

# CHAPTER I

## INTRODUCTION

### Introduction

This chapter provides a brief description of the whole contents of the research, including the background of the research, research question, research objective, scope of the research, significance of the research and research methodology. At last, paper organization is also presented at the end of this chapter.

#### 1.1 Background of the Research

Interaction always emerges in teaching learning process, as it helps teacher and students communicate to each other. Teacher-students interaction, by its nature, can be characterized as a systematic and intensive social contact, necessitating a mechanism that maintains orders and controls (Jackson, 1968). Moreover, teacher-students interaction can be expressed as a complex concept that involves external and internal behavior (Allwright and Bailey, 1991).

Interaction can be defined as a component of educational process that occurs when the students transform the information they got, and then construct it into knowledge with personal application and value (Dewey, 1916). This is why interaction has always been valued in education (Anderson, 2003).

Teacher-students interaction has been an interesting topic to be observed by researchers. A number of earlier studies were carried out by some researchers

relating to some aspects of teacher-students interactions which is analyzed by using discourse analysis. Suherdi (2003) proposes that classroom discourse analysis provides well-selected analytical tools to find out how interaction between teacher and students takes place in classroom. Barnet (1996) discusses classroom discourse which concerns on English language use in classroom. She describes the use of English in classroom and its effectiveness by recording, transcribing, and analyzing the conversation in a classroom in a longitudinal study which is combined with the data collected from teacher's lesson materials and school curriculum.

Furthermore, Stubbs (1996) investigates classroom talk and analyzes it based on its meta-communicative functions that characterize teacher talk. Seedhouse (1995) even discusses an interesting topic that the linguistic patterns of interaction in classroom can be linked to the pedagogical purposes by using some methodologies. One of them is through conversation analysis related to the concept of classroom interaction as rule-governed behavior. His article shows that teacher's pedagogical purposes have great influence on the communication patterns in classroom.

Those previous studies give this study valuable input in terms of teaching learning process. By conducting this study, it is expected to show what actually happens in teacher-students interaction. Strengths as well as weaknesses also can be found out through classroom discourse analysis, so there will be an improvement to do. In order to get a deeper comprehension about teacher-students interaction, this study is conducting this research on local school area to get

precise data referring to the available theories in terms of teacher-students interaction. So, the application of the theories would be easier to comprehend. Based on the elaboration above, this study tries to identify the exchange patterns in teacher-students interaction through classroom discourse analysis.

## **1.2 Research Question**

This study is carried out to find out the answer to the following question: How is the teacher-students' interaction exchange pattern in English course in junior high school?

## **1.3 Research Objective**

In line with the research questions above, this study determines the objectives of this research, as follows: To identify the exchange patterns in teacher-students' interaction in English course in junior high school.

## **1.4 Significance of the Research**

This research is expected to be one of the references used in analyzing related study in terms of teacher-students' interaction. This research is also expected to be able to provide information for the sake of enriching knowledge in analyzing teacher-students' interaction. Besides, this research is also expected to be beneficial for teachers, especially English teachers, in managing classroom activities.

## **1.5 Scope of the Research**

This research focuses only on analyzing the exchange patterns in teacher-students' interaction in English course. The investigation is limited only on analyzing the teacher-students' verbal interaction based on discourse analysis (Suherdi's framework analysis). The English course in this research is referring to English teaching learning process at the second grade students in a public junior high school in Bandung.

## **1.6 Paper Organization**

This research paper presents five chapters, as follows:

### **Chapter One INTRODUCTION**

Chapter one covers the introduction of the research including, background of the research, research questions, research objective, significance of the research, scope of the research, research methodology, and paper organization.

### **Chapter Two THEORITICAL FOUNDATION**

Chapter two elaborates the foundation of relevant theories as a basis for discussing the research problem.

### **Chapter Three RESEARCH METHODOLOGY**

Chapter three provides the explanation of procedures in collecting and analyzing data in the research including research method, research participants, data collecting techniques, and data analysis.

**Chapter Four            FINDING AND DISCUSSION**

Chapter four presents the finding of this study and its discussion through relevant theories.

**Chapter Five            CONCLUSIONS AND SUGGESTIONS**

Chapter five delineates the conclusions and suggestions relevant to the finding of this study.

