

ABSTRACT

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This study was about IRF (Initiation-Response-Feedback) analysis on classroom interaction between English and Indonesian Teacher with students. The aimed of this study were to describe the processes of Initiation-Response-Feedback are employed by the English and Indonesian Teachers with students in classroom interaction based on Sinclair and Coulthard Model. This research used qualitative research. The data of this study were the utterances that expressed by the English and Indonesian teacher with students in the learning process. The source of data was English and Indonesian teacher with the students grade VIII³ in SMP Negeri 2 Tapian Dolok. The data were collected in five ways by Rymes (2009) observing, recording, transcribing, interviewing and analyzing. The data were analyzed based on Sinclair and Coulthard (1975). The result of this study were six types of teacher's initiation that was used by the teacher, indicated that: teacher inform in English subject was 7 times while in Indonesian subject was 13 times, teacher direct in English subject was 63 times while in Indonesian subject was 29 times, teacher elicit in English subject was 58 times while in Indonesian subject was 25 times, student inform in English subject was 17 times while in Indonesian subject was 22 times, student elicit in English subject was 17 times while in Indonesian subject was 5 times and check in English subject was 42 times while in Indonesian subject was 30 times.

Keywords: Classroom Interaction, Initiation-Response-Feedback, Sinclair and Coulthard.