

CHAPTER I

INTRODUCTION

A. The Background of Study

Interaction is the entity of communication. By interacting, people deliver and grasp meaning. Interaction needs two or more active participants in order to obtain ideal feedback of the communication.

In teaching and learning process, interaction plays essential roles to help both teacher and students to attain each purpose. In English for Foreign Language (EFL) classroom context, expecting students to be able to communicate language that isn't their mother tongue, teacher firstly needs to trigger students to frequently use the language itself. Mostly, when the teaching process is ongoing. Classroom where students are aimed to interact with teacher using foreign language should effectively have mutual input and output towards teaching objective. Long (1996) also states that interaction facilitates acquisition because of the conversational and linguistic modifications that occur in such discourse and that provide learners with the input they need. Through the interaction, learners have opportunities to understand and use the language that was incomprehensible. Additionally, they could get more input and more opportunities for output.

Classroom interaction can be defined as institutional talks that are locally organized into conversational exchanges system cooperatively (Markee & Kasper, 2013). In the classroom, communication is mostly established and managed by the teachers. Therefore, as a key holder of classroom communication, teacher is

required to manage the classroom participation and stimulate students language production.

A successful language learner should be able to use the language in meaningful interaction to others. S/he is able to understand the other's speaking. S/he is also able to express her/his own ideas or opinion. S/he is also able to respond to the other's speaking. Student's communicative abilities are enhanced when they interact with each other through oral or written discourse (Douglas, 2001:48). Students can read or listen to authentic material. They can join a discussion, problem-solving tasks, or dialogue journals. The extent to which the intended message received is the factor of speaker's production and listener's reception. Most meaning is a product of negotiation of give and take.

In an interactive class, there are some activities that can be found, such as doing a significant amount of pair work and group work, receiving authentic language input in real-world contexts, producing language for genuine, meaningful communication, performing classroom tasks that prepare them for actual conversations, and writing to and for real audiences, not contrived ones. In the activity, students use the language in real communication to others.

In classroom interaction, controls are on the teacher's hand as the source of information; she modifies and simplifies her utterances to help students understand the language easily; she frequently gives feedbacks or corrections when students make errors; then, the common interaction pattern follows the moves on teacher initiates communication, student response, and teacher gives feedback (Murray & Christison, 2011; Ur, 2009; Walsh, 2011). Walsh (2011) also states that

learners access new knowledge, acquire and develop new skills. Then, everything in the classroom requires the use of language. Walsh identify problems, and establish and maintain relationship through language in interaction. Particularly in language classroom, interaction is viewed as central of language learning and teaching. The language used are as both the object of study and the medium of instruction (Long, 1983 in Walsh, 2011).

In EFL students case, they need to experience the language learning by real communication in classroom. Thereof, teachers need to develop their fluency so they can express their ideas and opinions in oral and written text. Teacher is expected to initiate and stimulate students to talk and produce language. To do so, teacher needs to create certain pattern of interaction to help both students and teacher in mapping an ideal communication. Sinclair and Coulthard proposed a model of classroom interaction pattern in which focusing on Initiation-Response-Feedback moves. It indicates a system of classroom discourse where basically teacher makes an initiation and students give responses, then teacher provides feedback afterward.

This model has many benefits to teachers wanting a better understanding of classroom discourse. A greater awareness of teacher feedback, especially in terms of providing grammatical accuracy and repetition, can greatly increase a teacher's success in explicit teaching. In addition, the attention to intonation needed in categorizing both student and teacher utterances provides valuable insight to its use in evaluation and initiation procedures in the classroom. Of key importance in discourse analysis is the intentions of the speaker in each created utterance, rather

than its grammatical composite. Thus is the case with the IRF model. By examining the individual parts in classroom discourse, teachers can better understand the whole; language as social interaction. Then they can more effectively create classroom procedure which meets student goals of foreign language proficiency.

