CHAPTER I
INTRODUCTION

Chapter one provides an introduction to the research. It contains background of the research, proposed research questions, research significance, and clarification of terms. Each of them will be described as follows.

1.1. Background of the Research

Classroom interaction is considered a significant factor in determining quality learning (Flanders, 1970; Pujiastuti, 2013; Vattøy & Gamlem, 2020). According to Huriyah and Agustiani (2018), classroom interaction can be identified as a united exchange of ideas, thoughts, and feelings between teacher and student in the classroom. As for quality learning, Ghufron and Hardiyanto (2017), quality learning is the degree of learning excellence seen from the process, the outcomes, or both. They cannot be separated as they affect each other. Ghufron & Hardiyanto (2017) and Severiens & Wolff (2008) considered classroom interaction as one of the aspects to see the realization of quality learning through the process which affects the attainment of learning goals.

Therefore, it is not exaggerating if it is assumed that quality learning is dependent on the quality of classroom interaction (Anderson et al., 2001; Cancino, 2015; Congmin, 2016; Islam, 2017; Pujiastuti, 2013; Ritonga & Lutvianty, 2019; Sarhandi et al., 2018; Trang et al., 2021; Taghizadeh & Hajhosseini, 2020; Tuan, 2010; Vattøy & Gamlem, 2020; Wang & Castro, 2010; Wilden & Porsch, 2019; Yaqubi & Rokni, 2013; Yoana et al., 2020). Furthermore, Flanders (1970) and Wragg (1999) stated that the success of classroom interaction is determined by the interaction of the parties involved in the class – the teacher and the students. Therefore, even though the classroom interaction becomes different due to the pandemic situation that makes the teaching and learning process online, they are still considered critical in determining the quality of learning (Bates, 2005; Trang et al., 2021).

Since it is implied that classroom interaction involves two parties, a research concerned with classroom interaction cannot separate those aspects. In line with the statement, Flanders (1970) argued that classroom interaction is constituted by the communications done by both students and teachers, namely teacher talk, student talk, and silence or confusion, which can be identified in his framework named FIACS (Flanders Interaction Analysis Category System). Because of that, the focus on language use during communication is necessary.

Thus, the way the teacher and students exchange meanings during the online classroom interaction is worth addressing especially in the Indonesian EFL classroom context. It is crucial to address whether they consider the variables formulated in the Principle of Mutual Consideration (PMC) in their utterances. PMC is a politeness theory developed by Aziz (2003; 2006) based on the Indonesian communication context. According to him, the ultimate goal of politeness is to maintain peace and harmony. So, in the classroom, where effective exchanges of information are expected to happen, a harmonious and learning-friendly environment should be preserved to support the teaching and learning situation (Rasna & Binawati, 2019; Rustandi, 2018). Aziz (2003; 2006) formulated four principles to maintain that interaction. They are harm and favor potential principle, shared-feeling principle, prima facie principle, and continuity principle.

Numerous studies have been conducted regarding FIACS in online classroom interaction and PMC analysis topics. For example, the survey by Ameiratrini and Kurniawan (2021) and Rahmawati et al. (2021) explored how the teacher talk categories in FIACS are realized in online learning environments. Similar results can be seen from Rohmah and Anggraini (2021) and Rosa's (2021) studies which concluded that teacher dominated the interaction of online EFL teaching and learning. This made the class teacher-centered. As for studies related to PMC, some researchers have described politeness phenomenon in daily Indonesian multicultural communication context (Mulyani, 2013; Rizqiya, 2017; Sumarti, 2016; Triyanto, 2020) while some studies focused on a smaller context such as Rahayu (2020) who

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examined how a mother interacts with her child and Santoso et al. (2010) who explored how university students interact with people of different social power and distance. Adding to that, there is also a study that tried to combine both topics such as Samsi (2018) who investigated how speech acts and politeness are realized in the classroom interaction.

