CHAPTER I
INTRODUCTION

A. The Background of the Study

In Indonesia, students study English as a foreign language (EFL). It is taught from elementary school to high school (Rohim, 2015). In teaching learning process, it is found many problems. The problem of EFL classrooms occurs because an EFL teacher usually faces with a passive students aren't active and sometimes avoid the interacting with their teacher. Most of the students keep quiet during all the lesson and do not give respond to the teacher's questions.

Classroom interaction is necessary and useful as an educational strategy to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. Classroom interaction is significant in the teaching and learning process because it determines the success of the teaching and learning process and improves students' language ability and achievement.

Classroom interaction can not be seperated from the teacher and students. Because teacher and students are the factors that establish classroom interaction. Both of them must be in balance. Too much teacher talk will make the students passive; they cannot improve their English. It has the certain pattern It has a certain pattern one of them is IRF pattern. This pattern stands for initiation-response-feedback, is a pattern of discussion between the teacher and learners. The teacher initiates, the learner responds, the teacher gives feedback, commonly

known as IRF. This three part structure was first put forward by Sinclair & Coulthard, 1975 and is known as the IRF exchange structure.

In Indonesia where English is as Foreign Language and taught from elementary to high school, the goal of learning English, especially for Senior high School student based on The Teacher Training Material for Implementation of the 2013 Curriculum in year 2015; English Subject is,

"The purpose of learning English language in high schools is to develop the potential of students to have communicative competencies the text, transactional and functional discourses, by using various spoken and written English texts coherently using accurate and acceptable linguistic elements, and various factual and procedural knowledge, and instill the noble values of the nation's character, in the context of life in the home, school and community environment " (Rohim, 2015).

Based on the researcher's observationto 38 Computer students of SMK 1 Yapim Medan, it was found that the common interaction occured in the classroom that the students would participated to talk if the lecturer initiated, encouraged and ask to the students to talk. The teacher opens the interaction by asking questions. The teacher is dominant in talking to the students. It was found out that the students have problems in speaking. They often became reluctant to participate in a classroom interaction. For example, there are several students who are not able to express their idea in English both in written and oral form. Secondly, it seemed that the students did not have substantial amount of vocabulary mastery and thirdly the students often give few respond when the teacher ask the question in the classroom. These problems may be caused by the quality of interaction between the teacher and the students, and the students and the teacher.

Initiation-responds-feedback (IRF) model is a model of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom interaction (McCarthy, 2002). Thus, the researcher uses Sinclair and Coulthard Initiation-responds-feedback (IRF) model as guidance for analyzing teacher and student interaction.

This research was going to be conducted in SMK 1 Yapim Medan the researcher has observed the teaching and learning process of English at SMK 1 Yapim Medan. The observation showed that most of the students still passive in using English. They always keep silent when the theacher ask questions in the class. The teacher felt so difficult to teach English because the students' awareness for using the language was low and the students were not familiar in using English although they learnt it every week. They were shy to speak in English and finally, they decided to be silent and passive in the class. There was no interaction well between students-teacher, teacher-students and students-students. Therefore they had problem to interact in the classroom.

In this study, the writer is interested in describing classroom interaction using IRF (Initiation-Response-Feedback) in teaching computer students. The discussion will be focused on the classroom interaction between teacher and students whether or not will influence the learning activities and learning outcomes.

B. The Problem of the Study

Based on the background above, it is necessary to formulate the problem on this research as follows: How is the IRF realized in the classroom interaction for computer students?

C. The Objective of the Study

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problems posed. The objective is to describe how the pattern of IRF in the classroom interaction for computer students.

D. The Scope of the Study

The scope of this study is the English teacher and the computer students in 2017/2018 second semester at SMK 1 Yapim Medan. The study will concern with the classroom interaction using in IRF (Initiation-Response-Feedback) .

E. The Significance of the Study

The significance of this research theoritically and practically is having relation to the following aspects.

1. Theoretically, the findings of this research are expected can support the theory of Sinclair and Coulthard model in using IRF (Initiation-Response-Feedback) on classroom interaction particularly for computer students. The findings of this research can be used to be a reference for the next researchers who would take IRF model on learning process.

2. Practically, this research findings can also help the English teacher overcome their problems in using IRF model on classroom interaction. The research findings are expected to be useful as an input for English teacher. It is expected to provide information about the classroom interaction for computer students. And this result of the study could be useful for additional information that could be applied by vocational English teacher in teaching English using IRF model.