CHAPTER I

INTRODUCTION

A. Research Context

Learning process is a process of conscious effort carried out by individuals or groups with a purpose. The goal is related to the direction in which the teaching and learning method is taken. Through the teaching and learning method, interaction can function as a medium of communication in order to be able to bring about changes knowledge insight, understanding, abilities, and gestures. There needs to be a pattern of interaction as a way of working or a form of communication direction. What is meant by this pattern is a form of communication carried out by teachers and students, students and teachers, as well as students and students. So with that we need a form or type of interaction pattern as a form of work that will be carried out by the actors above.[1]

Learning process actually provides opportunities for students to inquire, guess, think and also discuss towards the studies, so that interaction between learnerss occurs. In the classroom interactions, it belongs to all case in the class, that are verbal and non-verbal interactions. Verbal interactions occur because the lecturer and learners speak, whereas non-verbal interactions include when the lecturer and learners communicating without words, it is

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[1] Dancil, https://kelasimpian.com/jenis-pola-interaksi/, accessed on 25 March 2021 at 21.57.

about facial or gestures expressions.[2] In the language classes the interaction has an important role because it can increase learner's language storage. Especially during the] learning process in progress, interaction is paramount, avoid empty moments for teaching. The teaching and learning process, between lecturers and students must have communication or interaction, they must be active in the class. Because in the teaching and learning process, the lecturer is the focus of the learners, ask a question about everything they do not understand. Lecturers shouldn't just emphasize fulfillment of the material during the teaching and learning process. They should treat individual learners with the use of language or "lecturer talk", Ellis formulates his own opinion about teacher talk that "lecturer talk is special language that teacher use when addressing L2 learner in the classroom".[3]

Lecturer talk is undeniable an important feature that relation interaction in the classroom. Lecturer talk in theclassroom of English is considered the one of special varieties of English, so that it has its own features that are not owned with the other varieties. We can know that lecturer talk is a certain communicative activity. The aim is to communicate with learners and expend learners' language proficiency. Xiaou-yan express two opinions about teacher talk. The first is that we can see that one variation of language can be said to be special if the teacher talk is used in the English class, so that the teacher can have its own distinctive characteristics that are different from the others,

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[2] Andi Ayu Citra Sasmita Sari, The Analysis of Teacher Talk And Learner Talk In The Classroom Interaction (Descriptive Qualitative Research Interaction at the second Students of MTS Muhammadiyah Tallo), (Thesis, Universitas Muhammadiyah Makassar, Makassar, 2018), 14.
[3] Rod Ellis, *The Study of the Second Language Acquisition*, (London : Oxford University Press, 2008), 2.

because of the limitation of physical arrangement. The second we can know that lecturer talk is a communicative activity that aims to communicate with learners and can expand learners' abilities in foreign languages.[4]

That is usually established that lecturer talk presents an important role for learning English. That is refers to the certain language that uses by the lecturer when interacting with the learners in the class.[5] Concerning with the definition that has explained, it is somehow clear that lecturer talk dominates in the classroom interaction. The communication in the classroom it is perhaps structured differently from the other kinds of communication because of the property teaching itself. One is about explanation about teacher and learner roles. If learners inquire too many questions, lecturers may feel that their ability is being challenged. Therefore, lecturers frequently make every learnerstry to make sure their comprehension, thus they can avoiding the negotiation to find a meaning.

Lecturers should not always talk, a good teaching consists only of talking interactively with the students in the individual or in the class. Learners should learn through not only understanable input but also their own output. Somehow, not all a "good lesson" is when the students do all of the lesson or just part of it. Some studies can be good if they are carefully arranged in such a way that learners doing a good deal of the speaking and at the same time get a

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[4]Yan Xiauo, *School of Foreign Languages and Literature*, (Chongqing Normal University: University & Yangtze Normal University, 2006), 10.
[5]Andi Ayu Citra Sasmita Sari, The Analysis of Teacher Talk And Learner Talk In The Classroom Interaction (Descriptive Qualitative Research Interaction at the second Students of MTS Muhammadiyah Tallo), (Thesis, Universitas Muhammadiyah Makassar, Makassar, 2018), 12.

lot feedback, both formally and informally, by using their Indonesian or English from their learner about their presentation. However, this situation is not correct of all materials.[6]

Apart from the lecturer's talk, the talk that is said by the students is also a special attraction. Students in their own way create the meaning to be conveyed through speech acts in an utterance. The intentions that this student wants to convey could be a hidden statement against rejection or approval. The expressions issued by students are also able to make learning situations and the context of the conversation change. The speech acts conveyed by students can also be a desire to be closer to the teacher.