Initiation is one of the efforts of the teacher in pushing the students to do interaction in the class. Teacher initiates an interaction by asking, greeting, explaining materials, giving direction or information, and checking students understanding, etc. Moreover, interaction is formed by at least initiation and response (Sinclair and Coulthard, 1992). The students require to answer questions, respond to statements and informations, or following any instructions given. So the move responds to teacher's initiation; the students act as follower.

Furthermore, students need to know whether what they've said is true or false. They need an acknowledgement for what they have done, compliment or disagreement. The teacher does not directly take another initiation, but she/he should give feedback to the student's response. By giving feedback, students can be more motivated to deliver their idea.

Based on the observation in SMK Broadcasting Bina Creative (BBC) Medan, it was found that the teacher dominated the talk while students only gave few responses. Teacher didn't stimulate the students well enough to speak. Students didn't get the right opportunity to respond. The students responded mostly by being silent, listening, or following the instruction. Then, teacher didn't give further adequate feedback to students. The Sinclair and Coulthard interaction

pattern wasn't applied appropriately. Most of them didn't understand the topic presented. They're not capable to express their idea in written or oral test. As teacher explained to researcher that most students had low score. Even more, they preferred to be silent and let smarter students to do the presentation in group discussion.

Otherwise, what is expected from students is responding teacher by uttering their opinion or asking another questions related to the materials delivered by teacher. In addition, they also need to respond to other students and give comments. Meanwhile, in the school mentioned, there were only few responses given by students to teacher. Interaction between students to students were also rarely happened. Apparently, more efficient initiations and feedbacks are needed to gain students responses to create a better classroom interaction.

However, the world is currently facing the outbreak of coronavirus disease (Covid-19) that occurs since last year of 2019, firstly discovered in China. Covid-19 is known as a highly transmittable and pathogenic viral infection which attacks respiratory system. Every countries prohibit people to interact each other within close distance in order to avoid the spread of the disease. Most governments issued lockdown areas and quarantine policy for prevention. All educational institution are closed causing schools and universities to conduct teaching-learning activities through E-learning.

Many schools and universities in Indonesia use virtual meeting applications in teaching-learning process, such as Zoom, Google Meet, etc. Unfortunately, in

online learning situation, teacher and students communicate to each other limitedly . Due to different system and procedure, time and space provided are limited for ideal interaction. Moreover, many students can't afford to join the virtual classroom caused by limited money and devices.

Accordingly, the researcher aims to analyse the pattern of interaction that happened in the online classroom process. Furthermore, researcher objects to find out whether interaction between teacher and students in the online teaching-learning process is in line with interaction pattern proposed by Sinclair & Coulthard. The analysis of teaching english in this study focuses on the terms of verbal interaction caused by teacher and student.

B. The Problem of Study

Based on the background of study presented above, the problem of this study could be formulated in form of question:

“How are the patterns of interaction based on Sinclair & Coulthard model used during the online English teaching-learning process?”

C. The Objective of Study

In the relation to the problem of study, the objective of the study was to investigate the interaction patterns based on Sinclair & Coulthard model that occurred during English teaching and learning process of grade X in SMK BBC Medan.

D. The Scope of Study

This study attempted to investigate the pattern of interaction that happened in English online classroom interaction based on Sinclair & Coulthard model. The learning material was focused on narrative text with reading skill. This study focused on one of the English teacher and 36 students of grade ten in SMK BBC Medan.

E. The Significance of Study

This research was practically expected to be able to contribute some benefits:

a. For English teachers

The research result was expected to be references for teacher to improve their understanding in managing effective, stimulating, and interesting classroom interaction.

b. For the students

The students were expected to realize the essential of participating actively in classroom process in order to achieve learning goals.

c. For Future Researchers

For future researchers, the research findings of this study were useful for enrichment of some new resources or theories about classroom interaction pattern. So the result would be a reference for the researchers who were interested in conducting further similar research of classroom interaction analysis particularly about interaction pattern in classroom process.