CHAPTER I
INTRODUCTION

A. Background of the Study

Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998). Classroom interaction is the social relationship of teacher and students in the classroom to interact, to express opinions, to share information and to deliver thought. Interaction in the classroom, students are not expected only to listen the teacher but they have to play some important role in the classroom, such as giving their opinion, sharing information and delivering their thought so they can practice the language maximally. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1998:10).

Classroom interaction occurs at the beginning of the classroom until the end of the class, so the teacher takes the rights to open the discourse in the classroom. The opening move is one of the types of initiation, which is the first point that every teacher should know. So, it means 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, there is the role of the teacher to open the discourse. If the teacher is deficient of creativity to open the discourse in the class, it will be predict that the interaction in the classroom will not going well, this situation will happen because the teacher do not know the types of initiation. As stated by Dayang et al. (2008, p.5) initiation is teacher ask a question or action

1

to initiate students to do interaction in classroom. It is the effort of teacher in pushing students to drop their selves in a communication or interaction.

Initiation is the opening of move or discourse that is conducted by the teacher. Initiation that is conducted by the teacher are realized by ten exchanges: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, reinforce, repeat and boundary. Teaching learning process begin if the teacher open of move or discourse like give question to the students about last lesson or before start study the teacher motivate and encourage the students to drop their selves in a communication or interaction in the classroom. And after that interaction in the classroom will happen between teacher and students.

Thus, teacher's initiation is when the teacher asks a question, the student answers and the teacher evaluates. The teacher continues to ask another question and so the sequence continues. In this typical three-part structure, the teacher initiates a question in order to check a student's knowledge, a student's responses, and the student's response is evaluated with feedback from the teacher. The students' answers are usually brief and students are concerned about giving correct answers that are expected by the teacher.

Teacher's initiation takes an important role to achieve the target of learning. Teacher's initiation is 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. It means that Teacher's initiation the most important thing to make interaction in the class will be success between the teacher and students.

The study use Sinclair and Coulthard model (1975) to analyze the types of teachers'initiations used in English classroom interaction. Sinclair and Coulthard devided 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 is the opening of discourse that is conduct by the teacher. Response is the answer or reply of the discourse usually from the students. Feedback is the follow-up from response which is conduct mostly by the teacher and very rarely by the student. The exchange in the classroom (IRF) are realize by the rank below it, which is initiation.

Based on Magang at SMPN 3 MEDAN, it was found that the common interaction occured in the classroom that the students would participate to talk if the teacher initiated the students talk. In fact, the type of teacher's initiation had great influence to make the students talk in the classroom. And the teacher was too dominant in the classroom activities instead of allowing the students to ask. So, the students often became reluctant to participate in classroom interaction. We can see how the initiation by the teacher encourages the students talk and answer the question by the teacher. When the teacher gives a question the students answer it. So, Teacher's initiation is important to make the students talk in the class.

Classroom interaction occurred from the class begins 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 through the interaction, and 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.

There are 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. When teaching and learning process the students were bored to learn, and there was not found the students responded or listened to the teacher's explanation. Moreover, teacher talk so much more than students. They often became reluctant to participate in a classroom interaction. For example, there are several students who are not able to express their ideas in English both in written and oral form and it seem that the students do not have substantial amount of vocabulary mastery and the students often give few respond when the teacher ask the question in the classroom.

B. Problems of the Study

The problems of the study are:

1. What are the dominant types of teacher's initiation for Eighth Grade students in English classroom interaction at SMPN 3 Medan?

2. Why does the teacher use the dominant types of initiation during teaching and learning process?

C. Objectives of the Study

Based on the problems above, the objectives of the study are:

1. To analyze the types of teacher's initiation for Eighth Grade students in English classroom interaction at SMPN 3 Medan

2. To find out the reason the teacher uses the dominant types of initiation during the teaching and learning process.

D. Scope of the Study

This study attempts to describe the types of teacher's initiation use by an English teacher in classroom interaction . This study focuses on English teacher at SMPN 3 Medan. This study uses Sinclair and Coulthard Model as a theory of categorization of initiation that the teacher uses in the classroom and uses Gage (2004) as a theory of the reason why teacher uses the dominant types of initiation.

E. Significances of the Study

The findings of the study are :

1. Theoretically

a. This study of this research 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.

b. The study of this research is expected to support the theory of Sinclair & Coulthard model in English Classroom Interaction for Eighth Grade Students.

2. Practically

a. It also hopefully gives valuable contributribution to English teachers, especially in their attempt to increase students' learning communicative competence in English.

b. 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.