CHAPTER II

REVIEW OF RELATED LITERATURE AND PREVIOUS STUDIES

A. Review of Related Literature

1. Discourse

According to Malcolm Coulthard, Discourse; in broad meaning, is the language use whether spoken or written[12]. Discourse deals with how one interacts to communicate the tough, information, feeling etc by using the language. Furthermore, in communication there will be two aspects that cover the language, form and function. Language form is the area of linguistic where there will be grammar, word, phrase, sentence etc. On the other hand, the language function deals with how speaker and listener interpret the meaning of language. In other words, discourse is the language use and how the language fit with the intention of the utterer.

Furthermore, Nicola Woods states that discourse is "language-use" in real life situation[13]. Means that the discourse is how the language use carries the meaning with the context beyond the communication. Consequently, it will consider how the meaning of the language count to who speak, whom to speak and when it spoken. As a matter of fact, the expression "what time is it?" When it is uttered by the teacher to late students will mean that the teacher made a correction with the students' behavior.

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[12]MalcolmCoulthard.,*Advances in spoken discourse analysis*(USA and Canada: Routledge,2002)

[13]NicolaWood,.*Discribing discourse: a practical guide to discourse ansalysis*(New york: Oxford university press, 2006)

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On the contrary, when it is uttered by the friend to his friend will carry the interrogative function about the time. Briefly, the discourse is about the language plus context.

Since the discourse is general use of language, it can happen in every communication of our daily life. As an example, discourse in the market, meeting, school etc which each of the discourse happening in different place and condition will have its distinctive features of discourse among one another.

2. **Classroom discourse**

Classroom is the special social place of interaction among the students and the teacher and so does the classroom discourse. Regarding to classroom discourse we should consider classroom as a context, which will be different with another context. Context has some meaning in the dictionary[14]:

1. The situation within which something exists or happens, and that can help explain it,

2. The text or speech that comes immediately before and after a particular phrase or piece of text and helps to explain its meaning.

From these meanings, the first definition will be more appropriate with the discussion of classroom discourse analyzed in this research. In other word, the classroom discourse is very unique where the discourse is simultaneously linked to the

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14 -. *Cambridge advanced learner's dictionary 3rd edition*(Cambridge: Cambridge university press, 2008)

pedagogic goal that makes it different with the discourse in the party, meeting, speech etc. For example: the elicitation strategies, students response and teacher feedback or evaluation.

Understanding the classroom context, in one hand, is viewed as easy interaction to identify with its set of certain routine interaction and procedure[15]. To illustrate, when we talk about the classroom context, we will point a thing such age of the learner, the proficiency level, first or second language use, who the teacher, material used etc. Those characteristic of the classroom context will help us to plan a lesson, instructional and material, and developing the curriculum.

On the other hand, classroom context views as complex interaction among the students and teacher in teaching learning process[16] (this is what we are going to analyze). This view will see how the impact of an utterance to encourage the students in achieving pedagogic goals. For example, language functions, extended wait time, elicitation and feedback. This perspective helps us to understand each interaction and moment-by-moment decision made by the teacher.

The classroom context enables teacher to comprehend how was his teaching practice and make an evaluation on how effective his/her utterance toward the

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[15]Steve Walsh,. "Exploring classroom discourse: language in action"(USA and Canada: Routledge,2011)

[16]Steve Walsh,.*Exploring classroom discourse: language in action*(USA and Canada: Routledge,2011)

students response[17]. Again, the teacher will get sense about what is happening and, the most important, why it is happening. For this purpose, the teacher will have an overview about what he is saying and how the students response. As a result, the teacher will repair and improve the interaction for the next meeting of the class.

3. Teacher's interaction

Teacher's interactionis the most important aspect of teaching learning activity because the interaction will lead the class to the objectives of the learning. Furthermore, through the rhetorical style of interaction will decide how the students response as well.[18]Even though it seems to very simple that the teacher just need to speak to direct the class, it is complex, in fact, because there are many consideration in using the appropriate interaction. Moreover, there are a lot of people involve in the interaction with rapid change; checking the error, initiating the interaction, giving feedback etc. In addition, with the language use which may carry several functions at the same time; seeking information, command, advice, and so on.

