

# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

English in Indonesia is still positioned as a foreign language, not second or first language as English has not been widely used in the society every day. Rini (2014, p. 21) stated that even though Indonesian language is the official language in Indonesia, there are some vernacular languages (Javanese, Sudanese, Bataknese and some others traditional languages) used by Indonesian. Those languages make English positioned as the foreign language in Indonesia. However, the popularity of English is rising as the globalization takes place nowadays. There is an urgency brought up by the approaching ASEAN Economic Community that will open more opportunities for the people to use one common international language which is English.

The competition and the community bring the foreign language closer and it is used more widely in Indonesia. Some people have urgencies to master the language to help them prepare themselves for the worldwide competition. The use of English becomes trend in some places, especially in big cities where the development in some sectors are happening. Dardjowijojo (2003), cited in Rini (2014, p. 22), says that English as the foreign language in Indonesia is chosen because English is mostly used in every science and technology in the world as the

instructional language. Based on this condition, English is brought closer to the people and their community and make it makes the demand of learning English is raising.

Education at the very first place, offers great varieties to bring English closer to the people. National schools in Indonesia use Indonesian language as their instructional language and adopted English as the supplementary subject. This condition makes children have less chances to practice and explore themselves to use English in their daily activities. This is because of the small number of English exposure that they get every day. As stated by Paul (2003) , Foreign Language Learners do not have more chances to use English naturally outside the class because the society around them do not use English to communicate with one another in their daily activity. Yet, some schools in Indonesia (International schools) use English as the instructional language. These schools help students understand well the importance of English and feel it is natural and necessary to learn it (Paul, 2003).

To gain the success of learning English, some parents send their children earlier to learn English both to formal and non-formal educational institution. The education at the early age is suggested to always bring better results, as Morgan (2014, p. 115) states that the critical period plays an important role for the full unfolding of particular skills. He also suggested that children should acquire language in the early childhood to develop their critical thinking. Therefore, some parents want to give

their children English language exposure earlier. In Indonesia, unfortunately parents do not have enough skill to teach their children English at home as English is still positioned as a foreign language. Based on this condition, some non-formal educational institutions are trying to fill in the gap by providing some English course services starting at the early age. The writer chose EduHouse as the place to conduct this study because of some convenience reasons. One of the reasons is because the writer has work experience work in EduHouse for more than 3 years. The writer believes this reason helps the writer to gather the data. The other reason is because EduHouse is one of educational institution that is rapidly increasing both in its afterschool and preschool programs, especially in the kindergarten courses. The writer concluded that the demand of young learners to start learning English in EduHouse was increasing each year based on the data below.

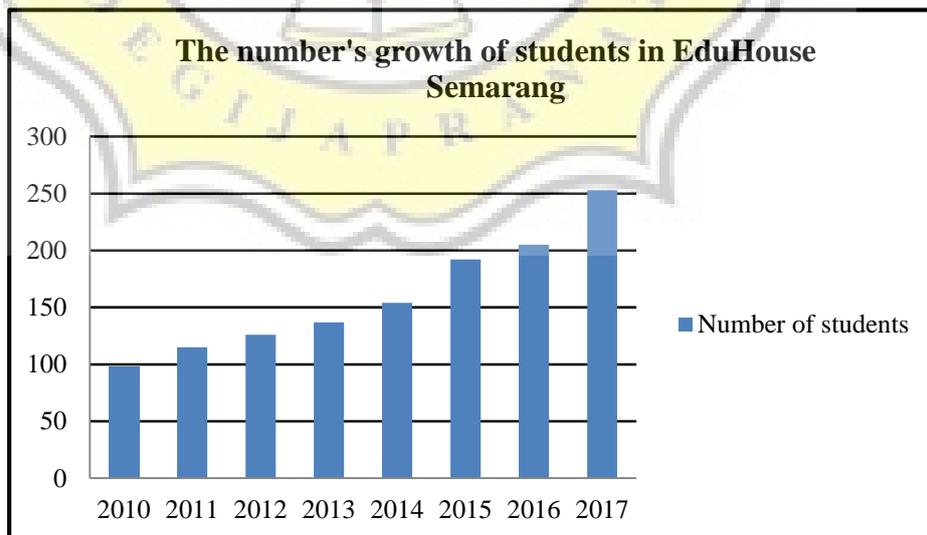


Figure 1. The development chart of the students' number in EduHouse Semarang

Figure 1 above shows the number of EduHouse's students started from 2010 – 2017. From 2010, we can see that the amount of students was increasing each year. In 2010, there were 98 students who took English courses in EduHouse Semarang. This number was increasing 17,3 % in 2011, where 17 students joined. The growth of the students' amount also happened in 2012 and 2013 where the number was increasing 9,6 %. The highest number of growth happened in 2015. In 2015, the number was increasing 24,7 % from the previous year which had 154 students. Even though in 2016 the number of growth was decreasing about 6,8 %, in 2017 the growth of students' amount was increasing 23,4 %. From all of the data interpretation above, the writer concluded that EduHouse is a perfect subject for this study for it develops well each year. The writer also believes that by applying and exploring IRF pattern in EduHouse may help the learning process runs well. The success of learning process may also help the growth of this non-formal educational institution in the future.

The success of learning English cannot happen without the important role of the teachers. Teachers in the classroom are essential for the development of the English language acquisitions of those children. The role of teachers in bringing the English language closer to the students at the early age may bring a significant progress in the language learning. Harmer (2007, p. 25) stated that teacher should be “a controller, prompter, and assessor” to help students understand the lesson well. As the role of the teacher in the classroom is essential for the success of the lesson, the

writer will also ask the contributions of 2 teachers in EduHouse. Both of them are the only English course teachers that teach kindergarten students in EduHouse Semarang. The writer will conduct an interview with each of them related to how effective IRF pattern that they use in the classroom is.

