CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom is not simply a place teaching-learning process is undertaken and it is a place where the teacher just carries out predetermined routines and gives a task or explains the materials, but rather than a place where various elements interaction and communication. These elements are the teacher with his/her educational background, the students, experience, knowledge, expectation and the activity in the classroom.

Classrooms have been considered the main place where language learning occurs since the learners learn through interpersonal interaction with the teacher and peers. This reflects a view that language is not an individual phenomenon but a social one, comprising of linguistic resources whose meanings generally, their social, cultural and political contexts (Hall, 1995).

Teaching and learning process can succeed through the interaction and communication in the classroom among teacher and students as the cognitive process of constructing knowledge and developing competency to understand, reason, and solve problem (Markee, 2015: 96). Therefore, communication system happens based on the interaction among teacher and students in the classroom. By so doing, Classroom interaction is the core process for teaching and learning in order to gain the interaction and communication in the classroom.

In classroom interaction, teacher decides to ask some questions to the students and she/he hopes that the students answer the questions but the teacher

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has actually known the answer. Therefore, teacher asks some questions which she/he has known the answer and she/he is able to determine it is correct or incorrect answer.

Teacher	what is descriptive text? Who knows?
Pupils	(silent)
Teacher	nobody knows. Well, I will call you. Okay, Willy, what is descriptive text?
Student (1)	it is to describe something
Teacher	good, you try to answer correctly

(It was taken in SMA Negeri 16 Medan in X-MIA 2 Class. It was conducted on Friday, 18th August 2017 at 09.45-11.15)

Based on the conversation above, the teacher initiated to give the question to the students and the student just kept silent whether they did not know the answer or they were lazy to respond. Then, teacher tried to call their names and one of students tried to respond and answer it. Then, the teacher gave the feedback based on the students' response. In real situation, teacher could give more feedback by adding information about that lesson so there will be the interaction among teacher and students in the classroom during the teaching learning process. On the other hand, students are few to respond the teacher's questions and that is the problem in our reality during the teaching and learning process. To conduct the interaction in the classroom, among teacher and students have to do communication.

The purpose of school where English is taught by Foreign Language has a goal, is able to develop students' potency in order to have the competency of communication in interpersonal, transactional, and functional, by using the text in written and oral ways. Moreover, the school uses curriculum 2013 which has five

steps where observation is the first step. Therefore, teacher always asks some questions to start the lesson in order to make classroom become vivid. It can be achieved through communication such as talking, and the quality of talk and the interaction must affect the learning that takes place in the classroom where the subject is language.

Based on author's observation in SMA Negeri 16 Medan, the students really seldom participated in a classroom interaction due to their lack of conversation as the signals of their interactions with each other and the teacher. As a consequence, when the students were given questions orally, they even were not able to speak in English although they have learned English for years. Firstly, they did not know how to respond in English. Secondly, the students were not confident to say in English. Then, students often used Indonesian language to respond. The interaction also showed that only one source of teaching occurred that was the teacher herself. The teacher dominated the classroom interaction with few responses from the students. Teacher tried to ask some questions but the students only kept silent. It means that there is no response from students and also the feedback. However, classroom interaction is supposed to create good atmosphere in classroom through communication. Teacher initiates the question and students respond by answering then teacher gives feedback based on students' answer.

Taking a look at the description of the problem of the first grade of students in SMA Negeri 16 Medan, it seems necessary to take an action by investigating the real condition in the classroom, especially the interaction between the teacher and the students. The final result of teaching is affected by some factors, they are:

students, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction among the teacher and students in the classroom.

From the previous statements it can be inferred that classroom interaction includes verbal interaction and non-verbal interaction. The verbal interaction takes place among teacher and students due to communication, while nonverbal interaction covers gestures or facial expression by the teacher and students when they communicate without using words. When verbal interaction happens in the classroom it means classroom discourse will be analyzed and used.

On the other hand, the research of classroom interaction In Indonesia is slightly few and limited even the classroom interaction with different subject. Yet, to understand the pattern of classroom discourse is really important to analyze in order to give benefit by the teachers to evaluate their own output and their students in the classroom where it is taught the English as Foreign Language.

By understanding and analyzing classroom discourse, it makes the teacher understands; how to initiate the question in order to create the communication and there will be response from the students based on teacher's question indirectly. Then, it will be analyzed by Sinclair and Coulthard, borrowing from Halliday's theory of scale and category grammar by developing ranks at the discourse level which is in descending order: Lesson, Transaction, Exchange, Move, and Act. After that, it also has a tripartite structure which is called IRF; the teacher initiates, the pupils responds, the teacher then evaluate the response (Sinclair and Coulthard, 1992: 2)

Sinclair and Coulthard theory, lesson is the highest unit of classroom discourse that consists of one or more transactions. Then, transaction is combined by exchange which is as two or more utterances are combined by move. In exchange, it is divided into 3 structures; Initiation, Response and Feedback (IRF). Move and acts are very similar to words and morphemes in grammar. Move is the smallest free unit although it has a structure in terms of acts. Acts are the lowest unit in rank of discourse based on Sinclair and Coulthard Model.

