

CHAPTER I

INTRODUCTION

A. Background of the Study

The term classroom interaction refers to the interaction between teacher and learners in the process of teaching and learning in the classrooms, or the most important part in teaching and learning process in the class. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning, and feedback (Chaudron, 1998:10). The purpose of teaching and learning process could be achieved through the interaction. 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 interactions happen between one student and the others, the students and the materials. Interaction is an activity that usually conducts in classroom and it has an important role to build communication between teacher and students as stated by walsh (2011, p. 23) that communication is a central to all classroom activity. In addition, according to Brown (2001) in Reza Kalantari (2009), interaction is at the heart of communicative competence.

It has been widely recognized that classroom interaction is important to a foreign language since it provides an opportunities for learners to practice their language skills, to develop knowledge and to interact with others. Successful interaction between teacher and student very often provides the impetus behind effective language teaching and reinforces student motivation for language

learning. Brown (2007) said that in countries where English is used as foreign language, the students need to practice English in language classroom. To get experience in English learning, they need to interact with the teachers, themselves and with materials regularly using the target language, because interaction is the heart of communication. From the statement above, the term classroom interaction refers to the interaction between teacher-students and student-students in terms of language use during teaching and learning process in classroom.

Initiation-responds-feedback (IRF) model is a model of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom interaction (McCarthy, 2002:36). Initiation is the teacher asks a question to initiate the students to do interaction in the classroom. It is one of the efforts 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. According to Sinclair and Coulthard Model (1975), there are ten kind of initiations that the teacher release; Boundary, teacher elicit, teacher inform, teacher direct, listing, re-initiation (I), re-initiation (II), check, repeat, reinforce.

Starting from the year of 2013, Indonesian government implemented a new curriculum, namely Curriculum of 2013 (C13) in some assigned schools. The 2013 curriculum is implemented as one of government's efforts to answer the challenges of the advancing technology and rapid globalization. The 2013

curriculum is hoped to realize the development of students' potential to create Indonesian citizens who are productive, creative, innovative, skillful, competitive, collaborative and independent through the integrated attitudes (students know "why"), skills (students know "how"), and knowledge (students know "what") (Education and Culture Ministry policy, No. 68 year 2013). The Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. Scientific Approach is a new approach in English Language Teaching because the term "scientific" is more familiar with natural science, social science and management (Suharyadi, 2013, p.1). According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to be the center of learning.

The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating. Observing - to develop student's curiosity, to create meaningful learning process and help students acquire knowledge (Brown, 2000). The teacher asks the students to observe objects, events, phenomena, concepts and procedures by using all of their senses to see, listen, read and watch, and integrate it with the learning material.

Questioning - to construct knowledge as a concept. The students are required to have a critical thinking to evoke high level of thinking questions. Furthermore, the students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask (Government's file, 2013, pp. 34-35). Questioning can be used by both teachers and students in the classroom with several specific

purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own (Suharyadi, 2013, p. 3-4).

Experimenting - to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials (Suharyadi, 2013, p. 4). It is an activity to internalize knowledge and skills that have been learned. Associating-to attain the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. The information or data that have been collected from the previous activity (observing and experimenting) must be analyzed to draw conclusions. Students will then process the information from the teachers and draw the conclusions out of that information. Communicating - to develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or nonverbally. Suharyadi (2013, p. 4) argues that communicating is also called collaborative learning. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. The students present the communicative and effective written or spoken knowledge based on what they have learned.

The researcher focuses on initiation that produced by teacher in SMK Swasta Prayatna Medan. Based on the researcher's observation at SMK Swasta Prayatna Medan it was found that the common interaction occurred in the classroom that the students would participated to talk if the teacher initiated. The

teacher opens the interaction by asking questions. In asking a question, if the students didn't answer teacher's question, the teacher directly give the student information or she/he would answer the question herself/himself. The teacher is dominant in talking to the students. Teacher explained the lesson material and seldom asks a question more. It is contrary to the 2013 curriculum in Scientific Approach which states that the students to be the center of learning, but in real situation teacher talks to much more than the students.