Even though there is a study by Samsi (2018) that tried to relate the theory of classroom interaction and politeness as mentioned above, the framework the researchers used in conducting the research especially in the classroom interaction analysis part does not have solid grounding as the interaction categories were not complete. Moreover, the context the study focused on was the conventional face-to-face classroom.

For those reasons, this study tried to fill the gap by blending the theory of classroom interaction namely FIACS (Flanders Interaction Analysis Category System) that was developed by Flanders (1970), and the politeness theory grounded in Indonesian context namely the Principle of Mutual Consideration (PMC) developed by Aziz (2003; 2006) and explored how they are realized in an online EFL classroom – an EFL classroom which is employed virtually with the support of internet (Ermawati et al., 2021; Meşe & Sevilen, 2021).

By doing so, the researcher is expected to explore how PMC is realized in the online EFL classroom interaction by both the teachers and the students. Moreover, it is also expected that the research can answer the questions about how the theories could promote quality online EFL learning.

1.2. Research Questions

Based on the background of this research, this study intends to investigate how the PMC are realized in the online EFL classroom interaction to promote quality online EFL learning. Therefore, the research questions are:

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1. How is the PMC realized in the teacher-initiated online interaction to promote quality online EFL learning?
2. How is the PMC realized in the student-initiated online interaction to promote quality online EFL learning?
3. How is the PMC realized in the students-students online interaction to promote quality online EFL learning?

1.3. Research Aims

As stated in the research questions above, the study aimed to investigate the realization of PMC in the online EFL classroom in the teacher-initiated, students-initiated, and students-students interactions. Moreover, how the interactions affect quality online EFL learning was also explored.

1.4. Significance of the Research

This study is expected to offer contributions theoretically, practically, and professionally. Theoretically, it contributed to the development of the theory of classroom interaction and politeness since this study tries to enrich the reference for research in those areas by exploring the possibility of combining both. Moreover, it would be a useful reference for scholars and teachers interested in new perspectives on determining the most appropriate language functions in classroom interaction (especially in the Indonesian online EFL context) by utilizing the PMC.

Practically, the results of this research would be a useful reference and guidance for teachers to maintain a peaceful and harmonious teaching and learning atmosphere by considering the aspects formulated in the PMC. It is also expected that this study would raise teachers' awareness of using PMC in online EFL classroom interaction to achieve expected learning outcomes effectively.

Professionally, the results would be good insight for education stakeholders and school parties to promote politeness in the teaching and learning. Moreover, it is expected that they can become inputs in instilling

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politeness theory into the teaching instruments like curriculum, syllabus, lesson plan, and textbook.

1.5. Clarification of Terms

The terms below will be frequently used in this study. Therefore, to avoid misconception and misunderstanding, below are the clarifications of the terms used in the study:

a. Quality Online EFL Learning

Quality online EFL learning can be defined as the degree of excellence in online EFL learning. Generally, there are two ways to assess the EFL learning quality based on Ghufron and Hadiyanto (2017) – by the process and/or by the outcomes. Therefore, in this study, quality online EFL learning refers to the realization of learning goals by the classroom parties though their interactions during the online EFL lesson.

b. Online EFL Classroom Interaction

In this study, online EFL classroom interaction refers to the interaction employed in the online EFL classroom which is categorized based on Flanders's (1970) FIACS (Flanders Interaction Analysis Categories). The categories are divided into three big groups: teacher talk (accepts feeling, praises or encourages, accepts or uses ideas of the students, asks questions, lecturing, giving direction, criticizing or justifying authority), student talk (responses and initiations), and silence or confusion.

c. Principle of Mutual Consideration (PMC)

PMC in this study refers to Aziz's (2003; 2006) politeness theory developed in the Indonesian communication context. This theory can be formulated into two principles: avoid using the expression you do not want to hear if you are the interlocutor and use the expression that you want to hear if you are the interlocutor. These principles are further developed into four sub-principles which become the basis of this theory. They are harm and favor potential principle, shared-feeling principle, *prima facie* principle, and continuity principle.