

CHAPTER I INTRODUCTION

This chapter presents the general issues related to the present study. The first section started with the background of the study that mainly deals with the issue for conducting this study. This section is followed by the scope of the study, the research question, the purpose and significance of the study, and a brief discussion about the organization of the paper.

1.1 Background of the Problem

The 2013 Curriculum specifies that scientific approach becomes the main approach to teaching learning (Ministry of Education and Culture, 2013a, 2013b, 2013c, 2014). However scientific approach is not a popular term within the domain of English language teaching. This approach is generally used in various fields, such as literacy (Westby & Torres-Velásquez, 2000; Dorn, 1996), teacher training (Grigg, Kelly, Gamoran, & Borman, 2013), psychology (Halonen, et al., 2003; Gonzalez, 2013). Therefore, English teachers in Indonesia need to learn more about this implementation of this approach.

Trainings on how the curriculum, and scientific approach in particular, should be implemented have been conducted to help the teachers learn to implement them. However, learning from the actual practices should make the teachers understand more and eventually be able to apply the approach as they are hoped to do (Richards, 2001, p. 211).

Regarding how a teacher can learn from a practice, the interaction in the classroom setting between the teacher and the students can be a primary source. In the interaction, the teacher can assume several roles to make sure that the teaching learning activities lead to a success (Brown, 2001). Therefore, the way the teacher communicates through his/her talk is an important aspect. Teacher talk plays a very important role in creating teaching learning activities because the teacher talk

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becomes “interactional strategies, used consciously and deliberately to bring about intended learning outcomes” (Walsh, 2006, p. 13). Through their talk and dialogs with the students, teachers should be able to guide classroom dialogue “to most effectively scaffold students’ learning” (Van Es and Sherin, as cited in Geoghegan, O’Neill, and Pete, 2013, p. 120).

An analysis of teacher talk may provide a meaningful resource for teachers to learn from. The question now rests on how a practice of teaching can be analyzed so that it can be useful for those concerned. One way to analyze teacher talk is by conducting a discourse analysis. The interest in learning how a language in the classroom is used dated from the 1940s (Sinclair and Coulthard, as cited in Christie, 2002, p. 1). Many have proposed various accounts of discourse analysis, such as Coulthard (1985), Brown and Yule (1988), Gee (1999), Jørgensen & Phillips (2002) and Christie (2002). They proposed various ideas about discourse analysis. While Sinclair and Courthard’s study in 1975 focuses their discourse analysis on linguistic aspects, not educational aspects, Flanders in 1970 and Bellack in 1966 preceded them in focusing on the classroom activities and intended to improve classroom work (in Christie, 2002, p. 1).

Discourse analysis focusing on teacher talk have been conducted by researchers (Walsh, 2002; Kim and Elder 2005; Todd, Chaiyasuk, & Tantisawetrat, 2008; Forman, 2012; Strong, Gargani, & Hacifazliogl, 2011; Jadallah, et al., 2011; Setiawati, 2012; Geoghegan, O’Neill, & Pete, 2013, among others). Those studies vary in terms of settings and focus of analysis. For example, Kim and Elder (2005) conducted a research on teacher talk of seven foreign language teachers teaching Japanese, Korean, German or French in New Zeland and they analyzed one lesson taught by each teacher. They focused on the teachers’ patterns of alternation between English and the target languages.

The studies mentioned above focus on separate chunks of conversations between teachers and their students. They did not analyze how teacher talk leads a

series of teaching learning activities or an approach to teaching learning activities, such as scientific approach in the case of Indonesian 2013 Curriculum.

From the brief description above about teacher talk and scientific approach in teaching, a study combining the two domains is worth conducting. More importantly, such a study can help teachers in Indonesia, especially English teachers in this case, understand and learn the implementation of one facet of the 2013 Curriculum, which is the scientific approach. Such a study is expected to have benefit for those teachers.

This study uses the concepts of classroom discourse analysis from Systemic Functional Linguistics (Halliday & Matthiessen, 2004; Eggins, 2004; Christie, 2002; Gerot & Wignell, 1994; and Emilia, 2014) that are deemed to serve the need of examining the teacher talk following certain stages, such as those in a scientific approach. In relation to the discussion of teacher talk as the object of this study, it is said that classroom discourse is “to be analysed and understood in terms of the operation of two registers, a first order or regulative register and a second order or instructional register” (Christie, 2002, p. 3). The first order or regulative register is “to do with the overall goals, directions, pacing and sequencing of classroom activity” and the second order or instructional register is “to do with the particular 'content' being taught and learned” (p. 3) She believes that the analysis of the two registers can give a complete account of a teaching-learning process since a subject matter (or *Materi Pokok*, in the case of the 2013 Curriculum) begins until it is concluded and an evaluation can be made.