Student 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. Students still face the problem of how to interact with other. The students often gave few respond when the teacher asks the question in the classroom. Teacher does not try to ask more questions or change the questions to the student. Therefore, classroom interaction became monotonous. These problems may be used by the quality of interaction between the teacher and the students, and the students and the teacher.

As the preliminary data of an observation, the writer gathered data which was taken from an English teacher in SMK Swasta Prayatna Medan as follows,

Teacher: Good day class.

Student: Good day sir.

Teacher: Okay (framing move), today we will study about congratulating someone. Have you ever heard about it? (Teacher elicit)

Student: (silent, no response)

Teacher: Can someone tell me what the meaning of congratulation is?

(Teacher elicit)

Student 1: Selamat sir. (Response)

Teacher: That's right (Feedback). Congratulation is the expression to appreciate someone about their achievement, win something and so on.

(Teacher inform)

Teacher: Well (boundary). Have you ever given expression of congratulations for someone? (Teacher elicit)

Student: (silent, no response)

Teacher: Have you? (Re-initiation (*i*))

Student: Yes sir. (Response)

Teacher: can someone give me an example of congratulating others?

(Teacher elicit)

Students: (silent, no response)

Teacher: All right (boundary). I will give you an example, *congratulation for your graduation*. (Teacher informs). How to response that expression?

(Teacher elicit)

Student 2: Thank you so much (response)

Teacher: Good (feedback)

Based on short conversation above, it can be seen that when teacher asked a question then if the students didn't answer teacher's question, the teacher directly give the student information or she/he would answer the question herself/himself. Teacher seldom asks a question more and teacher did not try to point some students to answer the question to make class to be active. It is contrary to the 2013 curriculum in Scientific Approach which states that the students to be the center of learning, but in real situation teacher talks to much more than the students.

B. Problem of the Study

The problems of the study were formulated as follow:

1. What types of initiation were used by teacher in English classroom interaction in context of scientific approach?
2. Why did the teacher use the dominant type of initiation during teaching and learning process in English classroom interaction?

C. Objectives of the Study

Based on the problems above, the objectives of the study were stated as follows:

1. To describe the types of initiation were used by teacher in classroom interaction in context of scientific approach,
2. To elaborate the reasons of teacher used the dominant initiation.

D. Scope of the Study

This study attempt to describe the kinds of initiation were used by English teacher in classroom interaction in context of scientific approach and to elaborate the reason why the teacher used the dominant type of initiation during the teaching and learning process in English classroom interaction. This study focused on English teacher at SMK Swasta Prayatna Medan. This study used Sinclair and Coulthard Model as the theory of categorization of initiation that teacher used in classroom and used Gage (2004) as the theory of the reason teacher used the dominant type of initiation.

Sinclair and Coulthard's model takes a structural look at classroom conversation by breaking the discourse down into five ranks: lesson, transaction, exchange, move and act. Sinclair and Coulthard identify two types of exchange in classroom interaction: boundary exchanges and teaching exchanges. In the particular form of classroom interactions, the teaching exchange is considered among the most frequently occurring types of teacher-student talk in the classroom. Teaching exchanges are where questions are asked and answered, and feedback given on answers which is called Initiation-Response-Feedback (IRF). This study only focused on initiation that used by teacher in English classroom interaction in context of scientific approach.

E. Significances of the Study

The findings of the study are expected to be useful for:

1. Theoretically

- This study is expected to provide benefit and knowledge about types of teacher's initiation and how to conduct an effective classroom through the teacher's initiation. This study is expected to be useful for the enrichment for the addition of some new theories and information in the area of how teacher deliver their knowledge in teaching learning process in English classroom interaction.

2. Practically

- It also hopefully gives valuable contribution to English teachers, especially in their attempt to increase students' learning communicative competence in English. So, the classroom interaction will be effective, stimulating and interesting.
- Students may have more opportunities to practice their target language skill either when they are in the classroom or outside and also get useful and meaningful feedback from the teachers.