

Chapter I

INTRODUCTION

This chapter is an introduction of the study, consists of background which describes the young learners classroom interaction in general and the phenomenon of young learners classroom based on related research. This chapter includes research questions, aims of the study, significance of the study, scope of the study, research method and techniques of the study, clarification of the key terms, and organization of the paper.

1. Background

Classroom is considered as the most important place for foreign language learners to apply and practice the target language. Chavez 1986 (cited in Cameron 2008) said that for foreign language learners, classroom is the primary forum for them to use and experience the target language. In order to make foreign language learners learn target language better, they should create communication both with their teacher and their fellow students in the classroom. Communication in the classroom can be built through interaction.

To have reciprocal interaction, done by each to the other, the role of the teacher is not only transferring the knowledge but also stimulating student's

participation. When the interaction occurs, students have more opportunity to demonstrate their language they learn. Besides, students can use the language they possess in real situations because they have a lot of language practices during learning language.

Regarding the importance of interaction, classroom interaction itself is defined as the communication patterns between teachers and pupils and pupils with pupils Hitchcock and Hughes 1989 (cited in Brown, 2001). When interaction happens, teachers may easily check their students' proficiency in learning the target language and students can increase their language mastery during classroom activities such as discussion, listening, reading and doing some dialogues. Through interaction, students can increase their language as they listen from the teacher and from their fellow students and it will help (foreign) language learner to learn the target language easily and quickly. It is in line with Allwright's statement 1988 that (foreign) language learner will get an easy way in learning the target language if there is a significant increase in the amount of classroom interaction.

The amount of classroom interaction in young learner classroom was far from satisfaction. Based on the preliminary observation that it is observed in young learners' classroom, the children seemed to be rather shy, unwilling to tell something and ignore, not to want to give information to the teacher. They spoke little, often in short phrases or even in monosyllables. It could be seen when the children knew the answer to the teacher's question; however the children mumbled in their seats. When

one of them was chosen by teacher to say something, they gave their gesture that they did not know the answer. In contrast, Wood 1986 (cited in Cameron 2008) said that in the young learners' classroom, children seemed relatively active and responsive. They talked a good deal, asked questions and contribute to discussions. In order to stimulate young learners classroom that seemed passive, teacher needs to give some strategies, such as asking some questions that will stimulate students to answer, developing students' idea in order to make students confident in giving more idea in the classroom, or giving praises or encourages the students that will motivate them in participating in the classroom.

Therefore, classroom interaction should be analyzed to get some references in developing interactive language teaching for foreign language classes. As Hitchcock and Hughes 1984 (cited in Brown, 2001) state, "Interaction analysis as a technique used to investigate classroom interaction grew up out of a concern with the improvement of classroom teaching". The classroom interaction that will be analyzed in this present research focuses on the anomalous exchange that is based on the framework of analysis developed by Suherdi (2006). Anomalous exchange is the kind of structures of utterances categorized as structurally unacceptable exchange. The occurrence of anomalous exchange is typically caused by the teacher's questions. However, in some cases, when the teacher's question is too hard to understand by students or there is no feedback from the teacher then there also will be possibility of the anomalous exchange occurrence. The occurrence of anomalous exchange may

influenced by classroom interaction itself that will be analyzed by using categories of teacher talk and student talk in the classroom known as FLINT (Foreign Language Interaction) developed by Moskowitz (1971).

Based on the reason above, this present research interested in analyzing of young-learner classroom interaction on the elementary graders at an English course in Bandung. The classroom interaction focuses only on the anomalous exchange. The purposes of this present research are (1) to describe the category of anomalous exchanges between teacher and students that mostly occur during the classroom activities at an English course in Bandung, (2) to find out whether there is needed feedback or not in anomalous exchange, (3) to seek how the classroom interaction influences that category of anomalous exchange.

2. Research Questions

The research questions of the research are formulated in the following questions:

- a. What categories of anomalous exchanges mostly occur during classroom interaction?
- b. Do the anomalous exchanges that mostly occurred in the classrooms need feedback?
- c. How does the classroom interaction influence the anomalous exchange occurrence?

