CHAPTER I

INTRODUCTION

A. Background of the Study

Lately 2009-2014 educational ministry of Indonesia, Muhammad Nuh, decided to use the scientific approach in the news curriculum. The curriculum is purposed to make students to have more critical thinking with the five main activities that should the teacher conduct in the class; analyzing, questioning, experimenting, associating and communicating¹. The curriculum is arranged not only for focusing on the students centered learning, but also to make the students discover the material by themselves. Of course, the success of this curriculum rely on how the teacher's interaction in leading the students to the learning activities.

Unfortunately, by the changing of the educational ministry of Indonesia since the medium of 2014, AnisBaswedan, evaluated that K-13 is not ready yet implemented in Indonesia. Since, there are some obstacles that do not support the implementation of this curriculum. For example: the distribution of book, the quality of the teacher, the condition of the students etc.² Of course, those problems will impact the success of the curriculum, especially for the quality of most of teacher that have less understanding of the curriculum implementation.

¹Hartono Lubis.,"curriculum-a-subject-experiment"*The Jakarta Post*(http://www.thejakartapost.com.,Accesed on 01 March 2015.04:12 PM)

²Muhammad Anwar., "rekomendasifsgiuntukmenterianiesterkaitpenghentiank13" Metro TV News(http://news.metrotvnews.com. Accessed on 01 March 201504:15 PM)

The previous curriculum, 2006 curriculum (KTSP), on the other hand, has been implemented for almost seven years which has given large autonomy for the teacher to expand the pedagogic goals. Moreover, the teacher is able to manage his own activity in conducting the classroom activity. As a matter of fact, the 2006 curriculum only provides the standard competency and basic competency; then the teacher will make activities himself to support the teaching learning based on the basic competency demanded.

The K-13, at the same time, not only provides the main competency and basic competency, but also provides an approach which all activities in the class must use the approach. Consequently, most of teachers are confuse to choose what activity that refers to the approach is, because they used to be free in deciding the activities of the classroom. Thus, AnisBaswedan decided to reuse the previous curriculum, 2006 curriculum (KTSP), for the new academic year in 2014³. Even though, the educational ministry still allows some schools that has good required standard of K-13 implementation to continue using the K-13.

The curriculum and the approach used are probably the external problem of the teachers; although it will also influence the quality of the teaching learning process and the creativeness of the teacher in arranging activities in the class. At the same time, there will be the most fundamental ability that should the teachers

³Sukardi., "pertegaspenghentian k-13 mendikbudkeluarkanpermendikbud"Wordpress,(wordpress.com. Accesed on 01 March 2015. 01:13 PM)

have, that is the ability to manage the interaction. We can say that, as long as the teacher understands what the curriculum demand, the material, and the interaction, the teacher will be able to use the approach of the curriculum in the class. In short, the understanding of teaching strategies, interaction and methodology plays the most basic point of the success in reaching the goal of the curriculum. Thereby, the researcher will constantly use the implementation of K-13 as the object of the three considerations: first, all English teacher of SMPN 13 Surabaya as the object for the three considerational training for K-13 conducted by the educational ministry. Second, the English teacher has well implementation of the approach and activity of curriculum 2013. Third, the students has accustomed with the teaching K-13 approach.

Steve Walsh states that dealing with mastering material and approach, a teacher should also underline how teacher used an interaction to meet the demand of the curriculum. Consequently, teacher needs to pay attention to the interaction used in leading the students to reach the goal to make sure that the interaction engages students in learning⁴. Specifically, the teacher can not only think about how good the pedagogic goals and how the material and activity will be appropriate with the pedagogic goals are. At the same time, the teacher should also think about what talk will be used, what initiation might be questioned to the students, and how effective

⁴SteveWalsh, *Exploring classroom discourse: language in action*(USA and Canada: Routledge, 2011)

the interaction linked to the pedagogic goals; which became the most vital part to lead students to the objectives. Based on the explanation above, the researcher realizes that interaction has a significance role influence the success of the learning.

In teaching learning process, teacher has a vital role in reaching the pedagogic goals. Teacher will lead students to the goal through the interaction of the class. The interaction is manifested in the form of talk-interaction⁵. In short, the key point here is the interaction produced by the teacher to make an initiation to the students. In short, the pedagogic goals and the interaction are inextricably linked in the classroom context. For this reason, the teacher needs to make evaluation on how the talk-interaction can effectively direct to the pedagogic goal.

Seeing from that phenomenon, it is interesting to know how the students respond to the main activity in the curriculum implemented by the teacher after having some educational training dealing with the implementation of the curriculum. Here, the researcher uses the Self-evaluation of teacher talk (SETT) which will see how is language use, interaction and opportunities of learning. SETT is designed to help the teacher in understanding the complex context of the class that might be not realized while the teaching learning process⁶. As a result, the teacher will be able evaluate whether or not his/her interaction is accurate toward the

⁵ James Paul Gee, *An introduction to discourse analysis: theory and method* 3rd edition (USA and Canada:Routledge, 2011)

⁶SteveWalsh,.Investigating classroom discourse(USA and Canada:Routledge, 2006)

studentsresponse. To sum up, with this evaluation teacher can develop their model of interaction to gain the goals of the curriculum.

