

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition Teacher-Students Interaction

Teacher and students are part of the classroom where teaching and learning take place. In delivering the knowledge, the teacher needs to interact with the students, either teacher talks about the material and the students listen or the opposite. Without interaction, the teaching-learning process cannot take place. Teacher-students interaction involves various forms of communication, such as verbal, non-verbal, and behavioral, used by the teacher and students to achieve learning objectives.

Amatari (2021) explains that “Teacher-student interaction is a reciprocal relationship that occurs in an educational situation to achieve certain goals in learning. This interaction includes aspects of verbal and non-verbal communication that affect the learning process and outcomes.” Teacher-student interaction is not just about exchanging information, but also about creating an interactive, engaging, and dynamic environment where both verbal and non-verbal communication play significant roles. When executed well, it leads to more effective learning, improved student participation, and better educational outcomes. Whether it's a teacher's body language, tone of voice, or a student's response, all these elements contribute to the overall teaching and learning experience.

Wagner & Smith (2022), “Teacher-Student Interaction define it as an exchange of information, ideas, and emotions between educators and learners that includes cognitive, affective, and social aspects in the learning process.” Teacher-students interaction is an exchange that touches on cognitive, affective, and social dimensions of the learning process. It is not just about transmitting facts (cognitive), it also involves engaging with students emotionally (affective), helping them feel motivated, valued, and understood. Moreover, it involves building social connections within the classroom that shape the learning environment and foster collaboration and interpersonal skills. All of these elements mental engagement, emotional support, and social connection are crucial for students’ overall development and success in learning.

Therefore, the researcher concludes that it is a mutually beneficial interaction that takes place in an educational setting in order to accomplish specific learning objectives. The

term teacher-students interaction is to the sharing of knowledge, concepts, and feelings between the teacher and students that incorporates social, affective, and cognitive elements of the learning process.

2.1.2 Teacher-Students Interaction in English Speaking Learning

Wells (2020), emphasizes the importance of dialogic interaction, which is a rich and open two-way interaction between teacher and students. In the context of speaking, this dialog involves questions and answers that are not only displayive (asking for the correct answer), but also referential (asking for students' opinions, reasons, and personal expressions).

Walsh (2021), says teacher-students interaction is at the heart of language learning, especially in speaking. The capacity to use interaction as a pedagogical tool to increase students' language proficiency and foster understanding is known as Classroom Interactional Competence (CIC), and it is a prerequisite for the teacher. The teacher need to structure question-and-answer patterns, provide wait-time, give reformulative feedback (not just corrections), and create an atmosphere that allows students to feel safe speaking.

Based on these two theories, the researcher concludes that teacher-students interaction in English speaking learning is not just about the transfer of information from teacher to students, but it is a two-way process that is interactive, in-depth, and meaningful. The teacher acts as a facilitator who creates a safe, open and supportive environment for students to speak. Effective interaction will help students develop confidence, fluency and accuracy in English speaking.

Additionally, the teacher-students interaction in English speaking learning in the classroom look like, here're examples:

1. The teacher starts the lesson with an open-ended question (example: "What do you think about the material today?")
2. Students respond actively, not just with short answers.
3. The teacher gives praise or subtle corrections, such as: "Yes, that's interesting! You said 'he goes to school', maybe it's better to say 'he goes to school'."
4. Students work in groups to discuss.
5. The teacher facilitates reflection or feedback after the speaking activity.

2.1.3 Types of Teacher-Students Interaction

The following is an explanation of Types of Teacher-Students Interaction:

Brown (2020) in *Teaching by Principles*, teacher-students interaction can be categorized into several main types, namely:

1. Teacher-to-Student Interaction: The teacher dominates the conversation and students become passive listeners or responders.
2. Student-to-Teacher Interaction: Students are more active in asking questions or responding critically, and the teacher provides feedback.
3. Student-to-Student Interaction: The teacher gives tasks that encourage interaction between students such as pair work, role play, or discussion.
4. Group Interaction: The teacher organizes group discussions and only acts as a facilitator, not the center of attention.

