CHAPTER I

INTRODUCTION

A. The Background of the Study

Language plays a very important role in human's daily activities. The function of the language is to transfer information or messages and express ideas and emotions. In study English, there are four skills that can not be missed the students in mastering the language. Among the four language skills, speaking is the most important for students in learning a language because speaking plays a significant role in a direct conversation.

Speaking is a complex skill which involves an interaction between the speaker and the listener in an active process. There are several essential components of speaking skill.Wachidah, et al in "*Buku Guru Bahasa Inggris: When English Rings a Bell*"(2017) states that the speaking skill consists of fourcomponents: pronunciation, intonation, fluency and accuracy. Thus, the students have to master the entire components to achieve the aim of speaking and to be communicative.

Furthermore, speaking is a skill that needs practices. The more students practice through sharing their idea, the better speaker they become. In addition Davison and Dowson (2003:107) say that pupils need opportunities to speak and listen in a wide variety of context and for a wide range of purpose, in order to increase their thinking ability, to develop their powers of communication and to

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provide examples of language in use through which to develop their explicit knowledge about speaking and listening.

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, p.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, Writers think that 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 that communication is a central to all classroom activity.

Classroom interaction plays important role in the teaching learning process. According to Dagarin (2004), classroom interaction can be defined as a two-way process between the participants in the learning process. The teacher influences the learners and vice versa. Moreover, she continues by quoting Brown's statement (2001, 165) that "...interaction is, in fact, the heart of communication: it is what communication is all about". Thus, learning will occur when there is co-operation between teacher and student which make communication take place.

Coulthard (1978) stated that communication plays a vital part in the development of such a student motivation, and we have listed below some communication variables useful for increasing the desire to learn.

1. Prelearning preparation (communication variables : information acquisition and processing). In effect, this step simply involves ensuring that students have the basic skills necessary for correct decoding of the new subject matter to be taught. An increase in students' confidence that the knowledge base they have is adequate to begin learning increases motivation.

2. Provide a model of terminal performance (communication variables: decoding; feedback). The assumption operating here is that if students know what is to be done, they can better assess their own ability to do it (self-feed back), can judge the likelihood that they will be able to do it (predicting self-behavior), and can adjust their own behavior to the model of terminal performance.

3. Active responding (communication variable: feedback). Again, opportunity for observing one's own behavior makes it easier to adjust to the particular demands of the learning situation and increases students' confidence.

4. Guidance (communication variables: feedback; perceptions of communication sources). Guidance can be given in two ways: first, by providing students with a model of the desired behavior as exhibited by the teacher (source credibility); and, second, by providing verbal feedback at each stage of the learning sequence.

Classroom interaction cannot be separated from the teacher and students. It has a certain pattern one of them is IRF pattern. IRF sequences are a salient feature

of classroom discourse first proposed by Sinclair and Coulthard (1975). This pattern stands for initiation-response-feedback, is a technique of discussion between the teacher and learners. The teacher initiates, the learner responds, the teacher gives feedback (Sinclair & Coulthard, 1975). The definition of three patterns can be traced through the following explanation.

Based on researcher's observation to seventh grade in SMP Al-Amjad Medan, it was found that the common interaction occurred in the classroom that the students would participated to talk if the teacher initiated, encouraged and ask to the students to talk. The teacher opens the interaction by asking questions. The teacher is dominant in talking to the students. It was found out that the students have some problems in speaking. They often became reluctant to participate in a classroom interaction. For example, there are several students who are not able to express their ideas in English both in written and oral form and it seemed that the students did not have substantial amount of vocabulary mastery and the students often give few respond when the teacher ask the question in the classroom. These problems may be caused by the quality of interaction between the teacher and the students, and the students and the teacher.

Initiation-Response-Feedback (IRF) is a technique of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom interaction (McCarthy, 2002). Thus, the researcher uses Sinclair and Coulthard Initiation-Response-Feedback (IRF) technique as guidance for analyzing teacher and student interaction.

Firstly is *initiation* (I), the movement in which teacher initiates an interaction, as stated by Dayag et al. (2008, p.5) initiation is the teacher ask a question or action to initiate students to do interaction in classroom. It is the effort of the teacher in pushing the students to drop their selves in a communication or interaction. According to Harmer (2009, p. 111), it is the stage "when the teacher has to do something is to get the students involved, engage and ready." It is also believed that the important way to create the interactive language classroom because it provides the stimuli for the student to interact continually.

Secondly *response* moves (R), what is actually performed by the students following the initiation which produced by the teacher. Dayag et al (2008, p.5) state that response is represent the teacher initiate in response of initiation move by participants act. It means that the students do interact to response the teacher stimuli.

The last is *feedback (F),* the last exchange of a turn which aims to give feedback to students' response. According to Dayag et al. (2008, p.5) that feedback completes the cycle as it provides closure to the initiation and response. It means that students get immediately the correction or evaluation for their response. Some studies related to IRF and classroom interaction have been investigated and several studies revealed that IRF can build active interaction between teacher and students in classroom interaction. Generally, these studies showed that IRF pattern is the most sequence which occurred in classroom interaction. Nevertheless, the study about analysis of IRF reflection in classroom interaction and the dominant exchange among I, R and F as not numerous as the number of those dealing with the study of the use of IRF. Therefore, this study is conducted to analyze the reflection of IRF (Initiation-

Response-Feedback) technique in speaking class and the dominant exchange among I, R and F.

B. The Problem of Study

Based on the background above, it is necessary to formulate the problem on this research as following :

1. What are the dominant types of IRF (Initiation-Response-Feedback) technique that used by the teacher and students in classroom interaction based on Sinclair and Coulthard Model ?

2. How are IRF (Initiation-Response-Feedback) technique sequences contributed in classroom interaction for the seventh grade students at SMP Al-Amjad Medan ?

C. The Objective of the Study

Based on problems study above, the objectives of the study are :

1. To analyze the types of IRF (Initiation-Response-Feedback) technique that used by the teacher and students in classroom interaction based on Sinclair and Coulthard Technique

2. To investigate the way of teacher how to contribute IRF (Initiation-Response-Feedback) Technique sequences in classroom interaction for the seventh grade students at SMP Al-Amjad Medan.

D. **The Scope of the Study**

The scope of this study is the English teacher and seventh grade at SMP Al-Amjad Medan. This study will concern with the classroom interaction in using IRF (Initiation-Response-Feedback) technique.

E. **The Significance of the Study**

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

1. Theoretically, the findings of this research are expected can support the theory of Sinclair and Coulthard model in using IRF (Initiation-Response-Feedback) technique on classroom interaction particularly for the students in SMP Al-Amjad. The findings of this research can be used as reference for the next researches who would take IRF technique on learning process.

2. Practically, these research findings can also help the English teacher to overcome their problems in using IRF technique on classroom interaction. The research findings are expected to be useful as an input for English teacher. It is expected provide information about the classroom interaction for students at SMP Al-Amjad.