

CHAPTER I

INTRODUCTION

1.1. Background

Language is a tool of communication which has an important role in human life. Language is used to express feeling, give ideas, get information and so on. In social community, a particular language is used as means of communication by the same members of the group (Ramelan, 1992). In addition, language is not only a vehicle for the expression of thoughts, perceptions, sentiments, values characteristic of a community, it also represents a fundamental expression of social identity.

There are many languages in the world. One of them is English. Since English is used by the largest number of people in the world, we have to admit that English has become the international language. English is considered as a tool to enter the era of globalization. Either the country considers the language as a second or a foreign language, the language is considered necessary either way which is proven by the placement of English in curricula of the majority of the countries all over the world.

Realizing the importance of English, the Indonesian government has done so many efforts. In education field, Indonesian government has implemented it as one of the compulsory subjects taught in primary, secondary, and high education in the hope that Indonesian students will master English well.

After English has been taught as an optional subject from primary to high education level, the government provides another breakthrough to enhance the quality of national education in Indonesia. In order to have the same quality as other countries do, the Indonesian government released the policy about International Standard Class or known as RSBI. According to the regulation No.20/2007 about National Education System, “The central government and/or regional government established as least one educational institution of all levels to be developed into an international standard educational institution”, Department of National Education has arranged Initiation of International Equivalence Based Schools or *Rintisan Sekolah Bertaraf International* (RSBI). One of the requirements to be an international standard school is using English as the classroom language.

In regards to the RSBI guidelines proposed by Kemendiknas, international standard schools must conduct bilingual classes, which involve two different languages as the classroom language. In this case, Bahasa Indonesia is used as native language and English as a second language. In bilingual classes, some subjects require teachers to use English as classroom language. Therefore, the teachers who are non-native English teachers have to teach content subject using English and so they have to be familiar with the term of English for Specific Purposes as well as the content itself. As stated by Sukyadi (2012) that the method of using target language in delivering subject content especially Science and Math as what has been implemented in Europe, USA, Hong Kong, Singapore and Malaysia has various names; Bilingual Education, Content-based Instruction, Content-based Teaching, Immersion Program or Content and Language Integrated Learning (CLIL).

This term is also known as CLIL; *Content and Language Integrated Learning*. It means, in the process of teaching-learning in RSBI schools, teachers must deliver the content subject

with target language. In Indonesia the target language that is used for teaching-learning process in CLIL class is English. In the meantime, this process of using English as a target language or classroom language is pronounced as EMI; English as Medium of Instruction.

As stated by Haagen and Mathelitsc (2001), the main point of English as a Medium of Instruction (EMI) is the process of combining the conventional instruction of content-area subjects with foreign language learning, instead of mother tongue; a foreign language is used as a tool for communication in different subjects. According to Oxford learner's pocket dictionary, medium means that by which something expressed (Cowie, 1984). On the other words, it is defined as substance, surrounding, in which something exists or through which something moves. Instruction means instructing or being instructed. Instruction is derived from the word "instruct" that has a meaning as teach a school subject, a skill. Medium of instruction here refers to the target language the teacher uses in conveying the material of school subject. It is especially focused on the English teaching-learning process. According to Heinich (1982) English as the medium of instruction means teacher uses English as the delivery language in the classroom interaction.

Fairclough (2006) stated that the classroom interaction has gained so much attention from number of researchers for they believe it prominent to the success of the learning process. The term classroom interaction refers to the interaction between the teacher and learners, and amongst the learners in the classroom (Carter & Numan, 2001). Earlier studies of second language (L2) classroom interaction have focused on the language used by the teacher and learners, how the interaction is generated, and their effect on L2 learning. More recent studies have begun to investigate the underlying factors which shape interaction in the classroom (e.g. teacher and learner beliefs, social and cultural background of the teacher and learners, and the

psychological aspects of second and foreign language learning) providing further insights into the complexities of classroom interaction. One of the models of classroom interaction that can be found in CLIL class is Sinclair and Coulthard (1975) *IRF* (Initiation-Response-Feedback) pattern.

