

CHAPTER I

INTRODUCTION

A. Background of the Study

Classroom interaction is the most important part in teaching and learning process since the purpose of the teaching and learning can be achieved only through it. For foreign language learners, classroom is the main place where they are frequently exposed to the target language. The kind of language used by the teacher for instruction in the classroom is known as teacher talk (Xiao-yan, 2006, A Dissertation of Teacher Talk and EFL in University Classrooms. China: Chongqing Normal University & Yangtze University). Teacher needs to talk to conduct the classroom. It means that to gain the target of learning, there must be interaction between teacher and students in the classroom. The starting point of the interaction itself is move. So, it means that the teacher must be able to apply appropriate move in his/her talk in the classroom to build an effective classroom.

In Indonesian context, English as a foreign language (EFL) is not used in daily conversation by the society. That is why students have limited exposure to English. Furthermore, in vocational school, English is relatively unexplored. Hence, English classroom, which is usually the only one place where English is spoken, takes a vital role to develop the students' communicative competence in English, which is the goal of teaching English itself. (Suryati 2015 : 2) in her study argues the same that where a target language is seldom used outside the classroom, input and language used in classroom interaction especially in teacher-student interaction and student-student interaction are vital. When students listen

to the teacher's instructions and explanations, when they express their views, answer questions and carry out activities, they are not only learning about the structure of the language but also they are learning how to use the language for communication.

In recent years, teacher talk has triggered the attention of scholars and researchers who mainly focus on classroom conversation features, talk turns between teacher and students, and by using what languages teacher could manage the class well. Teacher talk depicts communicative approach to language teaching. (Nunan, 1991) as cited in (Kiasi, 2014 : 96) asserts that teacher talk is of crucial importance, not only for the organization of the classroom but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail in implementing their teaching plans. In terms of second language acquisition, teacher talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive. Furthermore, according to (Yanfen 2010 : 76), appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teacher and students, and consequently creates more opportunities for interactions between teacher and students.

In this study, the researcher uses Sinclair and Coulthard model at the level of move to analyze the teacher talk during the interaction in the classroom. Sinclair and Coulthard divide classroom discourse into 5 rank level, namely: lesson, transaction, exchange, move and act. In their analysis, Sinclair and

Coulthard only examine the exchange, move and act. According to Sinclair and Coulthard model, the interaction in the classroom consists of exchanges. A typical exchange in the classroom consists of *Initiation-Response-Feedback* (IRF). *Initiation* is the opening of discourse conducted by teacher, *Response* is the answer or reply of the discourse usually from the students, *Feedback* is the follow-up to the students' response from the teacher. The exchanges in the classroom (IRF) are realized by the rank below it, which is move. Move takes an important role to achieve the target of learning. Move is the starting point for the teacher to start the interaction to pass on the lesson to the students. By using the appropriate moves, teacher can stimulate the students to be actively involved in the classroom. In Sinclair and Coulthard model, there are 5 classes of moves, which are framing, focusing, opening, answering and follow-up. Each move has different basic structure, with the term head, symbolized (h), as a compulsory element in each move. In fact, in the moves exchanges during the interaction in the classroom, teacher's moves are not appropriate. When the teacher is opening the interaction for example, the teacher often does not pay attention to the moves.

Inappropriate moves by teacher may be presented in the following example:

T: Do you know what is meant by accent?

S: (silent)

T: It is the way we talk.

In the dialogue, the teacher opens the interaction by directly asking a question without any introduction. Then the students keep silent. They do not answer the teacher's question. It is not because they do not know the answer, but the teacher does not pay attention to the appropriate move. Furthermore, when the students

remain silent or do not answer the teacher's question, the teacher does not apply the appropriate move to stimulate the students' participation in the classroom. The teacher directly just answer the question, he/she does not try to start again using the same or a rephrased question, or the teacher can move to another students to get the answer.

Students' participation is the most defining factor of an effective EFL classroom. Unfortunately, since students in EFL settings get limited exposure to English, it seems that students need stimulation to be actively involved in the classroom. In this case, the teacher talk takes an important role to initiate the talk in a good management. To create an effective EFL classroom, teacher should not dominate the classroom, but as a facilitator he/she facilitates the students to talk much more than the teacher does. But the fact shows that teacher talks much more than students do in the classroom. Milal (2011) states about teacher domination of teacher-student interaction. His findings indicated that teachers dominated the classroom discourse with 341 utterances; students produced only 104 individual utterances, and 31 choral responses. Furthermore, Liu and Le (2012) on their research about classroom discourse in China, revealed that in the classroom teachers talked more than the students, IRF pattern was the dominant classroom discourse structure.

B. The Problems of the Study

In line with the background of the study above, the researcher formulates the problems of the study as:

1. What types of moves are found in the teacher talk used in English classroom interaction in SMK Multi Karya Medan?
2. How are the types of moves realized in the teacher talk used in English classroom interaction in SMK Multi Karya Medan?

C. The Objectives of the Study

The objectives of the study are stated as follows:

1. To find out the types of moves found in the teacher talk used in English classroom interaction in SMK Multi Karya Medan.
2. To describe how the types of moves are realized in the teacher talk used in English classroom interaction in SMK Multi Karya Medan.

D. The Scope of the Study

Based on Sinclair and Coulthard model, there are 5 rank level of discourse units, namely: lesson, transaction, exchange, move and act which relate hierarchically. The researcher limits the study to the investigation of teacher talk at the level of move based on Sinclair and Coulthard model. It will be analyzed in tenth grade students of SMK Multi Karya Medan who study English as a foreign language. As the consequence, the result of this study cannot be generalized for all English teachers. The limitation also comes from the language skill.

E. The Significance of the Study

The findings of the research are expected to be beneficial and be able to give some contributions to the improvement of the effective English teaching and learning process both theoretically and practically.

1. Theoretically

- To give some information about the types of moves in teacher talk and how to conduct an effective classroom through the teacher talk.

2. Practically

- The findings will become reference for the English teachers, especially in their attempts to increase students' learning communicative competence in English.
- Students may have more opportunities to practice their target language skill either when they are in the classroom or outside the classroom, and also get useful and meaningful feedback from the teacher.

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