

# CHAPTER 1

## INTRODUCTION

This chapter covers a brief description of the whole contents of the study which includes the statement of the problem, the aim of the study, and also the significance of the study including the scope. Other than that, this chapter also presents the paper organization.

### **1. 1. Background of the Study**

The study focuses on the investigation of the classroom interaction, specifically on the shifting roles between students and teacher inside the classroom and its impact on the changing of classroom climate in EFL context especially in students' participation. This introduction would be presenting the justifications on why this topic is considered substantial to be investigated.

It is believed that the interaction inside the classroom is substantial to contribute to students' understanding and learning process as a mean to transfer input to the students (Johnson, 1999). The statement is based on a belief that the classroom interaction is the process of learning itself, in other word, the classroom interaction is closely related to the process of how the learning process will be accomplished inside the classroom (Hall & Walsh, 2002). The importance of interaction inside the classroom has been discussed for decades. Dewey (1916) for example stated that the interaction is considered as the substantial part in language learning, due to the fact that the interaction is the process in which the teacher transfers his or her knowledge to the students and the students transform the knowledge into their own based on their understanding, value and application.

More researches have been conducted focusing on classroom interaction, such as the role of interactive language and interaction that give a significant

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

impact towards EFL teaching as proposed by Barkhuizen & Ellis (2005, p. 165-227). The significant amount of research regarding the interaction in different focus of research can be indicated as the justification of the importance of classroom interaction.

The results of many previous researches regarding the significant outcome of the interaction led many teachers to the implementation of the interactive teaching in the classroom, which most of the time put the students as the core of teaching learning process. However, despite the widely known agreement that it is important to give the students some space to control and manage their own learning activities, Peter (cited in Suherdi, 2010) believes that the interaction between the students and teacher is still paramount as to give the students better experiences in learning due to teachers' expertise as the experienced adult inside their learning circles. As the students have their own capability and opportunity to control their own learning, teachers as the experienced adult have the ability as well as the responsibility to organize and control the effective teaching program (Hammond, cited in Suherdi, 2010). This particular responsibility can be reflected through the act of involvement of the teacher inside the classroom by supplying the students with the information at the beginning of the class and encouraging the students to participate by giving some questions, or problems.

Through the perspective of the discourse analysis, this kind of activity can be called as shifting role. It means, there are times when the teacher actually acts as the information supplier, but then shifts along to become the "layman" or the listener when the students share their experiences. The shifting role in this case can be defined as the status and power relation in the classroom interaction especially in the roles of Primary Knower (Suherdi, 2010). According to Peters (cited in Suherdi, 2010) the shifting role between students and teacher can happen

**Nur Aprianti, 2015**

***A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

despite the teacher provides the students with an opportunity to work on their own, the teacher's power remains important and significant in some aspects or parts of learning process due to their expertise on the matter.

The aforementioned information clearly depicts the importance of interaction between students and teacher, and how the process of learning most of the time relies on the interaction happened between students and teacher. However, as the time passed, some researchers found out that the interaction only is not enough to accomplish a healthy and conducive process of teaching and learning. (Adelman, 1997; Fraser, 1998; Freiberg, 1999; Moos, 1979). In order to have a healthy and conducive process of teaching and learning, another aspect is needed namely classroom climate. The classroom climate has been proven to be one of many factors that contributes to the success of teaching learning process. The research suggests that the students with friendlier classroom climate have the tendency to have more significant output of their learning compared to those without (Bennet, 2001; Glomo & Narzoles, 2013; Sijde & Tomic, 1992; O'Reilly, 1975).

In order to find out the relationship between students and teacher's interaction inside the classroom, many researches have been conducted. Most of the researches are conducted based on the theories of linguistic and the theories of second language acquisition. The conducted research dealt with different aspects in language teaching such as the language use and the instruction given by the teacher (Meng & Wang, 2011), classroom communication climate (Glomo & Narzoles, 2013), students' language learning motivation (Ashrafborji & Khodaday, 2013), students' learning achievement (Bennett, 2001) and the relation between classroom climate and the social climate outside the classroom (Romero, 2008) and many theories have been made based on them.

**Nur Aprianti, 2015**

***A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Significant number of researches reveal that classroom climate reflects the effect on students' learning outcome, which has been confirmed by many conducted researches related to the field (e.g Bennet, 2001; Glomo & Narzoles, 2013; Sijde & Tomic, 1992; O'Reilly, 1975). The previous premise confirms that the result of the students' process of learning and learning outcome is reflected through the situation or the learning environment provided. The learning environment is related to the interaction and the relationship between students and teacher. Van der Sijde (1992) confirms that teacher is a part of the learning environment; it is because the teachers' teaching behavior affects students' perspective of the classroom climate which is connected to the role of the teacher inside the classroom. This particular reason leads to a belief that investigating the interaction and the role between students and teacher inside the classroom and its impact to the classroom climate as the learning environment become substantial.

With regard to the explanation above, it is important to be noted that from many conducted researches, none of which has investigated the relation between classroom climate and the shifting role between students' and teacher inside the classroom. Thus, this study attempts to investigate the occurrence of the shifting role inside the classroom and to find out whether or not the occurrence of shifting role affects the classroom climate specifically in classroom participation.