Initiation - response - follow-up or feedback, called IRF pattern is one of the interactional forms, which can be easily found in a classroom setting. The earlier researchers like Sinclair and Coulthard (1975), Mehan (1979), Cazden (2001), Lemke (1990), Nassaji and Wells (2000) have presented their studies about this in EFL classrooms. They analyzed the interaction pattern in EFL classrooms through IRF pattern and found it as a dominant pattern occurred in the class interaction. As described by Van Lier (1996), this model consist the teacher initiating talk (question), the students responding, and the teacher evaluating the response (i.e. providing judgment feedback). This practical structural sequence has made the IRF model as one of the types of classroom interaction that is typically used for teacher-student interaction.

Based on the theory from Dalton-Puffer (2006) about CLIL linguistic progression that is constructed by three kinds of languages; language for learning, language of learning and language through learning, therefore she stated that the use of language in CLIL classroom can be found in the IRF sequence interactions. Then it would be interesting to investigate deeper about this phenomenon. For example the interaction between teacher and students in the classroom that happens through IRF exchanges. Besides, putting attention on IRF exchanges between them, the researcher also puts attention to the use of questions as an elicit act in initiation moves from the teacher. Furthermore, it is also important to reveal the use of both languages and how the process of switching language happens in the classroom.

1.2. Research Question

Based on the explanation above this study would like to answer the following questions:

1. How does the IRF sequence exchange happen in the CLIL classroom interaction?
2. What type of questions does the teacher use as initiation move in promoting IRF interaction with the students?
3. How does the code-switching operate in CLIL classroom interaction?

1.3. Aims of the Study

Referring to questions above, this study is aimed to:

1. To describe the IRF sequence exchanges happen in the CLIL classroom interaction.
2. To describe the type of questions the teacher uses as initiation move in promoting IRF interaction with the students.
3. To describe the use of English and Bahasa Indonesia in CLIL classroom interaction

1.4 Significance of the Study

This study offers several contributions. The finding of this study has practical, theoretical and professional significance. In practical application, this study can contribute to the effort of

teaching method which provokes student participation in learning process actively. On the theoretical side, this study will develop knowledge about the use of IRF sequence proven by numbers of researchers to be the effective method in delivering the teacher-students interaction. The provisional significance of this study also relate to the advantages for professional workers in educational field, especially in teaching Science in CLIL classroom which have to be delivered by English. It can also give the brief explanation about the strategy for the teacher in making interactive learning by conducting IRF pattern, so the limitation of the language they have would not affect the interaction in delivering the subject content.

1.5 Scope of the Research

This study focuses on the IRF sequences that happened between teacher and students in Content-Language Integrated Learning (CLIL) classroom, and describes the questions used by teacher as his/her initiation moves. Furthermore, this study also discusses the use of English and Bahasa Indonesia in the class interaction.

1.6 Research Methods

1.6.1. Setting and Participants

The setting of the research is in one junior high school in Bandung. It is a Rintisan Sekolah Bertaraf International (RSBI) where the students learn Science and Math in two languages; English and Bahasa Indonesia. The reason of choosing this school is because it is one of the favorite schools in Bandung which has implemented English as medium of instruction for

about 4 years, so it must provide more explicit data and the location of this school is very accessible, it made the process of collecting data easier to do.

The participants of this study are teachers and students from Physics and Biology class. The teachers teach 9th grade at one public junior high school in Bandung. They are chosen because they have experiences in teaching content subject using English Instruction in CLIL/Bilingual class for more than two years.

1.6.2 Instruments

In the process of gathering data to answer the research questions, the researcher used some instruments. Related to the instruments use in this study, observation and video recording were used in process of collecting data.

1.6.3 Data Collection

The researcher conducted the research by analyzing the sample data taken from videotaping and observation. Observation was conducted to find out how the sequence of IRF happened in the interaction between both parties and to find out the number of questions teacher makes as initiation, while video recording supported the observations and completed what the observation cannot.

