

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Classroom interaction refers to the communication that occurs in a classroom. According to Hall (2011, p. 11), it is a term that used to describe what happens in a classroom when language is used. The teachers and students, as the persons involved in the use of language, cannot be separated from classroom interaction. Because it will require them to exchange thoughts and feelings, share and receive messages to achieve a communicative process (Brown, 2000; Wagner, 1994).

Especially for the English Foreign Language (EFL), learning English is supposed to help them to communicate effectively and fluently, not just in understanding spoken but also written text in English. As stated by Khomarudin (2012), in an EFL classroom, most of the learners expect themselves to produce the English language orally to acquire the goal of learning English. Building strong communication in the teaching and learning process requires not just fluency but also accuracy. Every word they spoke had a definite meaning that led to the specific goals and objectives they intended to achieve. The use of words in the way they speak is getting teachers and students to communicate with each other. Communication that happened in a classroom leads to the term of Classroom Interaction.

But, interaction that described above occurs face to face classroom or known as traditional classroom. Interaction in nowadays is changing and

becoming more limited than usual due to the Covid-19 pandemic. The reform of education system is applied by forcing all institutions to shift to online platforms, since the government has temporarily halted school activities and replaced them with virtual learning at home.

Covid-19 pandemic has that forced social distancing policies or known generally as the term of physical distancing. Covid-19 was discovered in the last month of 2019 in a seafood market in Wuhan (Huang et al, 2020). The spreading of the Covid-19 prevalent over a whole country of the world and had a profound effect on the economic world which was starting to fade. The spreading of the virus internationally makes it a pandemic phenomenon. Since the outbreak that occurred, it has changed the entire structure in the world of education. The Ministry of Education and Culture of Indonesia responded to this with a policy of learning from home, through online learning classes to minimize physical contacts to stop the spread of the virus. So, the class interactions that used to be held in a classroom, are now being carried out indirectly or virtually.

This situation also change the way teachers teach in the classroom more or less. Teaching that previously took place in the classroom has turned into a short meeting through an internet application such as Google Classroom, WhatsApp Group, Video Conference, Live Chat, Google Meet and Zoom. Some of teachers also use social media as their place to teach their material such as Facebook and Instagram. As stated in Basilia and Kvavadze (2020), the change of the teaching learning process continues by transforming traditional face-to-face learning systems into distance learning. Or more features used by teacher to conduct video

conferences or live streaming video or posting a content related to their topic. In the way teacher makes from that posts students can view from their own account and may give a comment and sign to the teacher.

These features help teachers to control students in the teaching and learning process without doing real time face-to-face in school. In the process of online and learning process itself, it changes the interaction of the classroom. The change of teaching learning process in this status quo today made a lot of changes in the way of teacher interact with students.

The quality of online education has been a concern towards the sudden shift according to the Covid-19 over the effectiveness of learning, learning outcomes and also students satisfaction. As the teacher and students are isolated from each other due to the time and space differences, the suffering of isolation by in online learning considered evitable but it can be reduced by enhancing the interaction in online classroom activity by the educators engagement (McInnerney, J. M., & Roberts, T. S., 2004). In the line with McInnerney and Roberts, Razali et. al also says that interaction is one the factors in success in which support online pedagogy to increase the students learning outcome and the satisfaction of learning (Razali, S. N., Ahmad, M. H., & Noor, H. A. M, 2020).

Students thoughts about interaction as their part of learning and expect some kind of socialization with their friends and the teacher. Social intimacy is a part of social interaction where a person or a student in this case can feel comfortable to share their ideas and thought with people around and their classmates. In this case, the teacher or instructor should make sure that they have provide an ecosystem of

social intimacy where ever students in the classroom should feel comfortable in sharing ideas. In making a good interaction the learning process as stated in Neumann (1998) says that the effectiveness of online learning can be increased by improving the interaction between the students and online course coordinators or the teacher to assess concerns occurring in the delivery methods. But interaction can be more challenges in the practice because of the sudden shifted from face-to-face learning into online class. There are difficulties in making the learning become effective.

