

CHAPTER I

INTRODUCTION

This chapter reveals the research background, questions, purposes, significance, conceptual framework, and previous studies related to the research.

A. Background

This current research explores the interaction between teacher and student talk, including the silence or confusion in the reading classroom led by a novice English teacher. Brown (2001) describes interaction as “the collaborative exchange of thoughts, feelings, or ideas between two or more people resulting in a reciprocal effect on each other.” In line with this, in an EFL context, classroom interaction is described as every communication, including actual communication exchanges and any speech conversation occurring in the classroom (Ellis, 1990). Thus, classroom interaction is all the teacher and student communication in teaching and learning.

The good interaction in the English classroom is identified by how teachers and students interact (Flanders, 1970). Ayunda et al. (2021) show that interaction benefits students and teachers. Teachers can analyze how they teach and whether the material is well conveyed to students. Moreover, interaction would assist students to enhance their learning and provide them with more significant opportunities to practice their competencies (Malamah-Thomas, 1987, as cited in Shomoossi, 2004). Interacting with teachers and other students can influence their understanding. In addition, the success of the learning process and student learning outcomes can also be determined by interaction (Handayani and Umam, 2017). In summary, effective learning is influenced by classroom interaction.

Interaction in this research context refers to the interactions between teachers and students in the classroom. Teacher talk (TT), student talk (ST), and silence or confusion appear to be represented in this interaction (Flanders, 1970). A solution that teachers might use to make the interactive classroom is to implement appropriate teacher talk. The role of teacher talk is to encourage and guide students to participate actively in the classroom, especially in the English learning and communication process (Teo, 2016, as quoted in Nurhidayah et al., 2021).

In addition to teacher talk, student talk also affects how the interaction becomes a two-way conversation. According to Lai (1994, cited in Nurhidayah et al., 2021), if student talk is stimulated, they feel confident and more comfortable using the language in the learning process. Thus, through the student talk, the teacher might evaluate students' understanding of the learning.

Silence or confusion might sometimes occur in classroom interactions. Short intervals without verbal interaction serve as a sign of this (Sahlberg, 2010). When students remain silent during class discussions, the teacher might infer their level of understanding; they are either too shy to answer or confused by the material learned.

Dealing with text in a reading lesson might be a challenge for students. Reading is an integrated skill that can not be separated and may become a unit of another skill; thus, interaction is just as vital in the reading classroom as in other English classrooms (Brown, 2001). Interaction in a reading class contributes to accomplishing the objective of the reading class, which is to assist students in comprehending the text easily.

Implementing good interaction in a language classroom is challenging, mainly for novice teachers. According to Kim and Roth (2011), education professionals with fewer than five years of teaching experience are known as novice teachers. With less experience, novice teachers may have to adapt to teach and manage the class effectively and interactively. Furthermore, a novice teacher should understand the value of interaction in language classrooms to achieve the learning goals since a teacher's role is crucial in teaching and learning.

The researcher discovered that classroom interaction is a challenge for a novice teacher at one of the private schools in Bandung based on preliminary observations. The teacher has little teaching experience, especially in a formal school. Consequently, she still needs to adjust to the particular requirements of her teaching class. Moreover, the teacher struggles to build effective classroom interactions due to students' lack of response, initiation, and silence that also occurs. This study aims to discover more deeply how a novice teacher manages classroom interactions to be communicative, especially in the reading lesson.

Some previous studies have investigated interaction in the classroom. First, a study by Nurhidayah et al. (2021) identified the interaction between the teacher and students in a Thai EFL classroom. Flanders Interaction Analysis Categories (FIAC) theory is applied. Second, a study conducted by Ayunda et al. (2021) examined the proportion of student and teacher interaction in an EFL lesson. This research additionally utilizes the Flanders Interaction Analysis Categories System (FIACS). Third, research by Tsegaw (2019) examined how students and teachers interacted in a speaking class in elementary school EFL classes. The Flanders Interaction Analysis Categories System (FIACS) is the source of the methodology.

The current study aims to identify teacher and student interaction categories as part of classroom interaction in a reading lesson based on the problems and previous studies indicated above. The researcher also examines any silence or confusion that occurs in the classroom. It has been limited to a novice English teacher at a private school in Bandung. For this reason, the researcher will conduct a study entitled "Classroom Interaction of a Novice English Teacher in a Reading Lesson: A Case Study at a Private School in Bandung."

