

CHAPTER I

INTRODUCTION

1.1 Background of the Study

This study concerns about the dialogic teaching and the kind of students' engagement which is triggered by the implemented dialogic teaching. Dialogic teaching is also termed as dialogic communication (Tella & Mononen-Aaltonen, 1998); or dialogic discourse (O'Connor & Michaels, 2007); or dialogic interaction; (Xie, 2008); or dialogic learning (Gallin, 2010); or dialogic education (Nesari, 2015). The dialogic teaching emphasizes the way the teacher conducts the classroom interaction. Dialogic teaching is realized as a discussion (O'Connor & Michaels, 2007) which is simply characterized by dynamic interaction among the teacher and the students who take turns in flexible way (Kathard, Pillay, & Pillay, 2015). The sign of dialogic teaching can be seen from the share of the teacher's authority for delivering opinions and ideas with the students (Reznitskaya, 2012).

This study is the addition from the previous exploration by Kathard, Pillay, & Pillay (2015) which concerns only on the continuum between the monologic and dialogic interaction in a classroom across 15 lessons, including the English language class. Their study focuses on observing the 4th-7th grade students located in South Africa. The majority

of them are the low-socioeconomic background students who are not familiar with English since they use English just as the additional language. With the teachers who are not trained to develop the communication skills, the dialogic interaction is found totally absent. The major authority is still held by the teacher who controls the whole learning. The questioning and feedback are only the close-ended question and short feedback for confirming and rejecting. They discuss that this is happened for the reason of maintaining discipline, the completion of curriculum which still leads the learning towards the monologic way, the tradition of colonialized African classroom which maintains the recitation scripts, and the teachers' low expectation of the learners.

Supporting the previous study by Kathard, Pillay, & Pillay (2015), Dull & Morrow (2008) states that dialogic teaching in the classroom has benefit to students from lower socio-economic backgrounds since it provides them an academic discourse that is necessary for advocating their needs and rights. This statement indicates that the further exploration on the dialogic teaching in low socio-economic school is necessary.

In line with the characteristics of the dialogic teaching which require the students to be active and has the authority to talk more in the classroom, the revised version The Chapter I of Regulation of Ministry of Education and Culture Number 22 Year of 2016 About Standard Process of Primary and Secondary Education contains the three points to be

underlined. These points direct the teacher to employ the dialogic teaching. It is stated:

“Sesuai dengan Standar Kompetensi Lulusan dan Standar Isi maka prinsip pembelajaran yang digunakan: 1). dari peserta didik diberi tahu menuju peserta didik mencari tahu; 6). dari pembelajaran yang menekankan jawaban tunggal menuju pembelajaran dengan jawaban yang kebenarannya multi dimensi; 12). pembelajaran yang menerapkan prinsip bahwa siapa saja adalah guru, siapa saja adalah peserta didik, dan di mana saja adalah kelas;”

The connection between dialogic teaching and students' engagement is considered strong since the dialogic teaching is proved to be able to stimulate children engagement or participation in the learning (Alexander, 2008); (Mercer N. , 2008); (Reznitskaya, 2012); (Hajhosseiny, 2012); (Louise, 2015); (Nesari, 2015). For this reason, an exploration about dialogic teaching and its effect to students' participation is done by Georgii (2010). She reveals the connection of the students' participation and responsibility as the impact of dialogic interaction in the classroom in a Sweden school. The study by Georgii (2010) has distinction with this study since it is conducted in the context of the school with high socioeconomic background students. Different with the finding by Kathard, Pillay, & Pillay (2015) which do not find any indication of dialogic interaction, the students and the teacher from high socioeconomic condition shows the full dialogic interaction in teaching process. By involving 5 teachers across 5 subjects and 22 students of middle school, she observes the interaction in the classroom. She reported that the teachers do not take the full authority by allowing the students to negotiate the topic they are going to discuss. The students are free to offer their

opinion then the teacher considers it with the class. When the work is given, the teacher keeps the dialogue going on with the students. On the discussion episode, the teacher along with the students discussed it. All of the opinion is delivered by the students. This dialogic teaching impacts to the students to become more active and involve in the classroom activities such as planning, test, discussion. In short, the study by Georgii (2010) focuses on the dialogic teaching in the context of a high socioeconomic background school. The narrative description about the classroom atmosphere and interaction is stated. However, she did not show the detailed data in number but only the descriptive report. The further exploration about the type of participation is also absent. Meanwhile, this study tries to identify more about the type of engagement which appears from the dialogic teaching.

To summarize, by taking a look to the characteristics of the dialogic teaching, this type of classroom interaction should be considered for the future education (Broeckman, 2004). Hence, the dialogic teaching needs to be explored continuously, in the different context and area. By reviewing to Kathard, Pillay, & Pillay (2015) which suggests the more exploration on the students' participation as the cause of classroom interaction, and Georgii (2010) who studies dialogic and participation in the high and good socioeconomic background school, this study tries to reveal the dialogic teaching and students participation/engagement in the context of public elementary school in Indonesia which is reported as the

low socioeconomic school. This study may represent the interaction in the teaching and learning process in the other Indonesian public school.

1.2 Purpose of The Study

This research is aimed to portray the implementation of dialogic teaching in public elementary school with the focus on teacher-students interaction in English classroom, and what kind of students' engagement which is triggered by the implemented dialogic teaching.

1.3 Research Questions

Based on the purposes of this study, the research questions which are formulated are:

1. How are the components of dialogic teaching implemented in the process of learning English?
2. What kind of students' engagement which is triggered by the implemented dialogic teaching?

1.4 Scope of the Study

This study focuses on the teacher and students utterances in the classroom. These utterances are analyzed using Dialogic Inquiry Tools (DIT) which is adapted from (Reznitskaya, 2012). The further explanation of the implemented dialogic teaching is limited to kind of students'

engagement which is triggered by the dialogic teaching which is identified in the English classroom,

1.5 Significance of the Study

This study is expected to help the researcher to prepare to be the next dialogic teacher in the future. Then, this study is also expected to help the teacher in public elementary school reflects the way she/he conducts the classroom interaction. The public elementary school now is regulated not to include English language as one of the main subjects in the school. But, the headmasters mostly still consider English as the important subject. With this condition, the school cannot provide the best for the students for learning English, especially to recruit the high quality English teacher. However, by reflecting at least at the classroom interaction which is the basic thing in the learning process, the teacher can also improve the way she/he teaches English in the classroom. The last, this study is expected to be beneficial for the teacher to set the teaching to be more dialogic and interactive which can help the student to be more active and engaged in the learning process.