CHAPTER I
INTRODUCTION

A. The Background of the study

Classroom becomes as important place for teachers and students to do learning process. The purpose of teaching English was develop four language skills; listening, speaking, reading and writing. The teacher must develop four language skills that their student own, so that they can use language to communicate and to express their mind, their feeling and their idea. Puspasari (2010) that in teaching speaking in the classroom, interaction should be encouraged. In other word, it is the teacher's responsibility to promote in the interactive language teaching in the class. In the interaction, however, teacher should not dominate the class, instead facilitate students in practicing speaking as mush as they possibly can.

Zhang (2008) argues that to share experience or knowledge we can conduct a conversation as the purpose of conversation is to exchange information, establish and maintain the relationship between people. It shows that conversation becomes a social needs. Through conversation all exchanged information could be shared well, based on the discourse comprehension both addresser and addressee. If this was not observed then it was not closed possible misunderstanding in communication. In conversations, speaker and hearer take a '*Move*' step in the form of giving or receive information and request or provide goods and services. In text 1 A asks information and B provide information. Step A is called K2 'Secondary knower' and B is called K1 'Primary knower'. Unlike text 1, text 2 is a conversation with commodity goods and services, A is called

doing step A2 'Secondary actor' and B does A1 'Primary actors' Steps K2, K1, a2 and a1 form a network system. The interaction in the classroom involves the students' response and some initiations in the classroom. Moreover, through interaction, mutual understanding of relationships and roles of teacher and students is created (Hall & Walsh, 2002,p.187).

The expectation teacher-students in the classroom interaction should be Saragih (2004) the structure of conversation is ((dk1) ^ k2) ^ k1 ^ (k2f) ^ (k1f) : delay primary knower move followed by secondary knower move followed by followed by the secondary follow-up move then followed by the primary knower follow-up move. The move of dk1 indicates a speaker who seems to ask information but she or he delays the information. This is often found in the classroom quiz where the teacher asks question to the students. The teacher knows the answer to the question and it is the students who are to supply the answer.

However, the fact, based on researcher preliminary observation some teaching and learning process at MAN Simalungun, the researcher found that the common interaction that ocuured in the classroom between teacher-students in the classroom didn't interesting. The exchange structure or conversation in their conversation is not interesting. It means the students just answer the teacher's question without asking back to know more about the topic, as shown in the prelimenary data below:

Table 1.1 The Exchange Structure in English Classroom Interaction

Exchange	Spaker	Dialogue	Move
1	Teacher	What are we loking at, as those issues?	DK1
2	Students	*(kept silent)*	Ø
3	Teacher	There are kind of negative and positive issues, aren't there?	K1
4	Students	*(kept silent)*	Ø

The following conversations represent Exchange Structure. Normally or commonly, the interaction between teacher students should be DK1 ^ K2. If occur interaction between teacher-students, its mean alive conversation. But, based on preliminary data when the teacher asked about material the students was not response. They kept silent because don't understand what the teacher mean from the question. In line with matter above, Nicholson (2014) it was found that in the more traditional, teacher-centered classroom structure that was seen in the first half of analysis. It was seen that in these types of discourse student output was low and, where it did exist, was largely confined to the response act between the teacher opening elicit move and follow-up move. Coulthard model relied heavily on the use of display questions by the teacher and this producted low student output that was limited to only response acts in anwering move. Therefore, it is still interested to conduct the proceeding research which related with classroom exchange structure because from hir analysis, he found the model to be useful for understanding classroom communication as it is an effective tool for seeing the roles classroom participant. It is enumerated by Yu (2009) in his conclusion of the

study that if they want to prepare their students for real-world communication, they need to develop awareness of the language produced inside the classroom and the types of role that they might possibly be limiting their students to communicate.

In other case, one teacher does not use English discourse in teaching English, it is stated by Simbolon (2014) in her recently study that English teacher and student are using a long their learning process, they forget that the objective of teaching English is to enable students to be able to speak or communicate in English. They focus on their attention on the transformation of academic knowledge or skills in source language.

There were three components in conversation; they are speaker, message, and listener. In other terms, some linguists use the term addreser, message and addressee, but they still stand in the same reference. In interactions, the speakers realize their roles. Dealing with the role the speaker in conversation, the terms *moves* is used. The researcher focus on to know *moves* will be happened in the classroom interaction and to know the influence the exchange structure in the dialogue. Thus the writer decides to analyze An Exchange Structure between Teacher-Students in English Classroom Interaction.

B. The Problems of Study

The problems of the study will be formulated as the following.

1. What is the exchange structure that occur between teacher-students in English Classroom Interaction ?

2. How do the interaction occur between teacher-students in English Classroom Interaction ?

3. Why don't interaction that occur in English Classroom Interaction?

C. The Objectives of Study

Based on the problems of the research, the objectives of the research were as follows:

1 To explain the exchange structure that occur between teacher-students in English Classroom Interaction of Senior High School.

2 To analyze interactions that occur between teacher-students in English Classroom Interaction of Senior High School.

3 To evaluate the reason that occur in English Classroom Interaction

D. The Scope of Study

There was so many expert perspective about *'Move'*, but this study was limited on the the exchange structure move based on conversation structure Martin (1992) and Halliday (1993) are used as a reference in describing the interaction system and structure of speech. Saragih (2004) are used as a reference to know the interaction was alive or not. Move would be analyzed was the exchange structure between teacher-students in classroom interaction and to describe how is interactions too. Move is intended is come from the interaction between teacher-students and students-students at MAN Simalungun in the academic year 2019/2020.

E. The Significance of the Study

The findings of the study ware expected to give theoretical and practical contribution, as follows:

1. Theoretical

The result of the study is expected to give some contribute in "move" discipline especially the use of utterance in classroom viewed from sociolinguistics area.

2. Practical

The result of the study also expected will give some benefits for:

a. Teacher: The result of this research could be useful for the teachers to establish and maintain good communicative practices in the complex series discourse, takes a great proportion in the classroom.

b. Students: They have more opportunities to practice their target language skill when they are in the classroom also outside the classroom, and also get useful and meaningful feedback from their teacher.

c. Another researcher: The result of this research can be a reference for those who want to conduct a research about classroom interaction.