CHAPTER I

INTRODUCTION

This chapter consists of seven parts, such as: background of the research, statement of problem, aims of the study, significance of the research, research methodology, scope of the research, clarification of terms, and organization of paper.

1.1 Background

Interaction in classroom is considered as an important thing which cannot be ignored. This interaction involves the interaction between teacher and students as a part of teaching and learning activity and communicative language teaching. Interaction, as a part of communicative language teaching, is the heart of communication (Brown, 2001). Moreover, interaction in the classroom is a part of primary factors by which learning is accomplished in the classroom (Hall & Walsh, 2002, p.187). In line with this, Chaudron (1988), states that interaction in the classroom also relates to classroom instruction in order to convey information from the knowledgeable teacher to the "empty" and passive students. Therefore, the interaction between teacher and students can also be said as classroom interaction.

Classroom interaction relates to spoken language as a part of it. In the classroom interaction, both teacher and students use language in order to create an interaction. Language can be called as a tool or object or even an 'event' to help people to interact with each other, reason, plan, remember, and communicate since language is a means of communication (Byrne, 1980; Talebinejad & Matou, 2012). Classroom interaction includes verbal and non-verbal languages which are important in maintaining communication between teacher and students. Although not only language can be used as a form of communication between teacher and students, language is the most important (Byrne, 1980).

Classroom interaction requires active process of teaching and learning activity. It is in line with Hussain *et al* (2011:492) that active process of teaching and learning can be created by two ways of communication between teacher and students where they actively engaged. This interaction can also be specified as teacher-students interaction since it is the core of classroom interaction (Dukmak, 2010, p.39). Moreover, in interaction, students can convey the language they absorbed and learned in the real life exchanges where expressing their real meaning is important to them (Choudhury, 2005). In the classroom interaction, the interaction between teacher and students, there is a communicative repertoire. Communicative repertoire is individuals' ways of using language and literacy and other means of communication such as gestures, dress, posture, or accessories in order to communicate well in the multiple communities in which they participate (Rymes, 2010, p.2). Since the communicative repertoire happens also in the classroom, this repertoire is called classroom repertoire.

In classroom repertoire, teacher has ways in delivering knowledge to the students which can be said as Teacher Talk, while way of students delivering their ideas or taking part in teacher-students interaction is called Student Talk. However, Harmer (1998 as cited in Liu & Le, 2012, p.2) found that Teacher Talk monopolized the interaction in the classroom than the Student Talk. Even though the Teacher Talk contributes to students' participations in the classroom, the balance of the amount between Teacher Talk and Student Talk is important, so they can get more opportunities in improving their knowledge and their English language competences (Liu & Le, 2012, p.2). The students' participations and Teacher Talk are related to each other and they contribute in creating the patterns of exchanges that occur in the classroom. Besides, the influence of Teacher Talk in students' participation more or less depends on teacher's guide which includes teacher's questions. Teacher uses questions in order to manage the classroom interaction (Liu & Le, 2012, p.3).

There are two types of teacher's questions as proposed by Ellis (1994 as cited in Liu & Le, 2012), display and referential questions. In display questions, students' answers are predicted by the teacher and tend to be short answers. Whereas in referential questions, students' answers tend to be long and more authentic responses than display question which creates more teacher-students interaction. These questions more or less give contribution in creating teacher-students' interaction in the classroom which has certain pattern of exchanges.

The classroom interaction patterns will occur when there is a teacher-students interaction. The classroom interaction patterns can be seen using exchange patterns. The patterns of exchanges, based on Suherdi (2010), are categorized into two categories: non-anomalous and anomalous. Non-anomalous exchanges are well-formed exchanges which according to Berry's Exchange System Network (ESN) have all predicted elements for each pattern. Whereas, anomalous exchanges are ill-formed exchanges which have no formal K2- or obligatory K1-elements or both (Suherdi, 2010).

