TEACHER'S INITIATION IN ENGLISH CLASSROOM INTERACTION BASED ON SINCLAIR AND COULTHARD MODEL

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ARTIKEL

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ABSTRACT

This study was about teacher's initiation in English classroom interaction based on Sinclair and Coulthard Model. The aimed of this study were (a) to find out the types of teacher's initiations used in English classroom interaction based on Sinclair and Coulthard Model, (b) to find out the dominant type of teacher's initiation used in English classroom Interaction based on Sinclair and Coulthard Model, and (c) to find out the reason why the teacher used the dominant type of initiation during the teaching and learning process. This research used qualitative research. To answer the problems of the study, the data were collected in three ways by observing, recording and interviewing. The data were analyzed based on Sinclair and Coulthard theory (1975). The result of this study were the following, (a) There were nine types of teacher's initiations found during the teaching and learning process, namely, teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re- initiation (ii), check, repeat, and boundary. (b) the dominant type of teacher's initiation used in English classroom interaction was teacher elicit, which was 40%. (c) the reasons why the teacher used the dominant type of

initiation during the teaching and learning process was categorized based on the variables that were affected on teaching and learning process (Gage,2004), they were: the teacher believed that by initiating elicit, it could create an effective classroom interaction, the teacher believed that by initiating elicit, it could push the students on process of flashback, the teacher believed that by initiating elicit, the students would be encouraged to become more confident and braver to participate actively during the teaching and learning process.

Key words: *Teacher's Initiation, Classroom Interaction, Sinclair and Coulthard.*

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INTRODUCTION

Background of the Study

Classroom interaction was the action performed by the teacher and students in the teaching process in the class, or the most important part in teaching and learning process in the class. The purpose of teaching and learning process could be achieved through the interaction. Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people (Brown, 2000). Classroom interaction occured since the class began until the end of the class, and the intensity of the interaction depends on the teacher. It could be seen from the teacher, how the teacher improved the interaction in the class. The students could learn best way through the interaction, and the development and success of a class

depends on to a greater of the interaction between teacher and students in the class (Tsui, 1995). The students could use all what they have already learnt from real life situations through the interaction

It has been got from the quality and quantity of teacher talk have many values for the students in the classroom interaction (Moon,2000). Firstly, it provides language input as language model for the students. Secondly, the teacher talk supports student talk in practicing the language. Thirdly, the appropriateness of teacher talk can result good interaction between teacher and students. Since the classroom interaction occurred at the beginning of the classroom until the end of the class, so the teacher held the rights to open the discourse in the classroom. The opening move was one of the types of moves, which was the first point that every teacher should know it. So, it meant that the teacher should be able to apply the appropriate initiation in her talk to create an effective classroom interaction.

Especially in the classroom interaction, it was the role of the teacher to open the discourse. If the teacher was lack of creativity to open the discourse in the class, it would be predicted that the interaction in the classroom would not run smoothly, which shut the door of the success of teaching and learning process, this situation happened because the teacher did not know the types of initiation. The opening of discourse were realized by ten exchanges, namely: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, reinforce, repeat and boundary.

Based on the observation, it was found that the teacher was too dominant in the classroom activities instead of giving the students an opportunity to ask. So, the students often became reluctant to participate in a classroom interaction due to

their lack of turn-taking as the signals of their interactions with each other and with the teacher. The teacher just explained the material discussion without asking the students to do something in the class. So, the students were bored to learn, and there was not found the students responded or listened to the teachers' explanation. Moreover, teacher talk so much more than the students. It was because the teacher did not know the types of initiations. Therefore, classroom interaction became monotonous.

The study used Sinclair and Coulthard model (1975) to analyze the types of teacher' initiations used in English classroom interaction. Sinclair and Coulthard devided classroom discourse into 5 ranks of level, namely: lesson, transaction, exchange, move and act. In their analysis, Sinclair and Coulthard only examine the exchange, move and act. According to them, the interaction in the classroom consisted of Initiation–Response–Feedback (IRF). Initiation was the opening of discourse that was conducted by the teacher. Response was the answer or reply of the discourse usually from the students. Feedback was the follow-up from response which was conducted mostly by the teacher and very rarely by the student. The exchange in the classroom (IRF) were realized by the rank below it, which was initiation. Initiation took an important role to achieve the target of learning. Initiation was the starting point for the teacher to start the interaction to pass on the lesson to the students. By using the appropriate initiations, teacher could stimulate the students to be actively involved in the classroom.

REVIEW OF LITERATURE

1. Classroom Interaction

Classroom interaction was the action performed by the teacher and students in the process of teaching and learning in the class. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron,1998: 10). Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other (Brown, 2000:165).

2. Classroom Discourse Analysis

Discourse analysis is the study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk can be used to track participants' processes of constructing and communicating meaning and knowledge as they learn to apply their knowledge (Markee, 2015, p. 97).

3. Sinclair and Coulthard Model

Sinclair and Coulthard (1975) divided classroom discourse into five ranks: Lesson, Transaction, Exchange, Move and Act. Sinclair and Coulthard started from Exchange, Exchange was divided into three moves, they are: Initiation Move, Respond Move, Feedback Move. This study focused to initiation move.

a). Initiation

Initiation is the opening of move or discourse that is conducted by the teacher. Initiation that is conducted by the teacher are realized by ten exchanges:

(1) Teacher Elicit

This kind of exchange begins with the teacher asking a question. "The students give their own answer and the teacher gives a response such as follow-up evaluation" (Hellermann, 2003:80). This category designed to obtain verbal contributions from students.

(2) Teacher Inform

Teacher inform is used to pass on facts, opinions, ideas, or new information to the students. The response usually is an acknowledgement of attention and understanding.

(3) Teacher Direct

Teacher direct is used to get the students to do but not to say something (Sinclair and Coulthard, 1992). Therefore, the response from the students is the 'doing' part, which will most likely but not always be a non-verbal response.

(4) Listing

Listing is used when the teacher withhold evaluation in order to get two or more responses from the students to make sure that more than one students knew the answer.

(5) Re-Initiation (i)

Re-Initiation (i) is used when the teacher gets no response to an elicitation, the teacher can start again using the same or a rephrased question, or the teacher can use one or more of the acts prompt, nomination, clue to re-initiate.

(6) Re-Initiation (ii)

Re-Initiation (ii) is used when the teacher gets a wrong response from the students, so the teacher can stay with the same student, or move on to another

student, or the teacher can stay with the same question and move on to another students to re-initiate.

(7) Check

Check is used to discover how well the students are getting on, whether the students can follow what is going on, whether the students understanding or listening. To do this, the teacher use a checking move which could be regarded as a subcategory of elicit, except that feedback is not essential.

(8) Reinforce

Reinforce is used very occasionally there is a bound exchange following a teacher direct. Bound exchanges occur when the teacher has told the class to do something and one student is slow or reluctant or has not fully understood.

(9) Repeat

Repeat is a bound initiation from the teacher in the communicative situation. There are times when someone does not hear. Even though there is no student admitting to not hearing, teachers do so quite frequently.

(10) Boundary

Boundary is an initiation made by the teacher when the teacher gots no response or a wrong response to an elicitation or direction. In this case, the teacher started again by repeating or rephrasing the question or move on to another students. When this happened, discourse acts such as 'loop', 'nomination', 'prompt', and 'clue' were expected to appear. A discourse element for these teacher's acts was called 'bound Initiation' (Ib).

b). Response

Response is the answer or reply of the discorse.

c). Feedback

Feedback is the follow-up from the response which is conducted mostly by the teacher and very rarely by the student.

RESEARCH METHODOLOGY

This research was conducted based on the qualitative research. Qualitative research is a research, which has a natural setting. (Bogdan and Biklen, 1992).

The data of this research were the utterances which were produced by the teacher in English classroom interaction. The source of this data were the transcription of spoken interaction among the teacher and students of the first grade students in SMA Swasta Al-Fattah Medan during the teaching and learning process in the class. It was recorded naturally in the classroom environment during the teaching and learning process.

There were three intruments to get the data. They were: observational sheet, video recorder, and guided interview, and there were three technique to collect the data. They were: observing, recording, and interviewing.

Moreover, there were four technique in analyzing the data of the study, this research used the data analysis from Rymes (2009). There were four basic steps including: (a). Recording real classroom interaction. (b). Observing the interaction and making preliminary observations. (c). Transcribing the verbal interaction. (d). Analyzing the transcription. (e). Conclusion.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. **The Types of Teacher's Initiations**

In investigating the types of teacher's initiations from the transcription. It was found that there were nine types of teacher's initiations found during the teaching and learning process in the class, namely: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i) re-initiation (ii), check, repeat, and boundary. The overall utterances produced by the teacher were 143 initiations. Meanwhile reinforce was not found during the teaching and learning process in the class.

Table 4.1 The Frequency and Percentage of the Dominant Type of

Teacher's Initiation

No	The types of Initiations	Frequency	Percentage %	Total Percentage (%)
		1st Meeting	**1st Meeting**	
1	Teacher Elicit	57	5700	40 %
2	Teacher Inform	26	2600	18 %
3	Teacher Direct	23	2300	16 %
4	Listing	1	100	1 %
5	Re-initiation(i)	1	100	1 %
6	Re-initiation(ii)	3	300	2 %
7	Check	10	1000	7 %
8	Repeat	1	100	1 %
9	Reinforce	0	0	0 %
10	Boundary	21	2100	15 %
Total of Initiation		**= 143**		

From Table 4.1, it was shown that teacher elicit appeared dominantly 57 times (40%), teacher inform 26 times (18%), teacher direct 23 times (16%), listing 1 time (1%), re-initiation (i) 1 time (1%), re-initiation (ii) 3 times (2%), check 10 times (7%), repeat 1 time (1%), reinforce was not found during the teaching process and boundary 21 times (15%), and the overall utterances produced by the teacher were 143 initiations.

