

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching learning process, language is the basic means of communication in the classroom. It represents the thinking of the participants (teacher and students) on the activities of the classroom, that it shows their interaction (Norman, 1975: 2). Thomas (1987) argued that Language is a primary resource for communication between teacher and students, and vice versa. Language has four different functions in the classroom. First, Language is used to explain the materials (teacher) and to understand the materials (students). The second function of language in classroom is manipulative function. The third function of language in classroom is used as tool to make students do something so the environment of classroom is changed. The fourth function is to make students do imaginative activity such as they should create story or write their experiences in the class. And the last function of language in classroom is ideational function. By these functions, the students are able to create a discourse that they can create some written text and express their own story using their own language. The last function of language in the classroom is ideational function. The students are expected to be able find and express the meaning of written text.

The language used in a classroom is transactional and interactional use of language. Transactional language is mostly used by teachers in delivering information knowledge for students. In other hand, interactional language is used by teacher to interact with students. The main case faced by teachers in the

teaching and learning process of English in a classroom is how to give a clear understanding easily to students. In English classroom, teacher's language is not only the object of the course, but also the medium to achieve the objective of teaching. Nunan (1991) stated that teacher's language is important, not only for the organization of the classroom but also for the process of acquisition of knowledge. Teacher's language in English classroom is considered as one special variety which others do not share (Feng Qican, 1999: 23).

Coulthard (1977: 59) states that one of the basic facts of conversation is the roles of speaker and listener change, and this occurs with remarkably little overlapping speech and remarkably few silences. These statements show that a speaker/s and a listener/s must cooperate to each other in order that the conversation is successful.

Conversations also occur in teaching learning process in the English classroom. Teacher and students communicate each other through conversation to achieve learning goals. Teachers' conversations with students describe certain patterns of interaction within a learning. The best interaction pattern is a multi-directional interaction pattern. This pattern gives space for students to be actively involved in interactions learning.

The human's natural behavior that is performed with environment and other living things in every field, space and time including in the educational field, particularly in the teaching-learning process is called interaction. Discourse in a classroom covers communication of the teaching defined as classroom interaction. Classroom discourse is significant in the teaching and learning process because it determines the success of the teaching and learning process and improves

students' language ability and achievement. In the teaching-learning process, the interaction mainly happens between a teacher and students, who both have a role as the main components of interaction. The other discourses happen between one student and the others, the students and the materials, and the main components of teaching-learning process (teacher and students) with the supporting components of the teaching and learning process such as materials, space, time, the teaching learning facilities and learning media and school environment.

In the learning process in the classroom, there must be interactions between teachers and students or student and other students. The conversation that occurs in the class must have a structure. The structure here will generally involve initiating and responding based on (Saragih 2014). For example, a teacher might ask a student something he doesn't know about and then the student answers. In the conversation structure, the teacher is called a secondary knower (k2) where the teacher initiates to ask questions, and students here respond called the primary knower (k1) because the student knows the information being asked. Sometimes the teacher asks but he knows the answer to the question in order to test the understanding of his students. In this case the teacher is called the delay primary knower (dk1).

In today's pandemic situation, teaching and learning process was done through online learning system. Teacher might use different applications such as Zoom and Google Meet or other applications as the media for teaching and learning process. In an observation to the teaching and learning process carried out in the Second Grade of IPS-II at SMA Negeri 1 Matauli Pandan especially in

English class, the researcher found that the teacher in that class used Zoom as a medium for learning.

In the teaching and learning process through the Zoom, the interactions process took place normally as usual. Where in the interaction process there was a conversation, in which there were moves. Moves referred to in this case could be seen in Text 1 below:

1. k2 T: Did you do your homework?
- k1 S: Yes, I did.

In Text 1, **T** is the teacher and **S** is the student. The text in 1 shows that there was a movement that have been occurred in the interaction process between teachers and students. Where the teacher initiated to ask the students that was termed as **k2** (secondary knower move). The reason that was termed secondary knowledge was because the teacher knows the answer only after the student has answered. Then followed by student responses by answering questions from the teacher which was termed **k1** (primary knower move). In a conversation as contained in Text 1, the conversation that have been occurred could be formulated into **k2 ^ k1**. This structure is also known as the basic unit of conversation based on Martin (1992).

Then in other interactions there was command move, as shown in Text 2 below:

2. dk1 T: What is the generic structure of narrative text?
- k2 S: Orientation, complication, resolution and reorientation.
- k1 T: very good.
- k2f S: Thank you.

