

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Interaction is social process that happened in society which needed a communication to reach the goal, between one individual and another, between one group and another, which always needed a reciprocal relation. In society, interaction is a process that built a relation and makes one another become bound and comfort to make a conversation.

Interaction in classroom is the action and reaction conducted between teacher and students in classroom to build a relationship and communication well. The interaction itself using language as the tools and the mediator to make the conversation held to the others. That relation becomes good when one another using a simple conversation or language to make other easy to understood the meaning of the speaker to the listener. The classroom interaction is occurring from the beginning until the end of the class and teacher as the main actor to build a good interaction. When teacher starts convey the topic, the interaction happen when teachers invite students to answer teacher's question. The good interaction in the class also makes the students feel interest to receive the material and they become easy to develop their willingness to learn. If the teacher able to bring the class comfort, student emotion will stimulate the brain to receive lesson easy.

Undoubtedly, Interaction in classroom also refers to the IRF (Initiation-Response-Feedback). These patterns begin with initiation, with the first turn being a greeting or a question from the teacher. The student's response to the teacher's initiation is the second turn. Continue with feedback from the teacher after the student's response. The purpose of feedback is to provide an assessment or a reaction to the pupils' second turn (Lee,2007). The student response should be confirmatory by the teacher called feedback whether it is correct or not. (IRF) Initiation-Response-Feedback is the biggest interaction or communication that happened in classroom between students and teachers. The teacher initiates, learner responds, teacher gives feedback (Sinclair & Coulthard, 1975).

Initiation-response-feedback is the way for the teacher and students make a discussion or change opinion about the material to build a comprehension. As explain above when the students become passive the condition need teacher role to build an interaction by giving an initiation. So this is the certain way of IRF pattern in the classroom. It starts from the initiation about the student interest about something, continue with the students responses about teacher initiation and the teacher feedback about students respond.

Initiation-response-feedback (IRF) is a way between teacher and students make a discussion or change their opinion about the material to build a comprehension. In this interaction, teacher role and teacher control almost

appear in classroom. Teacher may take a big control to handle the students interest in learn the lesson. From this pattern, teacher takes 2 main point those are in initiation and feedback.

Listening, speaking, reading, and writing are four abilities that need be learned in language teaching and learning, even for teachers and students to communicate. Reading is beneficial for language acquisition, according to Harmer (2007: 99). There are several styles of reading, according to Patel & Praveen (2008), including intensive reading, extensive reading, reading aloud, and silent reading. Intensive reading is reading that focuses on idioms and terminology that the teacher has taught in the classroom and that can be found in a poem, poem, novel, or other source. Extensive reading is a style of reading in which students read literature for pleasure and to improve their overall reading skills. Reading aloud entails speaking loudly and clearly. Silent reading, on the other hand, is designed to teach pupils how to read silently so that they may focus their attention or think about the texts.

Assuming that pupils comprehend what they have read, the more they read, the better they will get at it. The reading skill improved the kids' comprehension and provided some word knowledge. So, if the students do not grasp the content presented by the teacher, they will ask the teacher, and this is how the dialogue and IRF interaction in the classroom develop. However, in this study, the researcher concentrated on reading because it is when pupils begin to read a book that their curiosity emerges.

In teaching and learning process, there are some text that should taught to the students. This research focuses on the narrative text, because it need the students participant and they should comprehend the text specifically and require the students to overall read the text. Anderson (1997: 8) defines narrative as "a piece of writing that tells a tale and entertains or instructs the reader or listener." So, narrative text is type of text that entertains the reader and the content is contain so many information to the reader. But, some of the students not really like to read this text, because this combines many paragraphs.

Different from other research, this research focuses in online class as a place for teacher and students make an interaction. Nowadays the teaching and learning not should be held in face-to-face, but also can using a media to convey the lesson. An online class is a course conducted over the Internet. Computer-based learning, web-based learning, virtual classrooms, and digital collaborations are all examples of online learning, which is a subset of distant education that encompasses a wide range of technological applications and learning processes (Urdu and Weggen 2000). Shortly, online class is the process conveying the lesson using the media to build the interaction.

In teaching narrative text, initiation-response-feedback actually need, because by this pattern the teacher can invite students to communicate even using Bahasa Indonesia. In this way, teacher also can fixed the students pronunciation which used a wrong way to speak. Even in Online class

phenomenon, actually teacher can more active to make students speak, by making some offer, for example when students can answer what teacher ask, they will given high score, even using other offer. Reading narrative text needs the teacher creativity to stimulate students critical thinking, even using a media to make students more interest in learning.

The teacher initiation to start the conversation even the online English class in reading narrative text to invite the students respond in English actually good at the beginning. But when the teacher enters to the question relate to material, the students silent dominantly. Not only that, by the passive of the students, they will not confident with their ability in English, even they was lean in years. Here the simple conversation that happen in the classroom:

T : What do you got from the story that you read? Apa yangkamu dapat? Ada yang tau setelah membaca ceritanya?

S : (Silent)

T : Anyone can answer? I'll give you a gift. Yang bisa menjawab saya kasih hadiah

S : (Silent)

According to the researcher's first observation, the common interaction occurred in the classrooms is the teacher initiation and teacher feedback. In reading narrative text in the online class, the students not really active and mostly passive and just interested with teacher explanation and the story. It started from teacher initiation to stimulate students willingness, after that

teacher will give the question to start the conversation, and it will make the first interaction to the students, and the dominant process is the teacher talking in the classroom. Discern this situation, that when teacher talk more in the classroom, it makes the students become passive. It might be caused by many reasons that make the classroom interaction not balance, even the students have learn English in years since they are in elementary school. In conversation, even teacher or students mostly used Bahasa.

So, this is the reason why the researcher wants to research this problem, and see what teacher and research do to realize the IRF pattern in the classroom to increase the students interesting in reading a narrative text and increase their comprehension. The researcher's goal in this study is to characterize the IRF pattern and see if it has an impact on the learning activities outcomes in an online class. That is why the researcher used the Sinclair and Coulthard IRF model to analyze the pattern of reading narrative material in online class interactions between students and teachers.

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

On the basis of the foregoing, it is critical to frame the research problem as follows:

1. What type of IRF pattern used between teacher and students while reading a narrative text in grade VIII SMP Gajah Mada?
2. How is the IRF application in grade VIII SMP Gajah Mada?

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

The objective of this study as follows:

1. To find out type of IRF pattern used between teacher and students while reading a narrative text in grade VIII SMP Gajah Mada
2. To analyze the application of IRF in grade VIII SMP Gajah Mada

### **D. The Scope of the study**

The study's focus is on an English instructor and students at SMP Gajah Mada's second semester grade VIII. The study focused on classroom interaction employing Sinclair and Coulthard's Initiation-Response-Feedback in reading comprehension.

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

The significance of the research consists of theoretically and practically that relate with the aspect of the study.

#### **1. Theoretically**

- The findings in this proposal purpose to give some information that happened online class interaction that used Sinclair and Coulthard model that using Initiation Response and Feedback.

#### **2. Practically**

- This study can be used by English teachers to assist them explain topics to students and to show them how to use the IRF pattern in class.

- For students, this research also can make the students become active to convey about their confusing think about the lesson
- To the other researcher, this research might be their references even make so other research to make weakness even the strength.