Considering the complexity and importance of the teacher's interaction toward the success of the learning, it is logic to say that to improve the quality of teaching and learning is by overviewing how teacher's interaction engages the students to actively involve in the classroom activities. As a result, overviewing the interaction will allow the teacher to analyze what happening and, as reflection for the

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[17]DouglasA Demo., *Discourse analysis for language teacher*(Washington DC: Center for applied linguistic, ERIC, 2001)

[18]SteveWalsh.,*Investigating classroom discourse*(USA and Canada: Routledge, 2006)

teacher, why the interaction happening in the class. With the reflection, teacher will know which interaction engages and hinders students opportunity of leaning.

Teacher's interaction plays the most important role in deciding the success of the learning since through his/her interaction will enable the students to access new knowledge, practice and maintain new skill, establishing relationship and so on[19]. In the same way, Teacher is like a conductor of an orchestra. In orchestra, each move of the conductor hand, the orchestra will deliver different music and tone. Similarly, the teacher's interaction; each interaction that the teacher make will lead the students to different activities and skill practice[20]. Hence, teacher should be able to facilitate supportive interaction to help students acquiring the objective of the class. To sum up, teacher's interaction is the most vital point in determining how the class will be.

4. **Self-Evaluation Teacher Talk (SETT) as classroom discourse analysis Approach**

SETT is one of classroom discourse analysis approaches besides Interaction analysis, discourse analysis(IRF structure), and conversational analysis. Self-evaluation teacher talk (SETT) is the analysis on how the teacher talk helps, rather than hinders the students involvement to the class. The focus of SETT is the teacher, which makes it different with the previous approaches, while he/she as the participant of the class gets sense of how the interaction made in teaching learning from the

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[19]Coulthard, M.(2002) *Advances in spoken discourse analysis*. USA and Canada. Routledge
[20]Tardif .'*Classroom teacher talk in early immersion'*. Canada (Canadian Modern Language Review, 1994)

analysis. However, the IRF structure analyzes the whole class interaction among the teacher and the students. In short, SETT is a teacher focused evaluation in engaging the students' participation in the classroom activity.

The researcher, in this research, will use SETT in analyzing the implementation of K-13. First, SETT focused on the teacher talk in interaction with the students and of course the teacher has very vital role in managing the classroom interaction. Thus, researcher needs to analyze conductor of an orchestra of the class to make sure that his/her interaction fit to engage the students in participating to the class activity.

Second, SETT will let the teacher/observer knows what was happening in the class and, the most important, why it is happening. Thereby, the teacher will have an evaluation to the interaction made in the class and try to repair some interaction that may hinder the students opportunity of learning[21]. For these reasons, the researcher considers that SETT will fit with the purpose of analyzing interaction in the class in implementing the activity in K-13.

5. SETT Frame work

According to Steve Walsh, SETT consists of two areas: modes and interactures.Themodes are the wider context where the interactures are included. The mode is the micro-context of the classroom which is constructed through the interaction among the teacher and the students. The classroom discourse is described

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[21]Steve Walsh,.*Exploring classroom discourse: language in action*(USA and Canada: Routledge,2011)

as complex series of interrelated micro-context and objective; where the micro context is manifested to the teacher talk-in-interaction with the students to reach the goal[22]. In the other word, the teaching objective and interaction are connected to each other.

In like manner, Malcolm Coulthard proposes different terms of the classroom discourse analysis which divides more detail of interaction. As an example, Coulthardused the term "lesson" for the widest range of classroom discourse where in Walsh term is mode[23]. Furthermore, Coulthard breaks down the lesson into four areas; transaction, exchange, move, and act. These four areas have a distinctive structure of interaction between teacher and students. On the other hand, Walsh used term interacture for the smaller area of mode that is manifested through the teacher talk-in interaction with the students. Briefly, Walsh summarizes the five areas of interaction based on Coulthard into two areas.

Steve Walsh introduces four modes in SETT frame work; Managerial mode, material mode, skill and system mode and Classroom context mode[24].

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[22]SteveWalsh,.*Developing interactional awareness in the second anguage classroom through teacher self-evaluation*(London:Routledge,2010)
[23]Coulthard, M.(2002)*Advances in spoken discourse analysis*. USA and Canada. Routledge
[24]Steve Walsh,.*Exploring classroom discourse: language in action*(USA and Canada: Routledge,2011)

a. Managerialmode

Managerial mode is deal with the organization toward the learning process. It purposed to manage about the time and space, students involvement to the class, how the activity of the class will be etc[25]. Similarly, John Sinclair used term "transaction" for the managerial mode in which the teacher makes a boundary of teaching learning context[26]. Usually it happens at the beginning of the lesson or activity where the teacher tells the students about what to do or to learn. When the managerial mode occurs in the beginning of the lesson it means that tell the students about the main context of the class. Thus, this mode has a vital point in locating the students' perspective about what to learn[27]. Again, it is an initiation mode to occurrence of another three modes.

