

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, the objectives of the study, the significance of the study, theoretical frameworks, the definition of key terms, scope and limitations of the study, and the organization of the thesis.

1.1 Background of the Study

English has become an international language around the world. The need for English speaking mastery has increased due the status of English as a global language which is recognized in many countries. English has an important role in our daily life. Learning to speak English well will add value to students when they face the world of work. In Indonesia, English is a Foreign Language (EFL). Since the need of learning English is increasing, for example in economical field, MEA has the impact for indonesian learners. People in Indonesia especially the learners, compete each others to learn English.

In teaching and learning process, teachers have an important role to build their students good basic knowledge. Classroom interaction is the main essential part in teaching and learning process. According to Luk & Lin (2007) in Thapa & Lin (2013), in language classroom, interaction is an essential social activity for students through which they are not only constructing the knowledge, but also building confidence and identity as competent language users. Classroom

interaction is a two-way process between the participants in the language process and the teachers influences the learners and vice versa (Dagarin, 2004:128).

Interaction with others is an essential part of any learning process especially language learning (Tamah, 2011:9).

Trisnawati (2011) also argues that interaction is an important aspect to improve the communication skills of students as learning objectives in the language learning process. In English classroom, there are many factors that support teaching and learning process. According to Harmer (2001) in Miracle (2016), in teaching and learning process there are some influencing factors such as teachers, students, curriculum, syllabus, materials, method, media, evaluation, and interaction. Considering interaction is one of the important factors in teaching and learning process, the researcher wants to discuss more about interaction that mostly happens in English classroom.

Meanwhile the needs of good educators are teachers should not make themselves as the center in the whole activities in the classroom. Teachers should remember that as good educators, they are asked to be able to prioritize their students to be more active in the classroom by involving their students in all activities in the classroom. In English classes, teachers also required to speak English from the beginning until at the end of the lesson.

In the same way, students are also obliged to participate in all activities as learners in the classroom. As English is still as a foreign language (EFL) in Indonesia, the students will not use English to communicate outside the classroom. Therefore, it is very important for the students to practice their English ability especially in interaction more using English while in English classes. According

to Tsui (1985:9), what goes on inside the language classroom is very important for the learners. It means that inside the classroom, the students can get a lot of knowledge from their teachers and can be applied by the students when the students do activities in English classes. Therefore, it is very important for the teachers to speak in full-English so that the students can build and get a lot of knowledge about English while the students are attending English classes.

In most teaching and learning activities, teachers are the center of the class. They dominate in talking and explaining in front of the class and they rarely involve the students during the class. As a result, foreign language acquisition of the students is decreased. Tsui (1985:9) suggests the EFL teachers to analyze what actually happens on their own language classroom. So later the teachers can get a great awareness in evaluating the teaching procedures in the classroom. According to Atkins (2001:11), the exercise of analyzing IRF model is a very valuable activity for teachers who wish to gain a greater understanding of the classroom they teach in. One of the guidelines to analyze the classroom interaction is Sinclair and Coulthard is Initiation – Response - Feedback (IRF) Model. IRF model consists of the teacher initiating talk (question), the students responding, and the teachers evaluating the response (providing some feedback). According to McCarthy (2002:12), IRF model provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom. Furthermore, White (2003) states that by examining the individual parts in classroom using IRF model, teachers can understand about the language as a social interaction. It means

that when the teachers check the interaction of each of his or her students using IRF model, it will bring a good benefit both for the teachers and the students.

From those arguments above the researcher somehow wondering, who is more dominant to initiate something, to give response and feedback, whether the teachers or the students. As many people know that usually teachers always become the centers of the classroom. The researcher thinks, it is possible that a teacher will also dominate in all of the forms of initiating something, giving response, and giving feedback, or vice versa. According to Ur (1996:227) classroom interaction that known as 'IRF – 'Initiation-Response-Feedback': the teacher initiates an exchange, usually in the form of a question; one of the students' answers; the teacher gives feedback (assessment, correction, comment), initiates the next question – and so on.

