

CHAPTER I

INTRODUCTION

A. The Background of the Study

Students' learning takes place through communication system with others as cognitive process of constructing knowledge and developing competency to understand, reason, and solve problem (Markee, 2015, p.96).

The communication system in the classroom itself is hold by the interaction among teacher and students. Therefore, the interaction in the classroom is quite different with ordinary interaction. The study of that communication system is the study of classroom discourse. This study of classroom discourse is thus a kind of *applied linguistics*— the study of situated language use in one social setting.

In the classroom it is usually the teacher who decides who will speak, and for how long. When the teacher decides to ask a question, the teacher tend to know the answer. The aim of asking the question is to evaluate the student's competency. Among Indonesian people, normally people ask when they do not know the answer or seek an information. For the example when someone asks about time. She/he asks about time whether because she/he really does not know what time is it and does not have watch with her/him. In casual conversation it is strange and rude not only to ask something that the answer is already known by the speaker, but also to evaluate the answer. For example:

A: Excuse me sir, would you please tell me where is this address?

B: Yes, it is two blocks from here.

A: You are right. Good job.

In real life people normally ask question to find out something they do not know, and respond in different way. Given the example above, when the question is already answered by B, the proper answer might be, “Oh... I see. Thanks for your help, sir.”

Therefore, what actually happen in the classroom will determine the outcome of the learning that is realized in real life. The students in the classroom is subject to the norms of classroom context, language and discourse whereas in the same trying to acquire a different set of conventions, language and discourse patterns that will be acceptable outside the classroom. Briefly speaking, for the students of English as a foreign language like in Indonesia where English plays no major role in the community and is primarily learnt only in the classroom, the students still need to learn English in order to use it in social context. The distinctions of linguistic structure of discourse have been shown by Sinclair and Coulthard (1975) that classroom has by nature a tripartite structure: the teacher initiates, the pupil responds, the teacher then evaluate the response.

In addition the data were collected in three college English classrooms of non-English majors at Qingdao University of Science and Technology teacher dominates the class and controls the topic; the English used by the students is minimal with only words, phrases and short sentence (Jiang, 2012, p.2151). Also the research from Qingdao University which resulting that teacher-initiated exchanges dominated in classroom dicourse patterns (Yu, 2009, p.154)

Studies which focused on pattern of interaction in Indonesian school settings were very rare. One journal that has been found out was published by TEFLIN, this study found that the dominant type of interaction was teacher-student interaction. Teacher-student interaction occupied 93% of the time while the Student-Student interaction occupied only 7% of the time. (Suryati, 2015, p.253). The other national journal also found that verbal classroom interaction was dominated by the teacher. These results confirmed in interview that teacher acknowledged that the interaction was dominated by him and it was hard to make the students talk more (Mulyati, 2013, p. 3-5)

The analysis of the interaction taking place between the teachers and the students in EFL classrooms in Iran has shown that the teachers/students interaction was rather dominated by the teachers (Shiraz and Rafieerad, 2010, p. 93-120)

The basic purpose of school is achieved through communication. Teaching is achieved through talking, and the quality of talk and the interaction must affect the learning that takes place in the classroom where the subject is language. Interaction itself is the collaborative exchange of thoughts, feelings or ideas, between two or more people. In the language classroom, English is used as the topic and the medium of instruction. As the topic, it constitutes the subject matter of the lesson. While as the medium of instruction, English provides a means of communication for the organization of the learning process. Whereas in EFL classroom the medium of instruction may be natural language (mother tongue).

In Indonesia where English is as Foreign Language and taught from elementary to high school, the goal of learning English, especially for Senior High

School student based on Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2015: Mata Pelajaran Bahasa Inggris is,

“Tujuan mata pelajaran Bahasa Inggris di sekolah menengah adalah untuk mengembangkan potensi peserta didik agar memiliki kompetensi komunikatif dalam wacana interpersonal, transaksional, dan fungsional, dengan menggunakan berbagai teks berbahasa Inggris lisan dan tulis, secara runtut dengan menggunakan unsur kebahasaan yang akurat dan berterima, tentang berbagai pengetahuan faktual dan prosedural, serta menanamkan nilai-nilai luhur karakter bangsa, dalam konteks kehidupan di lingkungan rumah, sekolah, dan masyarakat.”

