CHAPTER I
INTRODUCTION

A. The Background of Study

Classroom interaction is essential because it is a necessity to create a good atmosphere in the classroom. Classroom interaction also determines the success of the teaching-learning process because a high-quality interaction will bring an effective and efficient teaching-learning process. An effective teaching-learning process supports the quality of students' learning achievement. Classroom interaction refers to verbal and non-verbal communication between a teacher and students or a student and other students consequent in complementary effect on each other.

Classroom interaction does not occur only from one side, but through giving and receiving messages, there must be a mutual side to achieve communication. Classroom interaction occurs between students and the teacher. In classroom interaction, students have the right to participate in the discussion, take a role and decision in the teaching-learning process, and ask and answer questions to the teacher or among students. On the other hand, the teacher is a facilitator, organizer, evaluator, and many more. A teacher also should be able to create an interactive classroom for students to learn effectively.

Between the teacher and students, the possible learning approaches that could occur is student-centered learning and teacher-centered learning. Students-centered learning is an approach to education which focuses on the learner and their needs rather than being centered around the teacher's input (cited in The European

Higher Education Area, 2018). Students' talk is promoted in students' centered-learning. In student-centered learning, students can improve their critical thinking by listening and sharing ideas with others. The essential thing in student-centered learning is that students focus on learning new knowledge, not teachers' lectures. On the other hand, teacher-centered learning means that teacher takes the dominant role in the teaching-learning process. Teacher will choose what should students learn and how it will be taught. In teacher-centered learning, teacher will be the most active speaker and also takes the dominant role in the classroom because teacher is the sole source of knowledge in the teaching-learning process. Teacher does many things in this approach. They will be lecturing, describing, controlling class, guiding and giving instructions, etc. Meanwhile, students will be the passive participants because they just need to absorb the knowledge given from the teacher by listening and writing the knowledge given, response teacher's elicitation and question, and completing the tasks that teacher gives. Ideally, both teacher and students' participation must be balanced in classroom interaction. But in reality, teacher-centered learning still prevails in the teaching-learning process. Based on the observation in SMPN 2 Sunggal, the teacher provided limited opportunities to students to participate in a teaching-learning process which means the teacher promotes teacher-centered learning instead of students-centered learning. In this case, the researcher took several dialogues from the short observation, as follow:

T: Descriptive text is a text that describes things or people, or animals. Jadi, descriptive text itu text yang mendeskripsikan benda-benda atau hewan dan orang.

(*So, descriptive text is a text that describes things or person or people*) **(Teacher inform)**

T : Supaya kalian lebih paham, saya tunjukkan video contoh descriptive text. Diperhatikan ya. Kemudian catat poin-poin penting dari videonya. (*To make you understand, i will show you a video of example of descriptive text. Pay attention to it. Then take a note about the important point from the video*) **(Teacher direct)**

Show the video to students.

S: *Watch the video and write the main points from the video on their note*

From the interaction above, the teacher used teacher inform and teacher direct types of initiation to teach students about descriptive text. To open the teaching-learning process, teacher explained the definition of descriptive text to students. This utterance is included in teacher inform type. Teacher inform is an opening move invited by teacher to convey the information including facts, opinions, and ideas to students. The aim of teacher inform is to convey information to students, so students' verbal and non-verbal response is not necessary. To continue the teaching-learning process, teacher asked students to watched the video that teacher prepared and directed students to observed and wrote the main point of the video. This utterance is included in teacher direct type. Teacher direct is a type of initiation in which teacher requests the students to do the direction given. The common response from students is non-verbal response which is the 'doing' the direction given part.