Learner talk is replicating lecturer talk or peers talk. When the learners learn language they have language development. That is same when they study foreign language in the class. The first when they simulate the lecturer talk and they need more time to record every learners talk that is named "silence period", later starting with showing their own opinion that have discuss and finally they can get competence communication. Learner talk can called 'learner's talk' when they simulate their teacher's examples, shows their idea or gives the comments and some criticism about something that happen in the classroom.[7]

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[6]Andi Ayu Citra Sasmita Sari, The Analysis of Teacher Talk And Learner Talk In The Classroom Interaction *(Descriptive Qualitative Research Interaction at the second Students of MTSMuhammadiyah Tallo),* (Thesis, Universitas Muhammadiyah Makassar, Makassar, 2018),13.
[7]Ibid ,16.

To respond the lecturer talk, learner talk is excited. The word'Learner talk' point that various expressions of learners in learning process. Lecturer talk is used in the classroom when lecturers are doing instructions, developing their ability of intellectual and arranging classroom activities.[8] Start from the talk between the lecturer and other couples in doing learning activity and some interactions.[9] The talks among the lecturer and learners have to be specific, meaningful, and clear. Lecturers use the target language to introduce their communication with learners. In this way, learners can demonstrate the language by responding to the lecturer says. Thus, the types of this talk, transactional or of which the language is message-oriented where the lecturer and learnerss share the information clear and accurate in their conversation.[10]

The interaction between teachers and students in the teaching and learning process is very help create the atmosphere of the process dynamic and impressive teaching and learning. Ability about when, where, and under what circumstances the type and function of certain clauses is worth mentioning, it can determine the level acceptance of the message conveyed. For example, interrogative sentences, in situations the teacher has to do on during the

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[8] Yan Xiauo, *School of Foreign Languages and Literature*, (Chongqing Normal University: University & Yangtze Normal University, 2006),23.

[9] Amin, H, Fatimah, *The Transactional Expressions of the Teachers and the Students in Target Language Class. The 61st TEFLIN International Conference Book 3*, ISBN 978-602-14018-1-1, pp. 1043-1045, Proceedings: English Language Curriculum Development: Implication for Innovations in Language Policy and Planning, Pedagogical Practices, and Teacher Professional Development, (Solo: Sebelas Maret University, 2014).

[10]Ibid.

teaching-learning process in class, will can help determine acceptance subject matter.[11]

Classroom interaction is the behavior taken by the lecturer and the learners during interrelated teaching. They interact each other for a number of different reasons and continuously throughout the school day. Classroom interaction includes classroom behaviors such as taking turns, asking and answering a question, negotiation meaning and giving feedback.[12] From that statements it can be concluded that verbal interaction occur because of the lecturer and learners talk, while non-verbal interaction concluded gestures or facial expression by the teacher talk, while non-verbal interaction covers facial or gestures expression by the lecturer and learners when they doing communicate without using words.

Classroom interaction requires the participation of between the lecturer and learners. In designing assignment and monitoring the process of doing classroom interaction the teacher's role is most important. The lecturer can doing anything the class to make an interactive classroom, it can be by make whole class discussion or small groups. Learners inquire to listen, think and speak when they participate in the classroom. By listrening and talking to the instruction by lecturer, the learners is not good enough. They inquire to demonstrate with the other learners in the classroom. They mustexpand their

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[11] Nani Handayani, Mulyadi Eko Purnomo, "Interaksi Guru-Peserta Didik dalam Pembelajaran Bahasa Indonesia: Analisis Wacana Kritis" Lingua, *Jurnal Basaha dan Sastra*, Vol 18, No 1 (December, 2017), 30.
[12] Craig Chaudron, *Second Language Classrooms-Research on Teaching and Learning* (Los Angelas: Cambridge University Press, 1988),10.

competency and become a critical learners in the classroom that gives opportunities for the interactive and structured interaction among the learners.[13]

From statement above, it is very interesting to investigate by the researcher in Classroom Interaction especially on students 5th semester English Department in IAIN Madura. The researcher can conclude by the researcher's exprerience in psycholinguistics class when the teacher give question to the student and he can not answer the question. So in that case, there has been one type of learner talk namely silence. Therefore, the reesearcher interested in examining the types of learner talk that cause them to be inactive in the classroom. Beside that, this research it can help the teacher and also the students to know what is the difficulty in classrom interaction that make they not active in the class. Therefore, the researcher interested to make a research about **"Analysis of Lecturer and Learner Talk in the Classroom Interaction at the 5th Semester English Department of IAIN Madura"**

B. Research Problem

Research problem is an attempt to state explicitly the questions for which the answer is sought. Research problem is a complete and detailed statement regarding the scope of the problem to be studied based on the identification and limitation of the problem. the criteria for making a good research problem are: (1) It should be compiled briefly, concisely and clearly, (2) Set out in the form of a question sentence, (3) Showing the variables studied, the type or nature of the relationship between these variables and the subject research, (4) The

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[13] Philip E. Bishop, *Classroom Interaction,* May: 2006. http:// faculty. valenciacc. Edu /pbishop/ krb/clssrm-interact.pdf. accessed on 26 march 2021, at 11.30.

research problem should be tested empirically, which allows data collection to answer the questions posed, and (5) The research problem should be arranged to answer the three main objectives of research, namely the nature (ontology), method (epistemology) and utility (axiology).[14]

Based on the research problem has described above, the researcher states the problem of study into some question below:

1. How is the proccess interaction between lecturer and learner in the classroom interaction at the 5th semester English Department of IAIN Madura?