Some approaches have been developed as the ways or methods in order to analyze the interaction happens in the L2 classrooms; the psychometric approach, the interaction analysis approach, the discourse analysis approach, and the ethnographic approach (Coulthard, 1977). The psychometric approach is considered as the most traditional approach to the study of L2 classroom which involves comparison of the effects of specific instructional programs or methods on student learning outcome which is usually seen from the result of the tests. On the other hand, the interaction analysis approach uses FLINT (Foreign Language Interaction) instrument which is derived from Bales' (1950) work on group processes and Flanders's (1970), and developed by Moskowitz (1971) in which it involves the separate simultaneous coding for language of each behavior, and later, categories the drill and feedback behavior and such. Whereas the discourse analysis approach sees Sinclair and Coulthard's system as one of tools for

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analyzing the verbal discourse of classroom interaction which takes place in instructional period or lesson. However, it is different from the ethnographic approach, it has not been extensively employed in L2 classroom because it requires highly trained observers since it demands a great deal of time and commitment of research personnel (Coulthard, 1977).

Concerning the above discussion, this study is intended to analyze the classroom interaction patterns based on framework developed by Suherdi (2010) which occur in classroom interaction as a part of discourse analysis approach. Besides, this study also aims to find the influence of Teacher Talk in classroom interaction.

1.2 Statement of Problem

The study attempts to explore the following questions:

1. What types of classroom interaction patterns are found in the classroom?
2. How does the Teacher Talk affect the variation of classroom interaction patterns?

1.3 Aims of Study

According to the research questions, this research aims to analyze:

1. The types of classroom interaction patterns occur in the classroom
2. The effect of Teacher Talk in variation of classroom interaction patterns in the classroom

1.4 Significance of the Research

The result of the research, which is highlighted on patterns of exchanges in classroom discourse of English lessons, is expected to give benefits on:

1. Giving information to English teacher on how to analyze classroom interaction focused on the classroom interaction patterns in the classroom
2. Informing the teachers of managing the Teacher Talk during classroom interaction in the classroom

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1.5 Research Methodology

This study uses descriptive method as it can be categorized into qualitative research. The qualitative research is addressed adequately for discourse analysis (Creswell, 2009). The descriptive method is used since in this study, the researcher describes the collected data from the field where the participant's problem occurs through observing behavior and interviewing (Creswell,2009).

This research is based on the following procedure;

1. Data collection. In collecting the data, some techniques used are:

a. Video-recording of the classroom activities. The researcher records all the activities in the classroom. It includes teacher-students interaction and teacher and students' nonverbal action.

b. Observation. The researcher observes teacher-students interaction in the classroom during teaching and learning English activity in classroom .

c. Interview. The researcher interviews the participant in order to support the data collection.

2. Data analysis. In analyzing the data, some techniques used are:

a. Transcription   : The researcher transcribes the dialogue between teacher and students in the classroom.

b. Classification   : The researcher classifies the dialogue into some exchanges as proposed by Suherdi (2009)

c. Analysis   : The researcher analyzes the classroom verbal interaction patterns of exchanges and Teacher Talk from the transcription of the identified dialogue.

