CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In this chapter, the writer will explicate the several theories through review some literatures related to this study. This theoretical deal with two mine areas: the pattern of teacher-student interaction, the function of teacher-student interaction, and the advantages and disadvantages of teacher-student interaction pattern.

1. General Pattern of Teacher-Student Interaction

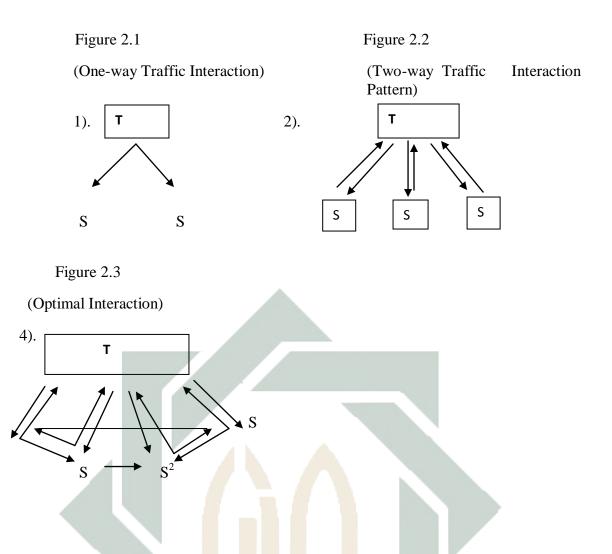
Understanding teacher and student interaction requires the readers to understand teacher and student interaction in general includes definition, and functions.

a. Definition of the Pattern of Teacher-Student Interaction

Allwright describes that teacher student interactions has an important role in an effort to develop the students language. They say that trough teacher-students interaction the students can practice the structure of the language being learned and at the same time they understand the meaning.¹ The meaningfulness of the classroom is much dependent on the intensity of communication developed by the interaction of teacher-students.

According to Lindgren, there are four variations of teacher-students interaction: (1) one way-way traffic interaction which is indicated by nonresponse from the students, (2) two-way traffic interaction which is indicated by feedback for the teacher, (3) the interaction indicated by feedback for teacher and inter-students interaction, and (4) optimal interaction pattern.

¹Allwright, Dick, & Bailey. *"Focus on the Language Classroom: An Introduction to Classroom* (London: Cambridge University Press. *1991*.). 41



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Wajnryb also state that in the teacher-students interaction there are two patterns of interaction, namely one-way traffic interaction and two-way traffic interaction pattern.³ In the former, the teacher tends to dominate the class where the students tend to be passive or act as listener, whereas in the later, students are involved in responding and a chance to speak, so that an interaction between teacher and students to speak can occur.

If we observe the variation of the teacher-students interaction echoed by Lindgren and Wajnryb, the teacher-students interaction patterns does not show multi traffic interaction which involves an interaction of inter-students.

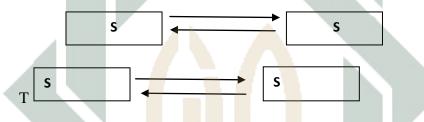
²H.C Lindgren. "*Educational Psychology in the Classroom*". (New York: John Wiley and Sons, Inc. 1981).88 ³ R. Wajnryb. "*Classroom Observation Tasks: A Resource Book for Language Teachers and Trainers*". (Cambridge: Cambridge University Press. 1992.). 34

In addition to the teacher-students interaction, classroom interaction can also be in the form of student-student interaction. It is believe that student-student interaction is more conductive and chance especially for students to practice the target pedagogic, the student-student interaction can increase the students self-reliance and confident and participation in communication.

Wajnryb states that student-student interaction pattern through an interactional activity are intended to make the students participate more in speaking. Frequency of turns for each student to speak in a pair can be optimal. Student-student interaction pattern through pair work.