Based on the observation in the field, in SMPS 1 Santo Thomas Medan the researcher found that teacher's initiation types that most used by teacher in teaching in English class is teacher elicitation. The table below explains more the percentage types of teacher initiation used:

Table 1.1 Types of teacher initiation used based on observation for the primarily data

No.	Types of teacher's initiation	Percentage
1.	Teacher Inform	19 %
2.	Teacher Direct	13 %
3.	Teacher Elicit	35 %
4.	Check	11 %
5.	Re-Initiation (i)	8 %
6.	Re-Initiation (ii)	8 %
7.	Listing	0 %
8.	Reinforce	2 %
9.	Repeat	4 %

Regarding the results the observation found that teacher elicit is the most used type of initiation out of nine types of teacher's initiation covered about 35 % of total percentages. The most unused type is Listing that about 0% means that the teacher did not use the types in his teaching and learning process. Listing is the least types of teacher initiation that used by the teacher in the teaching and

learning process. Not all the nine types of initiation used by the teacher in the meeting of teaching and learning process. In this observation also found that the students were more like to respond teacher when it was an elicitation done by teacher to a specific student.

The teaching and learning process in online classroom regarding the situation of virtual class should be given either students and also teacher to have some kinds of problem regarding the limitation of times, interaction, eye contact. It causes the online learning become more challenges he teachers where they have to find way to make students attracted and stay focus while study. That is why in the current study the writer wanted to analyze what types of teacher initiation used by a teacher in an English online learning process. Where teacher initiation is the act in which teacher initiate students so that the students give respond in verbal or non-verbal ways to make the learning process active and effective.

Therefore, based on the researcher's initial review of literature, it was found that no study that conducted on the topic of analyzing teacher's initiation in especially of online class situation. Alderman (2008) says that the most relevant factors that effected the interaction between students and teacher in a classroom is the instructor and teaching related factors in regard qualitative and quantitative way in research. Instructor personality, interpersonal skills (e.g., humor and communication styles), preparation and organization (Alderman 2008; Chowdhury 2012; Rowan et al. 1997). Cerbin (2011) for example, points out that the choices made by instructors, like the mode of instruction, disciplinary

preferences, repertoire of methods, techniques, media, situational factors, and knowledge of student learning.

That is why the writer argues that there is a need to analyze the interaction between teacher and students in virtual class so that we can learn what types of initiation used by the teacher to interact students to be more active in class especially in virtual class that separated by geographic and space linked by the screen live conference on the computer used.

The proposed research aims to determine the teacher's initiation types used online English class situation during Covid-19 pandemic. There are some models in ways to analyze the classroom interaction in discourse analysis and one of them is developed by Sinclair and Coulthard (1975) that the term is known as Initiation Response and Feedback (IRF).

The IRF model describe patterns of teachers and students' interaction in classroom. The Sinclair and Coulthard framework categorized as transactions. Furthermore, all kind of classroom interaction is called transaction. The transaction consists of three there are exchange, move and acts. Act is the smallest unit of the rank combine together to form moves. There are about five moves, (1) Framing Move; (2) Focusing Move; (3) Answering Move, (4) Response Move; and (5) Follow-Up Move. These sequences are the most essential of this model of Sinclair and Coulthard. Number of exchanges make up transactions, so transaction as the larger unit of the classroom interaction.

Moreover, all the five moves are categorized either into boundary exchange or teaching exchange. Framing move and focusing move is included in boundary

exchange. Therefore, answering move, response move and follow-up move are included to the teaching exchange. These last three moves of teaching exchange are simply called as the IRF (Initiation-Response-Feedback).

To get analyzed the interaction and utterance used by teacher in the class to make students more active in the learning and teaching process the focus of this study is the initiation from teacher. Initiation as stated by Dayag et al. (2008, p.5) (I) is the movement in which a teacher initiates an interaction. Initiation is when a teacher asks a question or takes an action to encourage students to interact in the classroom. It is the teacher's attempt to encourage students to immerse themselves in dialogue or interaction. It is the stage "where the teacher has to do something is to get the students engaged, connected, and ready," according to Harmer (2009, p. 111). It is also thought to be a key approach to build an interactive language classroom since it gives impulses for students to interact with one other on a regular basis. To achieve the goals, initiation played a key role. The teacher's connection with the students to pass on the lesson began with the teacher's initiation.