In order to make the stages of analyzing data clear, the stages of conducting this research is as following figure 1.1 :
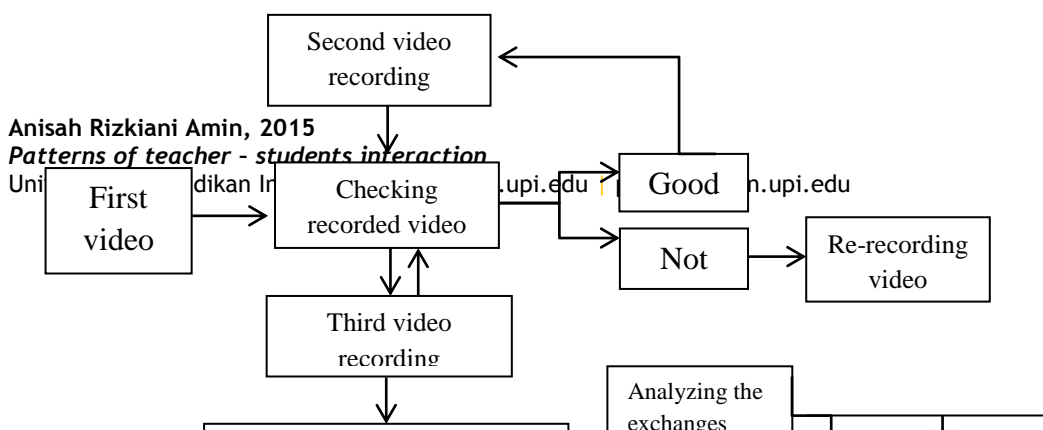
3. Site and sample. The research is held in one of senior high schools in Cimahi. While a pre-service teacher and eleventh graders are chosen as the sample of this research. This school is chosen because of the writer's accessibility to the school. Whereas the pre-service teacher is chosen because of the consideration as a new sample in this field, since in some previous researches, they use English teachers as their samples. Besides, the researcher only needs one pre-service teacher as the sample to see the types of patterns of exchanges which occur in the classroom interaction in different sessions of a teacher. While eleventh graders are chosen because they are considered as students who are mature enough to understand English and brave enough to convey their thought in English. Additional reason was that because the pre-service teacher teaches in eleventh grade classes.

1.6 Scope of the Research

The research is limited to analyze the classroom interaction in teaching-learning process and the classroom interaction patterns of exchanges which occur in the classroom interaction of English lesson.

1.7 Clarification of the Key Terms

In order to avoid misunderstanding, some terms are clarified as follows:

1. Classroom interaction– interaction which happens in the classroom betwen teacher and students and includes verbal language and non-verbal language.

2. Classroom Discourse –one form of the realization of social interaction in the classroom which includes certain routines based on certain sociopolitical, including pedagogical beliefs (Suherdi, 2010).

3. Classroom Interaction Patterns –refers to the teacher-students' interaction patterns in the classroom which includes verbal and non-verbal communication between teacher and students and then identified using framework developed by Suherdi (2010)

4. Teacher-students interaction –interaction between teacher and students in the classroom and it constructs a common body of knowledge, mutual understanding roles and relationships, norms and expectations of their involvement as the part of the classroom. (Hall and Walsh, 2002).

5. Teacher Talk– The way of speech delivered by the teacher to the students in the teaching and learning activity in the classroom (Chaudron, 1988).

6. Student Talk– Learners' language in the classroom (Chaudron, 1988)

7. Pre-service teacher–Can be called as student-teacher; ungraduated student who becomes a teacher for several months as a partial fulfillment the requirements for passing a course.

1.8 Organization of the Paper

The paper of the research will be organized as follows:

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CHAPTER I: Introduction

This chapter contains a brief overview on background of the study, statement of the problem, aims of study, significance of the research, research methodology, scope of the research, clarification of the key terms, and organization of the paper.

CHAPTER II: Theoretical Background

In this chapter, theoretical foundation which explains the relevant theoretical framework to the study is elaborated. It serves the basis for investigating research problem.

CHAPTER III: Research Methodology

It contains the methodology of this study that discusses the study procedure and instrument of the study. It includes research method, the participants, the data collection technique, reliability and validity of the data collection technique and data analysis.

CHAPTER IV: Findings and Discussion

This chapter describes the results of analysis and explains the answers of the research questions.

CHAPTER V: Conclusions and Suggestions

It contains the summary of whole chapters and interpretation of the result of the research in a form of conclusion. Besides, it also describes the problems of the study and the solution of the problems.

1.9 Concluding Remark

This chapter describes background of the study, statement of problem, aims of the study, significance of the research, research methodology, scope of the research, clarification of terms, and organization of paper.

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