3. Aims of the Study

Based on the research questions above, the aims of this research are:

- a. To describe the category of anomalous exchanges between teacher and students that mostly occurs during the classroom activities at an English course in Bandung.
- b. To find out there is needed feedback or not in anomalous exchange during classroom interaction.
- c. To seek how the classroom interaction influences that category of anomalous exchanges.

4. Significance of the Study

The results of this research highlight on the interaction of young learner classroom at an English course in Bandung. This research is hopefully giving contribution for teachers and students. For English teachers, the result of the study can be used as one of references in managing their talking time in English course classroom for the development of this education field. Besides that, this research is also able to contribute to the development of English teaching in Indonesia.

5. Scope of the Study

This research will focus only on analysis of young learners' classroom interaction at an English course in Bandung. The interaction that will be analyzed in this present research is on the occurrence of anomalous exchange. The investigation is limited only on to describe the category of anomalous exchanges between teacher and students that mostly occur during the classroom activities at an English course in Bandung; secondly to find out there is needed feedback or not in anomalous exchange during classroom interaction; thirdly to seek how the classroom interaction influences that category of anomalous exchanges. 40 students of Elementary graders at an English course in Bandung will be involved in this present research.

6. Research Methodology

6.1. Research Method

The goal of this research was to get a clear description of young-learner classroom interaction by using Suherdi's model (2006) about anomalous exchanges. Since the classroom interaction is a process which involved human behavior in the natural setting, qualitative approach is used in this research. As Nunan (1989) suggests, qualitative methods concern with the understanding of human behavior from the exploratory, descriptive and process-oriented.

6.2. Population and Sample

The population of the research is taken from an English course in Bandung. The sample of the research is the elementary classroom of an English course in Bandung. The participants involved in this research two teachers and 40 students. They were from two different classrooms; 20 students of under-achiever classroom and 20 students of higher achiever classroom.

6.3. Data Collecting Techniques

This present research used observation, interview and note-taking in collecting the data.

6.3.1 Observation

To record the interaction between the teacher and learners during the learning process on elementary graders classroom, the observation was conducted through videotaping as the important tool in this research to analyze the result.

6.3.2 Interview

To support the data collection, interview was done to add information that was needed in this research. Two teacher of young learner's course were chosen as the interviewee.

6.3.3 Note-taking

Note-taking was established as the technique to collect the data in order to capture the missing stages in the classroom interaction when the interpretation of videotaping began.

6.4 Procedures

This research used these procedures in collecting the data consist of:

6.4.1 Observation

The observation is divided into two steps, they are:

- Pre observation is intended to know the situation of the class that will be used as a sample of the research and also to get the focus of this research.
- Post observation is the purposed observation in order to get the data needed in this research. Therefore there are steps of post observation, they are:
 - Doing video recording at elementary graders classroom at an English course in Bandung
 - Watching the result of the video recording
 - Transcribing into written form to investigate the categories of classroom interaction on elementary graders classroom by using framework

developed by Suherdi (2006) for the first purpose of the research and by using analysis of classroom interaction developed by Moskowitz (1971) which is known as FLINT (Foreign Language Interaction)

- Analyzing the result according to describe the kind of anomalous exchanges between teacher and students that mostly occur during the classroom activities at an English course in Bandung; secondly, to seek how the classroom interaction influences that kind of anomalous exchange; thirdly to find out there is needed feedback or not in anomalous exchange during classroom interaction.

6.5. Data Analysis

After collecting all the data from videotaping, observations and interviews, there are steps adapted from Suherdi (2006) in analyzing the data as follow:

Step 1. Transcribing recording of video and interview

This research gained the data from videotaping taken from two classes. The data obtained were transcribed in order to display the language used in the classrooms. Similarly, Allwright (1988) suggested using transcripts and audio taped or videotaped as database for discourse analysis.

Step 2. Coding and Analyzing the data

After transcribing all the interactions in the classrooms, the transcripts were coded using some labels as shown in chapter II, mainly the moves and the exchanges.

