CHAPTER 1

INTRODUCTION

This chapter provides the introduction of the research which includes background of the research, research questions, purposes of the research, significance of the research, scope of the research, clarification of the key terms, and organization of the paper.

1.1 Background of The Research

Classroom interaction is one of the primary factors by which learning is accomplished in classroom (Hall & Walsh, 2002). In the classroom interaction, learners can use language they learnt and increase their language mastery such as by reading several textbooks, listening to teacher's language, or even discussing with their classmates (Brown, 1994). Moreover, teacher can monitor the learners' language and check their proficiency of the target language mastery during classroom interaction. The importance of interaction is supported by Chaudron (1988, p.10) who states that through interaction, the learner can decompose the teaching learning structure and derive meaning from classroom events. From the elaboration above, it can be concluded that the interaction is a significant element in teaching-learning process. Therefore, the learners need to have an opportunity to use the language actively.

However, in some language classrooms the teachers are more dominant than the learners during the interaction. The percentage of teacher talk reaches 89 percent of available time (Nunan, 1989). The statement is supported by Chaudron (1988) that a lot of research in language classroom show the teacher talk is about 60 percent up to 66 percent of moves. It means that learner talk is less than the teacher talk. It can make the learners have less opportunity to speak.

Similarly, the amount of interaction in young learner classroom is less satisfying. Based on the preliminary observation, young learners tend to avoid interaction with the teacher. They also tend to be unresponsive and ashamed. Those are reflected when the learners give no answer to teacher's question even though they know the answer. In addition, the learners are frequently reluctant to respond or ask questions to the teacher during the classroom interaction. If they respond to the teacher's question, their answers are limited to one or two words response.

Those situations can be caused by types of teacher's questions (Behnam & Pouriran, 2009). The two common question types are display and referential questions. When the teacher asks display questions, in which the teacher knows the answer, the students are demanded to a single or short answer. By contrast, referential questions demand more thought and generate longer answers (Brown, 2001). Based on a lot of research, referential questions make more interaction and meaningful negotiation. However, in some cases teacher's questions are answered by teacher's own statement. This situation is called anomalous exchange as proposed by Suherdi (2010).

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A number of previous research have been conducted by some researchers related to teacher-student interaction focused on describing the typical patterns of interaction found in classrooms (Barnes, 1992; Cazden, 1988; Mehan, 1979 as cited in Hall & Walsh, 2002). Findings of these studies revealed that although student populations may vary from classroom to classroom and school to school, Initiation-Response-Evaluation (IRE) pattern typifies the discourse of western school, from kindergarten to university. Another previous research was conducted by Suherdi (1994) as cited in Suherdi (2009) focused on teacher-student interaction pattern. The findings of the research showed that the teacher employed more negotiated exchanges than directly presenting the information to the students.

Regarding the elaboration above, this research paper is intended to analyze young learners' classroom interaction to get comprehensive knowledge about productive interaction and develop interactive language teaching for foreign language class. In this research, the classroom interaction that will be analyzed focused on anomalous exchange based on analysis framework developed by Suherdi (2009). The research aims to analyze the classroom interaction in teaching-learning process and the categories of anomalous exchanges that occur during classroom interaction. The findings of the research are expected to be one of the references for teachers in managing talking time during the classroom interaction.

1.2 Research Questions

The main questions to be addressed in this research are:

1. How is classroom interaction in teaching-learning process in a fifth grade of an elementary school?

2. What categories of anomalous exchanges occur during classroom interaction in a fifth grade of an elementary school?

1.3 Purposes of the Research

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

1. The classroom interaction in teaching-learning process in a fifth grade of an elementary school

2. The categories of anomalous exchanges that occur during classroom interaction in a fifth grade of an elementary school

1.4 Significance of the Research

The findings of this research are expected to contribute to teaching-learning English as a foreign language to young learners theoretically, practically, and professionally. In terms of theory, this research can enrich the literature of English teaching to young learners in Indonesia. Practically, the findings of this research are expected to give information on how to analyze classroom interaction focused on the anomalous exchange. Professionally, the findings can inform English teacher how to manage their talking time during classroom interaction.

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1.5 Scope of the Research

The research is limited to analyze the classroom interaction in teaching-learning process and the categories of anomalous exchanges that occur during classroom interaction in a fifth grade of an elementary school.

1.6 Clarification of the Key Terms

To avoid misconception, several terms are clarified as follow.

1.6.1 Exchange

Exchange refers to the utterance of teacher and students which begin with a question and end with the answer of that question. Typically, an exchange in the classroom comprises initiation, response, and feedback. An initiation is realized by an opening move which causes others to participate in an exchange. A response is realized by an answering move which functions as an appropriate reply to the opening move. Follow-up moves then realize the feedback element; they let a pupil know how well he or she has performed (Sinclair and Coulthard, 1975 as cited by Brown, 2010 p. 32).

1.6.2 Anomalous Exchanges

Anomalous exchanges are those exchanges which have no formal K2- or obligatory K1- elements or both K2- and K1 elements. Anomalous

exchanges are subcategorized into three subcategories which include elliptical, detective, and broken exchanges (Suherdi, 2010 p. 94).

1.6.3   Young Learners

Young learners are children between five and 12 years old (Pinter, 2006; Linse, 2005).

1.6.4   Classroom Interaction

Classroom interaction is defined as collaborative exchange of thoughts, feelings, or ideas between learners and teacher, or learners and learners, resulting in reciprocal effect on each other (Brown, 2001).

1.7 Organization of the Paper

This research paper is divided into five chapters as follow:

CHAPTER I

This chapter contains a brief overview on background of the research, research questions, purposes of the research, significance of the research, scope of the research, clarification of the key terms, and organization of the paper.

CHAPTER II

The second chapter discusses theoretical foundation about classroom discourse, classroom interaction, types of teacher's question, and young learners' characteristics.

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CHAPTER III

This chapter elaborates the methodology of the research that includes research design, site and participants of the research, data collection, and data analysis.

CHAPTER IV

This chapter presents the findings of the research in form of findings and discussion.

CHAPTER V

This chapter consists of the conclusion of the research and suggestions for the next research as well as for teachers based on the findings found by the researcher.