Those types of initiation used by the teacher, teacher inform and teacher direct, do not promote students to be active in the class. By using teacher direct

and teacher inform the most, it indicates that teacher uses the teacher-centered learning approach. It means that the teacher is the sole source of knowledge in teaching-learning process. It makes the teacher talk more dominant in the classroom meanwhile the students have a lack of opportunity to participate in the classroom interaction. The teacher usually just explains and delivers the learning material by writing it on the whiteboard without asking the students to also participate in the teaching-learning process. So, the teaching-learning process unavoidably makes the teacher the one who takes the dominant part by giving the instructions and asking most of the questions in the classroom.

Furthermore, when the teacher takes the dominant part in teaching-learning process, the students become the passive participant. The students just have to listen to teacher and absorb teacher's explanation. In real situation, teacher could initiate students to actively engaged in classroom interaction, so there wil be a reciprocal communication that brings effective interaction in classroom. On the other hand, the students were not interested in the teaching-learning process. Most of the students did not pay attention to teacher's explanation. With this kind of learning approach, the classroom interaction isn't effective and became monotonous. In this sense, teacher's initiation is needed to help teacher create an interactive classroom interaction.

Initiation is an act that teachers do to engage students to participate in classroom. By initiation, teacher is expected to engage students to be more active participants in teaching-learning process. If teacher can create an effective and creative initiation, the teaching-learning process will run smoothly and effectively.

In this study, the researcher uses Sinclair and Coulthard called IRF (Initiation-Response-Feedback) exchange. This exchange is used to expand understandings of the ways in which teachers and learners communicate. Following to this study, Sinclair and Coulthard (1975) state initiation (I) is the movement where the teacher initiates the students to get involved in classroom interaction.

Initiation is realized by ten exchanges, they are : teacher elicit, teacher inform, teacher direct, check, listing, re-initiation (i), re-initiation (ii), check, repeat, reinforce (Sinclair and Coulthard 1975). Each type has different application but the purpose is same, which is to initiate students to talk and participate in teaching-learning process.

Finally, classroom interaction is an essential part of the teaching-learning process. Effective classroom interaction such as student-centered learning has big implications in teaching-learning process. It can makes a pleasant atmosphere in the classroom with friendly relationships among the participants of the learning process and encourages students to become active participants in classroom. To promote that kind of interaction, teacher needs to recognize the initiation move in the classroom to obtain real information so the teacher can increase the quality and effectiveness of the interaction. By recognizing and using the proper initiation, teacher also can makes a balance communication between teacher and students in teaching-learning process, so not only the teacher but also the students are actively participating in teaching-learning process. In this case, the researcher describes the teacher's initiation based using the IRF pattern proposed by Sinclair and

Coulthard. This study deals with "Teacher Initiation on Teaching Descriptive Text at SMPN 2 Sunggal."

B. The Problems of Study

The problems of the study will focus on the teacher's initiation on teaching descriptive text at SMPN 2 Sunggal, the problems of the study will be formulated as follow :

1. What types of teacher's initiation are used by teacher in teaching descriptive text at SMPN 2 Sunggal?

2. How are types of teacher's initiation realized in teaching descriptive text at SMPN 2 Sunggal?

C. The Objectives of the Study

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

1. To analyze the types of teacher's initiation on teaching descriptive that occur in classroom interaction at SMPN 2 Sunggal.

2. To describe the realization of types of teacher's initiation in teaching descriptive text at SMPN 2 Sunggal.

D. The Scope of the Study

The main topic in this study is the teacher's initiation in classroom interaction. This study applies the IRF theory by Sinclair and Coulthard (1975). IRF stands for initiation, respons, and feedback. More specifically, this study will discuss the types of teacher's initiation and its realization on teaching descriptive in classroom interaction at SMPN 2 Sunggal.

E. The Significance of the Study

1. Theoretically, this study is expected to give the explanation and to the readers and improve readers' understanding about the type of teacher's initiation based on Sinclair and Coulthard IRF theory that occur on classroom interaction while teacher teach descriptive text

2. Practically, this study's findings can be a reference for teachers about types of teacher's initiation based on Sinclair and Coulthard IRF theory to set effective initiation on classroom interaction.