The success of learning in the classroom also can be seen through the interaction happens during the class. The interaction between teachers and students using English is important because English is their instructional language they use. It can be analysed with a variety of approaches especially discourse to see the effectiveness of the teaching method in the classroom. According to Johnstone (2008, p. 8), Discourse Analysis gives bulky contributions to language acquisition that defines how speakers acquire new competence. Jorgensen and Philips (2002) also stated that discourse is described as the language in use while discourse analysis (DA) is defined as the analysis of language structures according to different patterns produced by people. McCarthy (2012, p. 5) stated, "Discourse Analysis (DA) is the study of the relationship between language and the contexts in which it used". This analysis deals with the social function of the language such as in educational framework that the writer focusing on. It means, the language used in the classroom has different forms and characteristics from the other language used in different occasion. The use of discourse in the classroom called Classroom Discourse is important to determine the students' comprehension during the lesson. This shows how teachers can improve their teaching process by

examining the language used in the classroom and how students understanding the concept of English through exposure to different types of discourse (Jiang, 2012). The use of English in the classroom as the instructional language may build a good interaction between teachers and students that can gain the lesson's goal.

Classroom interaction, one of the factors of language learning, can be investigated by various type of discourse approaches such as Turn taking: one of the main elements in conversation where the speakers and listeners taking turn and take their roles in conversation to start their speech (Coulthard, 1985 as cited in Kato (2000, p. 8), Scaffolding: used to explain the social and participatory nature of teaching and learning (Verenikina, 2008), and some other classroom discourse approaches. Each of the method mentioned has its weakness and strength when it is used to investigate classroom interaction, but the writer uses Classroom Discourse approach to investigate the pattern of teacher's initiation, student's response and teacher's feedback.

In this study, the writer uses classroom discourse that focuses on the IRF pattern between teachers and students' interactions because IRF pattern that occurs during the lesson may effectively bring the success of language learning. A good interaction between teachers and students in the classroom that happen should be balance to aim the goal of the lesson (Seyed Mohammad Alavi, Baqer Yaqubi, Mostafa Porhaji, 2016). The writer also believes that IRF pattern by Sinclair and Coulthard is

interesting to be explored in this study because it involves both teachers and students roles in the classroom interactions. It is not only focuses on the importance of the teacher talk, but also the contribution of the students to talk in the classroom. The amount of teacher and student talk should be balance so that students can get more opportunities to improve themselves naturally during the class. (Jiangxia Liu, Thao Le, 2012).

## **1.2 FIELD OF STUDY**

This research is related to the field of applied linguistics. The domain under the linguistic field is classroom discourse analysis focusing on the teaching learning process by analysing the interactional conversation among teacher-students in English classroom.

## **1.3 SCOPE OF STUDY**

In this study, the conversation is analysed by Initiation-Response-Feedback (IRF) model by Sinclair and Coulthard. The writer will record the conversation between the teacher and students in an English classroom course in EduHouse Semarang.

## **1.4 PROBLEM FORMULATION**

In this research, the writer formulates two problems related to the Kindergarten students in Semarang who take courses in EduHouse Indonesia:

1. How are the patterns of classroom interaction Initiation-Response-Feedback (IRF) model in English class at EduHouse Semarang?

2. How does IRF model by Sinclair and Coulthard help teacher to deliver the lesson?

### **1.5 OBJECTIVES OF THE STUDY**

- a. To explore the patterns of classroom interaction, Initiation-Response-Feedback model, in English class at EduHouse Semarang.
- b. To find out how IRF model by Sinclair and Coulthard applied in the classroom discourse activities that may help the teacher deliver the lesson.

### **1.6 SIGNIFICANCE OF THE STUDY**

Through this research, the writer hopes that the result will be useful to:

1. Help readers to acknowledge Classroom Discourse Analysis and the English teaching process by using classroom interaction's approach of Sinclair and Coulthard, which is Initiation-Response-Feedback (IRF) model.
2. Give information how the Initiation-Response-Feedback (IRF) model helps the kindergarten teachers to teach English to young learners as the foreign language.
3. Give reference for other researchers that have the same interest in this kind of field to do their research and make better research than this.

## 1.7 DEFINITION OF TERMS

### a. Classroom Discourse

Jiang (2012) defines Classroom Discourse Analysis as one of the approaches for teacher to guide the students in the classroom. Classroom discourse analysis is an analysis about the language that the teachers and students use in the classroom to communicate with each other. In which, the conversation during the classroom is the media used by teacher as the instructional language (Xin, Luzheng, & Biru, 2011).

### c. Classroom Interaction

Classroom interactions focusing on all the activities happen in the classroom that involves all the supporting elements in the classroom settings (Baker, 1992). This interaction involves both teacher and student during the lesson. As Bawa, *et al.* (2015) states, an effective classroom environment involves 2 way interactions between teacher and students. This interaction will lead to the effectiveness of the learning process when both participants communicate actively during the lesson.

### d. Initiation, Response and Feedback

Initiation, Response and Feedback are the elements of classroom discourse occur in the classroom. Coulthard (1992, p. 3) stated that a typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the

students and finally it followed by a feedback from the teacher. Each unit takes important role and related one another.

e. EduHouse

EduHouse is one of educational institutions in Semarang that has some tutorial programs to help students learn English after their school. EduHouse provides some programs for various types of students started from young learners until advance learners.