Walsh (2021) states in the Classroom Interactional Competence (CIC), there are several types of interactions between teacher and students that affect the effectiveness of language learning, especially in speaking skills. These types of interactions include:

1. Display Questions Interaction: The teacher asks questions to assess students' understanding, usually with short or known answers.
2. Referential Questions Interaction: The teacher asks open-ended questions that encourage students to speak at greater length and creatively.
3. Scaffolding Interaction: The teacher provides language support or assistance so that students can participate more actively.
4. Repair Interaction: The teacher helps correct students' mistakes subtly, without disturbing their confidence.

Teacher-Students Interaction has various types, ranging from one-way interaction to collaborative two-way interaction. Walsh's theory highlights the way interaction is used to encourage language engagement, while Brown's theory emphasizes more on the variety of communication patterns in the classroom. Both theories agree that good interactions should be dynamic, encourage active student participation, and support the development of natural and communicative speaking skills.

2.1.4 Teacher's Role in English Speaking

Brown (2024) suggests that the teacher's role in English speaking is very important, especially in the context of language learning. Here are some of the teacher's role in English speaking, consist of:

1. Educator, Teacher provide basic and advanced knowledge of language, including grammar and vocabulary, which are essential for students' speaking skills.
2. Motivator, The teacher encourages and motivates students to actively participate in speaking activities, thus increasing their confidence in using language.
3. Facilitator, The teacher creates a conducive learning environment by providing innovative learning media and methods, such as group discussions or role plays, to facilitate speaking practice.
4. Mediator, The teacher acts as an intermediary in interactions between students, helping them to communicate more effectively and resolve barriers in speaking.
5. Evaluator, The teacher assesses and provides constructive feedback on students' speaking skills, so that they can know the areas that need improvement and development.

In conclusion, the teacher plays a multifaceted and crucial role in enhancing students' English speaking skills. As an educator, the teacher equips students with essential linguistic knowledge. As a motivator, they inspire active participation. As a facilitator, they create engaging opportunities for practice. As a mediator, they support smooth student interactions. And as an evaluator, they guide learners through feedback. These combined roles ensure that students not only gain knowledge but also develop the confidence and competence needed to speak English effectively.

2.1.5 Student's Role in Learning English

Dawson (2024) says that the role of students in English language learning is very active and collaborative.

"Students are not passive receivers of knowledge but active participants who construct meaning through interaction, reflection, and engagement in real-life communicative tasks." (Dawson, 2024, p. 88).

In the context of English language learning, students have several important roles:

- Active Participant, students should be actively involved in speaking, discussion, and role-play activities.
- Collaborator, students learn the language through cooperation with peers and teachers.
- Self-regulated Learner, students take responsibility for their own learning process, including managing time, strategies and learning resources.
- Meaning Maker, students construct understanding through linguistic experiences relevant to real life.

Thus, emphasizes that the role of students in English learning is not as passive listeners, but as active actors who build understanding through social interaction and meaningful experiences. Learning will be more effective if students are given the opportunity to engage directly, collaboratively and reflectively.

2.1.6 Teaching Speaking to Students

Nation & Yamamoto (2020) state that teaching speaking should include four main components, namely:

- Meaning-focused output: students are given the opportunity to use language actively to express meaning.
- Meaning-focused input: students should listen to good and natural language models.
- Language-focused learning: vocabulary, pronunciation, and language structure are directly taught to students.
- Fluency development: activities that focus on speaking fluency without thinking too much about language form.

Richards (2022) says that teaching speaking is not just about getting students to speak, but also includes:

- Communicative competence: the ability to convey messages effectively in various social contexts.
- Interactive strategies: students' ability to open, sustain and end conversations.
- Discourse management: the use of gestures and body language to clarify intentions.
- Negotiation of meaning: the ability to deal with miscommunication or vocabulary ignorance.
- So it can be concluded that, teaching speaking is not enough to just practice pronunciation or vocabulary. Based on these two theories, effective speaking instruction should:

- Provide rich and authentic language exposure,
- Provide meaningful speaking practice,
- Train fluency and communication strategies,
- Build students' socio-linguistic competence.

