TEACHER'S INITIATION IN ENGLISH CLASSROOM INTERACTION IN SCIENTIFIC APPROACH CONTEXT BASED ON SINCLAIR AND COULTHARD MODEL.

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ABSTRACT

This study was about teacher's Initiation in English Classroom Interaction in Scientific Approach Context Based on Sinclair and Coulthard Model. The aimed of this study were 1) to describe the types of initiation were used by teacher in classroom interaction in context of scientific approach, 2) to elaborate the reasons of teacher used the dominant initiation. The design of the 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 (1975). The result of this study were the following, 1) there were nine types of teacher's initiation that was used by the teacher, namely: Boundary, teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, and repeat. 2) The reason why the teacher used the dominant type of "teacher elicit" due to several reasons: a) Initiating elicit, it could measure students' understanding, and b) By initiating elicit, it could create an effective and efficient classroom interaction. c) The atmosphere of the class did not support the learning process. So, based on those reasons, it could be concluded that the presage category belongs to the teacher's performance during the teaching and learning process which affected by the teacher's belief and context category refers to the class in which the teaching and learning process takes place (Gage, 2004:47).

Keywords: Initiation, Classroom Interaction, Sinclair and Coulthard.

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INTRODUCTION

Background of the Study

The term classroom interaction refers to the interaction between teacher and learners in the process of teaching and learning in the classrooms, 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 an activity that usually conducts in classroom and it has an important role to build communication between teacher and students as stated by walsh (2011, p. 23) that communication is a central to all classroom activity. It has been widely recognized that classroom interaction is important to a foreign language since it provides an opportunities for learners to practice their language skills, to develop knowledge and to interact with others.

Initiation-responds-feedback (IRF) model is a model of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom interaction (McCarthy, 2002:36). Initiation is the teacher asks a question to initiate the students to do interaction in the classroom. It is one of the efforts of the teacher in pushing the students to do interaction in the class. According to Sinclair and Coulthard Model (1975), there are ten kind of initiations that the teacher release; Boundary, teacher elicit, teacher inform, teacher direct, listing, re-initiation (I), re-initiation (II), check , repeat, reinforce.

Starting from the year of 2013, Indonesian government implemented a new curriculum, namely Curriculum of 2013 (C13) in some assigned schools. The 2013 curriculum is implemented as one of government's efforts to answer the challenges of the advancing technology and rapid globalization. The Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to be the center of learning.

Based on the researcher's observation at SMK Swasta Prayatna Medan it was found that the common interaction occurred in the classroom that the students would participated to talk if the teacher initiated. The teacher opens the interaction by asking questions. In asking a question, if the students didn't answer teacher's question, the teacher directly give the student information or she/he would answer the question herself/himself. The teacher is dominant in talking to the students. Teacher explained the lesson material and seldom asks a question more. It is contrary to the 2013 curriculum in Scientific Approach which states that the students to be the center of learning, but in real situation teacher talks to much more than the students.

Student 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. Students still face the problem of how to interact with other. The students often gave few respond when the teacher asks the question in the classroom. Teacher does not try to ask more questions or change the questions to the student. Therefore, classroom interaction became monotonous. These problems may be used by the quality of interaction between the teacher and the students, and the students and the teacher.

REVIEW OF LITERATURE

1. Classroom Interaction

Classroom interaction plays important role in the teaching learning process. Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998). Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback (Chaudron, 1998: 10). According to Dagarin (2004), classroom interaction can be defined as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa.

From the statement above we know that classroom interaction is the social relationship of teacher and students in the classroom to interact, to express

opinions, to share information and to deliver thought. Students are not expected only to listen to the teacher but they have to play some important role in the classroom, such as giving their opinion, sharing information and delivering their thought so they can practice the language maximally.

2. Sinclair and Coulthard Model

Sinclair and Coulthard's spoken discourse model was developed in 1975. The model was based on a rank scale drawn from Halliday's (1961) rank scale on the description of grammar. The model proposed to show how interaction in the classroom takes place by taking a linguistic and functional look at discourse. Sinclair and Coulthard's model takes a structural look at classroom conversation by breaking the discourse down into five ranks: lesson, transaction, exchange, move and act. The highest rank in Sinclair and Coulthard's model was the *lesson*, but they were unable to show structurally how a *lesson* is made up of *transactions* (Coulthard, 1985, p. 123). The other four ranks, on the other hand had well defined structure. *Transactions* were made up of *exchanges*, *exchanges* were "expressed in terms of *moves*", and *moves* consisted of "one or more *acts*" (Coulthard, 1985, p. 124-125).

Sinclair and Coulthard state that their work on the rank of transaction was insufficient to make its analysis a major part of their study. This leaves exchange as the highest rank useful for scrutiny. Exchanges are made up of moves, which are, in turn, made up from acts. Exchange generally consist of the IRF (Initiate-Response-Feedback) exchange pattern and is realized by eliciting, informing and directing moves. Exchange then is made up of number of moves. Moves are made up acts. Acts are the smallest units of analysis and can take on many different functions within the move.

a. Exchange

Sinclair and Coulthard identify two types of exchange in classroom discourse; boundary exchanges and teaching exchanges. The function of boundary exchange is, as the name suggests, to signal the beginning or end of what the teacher considers to be a stage in the lesson; teaching exchanges are the individual steps by which the lesson progresses. Boundary exchanges consist of two moves, framing and focusing; often the two occur together, the framing move frequently occurs on its own, the focusing move does so only rarely.

Teaching exchanges are classified as *free:* informing, directing, eliciting, and checking, pupil elicit, pupil inform. As *bound* consist of re-initiation (i), re-initiation (ii), listing, reinforcement, and repeat. The following is the table of Sub-Categories of free exchange and bound exchange.

Table 2.1. Sub-Categories of Free Exchange

Sub-class of exchange	Function of exchange
Teacher inform	To convey information to the pupils
Teacher direct	To elicit a non-verbal responses from the pupils
Teacher elicit	To elicit a verbal response from a pupil
Check	To discover how well students are getting on and identify any problems
Pupil elicit	To elicit a verbal response from the teacher
Pupil inform	To convey an information to the teacher.

Table 2.2. Sub-Categories of Bound Exchange

Sub-class of exchange	Function of exchange
Re-initiation (i)	To induce a response to a previously unanswered

	question
Re-initiation (ii)	To induce a correct response to a previously incorrectly answered elicitation.
Listing	To withhold evaluation until two or more responses are received to an elicitation.
Reinforce	To include a (correct) response to a previously issued directive
Repeat	To include a repetition of a response

Exchange is defined as "the basic unit of interaction". It is basic because it consist minimally of contributions by two participants and because it combines to form the largest unit of interaction the transaction (as cited in Coulthard, 1992:64). In particular from of classroom interactions, the teaching exchanges, is considered among the most frequently occurring types of teacher-student talk in the classroom which is called Initiation-Response-Feedback (IRF) – an initiation by the teacher, followed by a response from the student, followed by feedback to the student's response from the teacher. IRF challenge students to think, reason, and make connections. The IRF itself is the patterning of the classroom discourse.

The movement in which teacher initiates an interaction, as stated by Dayag et al. (2008, p.5) initiation is the teacher ask a question or action to initiate students to do interaction in classroom. It is the effort of the teacher in pushing the students to drop their selves in a communication or interaction. It is also believed that the important way to create the interactive language classroom because it provides the stimuli for the student to interact continually. Initiation that

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conducted by the teacher is realized by ten exchanges: Boundary, teacher inform, teacher direct, teacher elicit, check, re-initiation (I), re-initiation (II), listing, reinforce, repeat.

3. Scientific Approach

Scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. There are three points that become the focus in teaching and learning process with *Scientific Approach*, attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer "students know why", skills refer to "students know how", and knowledge refers to "what students know". These three points are expected to make students affective, creative innovative, and productive

Scientific approach to learning is directly on the facts and the reality that exists around the student learning resulting in actually using observation and analysis in practice (Utanto et al., 2017; Gunawan et al., 2017; In'am&Hajar 2017). A more scientific approach engaging students in activities directly and help them associate academic learning with real-life contexts they face. Learning by using scientific method or scientific approach is capable of creating an atmosphere of active learning, and can make students more creative and innovative thinking in the face of the material being taught (Setiawan&Wilujeng 2016; WATI, Bharati& Hartono 2014).

Scientific approach is promoted as the main learning approach for all subjects, including English, in the 2013 Curriculum (Abidin, 2014). It is claimed that scientific approach is "a more effective learning approach to reinforce students' learning outcomes; learner is an active subject of learning or learner is subject of learning process" (Permendikbud No.68, 2013). The stages of learning in scientific approach in the 2013 Curriculum context generally are divided into five main stages. They are observing, questioning, experimenting, associating, and communicating. (Abidin, 2014, p.132; Hosnan, 2014, p.37; Kemendikbud, 2013;

Mulyasa, 2014; Suharyadi, p.1350; Saddhono, 2013, p.441; Permendikbud No. 103 Year 2014).

4. Conception of Teaching

In the teaching process, there are some categories that refer to the variables which might affected to each other in the classroom where the teaching process takes place, Gage (2004:47). The variables are as follows:

a. The Presage Category

Presage category consists of teacher's years of experience (e.g. teacher with lot of experiences will be able to provide communicative classroom activities), teacher's characteristics, such as: gender (e.g. male teacher might prefer to teach the female students because of sexism or it can be inversely), and teacher's age (e.g. younger teacher might teach passionately and have more enthusiasm in teaching than older teacher). It also consists of stable characteristics, such as intelligence, knowledge about ways of teaching both in general and in the context of a specific subject matter. Presage category also deals with the teacher's belief of the subject knowledge.

b. The Context Category

Context category consists of characteristics of the nation, region, community, school, and class in which teaching takes place. The community characteristics include urban or rural; average income. The school characteristics include resources for teaching, the student-teacher ratio. The class characteristics include the students' socioeconomic backgrounds, cognitive abilities, ethnicities, previous school achievement, and the students' heterogeneity along those dimensions.

c. The Teacher's Thought Processes Category

This category consists of the momentary though processes that deal with cognitive aspects of her teaching, such as the content being taught, its

organization, its facts, concepts, and principles. Her thought processes also deal with affective aspects of her teaching: her attitudes, motivations, and value, and emotionally loaded behaviors.

There are three kinds of teacher thought processes which have been identified: pre-active thought processes, interactive thought processes, and post-interactive thought processes.

1. Pre-active thought processes (teacher's planning), occur before she interacts with her students.
2. Interactive thought processes, occur during her interactions with students, which Jackson found to occur as often as a thousand times per day. She thinks, for example, about the explanation she is giving, the questions she asks, her students' responses, and her reactions to students' responses. She also thinks about the success of a recent exchange with students, about her students' comprehension, and about the next few steps in her teaching.
3. Post-interactive thought processes are those she engages in after she has had a class period with students.

d. The Variables in the Process↔Content of Teaching Category

This category deals with the interaction between the teachers and students. The two way arrows means that the process and content can affected to each other. Gage (2009: 499) have distinguished between two types of processes, they are:

1. Cognitive processes, which refer to the student's mental activities while learning.
2. Teaching processes, which refer to what the teacher is doing: verbal behavior; cognitive or social-emotional interactions with students; interaction with the whole class, subgroups of the class, or individual students.

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e. The Student's Though Processes Category

Wittrock (1986b:297) in Gage (2009:50) states that this category includes student perceptions, expectations, attentional processes, motivations, attributions, memories, generations, understandings, beliefs, attitudes, learning strategies, and metacognitive (monitoring-own-thoughts) processes that mediate achievement. All these take the form of momentary states, not long-lasting traits.

f. The Student Achievement Category

This category represents the goal of all the foregoing categories. It includes achievement of cognitive objectives and also refers to achievement of social emotional objectives (e.g. gymnastics and dancing).

RESEARCH METHODOLOGY

This research was conducted by using descriptive qualitative research. Descriptive is something which describes. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon (Auerbach and Silverstein, 2003:3). In addition, as Creswell (2007) states that descriptive qualitative research describe the phenomenon being studied, conditions or relationship that exists. Descriptive qualitative design is a method where the data should be analyzed by its content.

The data of this study was the transcription of conversation which was produced by English teacher and students during teaching and learning process in classroom interaction. The source of the data was taken from English teacher of SMK Swasta Prayatna Medan. The chosen class was in grade eleven. The researcher used one classroom. The utterances of the English teacher were recorded in order to gain the data. Then, it was transcript.

The techniques of collecting data were Observation, Recording and Interview. Observation in this study was done in the classroom during teaching and learning process. The purpose of observation was to collect the real data in the field. The researcher was in the classroom, she did not participate in the activities. She just sits on the back of the classroom, in observation; the researcher needed notebook during observation in the classroom. The classroom interaction observed through field notes based on what the writer see: setting, manner and whatever in accordance with real situation. In recording, the researcher collected more information in order to get the data of teacher's initiation which happen in the classroom. The record was very useful to keep the accuracy of the analysis of teacher's initiation in classroom interaction during teaching and learning process. In interviewing, the researcher conducted interview to get supporting data about the reason why teacher used the dominant initiations during teaches in classroom interaction. There were some questions that were asked to teacher to get needed data. The interview was conducted by the researcher in face to face and it was conducted after the class finish.

In conducting this research, the data had been analyzed by using the data analysis from (Rymes, 2009:74) which it has four basic steps; recording real classroom interaction, viewing interaction and making preliminary observations, transcribing the talk and action, and finally analyzing those transcripts by Sinclair and Coulthard Model.

- Recording real classroom interaction. The researcher recorded the whole part of teaching and learning process in order to get the teacher initiation during the interaction in the classroom.
- Viewing interaction and making preliminary observations. The researcher observed the interaction by taking field notes to see event that was not caught up by the recording.
- Transcribing the talk and action. Here, the researcher was written down what anyone said during the teaching and learning process.

- Analyzing transcripts. Analyzing transcript can be defined as coding scheme, which the researcher analyzed the teacher initiation in the script by using Sinclair and Coulthard model (1975). Then the researcher analyzed the reason why the teacher used those initiations by using Gage (2004). After that, the researcher made the report of the research.

RESEARCH FINDINGS AND DISCUSSIONS

Research findings

1. It was found that there were nine types of teacher's initiation that was used by the teacher, namely:Boundary, teacher elicit, teacher inform, teacher direct, listing, re-initiation (i), re-initiation (ii), check, and repeat, meanwhile reinforce was not found during teaching and learning process. It was found that teacher elicit was dominantly, it is 113 times (38%), boundary 7 times (2%), teacher inform 66 times (22%), teacher direct 45 times (15%), listing 9 times (3%), re-initiation (i) 24 times (8%), re-initiation (ii) 7 times (2%), check 17 times (6%), repeat 12 times (4%), reinforce was not found during teaching and learning process and overall utterances produced by the teacher were 300 initiations.

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

Discussion

After analyzing the data, it was found there were nine types of teacher's initiation that produced by the teacher in English classroom interactionin this study, namely: boundary, teacher elicit, teacher inform, teacher direct,listing, re-initiation (i), re-initiation (ii), check, and repeat. The overall utterances produced by the teacher were 300 initiations. Teacher elicit was the most initiation used by the teacher in English classroom interaction, it appeared dominantly 113 times.

Teacher elicit is designed to obtain verbal contributions from the students. This kind of exchange begins with the teacher asking a question. According to Seime (2002:10) a question in classroom is "any statement intended to evoke a verbal response". The question is used not only to stimulate students to speak out but also to measure students' comprehension and increase their knowledge. In the teaching and learning process, the teacher asked a question to initiate students to do interaction in the class. As Ginting (2017) said teachers used teacher elicit particularly when they were trying to gain students' participation, which was realized by questioning. So by using questioning the teacher tries to gain students' participation in the classroom and make class to be effective and efficient.

The teacher used elicitation to measure students' understanding and to interest students to do participation in the class. It could be proved when the teacher asked the question, the pupils gave a verbal response and it could make the pupil be more active in class. But when the teacher initiated the interaction by explaining the material discussion, it could be seen there were students did not listen and response to the lesson. The students were silent or talk to other student when the teacher explaining the material discussion. So the interaction in the classroom becomes monotonous. 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).

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 during the teaching and learning process was affected by the teacher's belief related to the teacher's knowledge about the material discussion (pronoun) which belongs to the presage category. While the teaching process takes place which refers to the class was affected by context category (Gage, 2004:47).

Based on the data, it was found that this study focused to the teacher-centered. Actually it is contrary to the curriculum 2013 in Scientific Approach which states that the students to be the center of learning, but in real situation the teacher as the centered. He talks too much more than the students during the teaching and learning process. Therefore, classroom interaction would not run smoothly and became monotonous.

CONCLUSIONS AND SUGGESTIONS

Conclusions

1. Based on the analysis of the data, there were nine types of initiations used by the teacher in English classroom interaction, namely: boundary, teacher elicit, teacher inform, teacher direct, listing, re-initiation (I), re-initiation (II), check, and repeat. Meanwhile reinforce was not found during the teaching and learning process in the class.
2. Based on the analysis of the data, the reasons why the teacher used teacher elicit as the dominant types of initiation in teaching learning process were 1) Initiating elicit, it could measured students' understanding, and 2) By initiating elicit, it could create an effective and efficient classroom interaction. Those are affected by the teacher's belief which belongs to the presage category and refers to the teaching process takes place (class) which belongs to the context category.

Suggestions

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1. The teacher is expected to improve an effectiveness of English classroom interaction during teaching and learning process by applying the teacher's initiation. By using initiations, the teacher can stimulate the students' participations. So, the class will run actively, interestingly and successfully.

2. The students are expected to be confident to give their opinion. It can practice their target language skills, to develop knowledge, to interact with others and to participate in English communication in the society.

3. For the next researcher, the findings of this research can be used as reference to give better understanding. The next researcher is expected to provide additional information and comparison for varied research in other classroom interaction sessions whether it is based on Sinclair and Coulthard model (1975), which will be a very useful reference in teaching and learning process.

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