This study was intended to find out the functions of teacher talk in the English Classes and the functions of student talk in the English classes according to the first micro interaction analysis categorized by Sinclair and Coulthard. From this study, the researcher expected to get a useful information about interaction in the classroom, so later the teachers can use the information to improve the way they teach in the classroom.

1.2 Research Questions

- What are the functions of teacher talk in the English Classes?
- What are the functions of student talk in the English Classes?

1.3 The Objectives of the Study

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

- To find out the functions of teacher talk in the English classes.
- To find out the functions of student talk in the English classes.

1.4 The Significance of The Study

The long-term objective of the study is to provide valuable information about classroom interaction between teacher and student during English classes. Provided with these information, hopefully the teachers can get beneficial information about the interactions in English classroom. At the end, the researcher hopes the results of the study can be used by English teachers to reflect and improve their teaching strategies, teaching techniques, teaching learning activities, and English performance.

1.5 Theoretical Framework

1.5.1 *Classroom interaction*

- Brown (2001:159) defines interaction as collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other. The most important aspect in teaching and learning activity is interaction that can be achieved by the learners. Interaction happens when both parties understand or people giving a response.

- Tsui (1985:8) suggests to the EFL teachers to analyze what actually happens on their own language classroom.

1.5.2 *Teacher and student talks*

- Tsui (1985:23) believes that teacher talk using simpler language encourages students to learn new languages faster.
- Flanders (1970:180) states that student talk is all talk made by students in response to their teacher or by their own initiation.

1.5.3 *Initiation-response-feedback (IRF)*

- Ur (1996:227) states classroom interaction mostly used is known as 'IRF – 'Initiation-Response-Feedback'. In IRF, the teacher initiates an exchange, usually in the form of a question, then one of the students' answers, and later the teacher gives feedback (assessment, correction, comment) and initiates the next question – and so on.

1.6 The Definition of Key Terms

The definition of each key term is important to avoid misinterpretation. The key terms are defined as follows:

1. ***Interaction:*** Interaction is an important aspect to improve the communication skills of students as learning objectives in the language learning process (Trisnawati, 2011).

2. ***Classroom interaction:*** Classroom interaction is a two-way process between the participants in the language process and the teachers influences the learners and vice versa (Dagarin, 2004:128).
3. ***Teacher talk:*** Teacher talk is one of important activities done by the teacher which is communicating verbally with the students in his or her effort to present and discuss the teaching and learning materials as clearly as possible (Harjanto, 2011).
4. ***Student Talk:*** Student talk is a talk made by students in response to their teacher or by their own initiation (Flanders, 1970:180).
5. ***Initiation – Response – Feedback:*** Initiation-responds-feedback (IRF) model is a model of classroom interaction which provides guidance for analyzing spoken language, which is developed from classroom interaction (McCarthy, 2002:12).
6. ***The functions of teacher and student talks:*** The benefits of using teacher and student talks is to reach the good or the aim of the teaching learning activities conducted in the classroom.

1.7 Scope and Limitations of the Study

1. The scope of the study was 7th grade students of English classes in one of the private secondary school in Surabaya. The study was limited to teacher and student talks in the English classroom. In this research the researcher became a non-participant observer who observed the classroom interaction process between teachers and students.

2. The researcher recorded and observed the interaction between teachers and students in English classes based on the first micro interaction analysis categories (IRF model) by Sinclair and Coulthard.

1.8 The Organization of the Study

This study consists of five chapters. Chapter I deals with the Introduction consisting of Background of the study, Research questions, The objective of the study, The significance of the study, Theoretical framework, The definition of key terms, Scope and Limitations, and The organization of the thesis.

Chapter II is dedicated for the Related literature and Review which consists of the theories and related studies used. Chapter III deals with Research Methodology. Chapter IV deals with The Findings and Discussion. Chapter V deals with Conclusion and Suggestion.