

CHAPTER 2

LITERATURE REVIEW

This chapter discusses some theories related to focus of the study. Those are classroom interaction in EFL for primary school context, move pattern of classroom interaction, initiation-response-follow-up (IRF), teacher talk, English learning in primary school context.

2.1 Classroom Interaction in EFL for Primary School Context

Interaction occurs every day in classroom context. From Tsui (in Carter and Nunan: 2001), classroom interaction is defined as interaction between teacher and learners, and amongst the learners in the classroom. This implies that the interaction in the classroom always happens in two-way and never in one-way. It can be between teacher and students or between students' and other students.

Interaction is divided into two types: non-verbal interaction and verbal interaction. Non-verbal interaction is kind of interaction which involves behavioral responses in the class. It means that interaction happening through behaviors that students do in the class such as head nodding, hand raising, body gestures and eye contact. On the other hand, verbal interaction includes written and oral interaction in the classroom. In written interaction, students express their ideas and thoughts with others through the written words. On the contrary, oral interaction contains interaction happening in class by speaking, answering and

asking questions, making comments, and taking part in discussions (Tuan and Nhu, 2010).

Thus interaction involves two variables in the process of exchange: speech role and speech function in an exchange and the commodities being exchanged. He divides speech role into two basic types: giving and demanding (Halliday, 1994). While the commodities being exchanged are divided into 'goods' and 'service', and 'information'. In line with these two variables of exchange of role and exchange of commodity, four main functions in the exchange are defined as; offer, statement, command, and question. Each of those functions is the representation of different speech role and commodity. Those functions are also labeled as interpersonal functions.

In primary school context, classroom interaction plays crucial role in order to enhance learning English since primary school students need language input and model for them to learn language well. Ellis (in Tuan and Nhu: 2010) identifies that classroom interaction plays the role as the medium for students to use language they learned to communicate both in spoken or written forms (Ellis in Tuan and Nhu: 2010). This implies that teacher should engage students with language that makes students actively use the target language by participating in language learning and create the environment that makes them interact in classroom activities.

However, to create more language outputs, students need language input that can support them to produce more language outputs. Allwright and Bailey (1991) define that input is the language which learners hear or read. Furthermore,

language input can be defined as the language samples to which they are exposed in classroom interaction. As English in Indonesia primary school is a foreign language, primary school students have limited exposure of English outside the classroom. The input of English they get is only from English session in the classroom.

While in the primary school, the teacher holds responsibility as the language model since primary school students, tend to imitate what they hear around them (Brewster *et.all.*, 2003). They like to learn with the language and to be engaged in social interaction using the language they learn. In other words, primary school teacher needs to be aware of language use in the interaction. Due to this, teacher has to fulfill the responsibility to provide language used in the classroom interaction that can support primary school students and also enhance them in English language learning through it because it is the medium which understanding and language learning take place.

2.1.1. Move Pattern of Classroom Interaction

Fairclough (2003) spells out that exchange is “a sequence of two or more conversational ‘turns’ or ‘moves’ with alternating speakers, where the occurrence of move 1 leads to the expectation of move 2, and so forth—with the proviso that what is ‘expected’ doesn’t always occur.” It means that the term ‘move’ is similar to ‘turn’ in the interaction. These two terms also exist in exchange.

In this section, only one kind of move pattern in classroom interaction is discussed since it provides opportunities for teacher and students to communicate

in complex ways and also provides chances for students to participate in language learning.

2.1.1.1 Initiation-Response-Follow-up Moves (IRF)

IRF was developed by Sinclair and Coulthard (1975) for analyzing spoken language in classroom interaction. This model is a tool for the researcher who concentrated on analyzing classroom discourse which mainly focuses on interactions between the teacher and individual students.

IRF is the model of the lesson structure and basic structure to common all classroom interaction. It can be used as a tool to calculate teacher and students moves in the classroom interaction. It also has beneficial after calculating teacher and students moves in the classroom interaction that who the most initiates the classroom interaction.

IRF moves pattern was the new concept of the Initiation-Response-Evaluation (IRE) moves pattern. 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). This kind of pattern provides more opportunities for students enhancing language learning and also provides complex classroom interaction of teacher and students.

Sinclair and Coulthard (1975) identifies that the 'F-move' refers to the 'Follow-up' or 'feedback' move. 'F-move' is the follow up comment that teacher

gives in the classroom interaction. It is the third, or last, move in IRF exchange structure.

Here is an example of IRF pattern in the classroom.

Teacher initiates the first move

“I” - T: What do you do when you’re under stress?

