

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Classroom interaction was the action performed by the teacher and students in the teaching and learning process in the class, or the most important part in teaching and learning process in the class. The purpose of teaching and learning process could be achieved through the interaction. Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people (Brown, 2000). Classroom interaction occurred since the class began until the end of the class, and the intensity of the interaction depends on the teacher. It could be seen from the teacher, how the teacher improved the interaction in the class. The students could learn best way through the interaction, and the development and success of a class depends on to a greater of the interaction between teacher and students in the class (Tsui, 1995). The students could use all what they have already learnt from real life situations through the interaction, and also created mutual understandings of their involvement as members in the class.

It has been got from the quality and quantity of teacher talk have many values for the students in the classroom interaction (Moon, 2000). Firstly, it provides language input as language model for the students. Secondly, the teacher talk supports student talk in practicing the language. Thirdly, the appropriateness of teacher talk can result good interaction between teacher and students. Since the classroom interaction occurred at the beginning of the classroom until the end of the class, so the teacher held the rights to open the discourse in the classroom. The

opening move (initiation) was one of the types of moves, which was the first point that every teacher should know it. So, it meant that the teacher should be able to apply the appropriate initiation in her talk to create an effective classroom interaction.

Especially in the classroom interaction, it was the role of the teacher to open the discourse. If the teacher was lack of creativity to open the discourse in the class, it would be predicted that the interaction in the classroom would not run smoothly, which shut the door of the success of teaching and learning process, but in fact, this situation happened because the teacher did not know the types of initiations. The opening of discourse were realized by ten exchanges, namely: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, reinforce, repeat and boundary (Sinclair and Coulthard 1975). All of the opening of discourse were used in different purpose.

Initiation was the teacher ask a question to initiates the students to do interaction in the classroom. It was one of the effort of the teacher in pushing the students to do interaction in the class. The teacher initiated an interaction by asking greeting to the students, and explaining the materials that related to the lesson, giving the information, checking whether the students followed her within the lessons, and asking a question, so the interaction ran smoothly. Moreover, initiation is formed by at least Initiation and Response (Sinclair and Coulthard, 1975).

Based on the observation, it was found that the teacher was too dominant in the classroom activities instead of giving the students an opportunity to ask. So, the students often became reluctant to participate in a classroom interaction due to their lack of turn-taking as the signals of their interactions with each other and with the teacher. The teacher just explained the material discussion without asking the students to do something in the class. So, the students were bored to learn, and there was not found the students responded or listened to the teachers' explanation. Moreover, teacher talk so much more than the students. Therefore, classroom interaction became monotonous. In addition, the analysis of the interaction taking place between the teachers and the students in English Foreign Language classroom in Iran has shown that the teachers or students interaction is rather dominated by the teachers (Shiraz and Rafieerad, 2010).

In this study, the researcher used Sinclair and Coulthard model (1975) to analyze the types of teacher' initiation used in English classroom interaction. Sinclair and Coulthard divided classroom discourse into 5 ranks of level, namely: lesson, transaction, exchange, move and act. In their analysis, Sinclair and

Coulthard only examine the exchange, move and act. According to them, the interaction in the classroom consisted of Initiation-Response-Feedback (IRF).

Initiation was the opening of discourse that was conducted by the teacher.

Response was the answer or reply of the discourse usually from the students.

Feedback was the follow-up from response which was conducted mostly by the teacher and very rarely by the student. The exchange in the classroom (IRF) were realized by the rank below it, which was initiation. Initiation took an important

role to achieve the target of learning. Initiation was the starting point for the teacher to start the interaction to pass on the lesson to the students. By using the appropriate initiations, teacher could stimulate the students to be actively involved in the classroom. In Sinclair and Coulthard model, there were ten types of initiation, which were teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, reinforce, repeat and boundary. Each the opening moves (initiation) has different purpose, but in fact, during the teaching and learning process in the class, teacher's initiations were not appropriate. When the teacher was opening the interaction, for instance, the teacher often did not pay attention to the initiation. Inappropriate initiations by the teacher may be presented in the following instance:

T: What is present perfect tense and past perfect tense?

S: (silent)

T: What is Present tense? who knows? who can answer it?

S: Present tense is action that occurred in the past.

T: Present tense not simple past tense. So, present tense is tell about daily activities that happens right now.

From the samples above, the teacher opened the interaction by directly asking a question without any introduction. Then, the students were silent, but when the teacher asked the question for the second time, and the student responded the question, but the answer was still improperly responded, but It was not because the students did not know the answer, but the teacher did not pay attention to the appropriate initiation. Furthermore, the students did not pay attention to the appropriate initiation. When the students were silent, and the

answer was still improperly responded. It was because the teacher did not apply the appropriate initiation to stimulate the students' participation in the classroom. The teacher answered the question directly, the teacher did not try to start again by using the same or a rephrased question, or the teacher can moved to another students to get the correct answer.

### **B. The Identification of Problem**

Based on the observation in SMA Swasta Al-Fattah Medan which was conducted in October 2017, it was found that the teacher was too dominant in the classroom activities instead of giving the students an opportunity to ask. So, the students often became reluctant to participate in a classroom interaction due to their lack of turn-taking as the signals of their interactions with each other and with the teacher. The teacher just explained the material discussion without asking the students to do something in the class. So, the students were bored to learn, and there was not found students responded or listened to the teachers' explanation. Moreover, teacher talk so much more than the students. Therefore, classroom interaction became monotonous.

### **C. The Scope of the Study**

This study was used to avoid an overlapping and misleading discussion. This study focused on the analysis of types of teacher's initiation used in English classroom interaction based on Sinclair and Coulthard (1975) and to find out the reason why the teacher used the dominant type of initiation during the teaching and learning process in English classroom interaction based on Gage (2004). This study were applied in X IPA 2 of SMA Swasta Al-Fattah Medan.

#### D. The Problems of the Study

Based on the background of the study, the problems of the study were:

1. What types of teacher's initiation used in English Classroom Interaction in SMA Swasta Al-Fattah Medan based on Sinclair and Coulthard Model?
2. What was the dominant type of teacher's initiation used in English Classroom Interaction in SMA Swasta Al-Fattah Medan based on Sinclair and Coulthard Model?
3. Why did the teacher use the dominant type of initiation during teaching and learning process in English classroom interaction?

#### E. The Objectives of the Study

Based on the problems of the study, the objectives of the study were:

1. To find out the types of teacher's initiation used in English classroom interaction in SMA Swasta Al-Fattah Medan based on Sinclair and Coulthard Model.
2. To find out the dominant type of teacher's initiation used in English classroom interaction in SMA Swasta Al-Fattah Medan based on Sinclair and Coulthard Model.
3. To find out the reasons why the teacher used the dominant type of initiation during the teaching and learning process in English classroom interaction.

## F. The Significances of the Study

The findings of this research might be beneficial both theoretically and practically.

1. Theoretically, to give some information about the types of teacher's initiation and how to create an effective classroom interaction through the teacher's initiation.
2. Practically, the findings of this study were expected to give some advantages for the students, the teacher and other researchers.
  - a. For the English teachers, are expected to improve the effectiveness of teaching English and to gain much information related to their classroom activities as well as to improve the teacher's performances.
  - b. For the students, are expected to improve their abilities and ways in learning English so that the students will be enthusiastic and be motivated to participate actively in the classroom activities.
    - a. For other researchers, by doing this research, this research can be used as a reference for other researchers.

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