

CHAPTER I

INTRODUCTION

This chapter covers the background of the study, research questions, purpose of the research, clarification of key terms, and organization of the paper.

1.1. Background

Language is produced in various ways according to the purpose of the language users and that different purpose will require kinds of language use. Language in discourse is employed to interact and communicate the same things with interlocutors such as thoughts, beliefs, and feelings (Suherdi, 2009). In other words, language in discourse must be the original one and should not be a made-up language. Rymes (2008) and Cook (1989, cited in Jiang, 2012) simply define discourse as the language in use. In this context, the use of language is analyzed by using discourse analysis. Suherdi (2009, p. 6) asserts that discourse analysis as a way of approaching and thinking about a problem, however, discourse cannot be used to solve or answer a specific problem. Furthermore, Demo (2001, cited in Suherdi, 2009) adds that discourse analysis does not only involve spoken language, but also involve written texts without ignoring the function of language itself. Relating to discourse as the language in use, Paaso, Uusiautti, and Määttä (2013) say that thing outside the language usage is not the focus of discourse analysis.

People use language to communicate and interact the same things with each other, whether in form of spoken language or written texts. Considering the explanation of language in discourse, teacher-students interaction which occurs in a classroom can be considered as classroom discourse. Furthermore, Allwright and Bailey (1991, cited in Suherdi, 2009) say that a complex concept of interaction has involved concrete and concealed activities. Regarding this, the term “interaction” is

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defined as a two-way contact resulting action and reaction which may occur between individuals or between an individual and a group (Biddle, 1967, cited in S. Sadeghi, Ketabi, Tavakoli, & Sadeghi, 2012). Describing certain verbal behaviors of teachers and students as they interact in the classroom is needed when analysing classroom interaction (Sadeghi et al., 2012). When interacting in the classroom, there should be a shift of roles between the teacher and the students, in order to see the shift of roles, the teacher-students interaction must be observed and analyzed.

Analysing classroom discourse is important because it provides accuracy in describing classroom activity and it can significantly contribute to the improvement of teacher's strategy for teaching in the classroom as well as the learning outcomes (McCarthy, 1991; Suherdi, 2009). However, in the classroom, the teacher is not the one who is in charge of teaching-learning process, but also the students. This can be realized by putting forward question and answer method in the classroom in order to provide students more opportunities to participate in the teaching and learning process (Suherdi, 2009). Furthermore, through classroom interaction, students can increase their language store as they listen or read materials. Their ability in producing the language will also develop as they interact with each other during the lesson. In addition, Liberante (2012) asserts that turn taking is one of some aspects that influences students' outcomes and behaviour in teacher-students interaction.

Andrews (2001, cited in Sert, 2010) professes the enhancement of teacher's competence in L2 leads to interactional process which provides improvement of learner involvement and opportunities for learning. Providing students opportunities to participate in the classroom can create a good social relationship among teacher and students. The teacher must give chances to students to talk because the students can improve their proficiency in mastering English. Furthermore, Sert (2010) affirms that the quality of teaching can be enhanced by developing teachers' language awareness and improving their classroom interaction. That statement shows one of the benefits of a good classroom interaction for the teacher; the teacher can create and develop a brand new teaching strategy in teaching English lesson.

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Considering the scholars claim about classroom discourse analysis and classroom interaction, when teacher negotiates the information and exchanges roles with students, together they will accomplish the lesson objectives. Therefore, based on explanation above, this study is specifically designed to investigate the relation of shift of roles of serving the primary knower between teacher and students in English classroom context.

1.2. Research Questions

This study is designed to answer these following questions:

1. What are the exchange structures found in the shift of roles between teacher and students in English lesson?
2. How do the exchange structures affect the shift of roles between teacher and students in English lesson?

1.3. Purpose of the Research

The purposes of the study are as follows:

1. To figure out the exchange structures that occur in the shift of roles between teacher and students in English lesson.
2. To find out the effect of exchange structures on the shift of roles between teacher and students in English lesson.

1.4. Scope of the Research

Analyzing classroom interaction between a teacher and twelfth grade students that occurs in English classroom in one of public schools in Bandung becomes the focus of this study. The analysis is concerned about figuring out the shift of roles of

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serving the primary knower between teacher and students by using Categories of Exchanges developed by Suherdi (2009).

1.5. Significance of the Research

This study is expected to give a significant contribution in English language teaching. The exchange patterns in shift of roles between teacher and students which are found in this study can help the teachers in teaching English and managing classroom interaction in the classroom. Furthermore, the result of this study is expected to contribute for teachers in improving teaching strategies and choosing classroom language in the teaching and learning process.

1.6. Clarification of Related Terms

This section presents the technical terms that occur in the study in order to avoid the ambiguity, misunderstanding, and misinterpretation toward the concept presented. Those are:

1. Classroom Interaction

Classroom interaction seen as the most important element in the curriculum (van Lier, 1996, cited in Sert, 2010). Interaction is defined as the collaborative exchange of thoughts, feelings, or ideas between two or more people (Brown, 2001), classroom interaction includes verbal interaction and non-verbal performance.

2. Classroom Discourse Analysis

Classroom discourse analysis is used to observe activities that occur in the classroom and it involves the analysis of the learning process in the classroom as a whole including interaction between teacher and students. It

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brings benefits to the evaluation of teacher's and students' learning output (McCarthy, 1991).

3. Shift of Roles Between Teacher and Students

Teaching and learning process is dominated by asking and answering method (Suherdi, 2009). Both teacher and students can initiate information and serve as primary knower. The relation between status and power in the classroom interaction especially with the shift of roles of the Primary Knower is defined as shift of roles (Suherdi, 2009).

1.7. Paper Organization

This paper will be presented into five chapters, as follows:

Chapter I: Introduction

This chapter presents the introduction of the paper. This chapter introduces the background of the study, research questions, purpose of the research, clarification of related terms, and the organization of the paper.

Chapter II: Literature Review

This chapter discusses some theories about Classroom Discourse, Systemic Approach in Classroom Discourse, Categories of Exchanges, and Shift of Roles in knowledge negotiation.

Chapter III: Research Methodology

This chapter gives clear explanation about how the study is conducted and analyzed. This chapter focuses on the methodology used in this study: research design, research site and participants, data collection, and data analysis.

Chapter IV: Findings and Discussions

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This chapter presents the analysis and discussion of the findings thoroughly. The interpretation of the result will be further explained and elaborated in this chapter.

Chapter V: Conclusion and Suggestion

This chapter covers the conclusion of the study and the recommendation for further research on such analysis.

1.8. Concluding Remark

This chapter has discussed the background of the study, research questions, purposes of the research, clarification of related terms, and organization of the paper. In the next chapter, this paper will discuss the literature review of the study.