse, and evaluate. Affective domain deals with the emotional aspect. Then, psychomotoric domain was described as a skill to do an action.

2.1.3.3 Stages of Students' Engagement

Engagement is a complex situation, students can be called engage to the learning when their feeling, ability of thinking, and skill to do an action were engage to the process of teaching and learning. Indonesian Government has implement the curriculum 2013 which is proposed the

process of teaching and learning to become the learner centeredness that means the students or learners are expected to actively participate during the teaching and learning.

As the implementation, the government proposed the *Standar Proses Pendidikan Dasar dan Menengah* to become the indicator of the successful teaching and learning process. It stated that the process of teaching and learning should develop the three students' domain which is *Sikap* (*Menerima, Menjalankan, Menghargai, Menghayati, Mengamalkan*), *Pengetahuan* (*Mengingat, Memahami, Menerapkan, Menganalisis, Mengevaluasi*), and *Keterampilan* (*Mengamati, Menanya, Mencoba, Menalar, Menyaji, Mencipta*). These three stages are adapted from the taxonomy bloom (1956).

2.1.4 Classroom Discourse Analysis

Language is the way to get people interact with the others. The study of classroom discourse is the study of communication system. Halliday (1978, p. 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”.

Therefore, classroom discourse analysis is aimed at developing our understanding about the nature of classroom talk. It presents how teacher and students interact in the classroom and the implication of their talks to develop

understanding about language used in classroom interaction. Then findings of classroom discourse analysis can be used as a reflection of pedagogical practices in second or foreign language classroom.

2.1.4.1 Initiation-Response-Follow up (IRF)

Halliday (2004) mentioned that the clause existed in the classroom used to find out who initiates the interaction, what is the response of the initiation, and how is the feedback of the response. It is also able to reveal functions of each interaction such as giving commands, asking questions, undertaking commands, answering questions, etc. The IRF firstly developed by Sinclair (1975) stands for Initiation- Response- Followed up or Initiation- Response- Feedback. Since the third component is consists of teacher's respond and give students opportunity to learn, Mehan (1979) revised IRF into IRE or Initiation- Response- Evaluation. Wells (1993) investigated the three-part exchange structure. In the third part of the IRE sequence contained a teacher's evaluation (E) of a students' response, then he found that instead of evaluating students' responses, the teacher's followed up that invited students to share their idea or clarify their initial responses, opened the door to further discussion, and provided more opportunities for learning.

Halliday and Mathiensen (2004, p. 110) then distinguished the speech into two speech role; giving and demanding, two commodities; goods and services and information, and four primary speech function;

offer, command, statement and question. Next the speech role and commodities separated into offer, command, statement and question. Initiation and response was give for the recognition when the first speaker initiated the topic and wait for the response from the other speaker. Expected and discretionary existed as the division of response which is deal with the agreement to do action from what have been initiated for expected type; acceptance, undertaking, acknowledgement, and answer while discretionary is involving rejection, refusal, contradiction, and disclaimer as a disagreement to response an initiation.

In short, the IRF (Initiation-Response-Followed up) were very help the researcher to identify the students' responses toward teacher's initiation. By categorizing the students' responses, it will be found the students' engagement and in what stages that they were engaged during main activities in English teaching and learning process.

2.2 Theoretical Framework

The focus of this study is to identify kinds of students' involvement and the stages of the engagement during main activities in English teaching and learning process. To find the research question, the researcher firstly identify the students' responds toward teacher's initiation by using Initiation-Response-Followed up (IRF) pattern that developed by Halliday (2004). By using this, the researcher can identify the students' engagement through the students' responses toward teacher's initiation. After identifying students' response, then the researcher

analyzed the kinds of students engagement based on Fredrick, Blumenfeld and Paris (2004, p. 62-63), they stated that engagement is defined in three ways, there are behavioral, emotional, and cognitive engagement and the stages of the engagement were defined by using *Standar Proses Pendidikan Dasar dan Menengah* which is implemented by Curriculum 2013. In this study the researcher use Emotional as an exchange for *Sikap*, Cognitive for *Pengetahuan*, and Behavioral for *Keterampilan*, while the stages of students' engagement (*Menerima, Menjalankan, Menghargai, Menghayati, Mengamalkan, Mengingat, Memahami, Menerapkan, Menganalisis, Mengevaluasi, Mengamati, Menanya, Mencoba, Menalar, Menyaji, Mencipta*) are not since the researcher want to use this term as a curriculum 2013 was stated.