Afterwards, the author are really interested in one model which is one of the guidelines to analyze the classroom interaction is Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. This model provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom (McCarthy, 2002: 37). Furthermore, Xiaoqing Jiang (2012: 2146) has explained that IRF model is an extremely valuable and comprehensive tool in systematically allowing teachers to analyze the nature and functions of interactive exchange happening in the classroom. It goes the same line with Marzieh Rezaie (2015) who states that by examining the individual parts in classroom using IRF model, teachers can understand about the language as a medium in interaction. Then, they can have a greater awareness in evaluating the teaching procedures in the classroom. This advantage is expanded by Simon Nicholson (2014:199); the exercise of analyzing IRF model is a very valuable activity for teachers who wish to gain a greater understanding of the classroom they teach in.

SMAN 16 Medan is one of favorite schools in Medan Utara area, where the students are interested in entering this school. Furthermore, none of the researchers conduct the research about English study. Considering the reason above, the researcher was eagerly interested in analyzing the classroom interaction with different subject using Sinclair and Coulthard Initiation-Response-Feedback (IRF) in SMAN 16 Medan. The subject will take place in Mathematics and English subjects because the researcher wants to see the interaction and discourse pattern in the classroom. Analysis the pattern of IRF was conducted in Germany which had two subjects: Mathematics and Science and the result showed teacher gave significantly the feedback during the process (Kiemer, 2014: 93).

Nowadays, mathematics belongs to passive students who never speak actively in the classroom and they just think and practice the questions. Therefore, it is caused the interaction among teacher and students in the classroom. So, the researcher wants to know and does research with different subject to see the interaction and discourse pattern happens. Focusing on the analysis could be expected to show useful findings which would contribute to deeper insights about the ways to improve English teaching and learning, especially in creating classroom procedure which meets student goals of secondary language proficiency.

To conclude that classroom discourse analysis is useful for a teacher to understand the form of discourse classroom pattern. The teacher will get the understanding of the ways questions must be asked, response can be answered,

and it can give feedback. This study aids their teaching that will encourage interactions among students especially for EFL classroom in teaching learning process.

B. The Problems of the Study

In line with the background of the study above, the writer formulates the problems of the study as:

1. What is the dominant type of Initiation-Response-Feedback (IRF) pattern are used by the English and Mathematics teachers and students in classroom interaction based on Sinclair and Coulthard Model?

2. Why is the Initiation-Response-Feedback (IRF) pattern dominant in classroom interaction through the English and Mathematics teachers and students?

C. The Objectives of the Study

The objectives of this study are:

1. To identify the kinds of Initiation-Response-Feedback (IRF) pattern are used by the teachers and students in classroom interaction based on Sinclair and Coulthard Model (1975).

2. To find out why the Initiation-Response-Feedback (IRF) pattern is dominant in classroom interaction through different subject teachers and students.

D. The Scope of the Study

The writer gave a limitation in this study to avoid an overlapping and misleading discussion. This study focuses on the pattern of classroom interaction based on Sinclair and Coulthard (1975) Initiation-Response-Feedback (IRF) Model and the conception of teaching, Gage (2004). Based on Sinclair and Coulthard Model which has two exchanges but this study will only analyze the structure of free exchange pattern in IRF model through different subject of teachers especially Mathematics and English in order to know the pattern of classroom interaction based on Sinclair and Coulthard (IRF) at SMA Negeri 16 Medan the first grader will know the pattern of IRF in the classroom.

E. The Significances of the Study

The findings of this study were expected to be useful for teachers and students on their attempts to improve the language teaching and learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, it will be useful to provide beneficial information about the analysis of classroom interaction process includes the pattern and the teaching learning activity by using the theoretical principles of classroom interaction suggested by Initiation-Response-Feedback (IRF) model.

2. Practically, the findings will be useful for:

   a. The teachers, who are expected to improve the effectiveness of teaching English and gain much information related to their classroom activities as well as to improve the teachers' performances. Then, it becomes an overview of classroom interaction at SMAN 16 Medan to be taken into consideration to

create and/or develop and implement the method of teaching learning process leading to the conducive classroom interaction.

b. Students at school, to improve their abilities and ways in learning English so that they will be enthusiastic and be motivated to participate actively in the classroom activities.

c. Other researchers, as a reference for those who want to conduct a research about the classroom life or the classroom interaction.