2. What types of lecturer and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura?

C. Research Objectives

Research objectives reveal about the goals to be achieved in a study. The content and formulation of research objectives refers to the content and formulation of the research problem. The difference between the two lies in how to formulate the research problem formulated with a question sentence, while the research objective is formulated with a statement sentence.[15] It means that research objective is to find out the problem solving and to give a short answer to research problem.

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[14]*Pedoman Penulisan Karya Ilmiah,* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 16-17.

[15]*Pedoman Penulisan Karya Ilmiah,* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 16-17.

Based on the research focus above, the writer can determine the research objective of the study namely:

1. To explain about the proccess of lecturer talk and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura

2. To describe the types of lecturer talk and learner talk in the classroom interaction at the 5th semester english department of IAIN Madura

D. Significance of study

The findings of this study should be useful:

1. For the lecturers, the students can find solutions to get rid of boredom, and can still be active in the classroom to come out with their ideas.

2. For lecturer, they can recognize the character and attitudes of their lecturers more in this way and make the class more active by providing a more effective way of learning.

3. For the researchers, who are interest in this research to get information about a new method or new learning about how to see the teacher from the student's side which is not always acceptable and vice versa.

4. For the readers who learn or have the same position as a Teacher or Learner, they can learn deeper and more about how the system in education makes both parties feel comfortable in the learning process.

E. Scope and Limitation of the Study

Scope is range of the thing that a subject.[16] It means that scope indicates the object of the field of study to be researched by the researcher.While limitations are potential weaknesses or problems with the study identified by the researcher.[17]It means that limitation is the subject that will be identified by the researcher to make the subject itself easier to be analysed.

The scope of this research is the lecturer and learner talk to learn about classroom interaction. In the 5th Semester of English Department there are 5 class, namely A, B, C, D, and E class, but the researcher Focus on 1 Class that is D class. So the limit is D class of 5th Semester English Department IAIN MADURA.

F. The Definition of Key Term

To clarify and explain the title terms to avoid the ambiguity in this study. The definition are:

1. The lecturer talk is considered as one of the main language inputs that help students acquire a second language.
2. Learner talk is what the learner says when he simulates his lecturer's examples, shows his ideas or gives comments and the criticism about anything in the classroom.

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[16]*Oxford Learners Pocket Dictionary* , (New York: University Press, 2000), 383.
[17]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed, (Boston: Pearson, 2012), 199.

3. Classroom interaction is the behavior expresses by the lecturers and the learners during interrelated teaching.

G. Previous Study

In this chapter, the researcher will clarify some differences between this research with previous studies. The previous study Dina Septryana Putri that entitle *"The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English as a Foreign Language Classroom"*.In that research, the researcher can find out the definition and type of lecturer based on some expert that have explained about it. In other that, the object of the research is focus on young learner. The researcher does an observation and audio recording to collect the data.[18]

Another previous study that conducted by Kurnia Fajriatin Irsalinda entitle *"Lecturer's Communication Strategies in Teaching Intensive English Program of Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya"*. In the research, the researcher can find out the commonly strategies communication used by the lecturers' when they have some strategies of communication that used in the classroom. The researcher conducted the

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[18]Dina Septryana Putri, "The Analysis of Teacher Talk and The Characteristic of Classroom Interaction in English as a Foreign Language Classroom",English and Education ,No 3, Vol 2, (2015).

research using qualitative approach. She does an observation and interview to collect the data from the participants.[19]

From those explanation, we can differ between those previous study and this research. The different is this study focuses on object where the object is an interseting phenomenon that occurs around the researcher and types of lecturer and learner talk that applied by lecturer and learner in the classrom interaction at IAIN Madura for example ask a question and gives information for lecturer talk and student response for learner talk. Then, the similarity of this study and the other research are to find the types of lecturer and learner talk.

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[19]Kurnia Fajriatin Irsalinda, "Lecturer's Communication Strategies in Teaching Intensive English Program of Faculty of Education and Teacher Training UIN Sunan Ampel Surabaya",(Thesis, UIN Sunan Ampel,Surabaya,2016).