

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

Teaching means transferring knowledge from teacher to students in learning process. A teacher ought to have a good knowledge to teach his or her students and also can create a comfortable environment in the class to support the teaching itself. According to Brown (2000), “teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It is also the process of carrying out those activities that experience has shown to be effective in getting students to learn.” (p. 8).

There are four elements involved in teaching and learning process conducted in the class such as teacher, students, material, and a classroom

management. Teacher is a person who teaches a lesson in the classroom. Besides that, she or he motivates the students to have a better performance.

The motivation can facilitate the students' engagement in learning process. It will also increase the students' need to be involved in class work. The students must be able to participate in learning activities that will challenge them to construct an understanding. The students are also expected to develop their communicative competence well when they learn language. They must develop the communicative competence as participants in their classroom to become successful at learning.

The success of a student depends partly on how much the student is engaged in the learning process. To be successful in learning, the teacher should be able to give interesting materials to the learners, since they are motivated when they experience success on interesting tasks. The teacher has also played the important roles in teaching and learning process regarding students' development. One of them is giving a good question which stimulates the students to speak and develops the students' thinking and understanding.

Classroom discourse relates to what students learn. Nunan (2001) revealed that the classroom discourse is the distinctive type of interaction that occurs between teacher and students during lesson. According to Sinclair and Coulthard (1975), the ranks are hierarchical in nature with *lesson* being the largest unit and *act* being the smallest. The following is a part of lesson rank.

In this part, the teacher asks a question to which the students' response and elicits the students' response by asking questions. It is a teacher's plan to follow before they start the lesson.

T : Have you got your homework?  
Ss : Yes, Ma'am.  
T : Why don't we try to answer it together?

Through understanding the discourse patterns of classroom interaction, the teachers are able to adjust their discourse strategies in a lesson and facilitate the students' learning in the classroom. Additionally, the teachers can develop and understand spoken discourse between students and teacher in the classroom.

Discourse analysis in the language classroom is a matter of the oral use of language in the classroom. Moreover, teacher-students' and student-students' interactions are needed in foreign language teaching and learning which lead to a better language learning. That is the reason why the classroom discourse analysis is chosen as the subject of this research. The researcher takes the title "A Classroom Discourse Analysis Using Sinclair and Coulthard's Rank Scale at English for Teens LBPP LIA Pengadegan". This research borrows one of a linguistics theory proposed by Sinclair and Coulthard (1975). It is just a tool to see whether this pattern facilitates the students to engage or not in learning activities in the classroom. If this model does not work, it can be changed by other models such as Wells (1999), Halliday (1984), and Vygotsky (1978).

Several previous studies of classroom discourse have been published. For instance, Weihua (2009) reported study about “An Analysis College English Classroom Discourse”. From this study, the researcher knows how the teachers used their spoken language in conducting an English lesson in college and how their way of speaking influences students’ response and participation. Dailey (2010) reported a study about “The Usefulness of Sinclair and Coulthard’s Rank Scale in a Language Classroom”. This model can be used as a tool to develop and understand spoken discourse between teacher and students in the classroom. This can determine the type of structure within the discourse and how it is organized. Raine (2010) reported a study about “An Application of the Sinclair and Coulthard (1975)”. It allows teachers to objectively understand the choices they make and how those choices impact the communication that is likely to take place in the classroom. All of the above previous studies definitely have significant influence on research of classroom discourse.

## **1.2 Statement of the Problem**

As the research is meant to analyze the classroom discourse, therefore the problem of this research is “Does Sinclair and Coulthard’s rank scale facilitate the students to engage in learning activities in the classroom?”

### **1.3 The Objective of Study**

Based on the research question, the objective of study is to find out whether Sinclair and Coulthard's rank scale facilitates the students to engage in learning activities or not in the classroom.

### **1.4 Scope and Limitation**

The scope of the research is the observation at two classes of Elementary Level at LBPP LIA Pengadegan. The observations are conducted for twice in two classes. The first class is English for Teens (ET 3) which consists of 17 students. The class has two sessions, but the observation is conducted in first session only. The second class is for English for Teens (ET 4) which consists of 15 students. It is conducted in first session. The limitation of this research is aim to find out whether the students are engage in learning activities or not by observing two different classrooms at the same level, but it is not a comparative study.

### **1.5 Research Methodology**

In the research methodology, there are four aspects discussed. The aspects are:

#### **1.5.1 Method of Research**

The method to be adopted in this research is descriptive.

According to Kumar (2006), descriptive research primarily attempts to

describe systematically a situation, problem, phenomenon, service or program, or providing information about the living conditions of a community, or describing attitudes towards an issue. This research focuses on describing whether or not Sinclair and Coulthard's rank scale facilitates the students to engage in learning activities in the classroom.

### **1.5.2 Source of the Data**

The data are taken from two classes of LBPP LIA Pengadegan's students by doing observation using a videotape recorder. The observed classes are in Elementary Level, ET 3 and ET 4 Class at LBPP LIA Pengadegan. The first observation is conducted in Elementary Level, English for Teens (ET 3) Class at LBPP LIA Pengadegan on Saturday, April 27, 2013. The class has two sessions, but the observation is conducted in first session only. The class starts at 8 a.m until 12 a.m. There are 17 students attending the class. They are Junior High School students whose age ranges from 13 until 15 years. The topic of the lesson is about Locations at School. The objective of the lesson is students are able to ask about and describe locations at school.

The second observation is conducted in Elementary Level, English for Teens (ET 4) Class at LBPP LIA Pengadegan on

Wednesday, May 1, 2013. The class starts at 3 p.m until 5 p.m. There are 15 students attending the class. They are Junior High School students whose age ranges from 13 until 15 years. The topic of the lesson is about Asking and Giving Direction. The objective of the lesson is students are able to ask and give direction.

### **1.5.3 Method of Data Collection**

The steps to collect the data as follows:

- a. The researcher observes ET 3 and ET 4 Class by using the videotape recorder to make a continuous record of teacher and student talk in classroom. Essentially, the teacher asks a question, one or two students answer, they comments on the students' answers and then asks a further question.
- b. Second, the recordings are transcribed.
- c. Third, the researcher transcribes the recording into extracts. The extract contains the interaction between teacher and students.

### **1.5.4 Method of Data Analysis**

In analysis the data, the researcher does some steps:

- a. First, the extract is categorized using Sinclair and Coulthard's rank scale.

- b. Last, the extract is analyzed to find out whether Sinclair and Coulthard's rank scale facilitates the learners to engage in learning activities or not in the classroom.

## **1.6 Organization of the Study**

This thesis consists of four chapters. The first chapter consists of the introduction, the background of the research, the statement of problem, the research objectives, the scope and limitation, the research methodology and the organization of study. The second chapter presents the theoretical review that contains of the model of discourse proposed by Sinclair and Coulthard. The third chapter deals with the classroom discourse analysis using Sinclair and Coulthard's rank scale in Elementary Level, English for Teens (ET 3) and English for Teens (ET 4) Class at LBPP LIA Pengadegan and the discussion. Then, the fourth chapter is the conclusion of this research.