1.6.4 Data Analysis

After collecting the data, the writer made a preliminary exploratory analysis in qualitative research consists of exploring the data to obtain a general sense of the data, memorizing ideas, thinking about the organization of the data, and considering whether you need more data (Creswell, 2008). Agar (1980) "... read the transcript in their entirety several times. Immerse

yourself in the details, try to get a sense of the interview as a whole before breaking it into parts” (p.103).

Then, the writer codes the data. Coding is the process of segmenting and labeling text form description and broad themes in the data (Creswell, 2008). This description and broad themes would then be developed. Describing and developing themes from the data consists of answering the major research questions and forming an in-depth understanding of the central phenomenon through descriptive and thematic development (Creswell, 2008). At the end of these processes, the writer would interpret and report the findings.

1.7. Clarification of Terms

To avoid misconception and misunderstanding related to the topic of this study, number of terms is clarified as followed:

1.7.1. Bilingualism

The definition of bilingualism is complex and is influenced by multiple factors such as the age of acquisition of the second language, continued exposure to the first language (L1), relative skill in each language and the circumstances under which each language is learned. Popular definitions of bilingualism conceptualize language knowledge as being a binary category whether one is classified as having acquired two languages or not (Brutt & Varghese, 2004). However, bilingualism should be thought of as being on a continuum, where one can have varying levels of proficiency in two languages, regardless of how and when they were acquired. In addition, language and literacy skills are comprised of multiple subs kills. In any given language, bilinguals might be highly proficient in one domain of skills but not the other.

1.7.2. Content-Language Integrated Learning

Content and language integrated learning (CLIL) was originally defined as a pedagogical approach with a dual focus, involving the integration of (second/foreign/target) language study with the study of a subject domain instructed in that language (Räsänen, 1999). However, there are many other definitions and terms use worldwide, all referring to some kind of an approach where both content learning and language learning are being promoted.

1.7.3. Classroom Language

Classroom language is the language used in a classroom situation. It certainly is a language for special purposes which have to be learned especially. The classroom language itself can be categorized into two major categories (1) teacher talk and (2) student talk. Teacher talk refers to the language produced by the teacher addressed to learners in the course of classroom interaction. While student talk can be defined as the language produced by the student in the course of classroom interaction. Usually, the student talk appears as the response of the teacher talk.

1.7.4. IRF Exchange

Initiation - response - follow-up or feedback, called IRF pattern is one of the interactional forms, which can be easily found in a classroom setting. The earlier researchers like Sinclair and Coulthard (1975), Mehan (1979), Cazden (2001), Lemke (1990), Nassaji and Wells (2000) have presented their studies about this in EFL classrooms. They analyzed the interaction pattern in EFL classrooms through IRF pattern and found it as a dominant pattern occurred in the class interaction. As described by Van Lier (1996), this model consist the teacher initiating talk (question), the students responding, and the teacher evaluating the response (i.e. providing

judgment feedback). This practical structural sequence has made the IRF model as one of the types of classroom interaction that is typically used for teacher-student interaction.

1.8. Paper Organization

This research paper organized into five chapters as follows:

CHAPTER I : INTRODUCTION

This chapter provides the background of the study, research questions, the aims of the research, significance of the research, hypothesis, research method, and clarification of the key terms and organization of the paper.

CHAPTER II : LITERATURE REVIEW

This chapter consists of related theories that relevant to the research. The theories are conducted from other experts and researchers with related literature that the writer used in investigating the research problem.

CHAPTER III : RESEARCH METHODOLOGY

This chapter presents the methodology conducted in conducting the research. It consists of research design, research population and sample of the research, data collection, research procedures, and data analysis.

CHAPTER IV : FINDINGS AND DISCUSSIONS

This chapter reports the findings and discussion of the study generated by interpreting and analyzing the collected data. It provides the data collection, data presentation, the explanation of data analysis, and the result of data analysis.

CHAPTER V : CONCLUTIONS AND SUGGESTIONS

This chapter concludes research result, conclusion and recommendations for teaching process and further research.