There are about nine exchanges of initiation in classroom interaction based on the theory of IRF suggested by Sinclair and Coulthard. There are inform, direct, elicit, check, listing, re-initiation (i), re-initiation (ii), reinforce, repeat, and boundary. All the nine types will be discussed in advance by the literature review of this study.

The topic of teacher's initiation has been conducted before in the field of classroom interaction. And one of them, is a study entitled "Investigating the

Interaction Patterns in EFL Virtual Classroom: A Case Study” conducted by Tian Havwini focuses on initiation acts from both the teacher and the students. The subject of the study taken from three of class sessions of the EFL virtual classroom to give a different sight. The theory that used was the synchronous and asynchronous learning environment and about the initiation exchange regarding the IRF pattern. The virtual class was conducted using a cloud-based educational platform named WizIQ. It is the application using cloud-based e-learning that takes place in a virtual space that is not tied to any one computer enables the user to conduct live classes with self-paced courses. After analyzing deriving the pattern of the interaction the study found that the most dominant course acts of teacher’s initiation is elicitation act that gained 34.11% in the total conversation teacher and students. The most significant discourse act of students’ initiation is the elicitation acts took about 34,7% as second the most significant number two was elicitation acts for the purpose confirming teacher’s talk. The act that the student does when needed to check their understanding towards the lesson.

Therefore, this study is correlated based on the phenomena above then the writer would like to analyse classroom of the online English while focuses on the teacher’s initiation. How the teacher initiate students during class and how the IRF pattern applied in an online classroom setting while in the middle of current situation of Covid-19 Pandemic.

1.2 The Problems of Study

In line with the background of the study, the problem of the study formulated are as follows:

1. What are the dominant types of teacher's initiation based on IRF model used in English online class during Covid-19 pandemic?
2. How is the IRF model realization in English online class during Covid-19 pandemic?
3. Why do the teacher use the dominant types of teacher's initiation based on IRF model in English online class during Covid-19 pandemic?

1.3 The Objectives of the Study

Based on the problems above, the objectives of this research are as follows:

1. To find out the dominant types of teacher's initiation based on IRF model used in English online class during Covid-19 pandemic.
2. To analyze the process of IRF model in English online class during Covid-19 pandemic.
3. To find out the reason why teacher use the dominant types of teacher's initiation based on IRF model used in English online class during Covid-19 pandemic.

1.4 The Scopes of the Study

This study focused on analyzing the teacher's initiation used in English online class during Covid-19 pandemic situation using the Sinclair and Coulthard (1975) of IRF model (Initiation Respond and Feedback). IRF is the term that came from initiation of the teacher, response from the students and then feedback as the follow-up move. From this model the study will focus specifically on the initiation part that came from the teacher. There are nine types of initiation: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation

(ii), check, reinforce, repeat and boundary. The study will examine the types used, the dominant types and the reason why teacher uses the type of initiation. IRF model will be generally discussed for because the initiation is the part of IRF model itself.

1.5 The Significances of the Study

The result in this current study will be useful for the following as:

1. Theoretically, it will use to provide beneficial information about the analysis of teacher's initiation especially in online classroom during Covid-19 pandemic. This research can be useful as a source of references for relevant research on teacher's initiation in online classroom.
2. Practically, the findings will be useful for these followings:
 - a. For the English teachers, this research will give an awareness that the importance of communication is crucial to the effectiveness of a teaching-learning process. The second benefit is to give teachers a view of interaction between teachers and students in learning online situation, how the conversation going and the effectiveness of teaching and learning process itself. The focus of initiation in this study will also can improve the teachers' insight of what type will they use in their teaching process and the purpose of each type and the effect to the classroom interaction between students and the teacher.
 - b. For the researchers, this study gives references that have the same interest in teacher's initiation in Sinclair and Coulthard model of IRF and by this study

will give hopes to the future researchers to make better researches than already existed before.

- c. For students, this study gives motivation to improve their performance in classroom, it gives an insight of view of how the teacher initiate is purposely to have the students' responses and to give a not that the learning process will be nothing less than successful if both of the students and the teachers are actively communicating with each other.