In Text 2, the teacher was termed as **dk1** (delay primary knower move). The reason that it was termed as delay primary knower, because the teacher asked the students for information, but the teacher already knew the answers to the questions asked. Here, the objective of the teacher was that the teacher asked questions only to test the students' understanding of the lessons being taught. Then the students answered questions from the teacher which termed as **k2**. Furthermore, the teacher provided feedback on the students' answers and termed as **k1**. And the last was **k2f** (secondary knower follow-up move), where students talked to follow up feedback from the teacher. Finally, the structure of conversation in Text 2 could be formulated into **dk1 ^ k2 ^ k1 ^ k2f**.

In other interaction in online English classroom, there were dynamic interaction moves, as shown in Text 3 below:

3. ch S: Excuse me ma'am, May I ask a question?
 rh T: Yes, please.
 k2 S: I still confuse to distinguish between resolution and reorientation. Could you explain ma'am?
 k1 T: Yes, of course. So, the resolution and reorientation are different.
 Resolution is.... (teacher explain).
 k2f S: Oh okay ma'am. Thank you ma'am.
 cl T: Now you understand what just explained.
 rcl S: Yes ma'am.

In the Text 3, the student started the conversation with the excuse of asking if she could ask or not and termed as **ch** (challenge). Then the teacher let

the students to ask several questions which is termed as **rch** (respond to challenge). Then student asked to get information and termed as **k2**. The teacher answered the question and gave the information to her student. This was termed as **k1**. Then, students respond the teacher termed as **k2f**. Furthermore, the teacher clarified whether the students understood what has been explained which was termed as **cl** (clarification). Student responded to the clarification which termed as **rcl** (respond to clarification). So the structure was **ch ^ rch ^ k2 ^ k1 ^ k2f ^ cl ^ rcl**.

In other interaction in online English classroom, there were also dynamic interaction moves because of the connection, as shown in Text 4 below:

4. k2 T: why did not you join the class last week?
 cf S: Pardon ma'am. Why...?
 rcf T: why did not you join the class last week?
 k1 S: I was sick last week ma'am.

In this text dynamic, the exchange moves have been occurred due to the limitation of internet connection which caused the conversation process become slightly interrupted. In the text, the teacher asked about the student's absence last week which was termed as **k2**. Due to the limitation of internet connection, students did not clearly hear all questions from the teacher. So that the students confirmation about the questions from the teacher which were termed **cf** (confirmation). Then the teacher repeated the question as a response from the student's confirmation, which was termed **rcf** (response to confirmation). After **rcf**

occured, students could answer the questions from the teacher. Then, the structure of conversation in Text 4 could be formulated into $k2 \wedge cf \wedge rcf \wedge k1$.

Based on the explanation above, the researcher was interested in further researching what moves actually existed in the interaction was formed in that class. Then the researcher decided to conduct a research entitled "Structure of Conversation between Teacher and Students in Online English Classroom at The Second Grade of SMA Negeri 1 Matauli Pandan."

B. Problem of the Study

Based on the explanation above, the writer formulated the problem as follow "What are the structures of conversation in online English Classroom between teacher and students at the Second Grade of SMA Negeri 1 Matauli Pandan?"

C. The Objectives of the Study

The objective of the study was to investigate the structures of conversation between teacher and students in online English classroom at the second grade of SMA Negeri 1 Matauli Pandan.

D. The Scope of the Study

In conducting this researcher, the research would be focused to the conversation occurred between the teacher and students. Based on Martin's (1992) theory there are three principle structures, they are; move, speech function and mood. But in this research, the research only focused on the "move" of the structure principle of interaction especially on information move between teacher

and students in online English classroom at second grade in the second semester of SMA Negeri 1 Matauli Pandan.

E. The Significance of the Study

The writer expected the result of this research gave contributions to the language teaching and learning, both theoretically and practically:

1. Theoretically: as an additional reference for those who would like to conduct a research related to the structures of conversation.
2. Practically:

For the teachers: It will help the teachers at SMA Negeri 1 Matauli Pandan especially to the English teachers to get an evaluation of their conversations during classroom interaction and as the reference way for the teachers in teaching learning process.

For the students: It will help the students at SMA Negeri 1 Matauli Pandan to know their ability in conversation during the English classroom interaction in order to make them participate and more active in the classroom.