Student responds in the second move

“R” - L: Go shopping

Teacher follows up at the third move

“F” - T: Good.

In this pattern, it can be seen that the teacher initiates the conversation with question and asks student to answer it. Then the teacher provides feedback to student’s answers by giving reinforcement or praising to student. The last moves provide chance for student to give more response by clarifying their ideas or by making links with their experiences but unfortunately the teacher in this example didn’t do that.

2.1.2. Teacher Talk

Teacher talk is one of the crucial components in classroom interaction. It is the central of the language learning process (Hall, 2000). In providing opportunities for learners to use the language they learn, the teacher, as the main actor in classroom interaction, need to provide them with meaningful language that can bring them enhanced English language learning.

Richards (in Lynne: 2001) refers teacher talk as the kind of language used by the teacher for instruction in the classroom. This means that kind of target language for instruction exposed in the classroom interaction by teacher can be called as teacher talk. Therefore, Ellis (in Dickey and Ho-han: 1999) has similar definition; he states that 'teacher talk is the special language that the teacher uses when addressing L2 learners in the classroom'. In classroom interaction, teacher often uses target language when they address their language learners. This language is teacher talk which takes place in classroom settings not in other places.

Study of teacher talk has been done by many scholars in connection with the importance of language teaching. Scholars found that teacher talk made up around 70% of classroom language (Chaudron, 1988; Cook, 2000, Zhao Xiaohong, 1988, in Xiao-yan, 2006). It was found that the majority of talking time in the classroom was taken over by the teacher. Students talking time was not as much as teacher talking time. However, Nunan (in Peppard: 2010) argues that excessive teacher talk should be avoided because this will not give opportunities for learners to produce language output. Thus, it is important for the primary teacher to provide students with the language that can enhance their language learning.

In Indonesia, quality of teacher talk is the most important thing in gaining success of language learning (Suherdi, 2008), as demanded by the government in PP No. 19 Tahun 2005 to improve process of teaching and learning through creating classroom interaction which is in line with the rule. One of studies of

teacher talk in Indonesia was done by Astiti using three instruments; Flanders Interaction Analysis Categories (FIAC), teaching effectiveness elements based on Walberg's theory and likert skale. The study showed that the most dominant characteristic in English classes was students' participation interaction in three-way communication. The teaching interactions also met the requirements of teaching element devised by Walberd. Then analysis of students' opinion using likert skale, it was found that teaching learning process was good enough. However some students felt uncomfortable with the classroom atmosphere and teacher discipline of time.

Thus, in this study teacher talks were analyzed to reveal in what ways teacher talk in primary school classroom enhanced fun learning activities.th

2.2 English Learning in Primary School Context

English learning for primary school students has been started in Indonesia since 1994. As mentioned in policy, the goals of teaching English for primary school in Indonesia are to develop students' English basic competences and use English as a means of communication. Students can use simple English to interact with others in context of school and class activities and also to interact with actions or language accompanying actions (*Standar Isi Kurikulum Muatan Lokal Sekolah Dasar/Madrasah Ibtidaiyah Provinsi Khusus Ibukota Jakarta*, 2009).

As explained by Moon (2003), primary school students have different characteristics with the adults. In learning language, they are naturally active learners. They are eager to interact with people. This helps them in learning a

foreign language if they experience learning activities that allow them to use language accompanying actions. In other words, they learn through by doing. Other activities like listening and doing activities are also useful for them. It helps them to be active in participating in language learning and provides them with exposure to meaningful input. Another characteristics of primary school students is the eagerness to participate and express ideas even though, primary school students have very limited language.

Cameron (2001) and Brewster *et.all*, (2003) in their book present the related theory of children learning language. It is the theory from Vgotsky with his concept of Zone Proximal Development (ZPD). Vgostky believes that learning and development can take place in social context. Children first learn to do things from others and language helps in various ways. As their knowledge developed, their reliance on others will change into independent learning. Thus, their cognitive development will be determined through their social environment. Then the language used by more capable people in their environment will help their development. Implementing this idea into classroom practice, primary school teacher can think about learning activities that engage students actively in social interaction in the classroom interaction with language as primary medium. At this point, the language they need here is provided by the teacher since the teacher is the main source of language input in language learning in primary school.

Thus, in primary school classroom, learning-centered doesn't appear since primary school students need language model in learning English. It appears to be teaching-centered in which teacher has controls over the actions of the classroom

in the primary school context. (Brewster *et.all.*, 2003). Teacher may try to balance this kind of teaching-centred with learning-centred where students have more chances to interact with others and to use language during learning process. This situation can trigger the participation of students in classroom interaction and also help them to express ideas in a simple language if the teacher uses various strategies to maintain students' interest in engaging them into English learning activities.