Thus, the teacher should design speaking lessons that are balanced between language form and its function in real communication.

2.1.7 Teacher's Role in English Speaking Interaction

Harmer (2021) suggests that the teacher's role in speaking interactions includes:

- Prompter: The teacher helps students if they are struggling to convey ideas.
- Participant: The teacher can take part in the discussion to keep the flow of communication alive.
- Feedback Provider: The teacher provides feedback after the speaking activity is over, either in the form of correction or praise.

Richards and Bohlke (2022) state that in speaking interactions in the English classroom, the teacher acts as a facilitator, model, and monitor.

- Facilitator: The teacher provides an environment that supports students to speak up through communicative tasks.
- Model: The teacher models the correct use of English, especially in terms of pronunciation and sentence structure.
- Monitor: The teacher observes the interaction to provide feedback, correct mistakes, and encourage students to continue actively participating.

So it can be concluded that the role of the teacher in English speaking interaction is very important to create an active and communicative learning environment. The teacher is not only a material deliverer, but also a facilitator, guide, and feedback provider. The teacher's involvement in the interaction will increase students' participation, courage in speaking, as well as their ability to use English effectively.

2.1.8 Good Indicators of Teacher-Students Interaction

Good Indicators of Teacher-Students Interaction, Hattie & Clarke (2018) declare:

Clarity of Instruction, the teacher is able to deliver the material in a clear and structured manner.

Effective Feedback, the teacher provides constructive, direct, and constructive feedback.

Mutual Respect, there is respect between teachers and students in every form of communication.

Active Listening, the teacher pay attention and respond actively to students' opinions.

Responsiveness, the teacher is quick to respond to students' needs or questions.

Good Indicators of Teacher-Students Interaction, Rahmah & Putra (2022) say:

- Two-way Communication, interaction that is reciprocal, not just an active teacher.
- Student Engagement, students are active in asking questions, discussing, and answering questions.
- Positive Reinforcement, the teacher give praise or positive reinforcement to students.
- Emotional Support, the teacher show empathy and create an emotionally safe classroom atmosphere.
- Equal Opportunity to Speak, all students are given the opportunity to speak in learning.

Both theories above emphasize that indicators of good teacher-students interaction include clear communication, reciprocity, constructive feedback and providing emotional support. Effective interactions will increase student engagement, strengthen understanding of the material, and create a positive learning environment. Therefore, teachers need to be aware and active in developing healthy and productive interactions in the classroom.

2.1.9 Forms of Interaction in Learning Speaking

Nunan (2019) says that interaction in speaking lessons is divided into several main forms:

a. Teacher-Student Interaction

Teachers interact directly with students, providing direction, correction and feedback. This form helps students understand the context of language use directly.

b. Student-Student Interaction (Peer Interaction)

Students talk to each other in pairs or small groups. This gives students more talk time, and improves their confidence and communication skills.

c. Whole-Class Interaction

Interaction occurs between students and the whole class, usually in open discussions, presentations, or Q&A. This trains the courage of public speaking.

d. Group Work Interaction

Students work in groups to discuss or solve a problem using English actively.

Scrivener (2024) suggests that these forms of interaction help create a dynamic learning environment and support the effective development of students' speaking skills. Here are the forms of interaction in speaking lessons, including:

a. Class Discussions, Structured class discussions encourage students to actively participate, share opinions, and listen to others' perspectives.

b. Presentations, Organizing presentations allows students to speak in front of the public, improving their confidence and speaking ability.

c. Debates, Debates encourage students to argue and defend their opinions, which helps them hone their speaking and critical thinking skills.

Both of the theories agree that varied forms of interaction whether through peer conversations, teacher guidance, group work, or structured activities like discussions and debates are essential in enhancing speaking competence. These forms not only provide students with more opportunities to practice speaking but also foster confidence, collaboration, and communicative effectiveness in English.

2.1.10. Problem and Challenges in Teacher-Students Interaction in Speaking

Problems and challenges in teacher-students interaction in speaking learning is to the difficulties and obstacles that arise when teacher and students try to interact effectively in a language learning environment where the focus is on developing speaking skills. Here are some problem and challenges in teacher-student interaction in learning to speak.

a. Student Discomfort and Anxiety, Many students feel awkward or anxious when speaking in front of the class, which can hinder their participation. (Brown, 2018).

