CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Classroom discourse has been regarded important in the development of pedagogic implications. It can be seen in the researches that had been done. Hillocks (1986) cited in Nystrand (1998) found that the classroom discourse most conducive to enhancing writing skills involved peer-response groups with an "inquiry" focus: assigned topics involving analysis of readings or other "data" and attention to rhetorical strategies. Cots (1995) also stated that adopting a discourse approach to language teaching involves a new way of looking at it, but this does not mean that we should throw out the baby with the dirty water. In line with this, Sinar (2008) also stated that discourse which enables human to develop through school educations activities in the classroom are institutional, for the classroom is part of the design school education system as an institution. As teacher understands the meaning of classroom discourse, it is expected that teacher can fulfill the students' need.

Classroom discourse analysis has developed in the education field. Analysing the classroom discourse has given much contribution to the students' outcome. The classrooom discourse itself concerned with the frame of the teaching learning process, the communication between the teacher and students and also the medium to direct the students to achieve the goal of learning. As teachers can analyse the classroom discourse, it is expected that teachers can evaluate their teaching learning process. The purpose of the classroom discourse analysis itself

is to observe the quality of the teacher and students' communication. In line with this , Yu (2009) also stated that the application of discourse analysis to second language teaching and learning can reveal much about how teachers can improve their teaching practices by investigating actual language use in the classroom, and how students can learn language through exposure to different types of discourse.

Sincair and Coulthard in 1975 introduced the term of rank scale as a model for analysing discourse analysis. The rank scale has realized into five divisions. The highest rank in the discourse classroom is lesson. Lesson is consisted of one or more transactions, transacation is consisted of one or more exchanges, and exchange is consisted of move and move is realized by acts. The examples of classroom discourse analysis can be seen in the example below, recorded on March 16,2015, grade seven, with the teacher N. Siregar :

Teacher: Can you give me the example of simple present tense? (Initiation)
Student: I go to school everyday(Response)
Teacher: Good (Feedback)

This example is analyzed through the Sinclair and Coulthard theory, thatis known as IRF (Iniation-Response-Feedback) pattern. This moves in the dialogue create the exhanges which is can be grouped as IRF.

Jiang (2012) also stated that classroom discourse analysis is an aspect of classroom process research, which is one way for teachers to monitor both the quantity and quality of students' output. Through analyzing the classroom discourse , it is expected that it can be observed what are the strength and the weaknesses of the teachers classroom discourse and how the classroom discourse can be designed well.

In the pleminary observation at school, some teachers always explains the material by reading the book. There is no two ways communication between the teacher and students. The students keep silent and have no questions for the teacher. For example :

Teacher: Open your book page 12

Students: (open the book)

Teacher : Please keep quiet, I will explain for you! (reading the book)

(Recorded on March 20, 2015, grade seven with the teacher N. Siregar) This situation requires some serious reflection and discussion,the better to understand and interpret it as a social phenomenon, and the better to provide for enhanced educational practices in the future. Two ways communication in classroom discourse creates the good interaction in the teaching learning process.

English as the lingua franca has given a deep impact for education sector. The globalization makes people around the world can go and trade from one to another country. All products of information technology and even the job field requires English fluency. For these reasons students must master the English language skills. It can be also viewed in the curriculum of Indonesian education from the elementary level till the secondary one. Therefore, government has made English is one of compulsory subjects in formal education.

The goal of learning English in curriculum is to be competent in four language skills, that is, reading, writing, speaking and listening. To achieve them is not an easy work for students, because English is a foreign language

for them. Teacher must also use some strategies and method that can arise the students motivation to learn it. Many teachers are suggested to be creative to do it.

Teaching is an activity that teachers have to design well to achieve the objective of the instructional process. Many teachers concern about the method, the strategy and also the technique that they use in organizing the instructional process because it is tought that those things play a big role in achieving the objectives. Teaching is not all about those things. Teaching is a condition where the teacher and student have an interaction on delivering and accepting the material. Teachers rarely concern about the communication of teachers and students in the class. Seemly, the important thing is to deliver the material. Otherwise, the communication between teacher and students play the big role in their achievement of the study objectives.

The communication of teachers and student can be regarded as the classroom discourse. Classroom discourse also refers to the language that teachers and students use to communicate with each other in the classroom. Nunan cited in Liu (2012) viewed classroom discourse as the distinctive type of discourse that occurs in classroom. Talking, or conversation, is the medium through which most teaching takes place.

Based on these phenomena, the researcher is interested to investigate the structure of English classroom discourse especially at SMP Negeri 1 Tebing Tinggi. Through this research, it is expected give a new finding that classroom discourse give contribution in teachers' quality and students' output. As her observation, this school is the model for other school in

Tebing Tinggi. This research will investigate the structures of the classroom discourse in English teaching learning process based on the Sinclair and Coulthard model.

1.2 The Problems of the Study

The problems of the study are formulated in the form of research question as the following.

1. What are the structures of English classrooom discourse of the SMP Negeri 1 Tebing Tinggi?

2. How are the structures of English classroom discourse realized linguistically?

3. Why are the structures realized in the ways they are?

1.3 The Objective of the Study

The objectives of the study are

1. to describe the structures of English classroom discourse

2. to describe how the structures are linguistically realized, and

3. to reason for the realizations of the English class structures

1.4 The Scope of the study

This study is focused on finding the structures of English classroom discourse as they are mainly linguistically realized.

1.5 The Significance of the study

The findings of the study are expected to have theoretical and practical significance for the readers and teachers especially English teachers.

a. Theoretically, the findings deals with two aspects. First, about the structures of discourse analysis in the classroom, how the knowledge will implement and how the result of the research, can be the reference for other's research about classroom discourse. Secondly, the object and the investigation of this study is classroom discourse phenomenon, and whatever to be achieved in this study will enrich the classroom discourse studies

b. Practically, the findings are concerned about the discourse phenomena in the classroom, whatever the research result will achieve it can be the enrichment for classroom discourse studies in specific situation as SMP Negeri 1 Tebing Tinggi. Secondly, this research under the investigation of clasroom discourse phenomenon which deals with the utterances between teachers and students and derives from the institutional linguistic domain. In this respect , it can can contribute to the textual studies of English as a foreign language and it also can be the evaluation for the teachers in doing the instructional process.