

CHAPTER 1

INTRODUCTION

1. 1 Background of The Study

Classroom discourse as part of classroom interaction has been an interesting and important field to observe for some pedagogical reasons. Suherdi (2006, p.iii) states, “*the significant of employing classroom discourse analysis has long been echoed since the beginning of 1970’s*”. Besides, Suherdi adds the importance of studying classroom discourse analysis is, as highlighted by Stubbs (1976), that students and teacher’s talk is the educational process or at least as the part of it which is influenced by many factors such as children’s language, IQ, social class and home background. Therefore, the way to reach the access to the successful education is by understanding classroom discourse (Suherdi, 2006: 4).

In line with this, there are four reasons why analyzing classroom discourse is important which are proposed by Rymes (2008) especially for teachers who observe their own classroom. The first is classroom discourse analysis can improve mutual understanding between teacher and students. Language varieties and multiple languages used by teachers and students when they present topics or answering questions illustrate the possibility of misunderstanding between different social groups in classroom.

This misunderstanding is often interpreted as the *deficit* of classroom, symbol of lack of intelligence, drive or ability. Thus, classroom discourse analysis can

reveal the different patterns of communication differences between teachers and students, which come from different groups of people.

The second one is, by analyzing classroom discourse teachers are able to understand local differences in classroom talk—going beyond stereotypes or other cultural generalizations. The third is it can improve academic achievement when teachers analyze discourse in their own classrooms. Many studies indicate that carefully studying interaction in classroom and rearranging talk can lead to more productive and comprehensive interactions, which also means a huge contribution to the students' success. The last is the process of doing classroom discourse analysis can promote an intrinsic and lifelong love for the practice of teaching. The process of improving student achievement through careful analysis and reflection in discourse analysis is a valuable product. Practicing classroom discourse in our own classroom can enhance the overall experience of teaching (Rymes, 2008 p.5-11).

In analyzing classroom discourse, we must look at the element of discourse itself. According to Tsui (2008), there are two main dimensions of classroom discourse. The first is observable dimension, which is including linguistic and non-linguistic elements of discourse. The linguistic elements involve language used by teacher and learners in the classroom and interaction between them. While the non-linguistic forms include paralinguistic gestures, non-verbal cues, prosody, and silence. The second dimension is the unobservable one, which also shapes classroom discourse that is sociocultural context. It includes physical environment, students' perceptions, emotions, beliefs, and orientations.

Meanwhile, Suherdi (2008) focuses the analysis of classroom discourse to the discourse structure and exchanges. This is based on the framework of analysis developed by Sinclair and Coulthard (1975) which is treating classroom discourse as comprising five ranks named lesson, transaction, exchange, move, and act. A lesson typically consists of an unordered series of transactions, whereas a transaction normally consists of several exchanges. Furthermore, exchanges consist of several moves and acts.

In the classroom discourse usually the exchange structure that occur consists of at least three moves which is categorized as acceptable exchange where teacher's initiation formulated in questions, followed by students' answer as the response and then followed by correction or information given from teacher as the feedback. This kind of exchange structure is named as non-anomalous exchange proposed by Suherdi (2006).

On the other hand, sometimes, teacher's initiation formulated in a question is not followed by students' answer as the normal way. Even sometimes, teacher's questions are answered by teacher's own statement. In the exchange structure, this kind of structures of utterances categorized as a structurally unacceptable exchange, yet pedagogically plausible exchange. Suherdi (2006) calls this as anomalous exchange. In addition, the occurrence of anomalous exchange is typically caused by teacher's questions. However, in some cases, when teacher's question is too hard to understand by students then there also will be possibility of the anomalous exchange occurrence.

Concerning the above explanation, this study will analyze the anomalous exchanges based on framework developed by Suherdi (2006) that occur in classroom interaction. It is expected to explore in what situation anomalous exchanges frequently occur and seek how anomalous exchange influences the classroom interaction.

1.2 Statement of The Problem

In accordance with the study entitled “An Analysis of Anomalous Exchanges in Classroom Interaction,” therefore the study attempts to explore the following question:

1. What are the anomalous exchanges that occur during the classroom activities?
2. In what situations do the anomalous exchanges frequently occur?
3. How does the classroom interaction influence the anomalous exchange occurrence?

1.3 The Aim of the Study

The purpose of this study is to describe the analysis of anomalous exchanges between teacher and students that occur during the classroom activities and find in what situation anomalous exchanges frequently occur. Besides, it is also aimed to seek how the anomalous exchange influences the classroom interaction.

1.4 Limitation of The Study

This study focuses on the analysis of anomalous exchanges between teacher and students that occur during the classroom activities.

1.5 Research Methodology

Since this study is a qualitative research, the researcher uses descriptive method in which the writer describes the process, meaning and understanding the result of analysis (Creswell, 1994).

This research is based on the following procedure;

1. Data collection. In collecting the data, some techniques are used:
 - a. Recording the classroom activities. The researcher records teacher and students' talk during the classroom activities, including teacher and students' non-verbal action.
 - b. Observation. The researcher observes the classroom activities.
 - c. Interview. The researcher interviews the participants related to study in order to support the data collection.
2. Data analysis. In analyzing the data, some techniques are used:
 - a. Transcription : The researcher transcribes the dialog between teacher and students in the classroom.
 - b. Classification : The researcher classifies the dialog into some categories of exchanges as proposed by Suherdi (2006).
 - c. Analysis : The researcher analyzes the transcription of identified dialog.

3. Site and Sample. The research is held at SMKN 12 Bandung. This school is chosen because of the writer's accessibility to the school. While the first and the second grades are chosen as the sample of this research. Those classes are chosen because the researcher is eager to find in what situation anomalous exchange frequently occurs. The situation itself covers the level of students learning English in which novice level is taught for first grade and intermediate level is taught for second grade. Besides, level of class achievement is considered to enable to see the different frequency of anomalous exchanges occurrence whether it occur frequently at under-achiever class or at higher-achiever class. Technique of sampling like this is called purposive sampling. According to Babbie as cited by Creswell (1994), purposive or judgmental sample is the sample done by choosing potential respondents based on their convenience and availability.

1.6 Clarification of The Terms

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

1. Classroom discourse analysis: classroom discourse 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, p.2).
2. 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).

3. Anomalous exchange: an unwell-formed exchange in which it has no predicted and acceptable constructions (Suherdi, 2006).

1.7 Organization of The Paper

The paper of the research will be organized as follows:

CHAPTER 1 is introduction, which consists of background of the study, that is the importance of observing classroom discourse especially analyzing anomalous exchange that contribute to the students' learning improvement and a tool for teacher's teaching evaluation. Besides, it also contains the statement of the problem, the aims of the study, limitation of the study, data collection, and organization of the paper.

CHAPTER 2 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 exchanges structure, types and the categories of exchanges structure.

CHAPTER 3 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 observation, videotaping, and interview.

CHAPTER 4 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 and in what situations the anomalous exchange normally occur. Besides, the researcher also displays the effect of classroom interaction to the occurrence of anomalous exchange.

CHAPTER 5 is conclusion and suggestion that describe the summary of whole chapters. It contains the highlight of the study. Besides, it also describes the problems during the study and the solution of the problems.