## **1. 2. Statement of Problems**

The study is carried out to investigate the problems that are formulated in the following questions:

- a. Does the shifting role happen during the class?
- b. In what kind of situation and teaching stage does the shifting role happen?
- c. To what extent does the shifting role affect the changing in classroom climate, specifically in classroom participation?

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

### **1. 3. Purpose of the Study**

Based on the introduction above the study is aimed to:

1. Identify the occurrence of shifting role inside the classroom.
2. Identify the situation in which the shifting role might occur.
3. Investigate whether or not the occurrence of the shifting role in line with the changing classroom climate in terms of students' participation.

### **1. 4. Scope of the Study**

This study focuses on investigating the occurrence of shifting role that happens during the class based on the framework of shifting roles developed by Suherdi (2010) and aided by the framework of Berry (1981) and Ventola (1988) regarding the interaction patterns in identifying the patterns of exchanges. Further the study also investigates the occurrence of the shifting and the impact towards classroom participation.

### **1. 5. Significance of the Study**

This study is purposively designed to investigate the interaction between students and teacher specifically in the shifting role in relation to the changing classroom climate in relation to classroom participation that might happen during the classroom activities. This study is expected to provide theoretical and practical benefits as follow:

Theoretically, this study is expected to give and enrich the literature about classroom discourse analysis especially in aspect of students and teacher shifting role as well as contribution that serves as reference and the recommendation for further research. Practically, the study is hoped to provide the reference on how the teachers should create a good learning environment inside the classroom through healthy interaction.

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

## **1. 6. Clarification of Key Terms**

In order to avoid misunderstanding and give more comprehensive understanding regarding this study, some terms are clarified as follow:

### **Interaction**

A component of educational process that occurs when the teacher transfers the information and the students transform the information and construct it into their own knowledge with personal value and application (Dewey, 1916).

In this study the interaction also can be translated as the communication between students and teacher during the class, whether it is in the form of question asking, elicitation, negotiation. So, the transformation of knowledge does not necessarily come from the teacher to the students but it can be done in the other way around.

### **Shifting role**

The shifting role is one of the classroom discourse ‘phenomena’ that happens when the teacher and the students are taking turn in supplying the information as the primary knower known as K1 (Suherdi, 2010).

The role of the primary knower (K1) can be shifted along the classroom activities at specific purposes at specific times. For instance, the students are the K1 when it comes to telling their past experiences related to the topic, however the teacher can become K1 at the beginning of the lesson, for example when the teacher is explaining about the generic structure of the text. Having said that, it means the shifting role happens based on the existence of background knowledge.

### **Primary Knower**

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

Primary knower refers to the person or known as interactant who has the knowledge or the information (K1) on the matter or subject that is being discussed (Suherdi, 2010). In the conventional classroom the teacher usually acts the primary knower, however in many communicative classes lately, students are expected to contribute more, so there is a change of K1 role as the class is progressing.

### **Classroom climate**

Classroom climate can be defined as the learning environment, such as situation, atmosphere that enable students to learn (Adelman & Taylor, 1997). Classroom climate itself according to Moos (1979) can be divided into three dimensions, namely relationship, personal development, and system maintenance. In this study the researcher focuses only on the dimension of relationship that can be translated as the condition of the relationship between the student and teacher. How the teacher reacts to students' problems, how the teacher conveys the information or feedback toward the students in different kinds of situation. The reason of the consideration above is due to the focus of this study that favors classroom discourse analysis that deals with the interaction or the exchanges between students and teacher inside the classroom that is closely related to the relationship dimension.

### **Students' Participation**

The participation of the students means the involvement of the students in the classroom activities (Turner & Patrick, 2004). To clarify the parameter of involvement, it can be said as students' voluntary verbal comments, questions, or responses that contributed to the topic, including the incorrect responses or

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

comment, since it will be seen as the students attempt to contribute to class discussions or activities (Wright, et al., 2007).

### **1. 7. Paper Organization**

This paper will be organized as follow:

#### **CHAPTER I INTRODUCTION**

This chapter will provide background of the study including the problems or the study questions, aims of the study, scope of the study, significance of the study and also the clarification of key terms.

#### **CHAPTER II THEORETICAL FOUNDATION**

This chapter will discuss theories, related theories, and previous studies that will support this research.

#### **CHAPTER III RESEARCH METHODOLOGY**

This chapter comprises the research methodology, such as research design, research site, data collection, and data analysis

#### **CHAPTER IV FINDINGS AND DISCUSSIONS**

This chapter provides the result of the study and discussion of the findings of the study.

#### **CHAPTER V CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the study and also

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu



the implication of the study as well as the suggestion and recommendation for further research.

### **1. 8. Concluding Remark**

This chapter has presented the background of the study, statement of problems, purpose and scope of the study, clarification of key terms, and organization of the paper. The next chapter, will elaborate the relevant literatures of this study.

Nur Aprianti, 2015

*A case study : students-teacher shifting roles in the classroom and its impact vis a vis changing classroom climate*

Universitas Pendidikan Indonesia | [repository.upi.edu](http://repository.upi.edu) | [perpustakaan.upi.edu](http://perpustakaan.upi.edu)