CHAPTER I

INTRODUCTION

A. The Background of the Study

English has a vital role in the globe as an international language. Most people use English to connect with individuals from all over the world who speak other languages and gather knowledge, information, science, and technology. Harmer (2007:11) explained many individuals study English because they believe it will be valuable in some manner for international communication. They want to successfully speak, read, listen, and write the language wherever and whenever they might need it.

Since it became an essential requirement in Indonesia, English has been taught as the first foreign language at all school levels. English is taught as a world language at a young age, beginning in kindergarten, elementary school, junior high school, high school, and even at the university level.

Not all teachers are devoted to utilizing the target language for instruction, interaction, and activity in the classroom when teaching and studying English. Using the target language in classroom interaction, on the other hand, will familiarize the students with the terminology and instructions that the teacher uses frequently. Teachers seldom speak in English because they are concerned about their student's comprehension of the lesson or material when the language is used in the learning process. Meanwhile, as students listen to the teacher's language used in class, they begin to learn about the language and how to apply it in real-life situations (Zulfah, 2015).

Furthermore, the purpose of the teaching process could not be more effective if the teacher overlooks the use of target language in classroom interaction. Aside from that, students need to be able to grasp their teachers' language use when learning a new language. Students who do not understand the teacher's materials or instruction in the target language will not get any information from the teacher during the learning process and may fail. Brown (2001) stated that using students' first language in a foreign language classroom setting will become a viable choice if the first language's requirement is met.

Because interaction is a collaborative exchange of thought, feeling, or ideas between a teacher and learner or a learner and another learner that has a reciprocal effect on each other, it is an essential element in developing students' communicative competence and a point of success in the teaching-learning process. Brown (2000:165) explained the value of contact by stating that interaction between teachers and students allows them to share their thoughts, feelings, and ideas, resulting in a reciprocal impact in the classroom. Moreover, Lister (2007) stated that interaction allows students to put their communicative skills to the test by exchanging information with the teacher or among themselves. It is essential to enhance learner engagement by adopting good interaction during the teaching-learning process; however, if the classroom interaction does not flow smoothly, the teacher will be unable to conduct an effective communicative classroom.

Establishing communication relationships between teachers and students may be challenging during the teaching and learning process. It means that the teacher will encounter two sorts of students in the classroom during the teaching and learning process: those who are more interactive and those who are less

engaged in learning. The circumstance demonstrates that the students do not wish to communicate or answer, even though they can do so. In addition, the teacher must function as a controller and starter in this situation. In this circumstance, the teacher will need to interact more and make common conditions extraordinary to attain specific goals throughout the teaching and learning process.

Brown (2000:165) discussed why interaction is so important. Teachers and students share thoughts, feelings, and ideas through interaction, resulting in a reciprocal impact in the classroom. The teacher makes it easier for students to learn and actively encourages them to participate in everyday interactions. Students can exhibit their abilities and practise their target language through verbal conversation. Furthermore, Malamah-Thomas (1987, cited in Shomoossi, 2004) claimed that interaction would help students learn more effectively and provide them with more opportunities to practice their skills. They build competency through paying attention to their teacher and classmates.

Students must understand speech functions to have a good interaction. Students utilize questions, statements, commands, or offers to launch a conversation. Speech functions must be presented to students for them to have a better understanding of how to sustain good interactions. Establishing communication relationships between teachers and students may be a challenge during the teaching and learning process. It means that the teacher will encounter two sorts of students in the classroom during the teaching and learning process: those who are more interactive and those who are less engaged in the learning process. The circumstance demonstrates that the students do not wish to communicate or answer, even though they can do so. Furthermore, the teacher must

function as a manager and starter in this situation. In this circumstance, the teacher will need to interact more and create a shared setting to achieve specific objectives throughout the teaching and learning process.

Classroom interaction is the mutual activity between two or more items in a classroom when they are engaging in the teaching and learning process. Tsui (1995:6) stated a classroom interaction is a collaborative effort among participants in which each person contributes to shaping the interaction's direction and outcome. At this stage, an essential factor influencing the efficacy and development of a teaching-learning process in a classroom is the quality and amount of teacher-student contact.