- b. Differences in Learning Styles, Every student has a different learning style, and an inflexible approach can result in difficulties in interaction. (Martinez, 2020).
- c. Assessment Concerns, Students often feel pressured by the strict grading system, which can hinder their courage to speak. (Nguyen, 2021).
- d. Use of Technology, Over-reliance on technology can reduce direct interaction between teachers and students, which is essential for the development of speaking skills. (Patel, 2022).
- e. Cultural Differences, Different cultural backgrounds can lead to misunderstandings in communication, affecting effective interaction. (Ali, 2023).

Problems and challenges in the interaction between the teacher and students in learning to speak are often related to students' lack of confidence, difficulties in expressing ideas verbally, as well as communication barriers due to differences in language proficiency levels. The students often feel anxious or afraid of making mistakes, which hinders their active participation. In addition, variations in learning styles and individual preferences can make it difficult for teachers to customize effective teaching methods for each student. The teacher may also be limited in providing constructive feedback in a timely manner, while some students may feel they are not getting enough attention

2.1.11 Previous Research

This research is previous to the study that was conducted by (Putri, 2021) who analyzed Teacher-Students Interaction in English Speaking Class at SMP Negeri 3 Malang. The results of this study show that the interaction between the teacher and students greatly influences students' engagement in learning English speaking. The teacher used various strategies such as open-ended questions and positive feedback to build effective communication. Another research is conducted by (Sunarto & Wijaya, 2024) which emphasizes three key dimensions of interaction: instructional interaction, emotional interaction, and participatory interaction. Instructional interaction refers to the teacher's role in delivering content and correcting students' mistakes, emotional interaction involves teacher's encouragement and empathy and participatory interaction highlights how teachers involve students actively in classroom communication. The study found that positive and dynamic interactions between teachers and students significantly enhance students' speaking motivation and confidence. The teacher's use of scaffolding techniques, real-time feedback, and creating a safe environment made students more willing to speak in English.

So, it can be concluded that the two previous studies are the interaction between the teacher and students in learning speaking is very influential on students' participation, motivation, and confidence in speaking English. The first study showed that teacher strategies such as the use of open-ended questions and positive feedback were able to increase student engagement. Meanwhile, the second study emphasized the importance of the three dimensions of instructional, emotional, and participatory interaction which together create a learning atmosphere that supports the development of students' speaking skills. By using scaffolding techniques, providing immediate feedback, and creating a safe learning environment, teachers were able to encourage students to be more active and confident in speaking English. So, both studies confirm that effective teacher-student interaction is a key factor in successful speaking learning in the classroom.

2.2 Conceptual Framework

The conceptual framework below outlines the systematic process of the research entitled “An Analysis of Teacher-Students Interaction in English Speaking Learning in Grade Eighth of SMP Negeri 1 Botomuzoi”. The first, the researcher, the process begins with the researcher who initiates the study. Then, SMP Negeri 1 Botomuzoi is the location where the research is conducted specifically targeting 8th grade English classes. The research began by identifying a problem, namely the main problem in this study was the lack of effective interaction between the teacher and students in learning speaking, which made students less active, less confident, and hindered the development of their speaking skills. This research used a qualitative descriptive method, which focused on in-depth understanding. The research instruments used were observation sheets, interview sheets, and documentation to collect detailed information about the interaction in the classroom. These tools support the data analysis process, which includes data collection, data reduction (simplifying and organizing data), data display (presenting findings), and conclusion drawing. Ultimately, this was lead to results that was answer the teacher-students interaction plays an important role in improving students' speaking skills, its implementation in the classroom still needs to be improved through more varied and interactive methods. This framework ensures a structured approach from problem identification to meaningful conclusions. This problem is central to the entire study and motivates the research process.

Teacher-Students Interaction in English Speaking Learning at the Eighth Grade of SMP Negeri 1 Botomuzoi is conceptually described as follows:

