

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Interaction is the activity that people always do in their daily. And the language as the tool of interaction of people communication. Then, language is important for people. Especially English language as global and international language for interaction. It was lingua franca of each other in this world. For learning English, people need to learn four skills. They are speaking, reading, listening, and writing. Those skill are related of each other. It cannot depend by itself. Interaction always related to the conversation. Conversation are classified into spoken language that has some topics too. Such as topic, adjacency pairs, exchange, IRF (Initiation-Response-Feedback), and turn-taking.

Speaking is one of the skill that considered by interaction and communication to teach English in the classroom. And speaking skill is hard in learning, especially English as foreign language. For the beginner, it will be difficult because they afraid, nervous to try speaking by English. The learner afraid for getting some mistakes while trying to speak. However, the good speaking class is good in interaction between teacher-students in the classroom. From these, it is the teacher's job how to make successful learning, especially good interaction between teacher-students in speaking class.

Learning process is the important for teachers and students in school, especially in class. Teachers are the leader or major in the classroom. Teachers have to control

learning process of the students in classroom. Because teachers as the model of their students, they affect everything to students, such as the student's mood and behavior which can be seen from their communication style. All of what teachers give to the students will affect immediately in the learning process or student's life. Then, it is the important case that people should pay attention to the way of teacher's explanation, delivering the words, interaction of communication, and the content of speech.

Teachers affect to the students can be seen from how power and solidarity delivered in classroom. Recently, the power and solidarity become the important things in learning process. Referring to Fairclough (1989:43) "power in discourse is to do with powerful participants controlling and constraining the contributions of non-powerful participants". He also claim "power is a kind of commodity which can be won and exercised only in social struggles in which it may also be lost". So, power is something that teacher and student's has for creating active learning. On the other hand, solidarity according to Komter (2005: 2) is "the glue that keeps people together, whether by mutually identifying and sharing certain norms and values, or by contributing to some common good, or both". Then, power and solidarity is aspect which related of each other, because they don't available to use power too much in order to solidarity also share in learning.

Teacher's power shows how teacher manage the classroom, so if teacher use the power more in the classroom it will be a teacher's center and if the teacher share the solidarity, the class will be student's center in class. Curriculum has been developing from the teacher center to the student center. Definitely that speaking class as producing skill, then it should use the student center as the way for teaching

speaking. Some of teachers had the power more to control the students in their explanation and feedback. And sometimes, the teacher had the solidarity to give opportunity for students to comment, give opinions, and ask some questions, so the students are more active than the teacher.

Based on the explanation above, the writer will observe how the power and solidarity between teachers-students in speaking class of ten grader of two senior high schools through classroom discourse analysis. And the theories tools that the writer uses are first the IRF according to Hale (2011) is “The description of the IRF (or sometimes the IRE where E stands for *evaluation*) which consists of the teacher’s *initiation*, a student’s *response*, and the teacher’s *feedback*. The IRF is seen largely as a means for teachers to reward students for saying what teachers want to hear, and students come to rely on the third part of the triadic sequence (the *feedback* or *evaluation*) for validation that they have performed as expected.

The second turn-taking between teacher-students is in the classroom. Refer to Renkema (2004: 173) stated verbal interaction is realized by turn taking. In conversation, there is no limit to the length of a turn. A turn can vary in length from a single word to a complete story. The model of turn taking by Harvey Sacks, Emanuel Schegloff and Gail Jefferson consists of two components: the turn-construction component and the turn-taking component.

That’s all the theories, the writer apply it to analyze the data for finding the power and solidarity between teacher-students in speaking class while learning process in the classroom. By both theories, people know the turn of people in conversation. Especially for the turn of initiation and response turn in the classroom.

1.2 Statement of the Problem

According to phenomena that occur in the background of the study, the writer determines some questions as below:

- 1.2.1 Which utterances that consist of power and solidarity between students-teacher in speaking class of ten grader of two schools in Surabaya?
- 1.2.2 In what way is the power and solidarity implemented in the speaking class?
- 1.2.3 What are the similarities and differences of the implementation of the power and solidarity in both schools?

1.3. Purpose of the Research

The purposes of this research are:

- 1.3.1 To find out the utterances that consist of power and solidarity between students-teacher in speaking class of ten grader of two Senior High Schools of Surabaya
- 1.3.2 To know how the power and solidarity are implemented in the speaking class.
- 1.3.3 To describe the similarities and differences of the implementation of the power and solidarity in both schools.

1.4 Significant of the Research

This research is significant for the following reasons;

The result of this research can be useful for English teachers and especially for the writer as the candidate of English teacher. For other English teachers, it will increase the information and knowledge about the power and solidarity between students-teachers in the senior high school, especially in speaking class. The teacher can apply this knowledge in their classes, so the teacher can be successful in organizing classroom.

1.5 Scope and Limitation

The scope of this research focused on English teacher and students in ten grader of senior high school. The limitation of this research focused on the power and solidarity in speaking class in ten grader of Muhammadiyah Senior High School 7 and Muhammadiyah Senior High School 2 of Surabaya.

1.6 Organization of the Report

The research consists of five chapters. In the first chapter is explained about the background of the research, some statements of the problem, and the significant of the research. In the second chapter is given by some theories which support the problems of the research, especially in the data. In the third chapter develops the data analysis by method and explains some steps of collecting and analyzing data. In fourth chapter describes all the data as the finding and analysis about the power and solidarity in speaking class of ten grader of Muhammadiyah Senior High School 7 and Muhammadiyah Senior High School 2 of Surabaya, the similarities and differences on it by using of IRF (Initiation-Responses-Feedback) and turn-

taking. So in the fifth chapter or the last chapter, the writer gives the conclusion of finding of analysis, and some suggestions about the research.