

CHAPTER 1

INTRODUCTION

A. The Background of the Study

Classroom interaction is the action performed by the teacher and students in the 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 is the most important part in teaching and learning process since the purpose of the teaching and learning can only be achieved by through it. For foreign language learning, 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's talk (Xiao Yan, 2006).

Classroom interaction occurred since the class begins until the end of the class, and the intensity of the interaction depends on teacher. It could be seen from the teacher, how the teacher improves the interaction, and the development and success of a class depends on to a grate of the interaction between teacher and students in the class. (Tsui, 1995).

Teacher needs to talk to conduct an ideal teaching learning process in the classroom interaction, where its function is the target of learning, which means there must be interaction happens between teacher and students in the classroom. The point of interaction itself is act conducted by the teacher. So, it means that the teacher must be able to apply appropriate act in her talk in the

classroom to make an effective classroom. Especially in the classroom interaction, it is the role of teacher to open the discourse. If the teacher is lack of creativity to open the discourse in the class, it would be predicted that the interaction in the classroom would not run effectively, 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 teacher act.

Teacher act is the teacher's utterance which contains action in communication which considering the aspect of speech situation in teaching and learning process. (Sinclair and Coulthard, 1975). It is one of the efforts of the teacher in pushing the students to do interaction in the class. The teacher initiates an interaction by greeting the students, and then explaining the materials that is related to the lesson, giving information, checking whether the students following her within the lesson, and asking a question, so the interaction can run effectively.

English as a foreign language (EFL) is not used in daily conversation by the society in Indonesia context. That is why students have limited exposure to English. (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. English is relatively unexplored in senior high school. Hence, in an English classroom, which is usually the only 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. When students listen to the teacher's instructions and explanations, they express their

views, and answer questions and carry out activities, they are not only learning about the structure of language but also they are learning how to use the language for communication.

In this study, the researcher used Sinclair and Coulthard at the level of acts to analyze the types of act by teacher used in English classroom interaction in the classroom. Sinclair and Coulthard model divided classroom discourse into 5 rank levels, namely: lesson, transaction, exchange, move and act.

Based on the explanation above, in the act exchanges during the interaction in the classroom, teacher act are not appropriately done. When the teacher opened the interaction conducted, the teacher often does not pay attention to the acts. Inappropriate act by the teacher may be presented in the following example:

T : what is past tense? Who knows?

S : (Silent)

T : nobody knows. What is past tense? Who can answer it?

S : past tense is action in the past mam

T : Good, you try to answer correctly

Based on the conversation above up, the teacher opened the interaction by directly asking the question without any introduction. Then the students were silent or they were lazy to respond, it was not because the students did not know the answer, but the teacher did not pay attention to the appropriate act.

Furthermore, when teacher asked the question for the second time, the student responded the question. In real situation, teacher could give more feedback by adding information about the lesson, so there will be interaction among teacher and students in the classroom during the teaching learning process. On the other hand, students are few to respond the teacher's question. It was because the teacher did not apply the appropriate act to stimulate the students' participant in the classroom. And that is the problem of our reality during the teaching and learning process. To conduct the interaction in the classroom, among the teacher and students have to do communication.

In this study, the researcher uses Sinclair and Coulthard model at the level of act to analyze the act by using the teacher talk during the interaction in the classroom interaction. Sinclair and Coulthard divide classroom discourse into 5 levels, namely: lesson, transaction, 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 conducted by the teacher, Response is the answer or reply usually from the students, Feedback is follow – up the students' response from the teacher. The exchanges in the classroom (IRF) are realized by the rank below it, which is act. Act takes an important role to achieve the target of learning. Act is the starting point for the teacher to start the interaction to pass the lesson to the students. By using appropriate acts, teacher can stimulate the students to be active involved in the classroom interaction.

Students' participation are the most defining factor of an effective EFL classroom. Unfortunately, since students in EFL settings get limited exposure to English, it seems that the students need stimulation to be actively involved in the classroom. In this case, the teacher act takes an important role to initiate the act 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. Based on the phenomenon described above, it is important to conduct a research about the teacher act in classroom interaction.

B. The Problems of the Study

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

1. What types of act are used in English Classroom Interaction in SMAN 1 Kutacane based on Sinclair and Coulthard Model?
2. How are the act realized in English classroom interaction in SMAN 1 Kutacane based on Sinclair and Coulthard Model?

C. The Objectives of the Study

The objectives of the study are follows:

1. To discover the types of act used in English classroom interaction in SMAN 1 Kutacane.

2. To elaborate how the act are realized in English classroom interaction SMAN 1 Kutacane.

D. The Scope of The Study

Based on Sinclair and Coulthard model 1975 there are 5 rank levels of course unites, namely: lesson, transaction, exchange, move and act. The researcher limits the study to investigate the teacher act based on Sinclair and Coulthar model. The interaction analyzed and was taken from the tenth grade students of SMAN 1 Kutacane. As the consequences, the result of this study cannot be generalized for all English teachers. The limitation also comes from the teacher's language skills

E. The Significances of the Study

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

1. Theoretically, it is useful to provide beneficial information about the types of teacher's act especially and how to create an effective classroom interaction through the types of act using by the teacher.
2. Practically, the findings useful for:
 - a. For the English teacher, 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 students, are expected to improve their abilities and ways in learning English so that they enthusiastic and be motivated to participate actively in the classroom activities.
- c. For other researcher, by doing this researcher, this research can be used as a reference for other researchers.



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