2. The Reasons Why the Teacher Used the Dominant Type of Initiation During the Teaching and Learning Process.

The reason why the teacher used the dominant type of "Teacher Elicit" due to the several reasons: (1) Initiating elicit, it could create an effective classroom interaction; (2) By initiating elicit, it could push the students on process of flashback, and (3) initiating elicit, it could encourage the students' confidence. (4) The classroom atmosphere did not support the teaching and learning process. So, based on those reasons, it could be concluded that the teacher's performance during the teaching and learning process was affected by the teacher's belief which belongs to the presage category and was affected by context category which refers to the class in which the teaching and learning process takes place (Gage, 2004:47).

Discussions

The Finding showed that the most dominant type of teacher's initiation occured in the English classroom interaction to the least one. As it was found, teacher elicit was the most initiation used by the teacher in the English classroom interaction. The overall utterances produced by the teacher were 143 initiations. Teacher elicit appeared dominantly 57 times, teacher inform 26 time, teacher

direct 23 time, listing 1 time, re-initiation (i) 1 time, re-initiation (ii) 3 time, check 10 time, repeat 1 time, and boundary 21 time, meanwhile reinforce was not found during the teaching and learning process. Teacher elicits were mostly related to obtain verbal responses from the students. The teacher used elicitation particularly when the teacher was trying to gain students' participation in the class, which was realized by questioning. By initiating questions to the students as a request for the information, the interaction will be motivated quickly and heatedly because question is the commonest and the most important way to make students to talk in the classroom interaction (Liu Yanfen & Zhao Yiqin, 2010). Moreover, Weihua Yu (2009:152) states that questioning is reported as one of commonly used strategies, as the success of a class largely depends on questioning and feedback.

In the teaching and learning process, the teacher asked a question to initiates the students to do interaction in the class. It was one of the effort of the teacher in pushing the students to do interaction in the class. It could be proved when the teacher asked a simple question to the students, the students responded the question quickly, but the answer was still improperly responded, then the teacher asked it again to another students till the answer was responded correctly, while when the teacher did not get response to an elicitation at all, the teacher started again by using the same or rephrasing the question or move on to another students. While, when the teacher initiated the interaction by explaining the material discussion, there was no responded and listened to the material itself. The students were silent and sleepy along teaching process in the class, so the interaction in the classroom will not run smoothly. But in fact, The teacher used elicitation particularly to gain students' participation in the class. Therefore, the

teacher often asked the students by asking a simple question to gain students' participation in the class, it could be seen when the teacher oftentimes asked a simple question to the students, the students were seen to be more active in the class. So, the interaction ran smoothly. Moreover, the teacher use questions to manage classroom interaction because over half of the class time is taken up by question and answer (Jingxia Liu and Thao Le, 2012). Besides asking questions, the teacher also needed to check whether the students followed her within the lesson, whether can followed what was going on, and whether the students' understanding or listening. To do it, the teacher used a checking initiations which could be regarded as a subcategory of elicit.

Based on the result of interviewing the English teacher, there were some of reasons were found behind the dominant used of elicit performed by the teacher which was referred to the teaching conception by Gage's theory (2004) and Sinclair and Coulthard (1975). The teacher's performance which dominantly initiated questions during the teaching and learning process was affected by the teacher's belief related to the teachers' knowledge about the material discussion (present perfect tenses and past perfect tenses) which belongs to the presage category and was affected by context category which refers to the class in which the teaching process takes place (Gage, 2009:47).

Moreover, it was found that this research focused to the teacher-centered. Meanwhile, in curriculum 2013 focused to the student-centered.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. There were nine types of initiations used by the teacher in English classroom interaction, namely: teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, repeat, and boundary. Meanwhile, reinforce was not found during the teaching and learning process in the class.

2. The most dominant type of initiation used by the teacher in English classroom interaction was teacher elicit.

3. The reasons why the teacher used teacher elicit as the most dominant type of initiation during the teaching and learning process was affected by the teacher's belief which belongs to the presage category and context category which refers to the class in which the teaching and learning process takes place.

Suggestions

1). For teacher, the teacher is expected to improve the effectiveness of teaching English process by applying the appropriate initiations.

2). For students, the students should dare to speak up.

3). For next researchers, the next researcher is finally suggested to other researchers to conduct varied research and further studies in other classroom interaction sessions especially in classroom discourse.

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