Figure 2.4

(Student-Students Interaction)



The interaction indicate that both group work and pair work show an interaction effort to involve students in a learning-teaching process. Frequency of the teacher's role here in quantity decreases.

b. The Function of Teacher-Students Interaction

In learning-teaching process, interaction in the classroom can be considered as a mean of achieving the goal of learning-teaching of a language, besides providing opportunities for students to develop their oral communication. Students experiment with their target language which shows how they undergo the process of developing their target language. Ellis states that language development is the result of an interaction between the learner's existing state of knowledge (linguistic and conceptual) and the linguistic environment to which he or she is exposed. There are many forms of possible exposure, but the most natural one is conversation.⁴

Ervin-tripp considers that the function of interaction is an effect of addressor's action. He classified the function of interaction into six types. They are: (1) to request for information and service such as giving an answer or explanation, (2) to request for social response explicitly and implicitly, such as applause, laughing and anger, (3) to convey information and interpretation, (4) to ask for help, sometimes expressing happiness, (5) to express routine/ daily needs such as agreement, acknowledgement, apologizing, and giving service, and (6) to avoid boring conversation.⁵

The function of interaction can also be found the response given by an addressee to an addressor. Skiner see that the activity of speaking as an operant behavior is a set of action, response, and reaction from the addressee by using verbal and non-verbal media. He further distinguishes the role of interaction into: (1) feedback elicitation, (2) request for service, and (3) asking for service, and those are very important for an addressor.⁶

Explaining means that the teacher must be clear in requiring some rules, procedures, mechanics, and roles, all of which need explaining. When student do not understand what to do and how to do it, they will not gain much understanding or insight. Therefore, their concentration will be focused on their uncertainties. Meanwhile, rehearsing contribute to students' security and

⁴Ellis. R. *"Modified Oral Input and the Acquisitions of Word Meanings."* (Applied Linguistics. Rowly, MA: Newbury House. 1988). 104

⁵Erwin-tripp. S. *"An Analysis of Interaction of Language, Topics, and Listener"*. In fishman, Y. (Ed). Reading in the sociology of Language. (The haque: Mouton. *1968*). 197-221

⁶Skinner, B.F. *"Verbal Behavior".* (New York: Appleton-Century-Crofts. 1957). 22

confidence. Nit can be taken from "a routine activity". When routine are repeated, they are comfortable and become proficient. For example, when a teacher repeat a sequence of the role play model, students soon know what to expect. They gradually need fewer directions and take over leadership of the activity.

2. The Advantages and Disadvantages of Teacher-Student Interaction

1. One-way traffic interaction patterns

Based on Wajnryb states that in one-way traffic interaction it makes teaching and learning activities not effective, because in this pattern when teacher make interaction to the student there is no response from the student.⁷ In another hand, Wajnryb also states that this pattern make teacher difficult to conduct the class.⁸ Indeed, because in this pattern there is no response from the students.

2. Two-way traffic interaction

Skinner states that the function of interaction can also the response given by an addressee to an addressor. When there is response of the students to the teacher it call the teaching and learning process success.⁹ It shows that twoway traffic interaction patterns can make students motivate to speak up because there is response from the student when teacher make an interaction to the students. Based on Khulaifiyah two-way traffic interaction pattern also can make students jealous with others.¹⁰

3. Optimal interaction pattern

⁷ R. Wajnryb. " *Classroom Observation Tasks: A Eesource Book for Language Teachers and Trainers*". (Cambridge: Cambridge University Press. *1992*.). 34

⁸ R. Wajnryb. *" Classroom Observation Tasks: A Eesource Book for Language Teachers and Trainers"* . (Cambridge: Cambridge University Press. *1992*.). 47

⁹ B. F. Skinner. "Verbal Behavior". (New York: Appleton-Century-Crofts. 1957). 67

¹⁰ Khulaifiyah. *"Speech Act Used in Verbal Interaction in the Speaking Class: A Case Study at Muhammadiyah University of Gresik".* (Malang: University of Malang. 2007). 45

According to Khulaifiyah this pattern can make easier to the teacher to analyze the students class work, group work, and pair work activities.¹¹ It shows that optimal interaction pattern can make it easier for the teacher to conduct the classroom activities. According to Skinner optimal interaction pattern also can make students not confidence because the students who response the teacher are always the same students.¹²

4. Student-student interaction pattern

Khulaifiyah states that student-student interaction pattern can increase the student self-reliance, confidence, and participation in communication.¹³ From this theory shows that student-student interaction pattern can build student confidence when they interact with others. Wajnryb states that student-students interaction can make students who does not understand prefer silent.¹⁴

3. The Previous Study

In conducting this study, entitled "An analysis of the Patterns of Teacher-Student Interaction in the class in second grade of Mts. RadenPakuWringinanom Gresik" the writer focuses on what the pattern of teacher-students interaction that teacher usually used in learning process and the researcher also wants to know the advantages and disadvantages of using the pattern of teacher-students interaction.

