

## CHAPTER I

### INTRODUCTION

This chapter discusses the background of the research, statement of problem, purpose of the research, significance of the research, research methodology, clarification of terms and organization of paper.

#### 1.1. Background of the Research

Interaction is an important word for language teacher. In the era of communicative language teaching, interaction is, in fact, the heart of communication (Brown, 2001). Based on Richard and Lockhart (1994), language learning is a highly interactive process. Beside that, the quality of an interaction is thought to have a considerable influence on the learning process (Ellis, 1985 cited in Richard and Lockhart, 1994). Successful teaching stems from successful management of interaction (Allwright, 1984). It means that the quality of teaching learning is largely determined by teachers in their face-to-face communication with learners.

In some instances of classroom interaction, the occurrence of the dynamic element is undeniable (Suherdi, 2009). The dynamic elements may always be found in the interaction between teacher and students. Hence, recognizing these kinds of move is important in the analysis of data with these characteristic.

Teacher is the initiator of interaction. In starting the interaction, the teachers can use a question or an instruction. Teacher's choice of the language affects the complexity of learners' language (Suherdi, 2009). Beside that, the teacher's question or instruction has attracted attention because of its potential effect on

learners' comprehension, which has been hypothesized to be important for L2 acquisition (Ellis, 1994).

As stated by Kinsella and Bloom, there are seven types of questions that can be used by the teachers. Those are knowledge, comprehension, application, inference, analysis, synthesis, and evaluation question (see Brown, 2001: 172). Beside question, instruction is an important thing that will be included in the classroom interaction. In this research, the researcher provides three types of instruction proposed by Moskowitz (1971 cited in Brown, 2001). Those are to give information, to give direction, and to criticize student behavior.

As stated by Sinclair and Coulthard (1975 cited in Brown, 2001) in the research of classroom discourse analysis, there are five ranks of analysis ranging from the largest to the smallest. Those are lesson, transaction, exchange, move and act. However, this research will focus on the exchange and move.

Before further discussion, it is necessary to discuss about move proposed by Martin and Ventola. Based on Martin (1985) and Ventola (1987 cited in Suherdi, 2009), there are two kinds of moves. Those are synoptic move and dynamic move. The occurrence of the synoptic moves can be predicted by the system of conversational structure of discourse, while the occurrence of the dynamic moves cannot be predicted by this system. In fact, the dynamic moves can only occur whenever 'troubles' occur in the synoptic sequence of exchange.

Three dynamic systems have been identified by Martin (1985) and Ventola (1987 cited in Suherdi, 2009): suspending, aborting (Martin, 1985), and elucidating (Ventola, 1987). Four types of suspending phenomena are giving confirmation, backchannelling, requesting confirmation, and checking. Two types of each of aborting and elucidating phenomena are challenge and clarification. In this research, it uses a new category of dynamic system by Suherdi and Love (1996 cited in Suherdi, 2009). It is labeled as sustaining. These four sustaining moves are repetition, rephrasing, clues, and correction.

In years some studies have been conducted to analyze a classroom interaction using discourse analysis. Suherdi (1994 cited in Suherdi, 2009) conducted an investigation about an analysis of dynamic moves in classroom discourse. He figured out kinds and intensity of dynamic moves in the two sub cycles of GBA teaching-learning process. The finding shows that the less specific and less assisted the language use, the more frequent the occurrence of the dynamic moves. In relation to teacher's question, David (2007) found that teachers used more display question than referential question. The research further revealed that referential question created less classroom interaction than display question.

In a teaching learning process, teacher-student interaction will not always go smoothly. Sometimes, a teacher's questions and instructions are not responded directly and correctly by the students. Thus, there is a need for a research dealing with the analysis of dynamic move in a classroom discourse.

In this research, the observation data were taken from the eleventh grade students of one senior high school in Bandung. The interactions between teacher and students in the teaching learning process were recorded, transcribed, and analyzed. The recording process was conducted four times in the same class and with the same teacher. Thus, the classroom interaction was recorded, transcribed and analyzed through a case study.

This research aims to find out the types of dynamic move in a classroom discourse, especially in an English subject and to reveal how teacher's question and instruction affect the variation of the dynamic move.

## **1.2. Research Questions**

This research is designed to answer the following questions:

1. What types of dynamic moves that occur in the classroom discourse of English subject?
2. How do teacher's questions and instructions affect the variation of dynamic moves in the classroom discourse of English subject?