As can be seen above, there have been plenty of research on teacher talk focusing on various aspects and using various methods but they do not cover how it helps the students conducted a specific procedure, such as scientific approach. Meanwhile scientific approach also becomes the topic of many studies although most of the studies are not related with English subject. The current study combines the two topics as an effort to explain how a teacher helps the students go through the stages of scientific approach in English subject.

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This research aims to describe teacher talk used in the actual practice of English teaching learning activities in the implementation of the 2013 curriculum following the scientific approach. The source of the analysis is the teacher talk that leads the students to go through stages of scientific approach and the corpora were analyzed based on the principles of Systemic Functional Linguistics and focused on the first order or regulative register and the second order or instructional register of the teacher talk. The principles of Systemic Functional Linguistics are deployed to describe how the analysis of its metafunctions can explain the connection between text (teacher talk) and its context which is based on situation and culture (classroom setting) (Gerrot and Wignell, 1994; Halliday and Hassan, 1976, as cited in Halliday and Matthiessen, 2004).

1.2 Scope of the Study

This study involved the observations and the analysis of teacher talk of a teacher as the subject of the study. The school selected was the school where the teacher actually teaches to give the sense of actuality in this research (Liamputtong, 2009). In relation to the length of the study, three sessions were observed and the teacher talk as the focus of the study during the sessions was transcribed. The three sessions covered a *Materi Pokok* in the 2013 curriculum in a class 7 in a junior high school in Bandung. The object of the research, the teacher talk, after being transcribed, became the object of the research and was to be analyzed in relation to the operation of two registers, a first order or regulative register, and a second order or instructional register

1.3 Research Question

The research question is:

How does the teacher lead the teaching learning activities through the stages of scientific approach with teacher talk?

1.4 Purpose of the Study

This study aims to describe how the teacher leads the teaching learning activities through the stages of scientific approach with teacher talk.

1.5 Significance of the Study

Research on teacher talk has been plenty and focuses on many aspects, such as language switch, patterns of interaction, etc. This study offers a new hybrid of research that involves an analysis with the use of Systemic Functional Linguistics as the tool of analysis. This research, therefore, may add to the richness of theoretical accounts of discourse analysis, educational research and linguistics altogether.

In terms of practical significance, this study can be a big help for those teachers needing a practice to look to when they apply the approach themselves. An analysis of the practice of teaching focusing on the talk of a teacher is useful in that other teachers can adopt and adapt the way of the exemplary teacher leads the students through the scientific approach. It is hoped that other fellow teachers may learn from the practice.

1.6 Organization of the Paper

This paper is organized into five chapters. The contents of each chapter are presented below.

Chapter I is an introduction part of the thesis. It encompasses the background of the study, the scope of the study, the research questions, the purpose of the study, the significance of the study and the organization of the paper. Basically, this chapter is the most decisive point of departure of the research. Whether or not the research reported here is worth conducting should be presented in this chapter.

Chapter II provides the theoretical framework on the issue. It covers the theoretical accounts related to the issue addressed in Chapter I. It also functions as

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the basis of analysis of data to be referred to in Chapter IV. This chapter informs the reader about the position of this research among all the studies or research already conducted.

Chapter III discusses the method of the research. It covers the descriptions of the design, the setting, the ways the data are collected and analyzed and the triangulation of the data. The soundness of the research execution is to be justified in this chapter.

Chapter IV presents the data presentation and analysis. The findings of the data analysis and the discussion of the findings are encompassed in this chapter. The issue presented in Chapter I, the literature and theories elaborated in Chapter II, and the data collected through the stages described in Chapter III are intertwined to produce the best account of the phenomenon (a) involved in the research. In this chapter, the issue is addressed and the data regarding the issue are analyzed. The data analysis itself constantly refers to the theories mentioned in Chapter II in order to explain and discuss the main themes found during the analysis.

Chapter V is about the conclusions and recommendations of the study. The chapter rounds up the research and the most prominent issues regarding the research are presented in the conclusion section. The relevant recommendations regarding the issues are proposed in the subsequent section.