As the matter of fact, James Mclaughlinproves that teacher self-evaluation gives significantimprovement toward the consciousness of teacher language-use in teaching. He analyzes the students teacher instructional performances to encourage the students involvement in learning. Furthermore, Anne Edstrom used teacher selfevaluation in building teacher awareness toward the language-use of native language of the students and the target language. He analyzes the function of the language-use and how the teacher perception to his own language-use. As a result, he finds that teacher language-use have implication for classroom practice in teacher development.HJarome Freiberg used the term self-assessment of interaction for the evaluation of teacher talk. He analyzes the interaction with six-item instruments to understand the teaching behavior.

On the other hand, there are various ways to improve the teacher competency through teacher development program such sending the teacher for training, teacher certifications and seminars. In fact, these development programs seem to have small effect to the teacher development since the program is not always needed by the teacher in teaching learning activity. For this reason John Bransford argue that teacher development program is not effective way to improve the teacher quality. Furthermore, as an alternative she proposes that the teacher awareness toward his teaching performance is better way to improve the teacher teaching performance. By the reason of the effectiveness of the teacher self-evaluation to his improvement for the teaching performance ability, teacher awareness will have more urgency to understand the teaching performance and what need to improve in teaching process. In short, teacher self-evaluation, teacher awareness in the word of Bransford, has more impact toward teacher improvement because it leads the teacher to the real issue in his own class.

After all, it is pretty hard to find the study used SETT as a mean to analyze the classroom discourse; probably this means of teacher's interaction analysis is still introduced at the last of 2006. Some of the researches which focus upon the classroom discourse analysis are: NoorizahMohd. Noor,IdrisAman, RosniahMustaffa, TeoKokSeongwrite about "Teacher's Verbal Feedback on Students' Response: A Malaysian ESL Classroom Discourse Analysis"⁷ in this study IRF structure is used in analyzing the classroom discourse which focused on the teacher feedback dealing with the students response. In like manner, Douglas A. Demo studies about "Discourse analysis for language teacher"; in this journal Douglas talkssabout how the language used by the teacher engage the students with more communicative way of response (verbal and non-verbal). Furthermore, he proposes some suggestion for the teacher to evaluate teacher's interaction in the classroom. Similarly, Steve Walsh writes about "Developing interactional awareness in the second language classroom

⁷MuhammadNoor, Aman, I, Mustaffa, R, TeoKokSeong., *Teacher's Verbal Feedback on Students' Response: A Malaysian ESL Classroom Discourse Analysis*(-. Elsevier ltd, 2010)

awareness will lead the teacher to the development of teaching interaction since the teacher will overview himself about how his language used in teaching learning process.

B. Research Question

Bases on the background of the study above, the researcher will have two problems of the study in this research. Those are:

- How does the teacher's interactionduring the implementation of K-13 take place in SMPN 13 Surabaya?
- 2. Do the teacher's interactionduring the implementation of K-13 in SMPN 13 Surabaya fit with the SETT frame work?

C. Objective and significance of the research

Basedon the research questions, the researcher wants to reach two objectives from the research. First, to know how the teacher's interaction in implementing K-13 is. Second, to overview the appropriateness of the teacher's interaction in the implementation of K-13 with SETT frame work.

D. Significance of the study

This study is intended to analyze the teacher's interaction during teaching learning activity. To this purpose, the researcher will expand on how effective the teacher's interaction in engaging the students in participating to the classroom activity. As a result, this study is expected to give beneficial information for the teacher toward the interaction used in the classroom. Additionally, it will lead teacher to evaluate their own interaction whether it hinders or engages students in learning.

E. Scope and Limit of the Study

There are some terms in this study that need to specify; K-13 and the teacher's interaction. For the K-13 the researcher will focus on how the teacher's interaction in implementing K-13. Consequently, researcher will exclude the approach used by the teacher, the assessment for the students' performance⁸. Moreover, the facilities support the curriculum such as book and school facility. For the teacher's interaction, the researcher will see how the teacher language use in delivering and leading the class is. Therefore, the researcher will not take into account the teacher psychology such as anger, feeling, convenience, environment etc.

Furthermore, the object of the study is an English teacher at second semester at the seventh A and G of state junior high school 13 Surabaya (SMPN 13 Surabaya).

F. Definition of Key Terms

There are some terms that need to be specified in this research to avoid the misunderstanding. Those are:

⁸Celce Murcia, M &Olshtain, E., *Discourse and context in language teaching* (New York: Cambridge University Press, 2000)

- 1. SETT (Self-evaluation teacher talk) = part of the discourse analysis which analyze of how the teacher's interaction in the class. In this research, it refers to the discourse analysis offered by Steve Walsh as a means to evaluate the teacher's interaction⁹. SETT has four modes; managerial, material, skill and system, and classroom context, from those modes the researcher will analyze how the teacher's interaction in implementing K-13.
- Teacher's interaction = language or talk used by the teacher in the classroom to conduct classroom activities¹⁰. In this research, teacher's interaction (term from Malcolm Coulthard) is the same as teacher talk (term from Steve Walsh). In the other word both of this term has the same meaning.
- Two thousand and thirteen curriculum stand for K-13= the curriculum of education in Indonesia implemented for all lessons, including English, has 5 main activities and used discovery learning method¹¹.

⁹Steve Walsh, "Exploring classroom discourse: language in action" (USA and Canada: Routledge,2011)

¹⁰MalcolmCoulthard., Advances in spoken discourse analysis(USA and Canada: Routledge, 2002)

¹¹Copied of educational and cultural ministry rule of republic of Indonesia about the curriculum implementation