

CHAPTER I

INTRODUCTION

1.1 The Context of Research

The successfulness of Teaching English as a Foreign Language (TEFL) is minimally determined by two important parameters; those are how the effectiveness of discourse is represented and how the effectiveness of classroom interaction is built or created by the language educators or facilitators in the language teaching process. That's why, based on that argument, this research is focused on those two things in analyzing classroom discourse; which is recognized as a research focus.

The two focuses above take important roles that base this research analysis as well as to observe how the TEFL is being carried out at the English Department of the Faculty of Letters and Culture, of the State University of Gorontalo. In fact, that discourse analysis and classroom interaction is run simultaneously by the language educators or facilitators. Contextually, we do not deny that the classroom discourse and the classroom interaction analysis are not separated from one other, as this research focus, of course, they will take the same place and domain. This thought is strengthened by the reason and assumption that every interaction is

conducted through language as a means of communication and discourse analysis is a necessity.

So, it can be restated that the context or domain of this research is the English classroom at the English Department of the Faculty of Letters and Culture, State University of Gorontalo. Choosing this research context and domain is based on some reasons. Firstly, in this department, the language subjects taught are aimed at enabling the students to have the capability on theoretical and practical knowledge of English language, literature, and education. Therefore, the classroom interaction is expected to be conducted in English to enable the students to practice this language at least in the classroom activities. Meanwhile, the English department is part of a university located in Gorontalo, Indonesia. Secondly, most of the students are from Gorontalo and its surrounding, such as North Sulawesi, Central Sulawesi, Maluku, and South Sulawesi; so, the majority of them speak in the Indonesian Language as well, their mother tongue. Thirdly, the permanent lecturers are Indonesians and the native speaker lecturers are temporary based on their contract.

These phenomena lead the writer to create research questions of how the condition of teaching interaction and discourse the language educator is; and how the facilitator represent the discourse of language science teaching process; of course, the phenomena of the discourse, also, give colorful the classroom interaction. On the other hand, some subjects which are not

English matter, but they are considered as the important since, that strengthening the students' competence in English Teaching subjects, so, they should be taught in the English Department. Hence, this research also covers the interaction of those subjects, which were not conducted in the English Language.

To enrich references of this research, concerning this context, the writer read some books and articles which discuss similar things. One of the useful references is written by Rymes (2008). Rymes suggested that discourse analysis is a good way of understanding the phenomena of interaction within a classroom through discourse analysis.

The other expert, Thomas (1987) suggested that there are two important things in a learning process. The first one is the use of language that controls the classroom interaction, and the second one is the interaction that covers the method of teaching and learning process.

Therefore, it can be concluded that classroom activities involved two aspects, i.e. interaction and discourse. Interaction in a classroom activity involves either the teachers or lecturers interacting with students and vice versa. While discourse can be defined as the use of language in a context, in this research is the classroom context. In the interaction, the teacher encourages the students to be active in the learning process, while the students express their idea in responding to the teacher's utterances.

The classroom here refers to the classroom activities during the process of English language learning. To specify, it is the classroom activities at the English Department of the State University of Gorontalo. Therefore, this is a study of the nature of classroom interaction through discourse analysis at the English Department, Letters and Culture Faculty, State University of Gorontalo.

The students of the English Department of the State University of Gorontalo are not native speakers of English. Teaching English to the speakers of other languages or non-native speakers of English is, of course, different from teaching English to English native speakers. Non-native speakers of English need more change to expose themselves in English that they are learning as a second or foreign language as Gebhard (2000) suggests that interaction is a very important aspect in the class of TEFL. Since the teacher is the key person in classroom activity, s/he is to create interaction in which students can learn to expose themselves in English. Therefore, students are learning how to express their thoughts freely and infer their classmates' utterances.

This research was focused on discourse analysis during the interaction occurring in classroom activities. It is about how the classroom discourse affects classroom interaction. As Flanders says (in Evans, 1970) and Rymes (2008) that the classroom interaction consists of teacher's talk and students' talk that builds up discourse in the learning and teaching process.