B. Research Questions

From the background mentioned above, the research aims to investigate the following questions:

1. What are the categories of teacher talk (TT) that arise in a reading lesson led by a novice English teacher?
2. What are the categories of student talk (ST) that arise in a reading lesson led by a novice English teacher?
3. How does silence or confusion occur in a reading lesson led by a novice English teacher?

C. Research Purposes

From the research questions above, the research aims at the following purposes:

1. To identify the categories of teacher talk (TT) that arise in a reading lesson led by a novice English teacher.

2. To identify the categories of student talk (ST) that arise in a reading lesson led by a novice English teacher.
3. To identify the silence or confusion in the reading lesson led by a novice English teacher.

D. Research Significances

Theoretical and practical significance is expected of the research.

a. Theoretical Significances

Theoretically, the research contributes to the literature on the categories of classroom interaction, especially teacher talk, student talk, and silence or confusion. In addition, it provides an overview of the teacher and student interaction in an English reading lesson managed by a novice teacher.

b. Practical Significances

Practically, this study is significant for teachers. Identifying teacher talk of a novice teacher is expected for teachers, especially other novice teachers, to improve their abilities and competencies to create good classroom interactions. The categories of teacher talk in the classroom can also be implemented with this study as a reference, and the awareness of the student talking might also determine the student's comprehension of the learning. As a result, both teacher and students may create effective and communicative interaction in reading classrooms. Through implementing appropriate interactions, teachers also know the students' comprehension and learning problems. Moreover, for future researchers, this study is intended to be a reference for expanding other studies related to classroom interaction issues.

E. Conceptual Framework

Interaction is the exchange of ideas, feelings, or thoughts between two or more individuals that results in a reciprocal impact (Brown, 2001). The frequency of teacher-student interaction must be taken into account in EFL. According to Dagarin (2004), in terms of the educational process, classroom interaction involves teachers and students communicating with one another, which includes all spoken conversations and real dialogue exchanges.

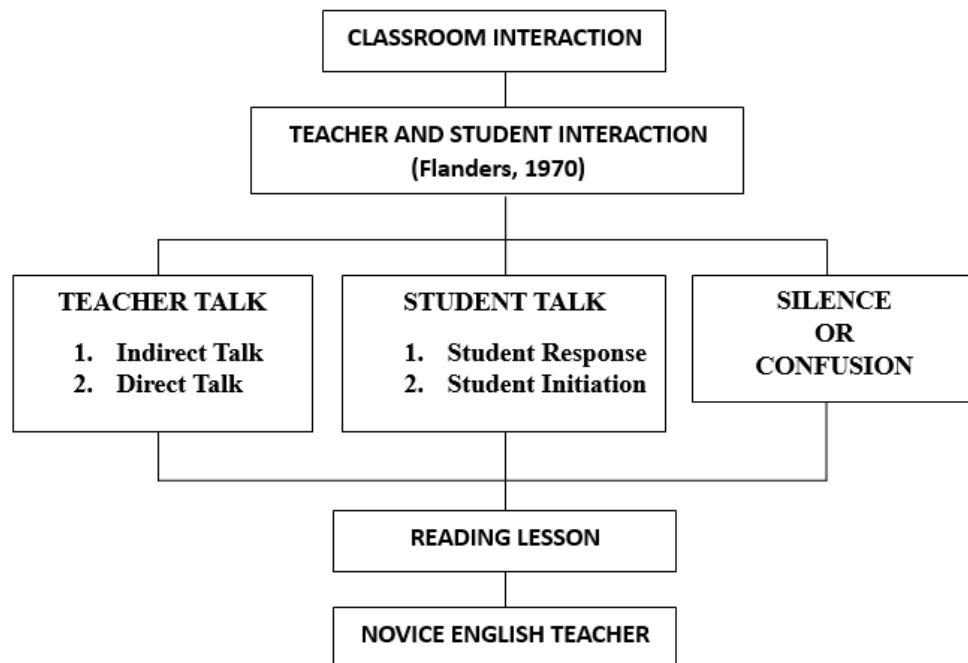


Figure 1. 1 Conceptual Framework

Classroom interaction is classified into many types, one of them is the teacher and student interaction. Flanders (1970) proposed ten categories to investigate teacher and student interaction. Following that, the categories were categorized into student and teacher talk. According to Xiao-Yan (2006), teacher talk is the language that teachers use in the classroom. As part of the FIACS “Flanders Interaction Analysis Categories System,” Flanders (1970) developed a number of categories for teacher talk. The two categories of teacher talk in FIACS theory are direct and indirect. Indirect talk consists of (a) accepting feelings, (b) praise and encouragement, (c) accepting or using students’ ideas, and (d) asking questions. Furthermore, direct talk includes (a) lecturing, (b) giving directions, and (c) criticizing or asserting authority (Flanders, 1970).