(Rohim, 2015, p.16)

Unfortunately, based on author's teaching experience when doing Teaching Practice in SMA Negeri 1 Babalan, the students often became reluctant to participate in a classroom interaction due to their lack of convention of turn-taking as the signals of their interactions with each other and with the teacher. Firstly, because they either did not know how to respond or say something in English. Secondly, as the author's finding, the students felt less confident to say something in English. The EFL students barely participated in their verbal interactions. Turns were rarely more than several clauses, and there were frequently extended periods of silence as the teacher wrote notes on the whiteboard. In addition, students mostly used natural language with each other and the teacher which causing no practice in constructing their own question and response. Supported by Huraerah's findings in her research at in one of Senior High School in Bandung, it was revealed that the percentage of teacher talk was more than 54% (2013).

In attempt to understand those such classroom interaction that can be very mechanical even monotonous, understanding possible contributing pattern of classroom discourse would give benefit by enabling the teacher to evaluate their own output as the teacher and that of their students the EFL classroom.

In Indonesia, the research of classroom interaction is comparatively few and the materials that the researcher get were very limited. But yet the classroom discourse is so important to analyze. Regardless any method the teacher used, whether it is student-centered or teacher-centered, the students barely talk. Since in Indonesia, English is used in EFL classroom, the English itself becomes problem because in EFL classroom, natural language (mother tongue) can occur.

By analyzing classroom discourse enables the teacher to understand the special nature of classroom interaction; to understand why teacher talk so much more than the students. To understand the special nature of classroom discourse, Sinclair and Coulthard, borrowing from Halliday's theory of scale and category grammar by developing ranks at the discourse level which is in descending order: *Lesson, Transaction, Exchange, Move* and *Act*. Also it has by nature a tripartite structure: the teacher initiates, the pupil responds, the teacher then evaluate the response (Sinclair and Couthard, 1992, p. 2)

Lesson is the highest unit of classroom discourse that consist one or more transactions. Transaction then is combined by exchange. Exchange as two or more utterances are combined by move. Move and acts are very similar to words and morphemes in grammar. Move is the smallest free unit although it has a structure in terms of acts. Acts are the units at the lowest rank of discourse that corresponds the grammatical unit clause.

One of the most important features of all classroom discourse is that it follows a fairly typical and predictable structure, comprising three parts: a teacher initiation, a student response, and a teacher feedback, commonly known as IRF.

This three-part structure was first put forward by Sinclair and Coulthard in 1975 and is known as the IRF exchange structure. The work of Sinclair and Coulthard had a huge impact on the understanding of the ways in which teacher and students communicate.

Classroom discourse analysis is useful for a teacher to understand the form of discourse classroom pattern, the teacher get understanding of the ways story can be told, questions can be responded to, and problem can be solved. This study aids their teaching patterns in a way that will encourage interactions among students and improved classroom performance especially for teaching and learning English as Foreign Language.

B. The Problems of the Study

Based on the background of the study above, the writer makes the identifications of study as:

1. What are the classroom discourse patterning of EFL classroom interaction based on Sinclair and Coulthard model?
2. How do the EFL classroom interaction affect the students' learning process based on Sinclair and Coulthard model?

C. The Objectives of the Study

The objectives of the study are:

1. To identify classroom discourse patternings of EFL classroom interaction based on Sinclair and Coulthard model.

2. To describe how EFL classroom interaction affects the students' learning process based on Sinclair and Coulthard model.

D. The Scope of the Study

The scope of the study is describing classroom discourse in EFL classroom based on Indonesia, especially in North Sumatera. It will be analyzed in eleventh grade senior high school, XI MIA 1 of SMA Swasta Nurul Iman.

E. The Significances of the Study

Findings of this study are expected to provide information which may have theoretical as well as practical value for English teachers. Theoretically, the findings of the study later will add some new theories and evaluation in the area of classroom interaction. Meanwhile practically, the findings become source of reference for the English teachers especially in Senior High School in their attempts to increase students' learning process.