This step is essential by the reasons (1) it enables the researcher to identify phenomena, (2) it enables the researcher to conduct quantification of frequency, (3) the quantification of frequency shows the tendency of findings, and (4) it enables the researcher to categorize or subcategorize findings (Alwasilah, 2002). Steps of this research procedure were as follow:

1. segmenting the transcripts based on each exchanges;
2. coding and analyzing the exchanges based on classroom discourse analysis framework;
3. calculating the number of each type of anomalous exchange, the number of teacher and student talk by using FLINT adopted from Moskowitz (1971) and type of teacher's questions occurred based on Kinsella (1991) and Bloom's (1956) theory (as cited in Suherdi, 2006).

Step 3. Interpreting the data

In this step, the researcher attempted to answer the research questions formulated in chapter I. The quantification of the findings was displayed into some tables, and then the phenomena were described from the tables. Alwasilah (2002) states that display, i.e. table, flowchart, diagram, etc. enables the researcher to explain the interpretation. Since the researcher proposed three research questions, the findings were triangulated one to another in order to obtain phenomena and presented them into deep discussions.

Step 4. Finishing

The findings gained through steps above with getting feedback from some friends who was expert in classroom discourse and checking transcripts and interpretation of the data in order to enable the researcher to achieve validity of the research.

7. Clarification of the Key Terms

1. Young learners; Children between 5 – 11 years old. (Pinter, 2006)
2. Young Learners Classroom; room where a class of children is taught.
3. Interaction means the collaborative exchange of thoughts, feeling, or ideas between two or more people (students and teacher, or students and students) resulting in reciprocal effect on each other. (Brown, 2001)
4. Classroom interaction means the place where interaction between teacher and students happen.
5. Classroom discourse analysis is defined as one of social interaction fulfillments i.e. classroom interaction which includes certain routines in classroom interaction based on certain sociopolitical including pedagogical beliefs. (Suherdi, 2006)

6. Exchange refers to the utterances of teacher and students which begin with a question and end with the answer of that question. Typically, an exchange in the classroom consists of an initiation of a teacher followed with a response from students then followed with teacher's feedback as the response to the students' answer. (Proposed by Sinclair and Coulthard, 1975)
7. Anomalous exchange means an unwell-formed exchange in which it has no predicted and acceptable constructions. (Suherdi, 2006).
8. Feedback means process of adjusting the students' ability to strength based on the information received to achieve their goals.
9. Teacher talk means kind of language which is done by the teacher as instructions in the classroom. According to Flanders' interaction analysis, teacher talk is divided into two categories such as indirect influence (accepting feelings, encouragement, accepting or using ideas of learners, asking questions), and direct influence (lecturing, giving direction, criticizing or justifying authority).
10. Learners talk means sort of talk that exist besides teacher talk during teaching learning process. There are two categories of learners talk according to Flanders analysis, they are learners-response and learners-initiation.

8. Organization of The Paper

The paper of the research will be organized as follows:

CHAPTER I is introduction, which consists of background of the study, that is the importance of observing young-learner classroom interaction especially in analyzing classroom interaction in anomalous exchange. Besides, it is also contains the statement of the problem, the aims of the study, limitation of the study, data collection, and organization of the paper.

CHAPTER II is the theoretical foundation that explains the theoretical framework that is relevant to the study. In this paper, the researcher serves the theory of classroom discourse particularly exchange structure, types and the categories of exchange structure, classroom interaction, young learners characteristics, teacher's feedback and type of teacher's questions.

CHAPTER III is research methodology that discusses the study procedure and instrument of the study. In this case, the researcher uses qualitative-descriptive approach. In collecting the data, the researcher uses some techniques, they are, classroom observation, interview and note-taking.

CHAPTER IV is findings and discussion that describes the result of analysis and explains the answer of the research questions. In this section, the researcher reveals the types of anomalous exchange that frequently occur, displays the

influence of classroom interaction to the occurrence of anomalous exchange and shows the occurrence of feedback in anomalous exchange that frequently occur.

CHAPTER V is conclusion and suggestion that describes the summary of whole chapters. It contains the highlight of the study and also pedagogical implication of this study. Besides, it is also describes the problems during the study and the solution of the problems.