In terms of attitude and motivation, the researcher's pre-observation shows that students' motivation and attitude are affected by the interaction. As shown by Rymes (2008) a teacher, as the classroom activities manager, plays important role in managing the interaction. S/he manages the interaction through language as the mean of interaction.

As the classroom manager, the teacher constructs the context through the talk-in-interaction concerning specific goals and unfolding the pedagogic goals of the lesson. This means that the discourse in classroom interaction is driven in line with the learning process to achieve the goals that have been determined in the syllabus.

Hence, it can be said that the teacher plays an important role. S/he plays an important role as the classroom manager to encourage the students to learn. In terms of speech act, s/he uses the appropriate linguistic form as the locution to perform an illocutionary act which results in expected perlocution. In this class of science, the subject being discussed is *gravity*. The teacher initiated the discussion by asking a question, "What is gravity?" He found that the students did not answer it. They kept silent until he changed the question to be "What will happen if you jump out of your bed?"

Rymes' discussion above implies that the form of locution affects the students' cognitive ability. The first question is more to call the students' memory, while the second question is a stimulus to think. This is in line with Walsh (2006) who suggests that teachers should modify his/her speech to

create a conducive classroom interaction and to enable the students to comprehend the input. In terms of the speech act, a teacher needs to formulate the locution to have the student do have the intended illocutionary act which will result in perlocution.

Based on the above discussion, it is concluded that interaction plays important role in classroom interaction. And the classroom interaction is determined by the discourse within the classroom activity. Therefore, this research focuses on the use of language in building up effective interaction in learning and teaching process.

1.2 The Basic Assumptions

Guiding this research more focus, the writer formulates four basic assumptions. First, the teaching and learning process is conducted in classroom interaction. Second, classroom interaction is developed through communication in which language is used. Third, there is a reciprocal relationship between language use and classroom context in the sense that classroom interaction affects the language in use and vice versa. Fourth, every teacher develops his/her discourse to affect the students to participate in classroom interaction.

1.3 The Focus and Sub-focuses of Research

Based on the above discussion, this research is focused on discourse in classroom interaction. The focus is elaborated in some sub-focuses as the questions of this research:

- 1) How is the nature of discourse during classroom interaction? This question research is elaborated into four points:
 - a. What speech acts do the lecturer perform during the classroom interaction?
 - b. How do the students respond to the teacher's speech act?

- 2) What is the nature of turn-taking during the interaction? This question is elaborated into two points:
 - a. Who gets most portions in talking?
 - b. What does the teacher do to involve the students in talking?

- 3) To what extent does the discourse affect classroom interaction?

1.4 The objectives

The objectives of this research are as follows:

- (1) To find out the nature of discourse during classroom interaction. This is elaborated as follows:

- a. To find out the speech acts in the classroom interaction;
 - b. To find out the students' response to the lecturers' speech acts.
- (2) To find out how the nature of turn-taking during classroom interaction.
- This is elaborated as follows:
- a. To find out the most portion of turn-taking.
 - b. The lecturers' involvement in the students' turn-taking.
- (3) To find out the extent of the effect of the classroom discourse on the classroom interaction;
- (4) To find out how the learning activity is affected by the classroom discourse.

1.5 The Research Significances

This research is expected to be significant both theoretically and practically. Theoretically, it will contribute to the theory of discourse analysis in connection with classroom interaction and the process of teaching and learning. By this analysis, it is clear that classroom interaction is not merely the method and strategy of teaching and learning, but also the discourse that develops the conducive and effective classroom interaction which finally will affect the students' behavior.

Practically, this research is expected to contribute to the lecturers in the method to develop classroom interaction. It shows how the locution affects

the students' behavior of learning. Lecturers are expected to be motivated to develop a discourse strategy that develops the classroom interaction to motivate students to learn.