Considering the characteristics of primary school students, learning English as foreign language in primary school context can be done through implementing some various fun learning activities such as role playing, playing games, singing, rewriting, etc. These kind of learning activities are related with their daily life.

Fun learning or joyful learning refers to the learning process involving the teacher and students without any learning pressures (E. Mulyasa (in Septiawan: 2012)). The condition of learning using joyful learning is fun and enjoyable so that students do not have any pressures or fear to make mistakes in learning a language.

In primary school, the students are mostly children who are learning English a foreign language. They learn language in a situation when the language is a language seldom heard outside the classroom (McKay, 2006). As mentioned by Harmer (2000), to gain successful learning teacher should know the characteristics of their learners. Then he describes that one of the characteristics of young learners or primary school students. Young learners have limited attention

span; unless learning activities are motivating and engaging. This implies that primary school teacher should create such a learning which can engage and motivate students so that they can use the language as much as possible.

Thus joyful learning can be one of learning models that can support the teacher to provide a situation in which students are able to use language that they get from their teacher through English learning. It means that the learning is not boring and it engages students to go deeper with the use of language. Thus students also actively participate in classroom interaction, involve directly in language learning and never feel bored while they are learning English.

2.2.1 Principles of Fun Learning Activities

Children are more likely to learn in condition where they know what they learn about and why they learn it since they can relate what they learn with their daily activities. Dryden (in Septiawan: 2012) believes that effective learning can happen if the environment supports them to learn. In other words, teacher should create an environment where students can take opportunities to enhance language learning activities.

Brewster *et.all.* (2003) mention that young children are very different with older learners. Children have a lot physical energy and need to be engaged in physical activities actively. They also can get bored easily but they can concentrate for long time if the activities are interesting for them. This means that in learning English, teacher has to plan the fun activities and bring them to be engaged in such activities.

Rahmawati (in Septiawan: 2012) found that joyful learning emerged since the learning is boring and not based on students' interest. This kind learning resulted in the lack of students' learning mastery. Study of implementing joyful learning has been done by Septiawan (2012), he implemented joyful learning to increase students' motivation and learning output in learning Math. It was revealed that this kind of learning could increase students' motivation and learning output in learning Math. Students did not feel bored or pressured since they were engaged in learning that was fun and motivating.

Joyful learning has some principles. Those are stimulating students' interest and aptitude in learning, activating students' to be active learners, asking students to repeat the topic that they learn, asking students to practice what they have learned, and giving praise to encourage students during learning (Septiawan, 2012). Thus, these principles are used in this study as base for analyzing which teacher talks that enhance English fun or joyful learning activities.

The principles above implied the criteria of teacher talk enhanced English fun learning activities. The students' responses toward the teacher talks can help the researcher to determine whether the talks enhance English fun learning activities or not. If the students respond directly toward the teacher talks, then the researcher classify that the talks enhanced English fun learning activities. The students' responses mean that the students have interest toward the activities and talks of the teacher help them to enhance the activities. They also mean that the students actively involved in the fun learning activities as mentioned as one of the principles of fun learning activities.

2.3. Classroom Discourse Analysis

Discourse analysis is focused on the study of relationship between language and the context in which it is used (McCarthy, 1991). It studies language used both in written text from all kind of texts and spoken data ranged from conversation to formal talk in higher institutional.

In recent times, discourse analysis is used as a design for analyzing second language learning and teaching in the classroom. Spoken language in the classroom interaction was analyzed as a main source of data.

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 tool as reflection of pedagogical practices in second or foreign language classroom.

Some research approaches are used in classroom discourse analysis. Ethnography as suggested by Van Lier (1988) can be applied as one of the approaches for understanding second language and its context in classroom. It gives understanding of how the classroom talk goes during classroom interaction. This approach involves the observer to become parts of the classroom observation (as teacher, co-teacher, or learner)

2.4 Theoretical Framework

This study is based on three theoretical areas: IRF pattern of moves, interpersonal functions, and fun or joyful learning principles.

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 in which exchanges teacher talk enhanced English fun learning activities.

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 principles of fun learning or joyful learning that are defined by Septiawan (2012). These support the researcher to categorize in which way talks enhanced students learning.

These theories on discourse are major parts in researching teacher-students' interaction in the classroom. They assist the researcher to reveal functions of talks that are uttered by the teacher during English fun learning and in what ways those talks enhanced English fun learning.