The managerial mode does not always appear at the beginning of the lesson, sometimes when teacher want to move to another mode will use the managerial mode as well. The managerial mode is signed by the discourse markers such as, *ok, well, so, now* etc. it is to notify that the new activity or goals are going to be switch. In addition, the managerial mode has a function as punctuation as in writing which will notify whom the word belongs is.

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[25]SteveWalsh,.*Investigating classroom discourse*. USA and Canada: Routledge, 2006)
[26]JohnSinclair and Malcolm Coulthard,.*Toward an Analysis of Discourse* (Oxford: Oxford University Press, 1975)
[27]Musumeci, D. 'Teacher–learner negotiation in content- based instruction: communication at cross- purposes?', -. (Applied Linguistics. 1996)

Managerial mode also includes the explanation about the material by the teacher, in this time the teacher will present the materials where the students are listening or writing to the explanation. Thus, it will enable other modes to come up in completing the classroom interaction.

b. Materialmode

Material mode deals with the use of some learning material such as tape, newspaper, worksheet, magazine etc. This mode is where the interaction among teacher and students are dictated by the material[28]. For the example in doing some exercises in worksheet; the teacher follow the instruction of the task as means of interaction.

In like manner James Paul Gee addressed material mode as "exchange teaching"in which the teacher teach about the material with some interactions with the students[29]. The interaction pattern usually in IRF model, where the teacher gave an initiation from the material and students will respond and followed by the feedback of the teacher. In this mode the control is tightly on the teacher grid which teacher can decide who ever are going to answer and giving a feedback.

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[28]SteveWalsh,.*Developing interactional awareness in the second anguage classroom through teacher self-evaluation*. London: Routledge, 2010)

29 James Paul Gee. *An introduction to discourse analysis: theory and method*. — 3rd ed. USA and Canada. (Routledge 2011).

c. Skill and system mode

This mode provides the learners practice about what has been taught by the teacher, it enables teacher to measure how far the goals has been reached. What makes it different with the material mode is that the interaction among students and teacher is not mirrored from the material rather than from the target language and the context of the class. On the contrary, James Paul Gee assumes that the interaction that initiates practice of learner is the same whether it is mirrored from the material or teacher himself. Therefore, James does not differentiate the interaction in which teacher gave opportunities to practice the lesson.

The interaction in the skill and system mode is still commonly IRF. As teacher still has a responsibility of turn-taking and evaluation.Here the teacher needs to provide direct correction toward the students' error. Moreover as it is usually appear at the end of the activity or lesson, teacher correction will have important role on how and what to conclude from the lesson or activity.

d. Class room context mode

This mode is connected with what external factors of the learners that have something to do with the context that is going to be presented by the

teacher[30]. It can be the belief, attitude, experience, culture of the students. This aim of this mode is that to make students easily picture and notify what they are going to study. Again, it will indirectly tell the students about the urgency of studying the lesson. To this purpose of the class, the students will keep on the encouragement of participating in the class room activity[31]. Malcolm, in like manner, used the term "situation" to address some factors in the real life that has something to do with the lesson.

Commonly this mode is used at the beginning or the end of the lesson. At The beginning of the class is purposed to make notification for the students what to learn. At the end of the lesson purposed to make a conclusion about where and when the possibilities of the material can be used in real.

In this mode the teacher can play back-seat role, where the teacher lets the students to share their ideas, previous knowledge, belief etc. the teacher function is to provide a support toward the interaction among the students. To sum up, here the researcher provides a summary of SETT grid from Steve Walsh.

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[30]SteveWalsh,.*Developing interactional awareness in the second anguage classroom through teacher self-evaluation*. London: Routledge, 2010)
[31]Robert Cullen. '*Teacher talk and the classroom context*', English Language Teaching Journal, 1998.

