

CHAPTER I

INTRODUCTION

This section will discuss the background, research questions and purposes, research significance, research scopes, conceptual framework. This chapter also contains a number of things that will be examined or search to know more and develop research that will be made according to the title stated.

1. Background of the Study

English is one of the international languages spoken in many nations, including Indonesia. Most experts pointed out that among the four skills, the speaking skills are the most important due to some reasons (Horwitz, 2007). Students who talk well are better able to communicate their thoughts and feelings. They can make requests, communicate, discuss, and demonstrate the various uses of language by using their speaking abilities. McDonough & Shaw (1993) claim that speaking skills lesson will provide students with a lot of practices in producing sentences for real communication. However, there is a difference between speaking skills and communication skills. Communication skills are defined as the exchange of information, either through verbal or non-verbal cues. Examples of communication are speaking, writing letters, or presentations. We are all very familiar with what communication is because we use it every day. However, this is different from speaking skills, speaking skills are a form of communication because they contain common aspects of communication. Therefore speaking skills and communication have differences in terms of the number of people, length of conversation, mode of communication, method of delivery. These mean that when students learn the speaking skills, it will support their ability to use the language efficiently. For these reasons, it is important for English teachers to teach their students the oral communication skills so that they will become good English speakers.

In vocational high schools, English is taught in a certain way based on their major because they prepare students to work in certain fields as soon as they graduate. The aim of teaching English in vocational high schools is to improve

students' communicative abilities. This means that students are expected to be able to use English actively. Among the four language skills, speaking is one of the basic skills that is considered active. Therefore, students are required to have good English speaking skills. One of the difficulties in learning to speak is the fear of students expressing thoughts, language, and how to use grammar, vocabulary, and pronunciation in their interpersonal interactions (Hughes, 2011: 6). Students who can speak English effectively with acceptable grammar, pronunciation, fluency, accuracy, comprehension, and vocabulary are considered to have good English skills. Teacher student interactions were coded in terms of the conventions prescribed by the Brophy-Good teacher child dyadic interaction system, full details of which can be found in (Brophy and Good, 1970).

Student teacher relationship or also known as teacher-student interaction (teacher student interaction) is a way for teachers to create interactions with their students (Steins & Behravan, 2017). Students who have a close relationship with their teacher will tend to be more courageous in expressing their feelings so that the teacher can provide support both emotionally and academically when students ask questions when experiencing learning difficulties. Studies of Asian learners' participation in the classroom have noted that they are less willing to volunteer answers and they take fewer turns than their nonAsian counterparts (Johnson, 1995), and that their observable behaviors are partly shaped by the cultural values, identity and differences of the learners (Duff, 2002). Researchers suggest that students' participation in class can be influenced by their learning style, psychological state, cultural background and beliefs about classroom behavior (Allwright & Bailey 1991; Tsui, 1996).

Discourse is divided into two types; oral and written courses. Oral discourse must be numbered in the form of discourse which contains the problem to be analyzed. Spoken Discourse is often considered unplanned and as we know these factors can affect how people communicate or use utterances, such as speech events. There are many areas of discourse that deal with spoken discourse, such as colloquial conversations, child conversations, parent-child conversations, news

interviews, classroom communications, courtroom communications, meetings, puns debates and gossip jokes.

Puspita Tamansari (2023) stated that teachers' use of English in their communication is currently in accordance with the RPP and consists of orientation, asepis, motivation and reference materials. Due to the students' proficiency in English, the teacher initially spoke in English but then switched to Indonesian. This research is in the form of teacher sentences related to questions, descriptions of general conversations of English teachers in their communication with students in learning activities.

Futhermore, Muhammad Aswad and Ahmed Sardi (2023) said that the choice of words used by the teacher, in this case informal diction, makes it easier for students to understand what the teacher is saying because the language seems repetitive, familiar and frequent or general. On the other hand, sometimes the words are lexically incorrect. Teachers rarely use synonyms and definitions of English terms with students, making them reluctant to recognize new words and influencing the way students speak, spell and pronunciation and even the way they understand the meaning of words that sometimes don't match. This research is the number of teachers studied, and cannot quantitatively prove the impact on teachers.

Neil Mercer (2004) describes a methodology for analyzing speech in the classroom, called sociocultural discourse analysis, which focuses on the use of language as a way of social thinking – a tool for teaching and learning, building knowledge, creating shared understanding and solving problems collaboratively. Research It has been used in a series of school-based research projects in the UK and elsewhere and its use is illustrated by data from these projects.

Furthermore, this research modifies previous research. The participants in this research were three eleventh grade teachers who had taught at the school for several periods and new teachers. Therefore, this research was conducted to explore the oral communication skills experienced by teachers when teaching English to students, especially speaking, at vocational high schools in Sumedang.

2. Research Question

In this research, there are formulated questions as follows:

1. How does EFL classroom discourse influence the development of oral communication skills?
2. What activities does to teachers oral communications skills happens in EFL classroom discourse?

3. Research Purpose

Based on the questions formulated above, the purposes of the research are:

1. To find out the EFL classroom discourse influence the development of oral communication skills.
2. To find out activities does to teachers oral communications skills happens in EFL Classroom discourse.

4. Research Significances

Theoretical and practical advantages expected from this research: Theoretically, this research will show how teachers teach in the classroom in certain ways by looking at how students follow the learning in the classroom.