As a result, interaction demands in the teaching and learning process anticipate students to respond directly to the teacher. Students do something to the teacher, and the teacher does something to the students in return. As a consequence, the students are gaining knowledge. It is assumed that learning will occur if this interpersonal interaction is positive. On the other hand, the learning process will not happen if it is terrible.

The teacher uses more initiation behavior than response and feedback behavior in blended learning. The researcher collects data from English teachers at SMP Muhammadiyah 1 Medan to conduct the study. From the observation, the researcher drew many discussions. From the findings of the researcher's observation:

Initiation

T : Okay students, can any of you mention how many divisions of Imperative Sentence?

S : Three, ma'am.

T : That's right. What are those three? Anyone want to answer?

S   : Command, Request and Direction, ma'am.

Response

T   : Ma'am would like to see your understanding of imperative sentences. Can anyone name an example of the command, request and direction itself?

S   : May I try, ma'am?

T   : Of course, please.

S   : Go Away! It is the example of command. Would you like to help me? It is the example of request. And the last, just turn the left and you will find the school, it is the example of direction.

Feedback

T   : If ma'am says, don't touch me! It is referring to?

S   : Command, ma'am

T   : Okay, good.

The teacher revealed her actions throughout the observation while ensuring that the students comprehended the guidelines. The teacher instructs the students on responding to or carrying out the orders. Students have learned the directions if they can answer them. On the other hand, when students are unable to comprehend, the teacher assists them by reiterating the challenges they are facing and working together to discover answers. In perception, the teacher progressively repeats the directive so that students have the option of understanding it. It is most common among junior high school students, mainly passive students who the teacher should aid in completing tasks and comprehending the teacher's explanation, as this is the teacher's directive.

Furthermore, before beginning the work or activity, students must first grasp the guidelines. Meanwhile, the teacher values the students' contributions and encourages them to share their knowledge and experiences in the future because there are no right or incorrect answers in the conversation. The teacher encourages students to offer their thoughts and ideas in the form of views or suggestions.

Risna (2018) explained that IRF is a pattern that often happens in classroom engagement and may be utilized to evaluate it. In addition, the IRF pattern can increase learning possibilities in the classroom by promoting communicative and natural communication.

Therefore, this study primarily intends to identify the categories of initiation-response-feedback frequently used by the English teacher in blended learning and the realization of both, especially in the school.

B. The Problems of the Study

In this study, the researcher will analyze the classroom interaction based on Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. Two problems found in this research:

1) What are the categories of IRF in blended learning at SMP Muhammadiyah 1 Medan?

2) How is the IRF realized in blended learning at SMP Muhammadiyah 1 Medan?

C. The Objectives of the Study

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

1) To analyze the categories of IRF in blended learning at SMP Muhammadiyah 1 Medan.

2) To explain the realization of IRF in blended learning at SMP Muhammadiyah 1 Medan.

D. The Scope of the Study

In order to the research's expected goal, the researcher limited the problem on the terms. This study applied Sinclair and Coulthard Initiation-Response-

Feedback (IRF) Model to analyze the classroom interaction in blended learning. To answer the problems of the study, the researcher used Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model.

In this study, the researcher focused on the classroom interaction in blended learning of junior high students. Meanwhile, this research will be done in grade nine of SMP Muhammadiyah 1 Medan with the meeting topic about passive voice.

E. The Significances of the Study

The findings of the research expected to be advantageous and can give a contribution theoretically and practically:

1) Theoretically, by conducting this research, the researcher hopes this paper can develop and improve the literature on classroom interactions, especially those related to blended learning, for other researchers.

2) Practically

   a) For teachers, this paper can be an additional reference to assess and improve in leading classroom interactions, especially in blended learning.

   b) For students, this paper helps them to know how interactive their English learning process in the classroom, especially in blended learning. So that they can make it better and more.