CHAPTER I

INTRODUCTION

1.1 Background of Study

Teaching and learning is a complicated and interactive process which involves various aspects. Teachers have responsibilities to deal with teaching objectives, teaching materials, teaching pedagogy and teaching strategies. Teachers have to monitor and assess the learning process that the learners make. Overall of those aspects the success of teaching and learning depends, to a large extent, on the interactions that occur between teacher and students in the classroom.

Important aspects of classroom interaction are how the teacher and students conduct interaction and the discourse used in the real classroom.

It is said that as one method of oral communication. It is the process of giving information between people, or manner and way of speaking. By delivering speech, giving information, or communicating each other orally, whether it is formal or informal, people use language as a tool of the communication.

Donn Byrne (1976) defined communication as a process between speaker and listener(s), involving the productive skill of speaking and receptive skill of understanding (or listening with understanding). Both speaker and listener have a positive function to perform: the speaker has to encode the message to be conveyed in appropriate language, while the listener (no less actively) has to decode (or interpret) the message during doing the conversation. The message itself, in normal speech usually contains a great deal of 'information' which is redundant. At the same time the listener is helped by prosodic features, like stress and intonation, which accompany the spoken utterance and form part of its meaning, and also by facial and body movements. We should also note that, speech is characterized by

incomplete and sometimes ungrammatical utterances and by frequent, by false starts and repetitions in the conversation.

"To communicate and comprehend messages" (Spada, 1997) are the negotiation of meaning, and the negotiation of form, "to express these meanings accurately and precisely (Spada, 1997). Negotiation means 'an activity through which L2 learners and interlocutors work together linguistically to repair or resolve in passes in communication and come to an understanding of each other's message meaning' (Pica, 1996). One conversational mechanism named *repair* is used to negotiate meaning and allows speakers to resolve trouble in speaking, hearing, or understanding, for instance, trouble understanding something another speaker has said due to poor acoustics, comprehension difficulties, or the other speaker's incorrect formulation. This mechanism has been found and research proved that it occurs in mundane conversation everyday and also classroom discourse. However, there are several differences found into two primarily influences: incomplete L2 student learning and the fact that students have been taught mainly non-naturalistic techniques for initiating repair (Egbert, 1998). Repairs mean the traces of metalinguistic activities present in oral exchanges that reveal that the speakers are trying to solve language problems which might affect the normal flow of communication (Van Lier, 1988). Conversation could not be conversation if universal interactional resources for making meaning as turn taking or repair do not exist. Repair is thus seen as the engine that drives inter language development forward (Pica, 1987). Repair activities are related to the form of the target language, to meaning or to the resolution of the task they are carrying out.

Based on the writer's experience, she found that in the classroom interaction, especially the conversation between the English teacher and the students, there are several kinds or types of repair initiated encountered by both teacher and students to resolve their trouble source (repairable) during doing the conversation, it is like the teacher tried to request for repetition to the students' answer in order

to resolve students' repairable or vice versa. The writer herself actually analyzed both the English teacher and students' role in the classroom interaction by using types or kinds of repair initiated. Thus, it goes in line with the study the writer made entitled **"AN ANALYSIS OF TEACHER' INITIATED REPAIR IN THE CLASSROOM INTERACTION AT THE GRADE SEVENTH OF SMPK SHANTI KARYA KUPANG IN THE SCHOOL YEAR 2015/2016"**.

1.2 Statement of Problems

Based on the background, the problems that found out and overcame through this research are stated as follows:

1. What kinds of repair initiation that occur in the conversation spoken by both the English teacher and the seventh grade students of SMPK Shanti Karya Kupang?

2. What is the most common kind of repair initiations spoken by the English teacher during doing the conversation with the seventh grade students of SMPK Shanti Karya Kupang?

3. What are the frequencies of kinds of repair initiation that occur in the conversation between the English teacher and the seventh grade students of SMPK Shanti Karya Kupang?

1.3 Objective of the Study

There are four objectives that achieved in conducting this research. They are:

1. to identify kinds of repair initiation that occurs in the conversation spoken by both the English teacher and the seventh grade students of SMPK Shanti Karya Kupang

2. to identify the most common kind of repair initiations spoken by the English teacher during doing conversation with the seventh grade students of SMPK Shanti Karya Kupang

3. to identify the frequencies of kinds of repair initiation that occur in the conversation between the English teacher and the seventh grade students of SMPK Shanti Karya Kupang

1.4 Siginificance of the Study

This study will be useful for those who have a great concern in the language learning and teaching particularly the English teachers, the students, the readers, and the writer herself. The significance of the study are as follows:

1. For the teacher:

    The result of this study meant to give a good input for the teacher concerning the teacher's role in using kinds of repair initiation of conversational repair in the classroom interaction.

2. For the students:

    The result of this study meant to give the primary motivation to the students to build their speaking ability regarding their roles in using kinds of repair initiation of conversational repair through oral communication in the classroom interaction.

3. For the readers:

    This study will build up the readers knowledge especially those who involve in teaching and learning process about code repair initiation and would help them in play the role of it in classroom action.

4. For the writer:

    By conducting this research the writer read some references regarding repair initiation and it will increase and enrich knowlegde of the writer especially about repair initiation and the role of it in teaching and learning process.

1.5 Scope and Limitations

Repair initiation is a sociolinguistic phenomenon that is interesting to be conducted, especially in the classroom conversation built up by the English teacher and his/her students. Here the writer consentrates on repair initiated that apply by the teacher and his/her students in classroom conversation during teaching and learning process. In particular, the study deals with the repair initiated, types of repair initiated and the most common types of repair initiated implied by the teacher in the teaching and learning process. The writer hopes that through this research the teaching and learning English in SMPK Shanti Karya will be effectived and succed.

1.6 Definitions of Terms

Here are some definitions of terms that used by the writer in this reserach. They are stated to help the readers easily understand the research report. They are stated as follow:

1) **Repair (Conversational Repair)**

Repair is one conversational mechanism used to negotiate meaning and allows speakers to resolve trouble in speaking, hearing, or understanding. Repairs are defined as the traces of metalinguistic activities present in oral exchanges that reveal that the speakers are trying to solve language problems which might affect the normal flow of communication (Van Lier, 1988). Conversational repair means a mechanism used to deal with trouble in speaking, hearing, or understanding (Schegloff, Jefferson, & Sacks, 1997).

In this study, conversational repair is the mechanism used to deal with trouble in speaking, hearing, or understanding done by both the English teacher and the seventh grade students of SMPK Shanti Karya   Kupang.

2) Repair Initiation

Repair Initiation is the indication which shows that there is a trouble that has to be repaired.

In this study, repair initiation is the indication encountered by both the English teacher and the eleventh grade students of SMAK Giovanni Kupang to show that there is a trouble in their interlocutors' speaking that has to be resolved or repaired.

3) Classroom Interaction

Teaching and Learning process is an action that done by people normally we called teacher and students. In this process teacher is the one who give knowledge and advices and students are the ones who perceive and apply the knowledge and advices in their daily life. In this study, the teaching and learning process is related to the teaching and learning English process at SMPK Shanti Karya Junior High School.

4) Foreign Language

It is a language that is not spoken or used by the people in their daily life communication but is learnt by the people in that country. In relation to this study, the writer takes English as the foreign language that is learnt by the Indonesian students especially students in SMPK Shanti Karya.

5) SMPK Shanti Karya

It is a private junior high school that is located in Bakti Karya Oebobo Street. Kupang, East Nusa Tenggara Province.