¹¹ Khulaifiyah. *"Speech Act Used in Verbal Interaction in the Speaking Class: A Case Study at Muhammadiyah University of Gresik"*. (Malang: University of Malang. 2007). 31

¹² B. F. Skinner. "Verbal Behavior". (New York: Appleton-Century-Crofts. 1957). 59

¹³ Khulaifiyah. "Speech Act Used in Verbal Interaction in the Speaking Class: A Case Study at Muhammadiyah University of Gresik". (Malang: University of Malang. 2007). 37

¹⁴ R. Wajnryb. " *Classroom Observation Tasks: A Eesource Book for Language Teachers and Trainers*". (Cambridge: Cambridge University Press. *1992.*). 22

The researcher want to observe in the class than analyze it, to know how especially in English subject.

Hassakah and Zamir in their study entitled "Gendered Teacher-Student Interaction in English Language Classroom: A Case of Iranian College Context". The goal of their study is to know the frequency and the types of teacher-student interaction directed toward females and males. They used qualitative analysis to explain the data.¹⁵ It is different from the researcher because the researcher not only look for the type of interaction that teacher used in English class but also the advantages and disadvantages of using teacher-student interaction pattern in English class.

Knoell in his study entitled "*The role of student-teacher relationship in the level of fifth graders: A mix method analysis*" the goal on his study are to examine the important and impact of the student-teacher relationship in a community of fifth grader in two schools that are similar in size. He used mix method to analyzed the title, those are qualitative and quantitative method. And the result shows that the student-teacher relationship to be a dynamic factor in classroom of both property and affluent school.¹⁶ In this study the author used mix methods to collect the data, it is very interesting. Not only that, the author should do the observation until some months, is it very difficult. But this study is different with this observation, because the researcher focused to look for the pattern of teacher-students interaction that most using of the teacher in learning process. The author in this study focused on the factor that make teacher-students relationship.

¹⁵ Jaleh Hassakah and Sara Roshan Zamir. *"Gendered Teacher-Student Interactions in English Language Classrooms: A Case of Iranian College Context".* (SAGE Open. 2013.). 1

¹⁶Christopher M. Knoell. " The Role of Student Teacher Relationship in the Level of Fifth Graders: A Mix Method Analysis" (Linkoln Nabraska: University of Nabraska. 2012). iv

Haris in his study the title "*Polakomunikasi antara Guru dan Murid dalam Kegiatan Ekstrakurikuler di Panti Asuhan Yatim Piatu Al-Andalusia Mampang Prapatan Jakarta Selatan*" he focuses on how are the patterns of interaction between teacher and student in extracurricular activity. He analyzed the data by doing descriptive qualitative.¹⁷ It is different with the researcher, because in this study the author observed the pattern of interaction between teacher and students. But, the researcher not only look for the patterns, but also knowing the advantages and disadvantages of the pattern.

Muller in his study about "*The Role of Caring in the Teacher-Students Relationships for At-Risk Students*" This study focus on observing the teacherstudent assessment, and then he observe is that correlation between teacherstudents relationship with the result of assessment. He used quantitative research. And the result is, there are correlations between teacher-students interaction with the result of assessment.¹⁸ In this study different from the researcher. In this research the researcher want to analyzed the impact of using different pattern of teacher-students interaction.

Wubbels and Brekelmans in their study entitled "*Two Decades of Research on Teacher-Students Relationships in the class*" they used QTI (Questionnaire on Teacher Interactions) in their study they found that teacher-students relationship is appropriate for high students outcomes are characterized by the rather high degree for teacher influence and proximity towards students.¹⁹ The advantage of this research is this research very good for beginner teacher who still do not know how

¹⁷Muhammad Haris. " Pola Komunikasi Antara Guru dan Murid dalam Kegiatan Ekstrakurikuler di Panti asuhan Yatim Piatu Al-Andalusia Mampang Prapatan Jakarta Selatan". (UIN Syarif Hidayatullah. 2008). 1

¹⁸Chandra Muller, *"The Role of Caring in the Teacher-Students Relationships for At-Risk Students"* (University of Texas At Austin. 2001). v

¹⁹Theo Wubbels and MiekeBrekelmans. "*Two Decades of Research on Teacher-Students Relationships in the Class*" (international Journal of Educational Research. 2005). 1

to used verbal and non verbal communication when they interact with students. But, it is very differences with the researcher. In this research the researcher observe the kind of pattern that teacher used to communicate with the students.