Practically, both students and teachers will benefit from this research. This research is expected to be material for teacher assessment. To encourage students to take classes effectively in any language, it is hoped that this research can inspire teachers to look at student engagement in learning English..

5. Conceptual Framework

Communication education is positively linked to academic and professional success for students (Rubin & Morreale, 1996). Oral communication reflects the persistent and powerful role of language and communication in human society. According to (Halliday, 1978) explains, communication is more than merely an exchange of words between parties; it is a "...sociological encounter" and through exchange of meanings in the communication process, social reality is "created,

maintained and modified”. Concerning the importance of English, learners should be skilled in oral English communication for maintaining offline and online communications in all aspects. To develop EFL learners’ oral English communication skills, both teachers and learners face several problems in an EFL context. In the global EFL context, a considerable number of studies have investigated the problems EFL learners face at different levels of education to develop learners’ oral skills (Afshar & Asakereh, 2016).

Discourse analysis in the classroom is the methodical examination of language usage, communication patterns, and interactions in academic environments. The significance of this analytical approach in education research has increased as a result of its capacity to reveal insightful information regarding the processes of teaching and learning. Analysts of classroom discourse provide educators and researchers with a more comprehensive comprehension of how students acquire knowledge and interpret abstract ideas. Scholars have the ability to discern cognitive processes, misconceptions, and the efficacy of instructional strategies through the examination of classroom interactions (Mercer, N., & Littleton, K. 2007). The examination of classroom discourse offers valuable insights into the intricacies of the interactions between teachers and students. This can unveil the methods by which educators facilitate student learning, solicit responses, offer criticism, and foster substantive dialogues (Walsh, S. 2006).

Language ideologies research has noted that classroom discourse patterns, such as repairing student talk, index particular ideologies held by social actors about language and the relationship between language and identity (Razfar, 2005, 2010). J. K. Hall (2015) teacher control over the lesson limits their speaking opportunities and autonomy. If the students are engaged in a discussion, they are asked mainly comprehension, assent or educational (grammar and vocabulary) questions, which results in limited conversation.

Apart from that, CDA also has strategies that support this research, namely, QnA, scaffolding, and feedback. These three strategies are considered suitable. QnA is a question and answer system between students and teachers. Scaffolding

is providing assistance to students during the initial stages of learning and reducing this assistance when they are able to work on their own. And the last one is feedback, which is a way to provide input between teachers and students.

6. Previous Study

Several studies have investigated perceptions about teacher analysis of strategies in teaching speaking English using themes, which are relevant to the current research. A similar study was conducted by Partohap Saut Raja Sihombing (2022) *How to Teach English Conversation? An Implementation of A Multimodal Discourse Analysis Through Images*. The purpose of this research is to identify the role of applying images in learning English conversation. Rapid technological developments increasingly highlight the use of multimodality theory. This study used descriptive qualitative method. In this study, a multimodal literature analysis was carried out, namely through English conversation pictures, these pictures were then used in learning about English conversation. There are some similarities in the research process, but there are also some differences, such as the purpose of previous research aimed at using image media.

Another one was conducted by Alamsyah Harahap (2015) *'Teacher-Students Discourse In English Teaching At High School (Classroom Discourse Analysis)'*. This research focuses on English discourse in high school classes. Spradley's microethnography was the research method used. Through a detailed description and analysis of the data collected referring to Sinclair and Coulthard's class discourse analysis model, the problem of class discourse patterns becomes clear. Based on the problem of discourse pattern found, several strategies for SMA English teachers are proposed through teacher training to improve English teaching and learning in SMA in Indonesia.

Another one was conducted by Lia Agustina (2022) *'Improving the EFL Students' Oral Communication through the Implementation of Business Meetings Project Using a Digital Pocket Presentation Guide'*. This study aimed to implement a Business Meetings Project using a Digital Pocket Presentation Guide to improve

EFL students' oral communication. Therefore, the action research design was implemented to match the purpose of the study. The data collection techniques were started by asking students to do a pretest, implement the model, do observations during the activities, distribute a questionnaire and do interviews to see the students' improvement by asking students to do the post-test.

Another one was conducted by Yilmaz Soysal (2021) 'An exploration of the determinants of middle school students' argument quality by classroom discourse analysis', This study presents an analysis of the interaction between discourse and cognition in the setting of secondary science education. For the discourse aspect of the study, teacher-directed questions, cognitive demands, and interaction patterns were examined. The research examined the quality of students' arguments from a cognitive perspective. There are distinctions between this research and mine: the former looks at scientific education in secondary schools, while the latter looks at vocational school.

Last one was conducted by Justina Ong (2019). This research examines the classroom routines and interactional patterns of a Grade 5 English reading comprehension lesson through delineating the speech act functions of instructional discourse based on Malcolm's sociolinguistic model (Malcolm, 1979a; Malcolm, 1979b; Malcolm, 1982; Malcolm, 1986). Using a single qualitative case study methodology, four video recordings and lesson transcripts, together with semi-structured interviews with teachers, class observations, and lesson plans formed the data for this study. Class routines show teacher informing, teacher elicitation, children's offers, teacher nominations, children's answers, teacher acknowledgment, teacher informing and directing the teacher and the predominant Initiation-Response-Follow-up pattern.

This research provides some similarities and differences with the title that will be examined. Much previous research was done on general students and junior high school students. The research that will be carried out will use vocational students to find significant differences