In addition, student talk is the language that students use during the time they participate in teaching and learning. FIACS theory categorizes student talk into two points, including (a) student response and (b) student initiation. Students' responses to their teachers are indicated in the student response category, while student initiation occurs when they initiate an interaction with the teacher (Aberg,

2017). Furthermore, providing opportunities for the students to talk in an EFL classroom could make them learn the target language easily (Brock, 1986, as cited in Shoomosi, 2004).

Teachers and students may also employ silence or confusion in classroom interactions (Nurhidayah et al., 2021). This condition is characterized by pauses or brief intervals of no verbal communication (Sahlberg, 2010). Students utilize silence when interaction is paused and a signal of confusion to answer or to talk (Amatari, 2015). Teachers, however, may employ silence as 'wait time.' It provides space for students to think, which enhances their language development and communication skills (Mukaromah & Yulianto, 2023).

Reading is one of the four language skills taught in English classes. According to Grabe (2022:17), "Reading is an interactive process in two ways. Reading is an interaction between the reader and writer." Similarly, the process of reading involves interaction between the text, the reader's preexisting knowledge, and their thought and processing techniques (Lems et al., 2010:33). Therefore, in a reading lesson, effective interactions between teachers and students are also necessary to enhance understanding of the text.

Barnard (2004) distinguished three stages of a teacher's career: student teacher, novice teacher, and experienced teacher. According to Kim and Roth (2011), a teacher who has fewer than five years of experience is considered to be a novice teacher. Thus, a teacher who teaches English and has a background in English education is considered a novice English teacher. Their teaching experience is relatively short, and they are still adapting to the school environment.

F. Previous Studies

Several previous studies have examined the topic of "Classroom Interaction." The first is Nurhidayah et al. (2021). They talked about various types of classroom interaction that occur in the context of an international classroom, including teacher and student interaction. A descriptive qualitative research methodology was applied, with an emphasis on Thai students and an Indonesian English teacher. This interaction is examined using the framework of the Flanders contact

Analysis Categories (FIAC) methodology. The findings indicated that almost all types of teacher talk appeared, with the exception of the accepted feelings type and the infrequently employed criticizing or justifying authority type. Student response talk is also dominantly utilized over the student initiation talk. This study is similar to current research because it analyzes teacher and student talk using the FIAC system. The difference is that the current research focuses on a reading lesson led by an Indonesian novice English teacher.

Second, Ayunda et al. (2021) investigated into how students and teachers interacted in an EFL classroom. The Flanders Interaction Analysis Categories System (FIACS) is used in the study to analyze the proportion of each interaction. Qualitative research was employed in the study. The findings indicated that the proportion of direct teacher talk was higher than that of indirect teacher talk and student talk. However, compared to teacher talk, the percentage of student talk increased and became more prevalent in the second meeting. This previous study is similar to the current study that describes classroom interactions between teachers and students. In contrast, the reading lesson with a novice English teacher is the subject of the current study.

Third, using the Self-Evaluation of Teacher Talk (SETT) framework, Saswati and Soraya's (2023) study examined the talk of novice English teachers during classroom interactions. The descriptive qualitative technique is the approach adopted. This study's findings employing the SETT framework do not apply to examined novice teachers since the dominant activities in the classroom are not communicative due to their teaching experiences. The similarity is that the participant in the current research is also a novice English teacher. In contrast, the present study examines student talk, silence or confusion, and teacher talk. Additionally, this study's interaction approach differs from the previous one.

Fourth, research in Ethiopia conducted by Tsegaw (2019) describes how the teacher and students interact in the speaking class. This study utilizes the Flanders Interaction Analysis Categories (FIAC) framework. Tsegaw also explored teaching questioning and feedback that focused on grade seven students. Qualitative descriptive research is the research method. The instrument results

showed that the teachers still dominated the interaction. Classroom interactions show less effective results, so students' performance or development has not shown positive changes. The similarity is that the current research utilizes the FIAC method to study how students and teachers interact. However, the reading lesson was the main emphasis of the current study.

Several distinctions exist between the current study and the previous studies mentioned above. The main focus of the study was the interaction between the teacher and the student during reading lessons. Teacher talk, student talk, and silence or confusion are all analyzed using the Flanders Interaction Analysis Categories (FIAC) approach. The present study focuses on interactions with a novice English teacher in a private school classroom.