Table 5.1

SETT grid

Mode	Pedagogic Goals	Interactional Features
Managerial	- To transmit information. - To organize the physical learning environment. - To refer learners to materials - To introduce or conclude an activity. - To change from one mode of learning to another.	- A single, extended teacher turn which used explanations and/ or instructions - The use of transitional markers. - The use of confirmation checks - An absence of learner contributions
Materials	- To provide language practice around a piece of material. - To elicit responses in relation to the material. - To check and display answers. - To clarify when necessary - To evaluate contributions.	- Predominance of IRF pattern - Extensive use of display questions. - Form-focused feedback. - Corrective repair - The use of scaffolding
Skills and systems	- To enable learners to produce correct forms. - To enable learners to manipulate the target language. - To provide corrective feedback. - To provide learners with practice in sub-skills. - To display correct answers.	- The use of direct repair. - The use of scaffolding. - Extended teacher turns - Display questions. - Teacher echo - Clarification requests. - Form-focused feedback
Classroom context	- To enable learners to express themselves clearly. - To establish a context. - To promote oral fluency.	- Extended learner turns - Short teacher turns - Minimal Repair - Content feedback. - Referential questions. - Scaffolding - Clarification requests.

Table 5.1: the summary of the SETT frame work proposed by Steve Walsh[32].

The four modes are not intended as a means to "code" the all interaction patterns in classroom teaching learning process rather than they are offered as a starting point to understand the interaction used. By focusing on turn-taking mechanism and IRF (Initiation, Response, Feedback) pattern will give teachers a descriptive system that can be used to understand better and deeper about the interactional process in their own class.

Apart from this mode, there are some interactions that are not well-cut to find belongs to what mode is it. Here there are two cases that commonly occur; mode switching and mode divergence[33].

a. Mode switching

As the classroom discourse is very complicated interaction among the teacher and the students, sometimes the teacher will not realize that he/she use a mode not in its place. For the example, in skill system mode where the teacher is testing the students about the lesson, suddenly students asks about some term that the teacher use in that question. When the teacher answers the question, the teacher has moved to another mode. This answer is exactly

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[32]JohnSinclair and Malcolm Coulthard,.*Toward an Analysis of Discourse* (Oxford: Oxford University Press, 1975)

[33] Steve Walsh,.*Exploring Language Discourse*(new york and London: Routledge Taylor and Francis group, 2006)

belongs to classroom and context mode where the students can discuss and ask about the term which has something to do with the context.

To avoid this combination of mode and keep on track to class objective is that the control of the teacher to fast change and go back to the appropriate mode[34].

b. Mode divergent

Mode divergent is that when the teacher talk-in-interactions are inconsistent toward the pedagogic goals. In short, the teacher-talk doesn't have something to do with the objectives. Again, the language use of the teacher hinders the opportunity of the learners to participate. As it is verbal behavior the mode divergent may occur accidentally rather than teacher consciously plans to use the language.

The main purpose of the framework is to obtain an understanding of the relationship between interaction and success of learning; especially, the connection between teaching learning objectives and teacher talk[35]. To sum up, as a tool for teacher education, SETT frame work will enable to describe and evaluate the interaction during the class.

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[34]MichaelMcCharthy& Rudolf Carter,,*Language as discourse: Perspectives for language teacher.* (New York: Longman, 1994)

[35]SteveWalsh ,. *Construction or Obstruction: Teacher Talk and Learner Involvement in the EFL classroom.* (Language teaching research, 2002)

6. Approaches and activities to teaching K-13

There are three basic approaches that become a standard approach from the educational ministry of Indonesia: project based learning, problem based learning and discovery learning. Those approaches are intended to engage students participation to build critical thinking and problem solving ability of the students.

In addition, educational ministry provides the approaches as well as the five main activities in K-13 that encourage students to be more active and creative in learning activity.[36] Those are: observing, questioning, experimenting, associating, and communicating.

Observing is the activity where the teacher encourage students to analyze the phenomenon, example, expression provided by the teacher. As a result the students will know what to learn and may speculate about the lesson. Then, the students will focus to the analysis result as their lesson. In this activity teacher should be able to facilitate students through elicitation to ease the students in analyzing the phenomenon. The analysis can be from video, teacher or students role play, reading etc.

Questioning, after students have an analysis about the lesson then the students will rise a question dealing with the lesson. This activity demands the students to have a critical thinking regarding to analysis made and have a hypothesis.

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[36]Copied of educational and cultural ministry rule of republic of Indonesia about the curriculum implementation

Experimenting**,** after having a hypothesis about the lesson the students then will prove the hypothesis through experimenting. In students can get the source of the information from the teacher, book, and article etc. This step is depend on what lesson taught, for instance English lesson, teacher can ask the students to find the information in the book, article and etc. For science lesson the teacher can make real experiment in the laboratory. And for the social science we can ask students to experiment by asking to the chief of the village, society, so on.