### 1.3. Purposes of the Research

Based on the description in the background, the research aims to:

1. Find out the types of dynamic moves in the classroom discourse of English subject.
2. Reveal how teacher's questions and instructions affect the variation of dynamic moves in the classroom discourse of English subject.

### 1.4. Significance of the Research

On basis of the objective above, the significance of the research can be stated as follows:

1. Theoretical benefit

The findings of the research can enrich the literature on classroom discourse especially dynamic moves.

2. Practical benefits

The findings of the research will be beneficially useful for students and teachers. For the students, this research is expected to create more interactive teaching learning, so that the students can participate more in the classroom interaction. For the teacher, the results of this research can be used to improve their performance in creating a communicative interaction during teaching learning process.

3. Professional benefits

The findings of the research can help teachers improve the quality of teacher-students interaction, to create a more communicative classroom environment, and to develop new ideas to improve learning process.

## **1.5. Research Methodology**

Methodology includes research design, data collection, and data analysis.

### **1.5.1. Research Design**

The main purpose of this research is to present in-depth description of dynamic moves in a classroom discourse. In addition, another purpose of this research was to describe how the teacher's question and instruction affect the variation of the dynamic moves. By considering the two purposes, a case study research was conducted.

### **1.5.2. Data Collection**

This research involves an experienced teacher and 38 students of eleventh grade as respondent. The data in this research were gained through classroom observations and an interview. Classroom observations were conducted to get the natural interaction between students and teacher in the classroom. Meanwhile, the interviews were conducted in order to get in depth information from the respondent.

First, the data were collected through observations in which the interactions between the teacher and the students were video-taped. And then, to support the data, the interview was conducted in order to gain a more detail of the issue that occur during observations.

### **1.5.3. Data Analysis**

Data analysis is basically about the process of data reduction, selection, and simplification (Creswell, 2005). The data analysis and interpretation are based on the transcription of the video-tapes. In this analysis, the utterances are segmenting into exchanges. After that, each move is labeled and categorized based on the dynamic move theory developed by Martin (1985), Ventola (1987) and Suherdi and Love (1996 cited in Suherdi, 2009). Based on this framework of analysis, the

dynamic moves that occur in the classroom can be seen from the interaction between teacher and students. Besides that, questions and instructions used by the teacher are categorized. The instruction are categorized based on FLINT theory proposed by Moskowitz (1971 cited in Brown, 2001), while the question are categorized into some category proposed by Kinsella and Bloom as cited in Brown (2001). After that, the categorization of question and instruction are connected to dynamic moves occurred in the interaction; in the end, drawing conclusion and suggestions to further research will be conducted.

#### **1.6. Clarification of terms**

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

- 1) Interaction is mutual exchange of opinion, feelings, or ideas between two or more people which make an agreement on each other (Brown, 2001).
- 2) Exchange is the unit concerned with negotiating the transmission of information and that will contain an informing move at I or R, and that the exchange only carries on (potentially complex) piece of informational and its polarity, and that the information and the polarity can only be asserted once (Suherdi, 2009).
- 3) Move is a unit smaller than utterance (Coulthard, 1977 cited in Suherdi, 2009).
- 4) Synoptic moves are moves in an exchange which can be predicted by the system of conversational structure of discourse (Suherdi, 2009).
- 5) Dynamic moves are moves in an exchange which cannot be predicted. The dynamic moves serve to function as repairs for the completion of exchange (Ventola, 1987 cited in Suherdi, 2009).
- 6) Teacher's question is teacher's basic device for instructional goals so as to focus on learners' attention, boost learner language production, and assess learner's mastery upon the lesson (Chaudron, 1988: 126).

- 7) Teacher's instruction refers to direction that are given to introduce a learning task which entails some measure of independent student activity which would be in the shape of interrogative, imperative and declaratives sentences (Ur, 1991)

### 1.7. Organization of the Paper

The paper of the research is organized as follows:

**CHAPTER I Introduction** consists of background of the research, research question, aims of the research, significance of the research, methodology, clarification of terms, and organization of the paper.

**CHAPTER II Theoretical Foundation** describes some theories related to the research such as classroom discourse analysis, structure of classroom discourse, types of moves, types of question and instructions, and related studies.

**CHAPTER III Research Methodology** reveals research design, site, respondents, data collection technique, data analysis technique, and concluding remark.

**CHAPTER IV Findings and Discussion** presents findings from lesson transcription such as type of dynamic moves, types of teacher's question and instructions. The findings are then analyzed and discussed within relevant theories.

**CHAPTER V Conclusions and Suggestions** draw conclusion based on the findings and the discussion revealed in Chapter IV and put suggestions for further research.