

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of the Study**

In Indonesia, students study English as a foreign language (EFL). It is taught from elementary school to high school (Rohim, 2015). In teaching learning process, it is found many problems. The problem of EFL classroom occurs because an EFL teacher usually faces with passive students aren't active and sometimes avoid the interacting with their teacher. Most of the students keep quiet during all the lesson and do not give respond to the teacher's questions.

Speaking is considered as an important skill in our life. It has an important role to communicate with other people in daily life as stated by Thornburry (2005:1) that speaking is a part of daily life that we take it for granted. It refers to speaking is an important skill in order to communicate with other people. Therefore, students who learn foreign language, they have to accustom to communicate in target language. To make students accustomed to communicate in target language, the teacher can create interaction with students in classroom by using target language for the whole interaction. Interaction is an activity that usually conducts in classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011:23) that communication is a central to all classroom activity.

Classroom is necessary and useful as an educational strategy to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. Classroom interaction is significant in the

teaching and learning process because it determines the success of the teaching learning process and improve students' language ability and achievement.

Classroom interaction cannot be separated from the teacher and students. Because teacher and students are the factors that establish classroom interaction. Both of them must be in balance. Too much teacher's talk will make the students passive, they cannot improve their English. It has the certain pattern; one of them is IRF pattern. This pattern stands for initiation-respond-feedback. Initiation-respond-feedback (IRF) model is a model of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom interaction (McCarthy, 2002). Thus, the researcher uses Sinclair & Coulthard initiation-response-feedback (IRF) model as guidance for analyzing teacher and students' interaction.

In Indonesia where English is as Foreign Language and taught from elementary to high school, the goal of learning English, especially for Junior High School students based on the teacher and training material for implementation of the 2013 Curriculum in year 2015; English subject is,

“The purpose of learning English language in junior school is to develop the potential of students to have communicative competencies the text, transactional and functional discourse, by using various spoken and written English text coherently using accurate and acceptable linguistic elements, and various factual and procedural knowledge, and instill the noble values of the nation's character, in the context of life in the home, school, and community environment” (Rohim, 2015).

Based on the researcher's observation during teaching practice to students grade VIII of SMP Negeri 16 Medan, it was found that the teacher was dominant in talking to the students and most of the students still passive in using English. The students always kept silent when the teacher asked questions in the class. The

teacher felt so difficult to teach English because the students' awareness for using the language was low and the students were not familiar in using English although they learnt in every week. They were shy to speak in English and finally, they decided to be silent and passive in the class. There was no interaction well between teacher-students, students-teacher and students-students. Therefore they had problem to interact in the classroom.

In this study, the writer is interested in describing classroom interaction using IRF (Initiation-Response-Feedback) in teaching English. The discussion will be focused on the classroom interaction between teacher and students whether or not will influence the learning activities and learning outcomes.

### **B. The Identification of the Study**

Based on the background above, there are some identification of problems that found by researcher, such as:

- a. The teacher is dominant in talking to the students.
- b. Most of the students still passive in using English.
- c. The students become reluctant to participate in a classroom interaction.
- d. There are several students who are not able to express their idea in English both in written and oral form.
- e. The students often give few respond when the teacher asks the question in the classroom.

### **C. The Problem of the Study**

Based on the problem identification above, it is necessary to formulate the problem on this research as follows: *How is the IRF model realized in the speaking classroom interaction for students grade VIII at SMP Negeri 16 Medan?*

### **D. The Objective of the Study**

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problem posed. The objective is to describe how the pattern of IRF model in the speaking classroom interaction for students grade VIII at SMP Negeri 16 Medan.

### **E. The Scope of the Study**

The scope of this study is the English teacher and the students grade VIII at SMP Negeri 16 Medan. The study will concern with the speaking classroom interaction using IRF (Initiation-Response-Feedback) model.

### **F. The Significance of the Study**

The significance of this research theoretically and practically is having relation to the following aspects.

1. Theoretically, the findings of this research are expected can support the theory of Sinclair & Coulthard model in using IRF model (Initiation-Response-Feedback) on speaking classroom interaction particularly for students Grade VIII at SMP Negeri 16 Medan. The findings of this

research can be used to be a reference for the next researchers who would take IRF model on learning process.

2. Practically, these research findings can also help the English teacher overcome their problems in using IRF model on speaking classroom interaction. The research findings are expected to be useful as an input for English teacher. It is expected to provide information about the speaking classroom interaction for students Grade VIII at SMP Negeri 16 Medan. And this result of the study could be useful for additional information that could be applied by junior English teacher in teaching English using IRF model.