Associating**,** after having knowledge and facts from the experiment the students encouraged to test their hypothesis in the questioning step with the finding from the experiment. The associating activity can be in the form of answering question oral or written, discussion pair or group. From this step the students come up to the conclusion and finding about the lesson.

Communicating**,** this step gives students chance to present the finding and conclusion about the lesson. For example; presentations in front of the class, speech, write the research finding and conclusion, and so on. This step enables the students to express his knowledge and train them to be confident in speaking ability.

B. Previous studies

There are some works dealing with the teacher's interaction and classroom discourse. Unfortunately only few of them use SETT as a means of analysing the discourse. As a matter of fact, Thorsten Huth writes about "Conversation Analysis

and Language Classroom Discourse"[37] this study used Conversational analysis as the tool of analyzing the classroom discourse. Furthermore, Keisuke Inoue analyzed the discourse in computer meditated communication (CMC) to understand how the interaction in virtual learning entitled "Discourse Analysis of Online Chat Reference Interviews for Modeling Online Information-Seeking Dialogues Authors" [38] . Moreover, Rebecca rogers and Melissa Mosley relate the discourse with the racial literacy in education by using critical discourse analysis[39].

In like manner, Douglas A. Demo studies about "Discourse analysis for language teacher"; in this journal Douglas talks about how the language used by the teacher engage the students with more communicative way of response (verbal and non-verbal). Furthermore, he suggests some questions for the teacher to evaluate teacher's interaction in the classroom. Before then, Douglas explain about how important teacher discourse analysis in improving the teacher quality of interaction.

Furthermore, Douglas proposes a simple step for the teacher to make an analysis to his teaching behavior in the class. This step is easily implemented by the teacher since it used simple instrument such voice recorder and video recorder. After a class, the teacher can analyze himself with some questions; for example: "why did I

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[37]ThorstenHuth,.*Conversation Analysis and Language Classroom Discourse*(-: Blackwell publishing ltd,2011)

[38]Keisuke Innoue. *Discourse analysis of online chat reference interviews*(New York: the American Society for Information Science and Technology Volume 46, 2009)

[39]Rebecca Rodgers and Michael Mosley,. *A critical discourse analysis of racial literacy in teacher educatio*n(-: linguistic and education 19, 2008)

ask the question?"," Why did I use this interaction?", "how was students response dealing with the interaction or question" and so on.

At the same time, Douglas also provides with analysis about how students' response in classroom interaction. It enables the students to know how they learning behavior and what to improve from their responses as well. For the step of analyzing is almost the same with what the teacher did which analyze how well their responses to the teacher's interaction/ initiation.

Similarly, Steve Walsh writes about "Developing interactional awareness in the second language classroom through teacher self-evaluation". Steve Walsh assumes that teacher's interactional awareness will lead the teacher to the development of teaching interaction since the teacher will overview himself how his language used in teaching learning process. Moreover, Steve Walsh offers some suggestions on how teacher can improve the interaction quality, rather than quantity, by extending *wait time*, leveled question, speech modification, elicitation technique, and repair.

In a like manner, Tri Widyaningsih writes studies about "Classroom Interaction in the Teaching and Learning of English at the Twelfth Grade of MAN 3 Malang". In this research tri widyaningsih overviews about the teacher-talk and students-talk in the classroom interaction. Furthermore, tri widyaningsih notify about what pattern that occur in the interaction by using IRF analysis. Moreover, the research analyzes the whole interaction of the class (teacher and students) which

enable the researcher to see deeper understanding about the interaction of classroom context.

AgusHermawan, likewise, analyze about "Students and Teacher's interaction in Reading Class at The Second Year of SMKN 1 Banyudono". AgusHermawan focused about how the teacher and students interaction pattern in reading class. Consequently, AgusHermawan describes the process of interaction that enables him to obtain an understanding dealing with the type of interaction used by teacher and students in classroom interaction. Furthermore, AgusHermawan classifies some obstacles of teacher and students interaction that occur in the classroom activities. From the obstacle, Agus provides two-view of suggestion (Teacher and students) that can engage both of the participants.

Considering those studies, the researcher assumes that it is important to make another view of classroom discourse. That is by using another means of classroom discourse analysis and focusing on the teacher's interaction. To this purpose, the researcher will use SETT (self-evaluation of teacher talk) as a means of analysis which focused on how teacher talk during the class. Furthermore, the researcher will analyze the new curriculum that is considered difficult by some teacher on how its implementation. As a result, this research will help the teachers in implementing the curriculum since they know how the interaction and what obstacle might occur during the classroom activities.