

CHAPTER I

INTRODUCTION

A. The Background of the Study

Interaction between teacher and students or student and students are needed in the classroom activities. It will maintain communication to happen in the classroom. Interaction is the centre of communication. The central goal of foreign language learning in oral or written is communication. Teacher and students need to cooperate and interact. In short, communication is derived from interaction since in communication there must be interaction between people who have something to share (Rivers, 1987).

Classroom interaction is the action performed by the teacher and students in the teaching and learning process in the class or the most important part in teaching and learning process in the class. The purpose of teaching and learning process could be achieved through the interaction. Tsui (1995) states that the students could learn best way through the interaction, and the development and success of a class depends on to a greater of the interaction between teacher and students in the class. Mehan (1979:55) argues that teacher uses the variety of strategies until students understand the questions and give the suitable response. Tickoo (2009) states that in classroom interaction and classroom activities, a productive class hour can be described as follows: First, the teacher interacts with the whole class. Second, the teacher interacts with a group, a pair or an individual student. Third, student interacts with other: in groups, in pairs, as

individuals or as a class. And the last, students work with materials or aids and attempt the task once again individually, in groups and so on. So, the concept of classroom interaction played 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 between teacher and students and improves students' language ability and achievement.

Classroom interaction cannot be separated 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 structure and one of them is IRF structure. This structure stands for Initiation-Responses-Feedback. It is a structure of discussion between the teacher and students. The teacher initiates, the students 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 exchanges structure. Sinclair and Coulthard (1975) state about IRF structure that the three moves that constitute an eliciting exchange are referred to as initiation, response and follow up. When the teacher gives or asks some question to the students then a student replies the teacher's question, the other students cannot hear clearly sometimes. The teacher needs to repeat the students' words as to make it clear to all students. The most important is that the teacher should give feedback to the student's answer, to show whether the answer is right or not. Malamah Thomas (1987, Mingzhi, 2005:59) states that

a teacher may initiate an interaction by asking students, followed by students' response and the feedback from the teacher.

The reason this study was conducted based on Sinclair and Coulthard's Model especially for the structures of free exchange because in order to know the interaction between teacher and students in the class. So, the researcher could analyze the exchanges and also the structures such as initiation, response, and feedback between teachers and students in English classroom interaction.

The preliminary data would be gained by doing interview with the teachers. Researcher interviewed two English teachers to get the preliminary data about the interaction between teachers and students of grade XI Science 1 and grade XI Social 1 at SMA Negeri 14 Medan. The researcher chose this school because SMA Negeri 14 Medan is one of favorite school, where the students are interested in entering this school. Furthermore, none of the researchers conducted the research about English study. As the researcher observed that the interaction between the teacher and students in the classroom was quite good. Considering the reason above, the research was eagerly interested in analyzing the classroom interaction between teacher and students in the class using Sinclair and Coulthard's Model especially (IRF) Initiation-Response-Feedback structure. Here, is the interview of two teachers.

Int : Apakah ibu memberi umpan balik ke murid ibu selama proses belajar mengajar? (Do you give feedback to your students during teaching and learning process?)

- T1 : Ya. Saya memberikan umpan balik ke mereka kadang ketika mereka selesai persentasi dan kadang ketika mereka dapat menjawab pertanyaan yang sulit dan apabila saya membenarkan pernyataan mereka yang salah atau yang kurang jelas. Tapi saya jarang memberikan umpan balik ke mereka (Yes, I, I give feedback to them sometimes when they finish the presentation and sometimes when they can answer my difficult question and if I correct their false statement or when the statement is not clear. But I seldom give feedback to my students).*
- T2 : Iya. Tapi gak terlalu sering sih kayaknya. Jarang juga saya ngasih feedback. Saya memberikan umpan balik ketika mereka persentasi dan ketika membenarkan jawaban yang salah. Terkadang saya juga memberikan umpan balik ketika mereka bisa menjawab pertanyaan saya, tapi jarang juga. (Yes, I do. But I think it is not too often. I seldom give feedback. I give feedback when they do presentation and when correct the wrong answer. Sometimes I also give feedback when they can answer my question, but seldom).*

Based on researcher's observation in SMA Negeri 14 Medan, the teachers often initiated the students to make the students more active and not too passive but the teachers also look at the situation. The students also were quite participating in a classroom interaction. As a sequence, when the students were given question by the teachers, they tried to answer the questions in English although the English was good or not, or they often answered the questions by

using Indonesia language to respond their teachers. The teachers were seldom to give feedback to the students. Sometimes the teacher gave feedback when the students did presentation and could answer the teacher's question. It means that the interaction between the teachers and the students was quite good but classroom interaction is supposed to create good atmosphere or interaction in the classroom through communication. When the teachers initiated the question then the students tried to respond by answering the teacher's question and sometimes the teachers gave their feedback based on students' answer. In this case, the researcher wants to know further the interaction between the teacher and the students in the class. The researcher also wants to know more the teachers' initiate and give feedback to the students and how the students give their respond to the teacher initiates based on the exchanges and the structures of Sinclair and Coulthard's Model.

Take a look at the description of the problem especially the teachers and the students at grade XI Science 1 and grade XI Social 1 in SMA Negeri 14 Medan. It seemed necessary to take an action by investigating or observing the real condition in the classroom, especially the interaction between teachers and the students. In this case, the author was interested in observing the teachers in English classroom interaction using IRF (Initiation-Response-Feedback) structures by Sinclair and Coulthard in teaching students. The discussion would be focused on the English classroom interaction between the teachers and the students of grade XI Science 1 and grade XI Social 1 about the structures that occur in English classroom interaction based on Sinclair and Coulthard's Model

and how the exchanges are realized with the structures in the English classroom interaction.

B. The Problems of the Study

Based on the background above, the writer formulates the problems of the study as follow:

1. What are structures that occur in English classroom interaction based on Sinclair and Coulthard's Model of grade XI Science 1 and grade XI Social 1 at SMA Negeri 14 Medan?
2. How the exchanges are realized with the structures in the English classroom interaction?

C. The Objectives of the Study

In carrying out the research, it is necessary to state clearly the objectives of the study in relation of the problem posed. The objectives of this study are:

1. To identify the structures that occur in English classroom interaction based on Sinclair and Coulthard's Model of grade XI Science 1 and grade XI Social 1 at SMA Negeri 14 Medan.
2. To investigate the exchanges which are realized with the structures in the English classroom interaction.

D. The Scope of the Study

The limitation in this study was to avoid an overlapping and misleading discussion. This study was focused on the structure of classroom interaction based on Sinclair and Coulthard (1975) Initiation-Response-Feedback (IRF) Model. Based on Sinclair and Coulthard's model, there are two exchanges and they are teaching exchange and boundary exchange. But this study would only analyze IRF structures of teaching exchange of grade XI Science 1 and grade XI Social 1 at SMA Negeri 14 Medan.

E. The Significances of the Study

The findings of this study are expected to be useful for teacher and students on their attempts to improve the language teaching and learning process in the classroom. The results of the findings will provide valuable input to:

1. Theoretically, the findings of this research are expected to be useful and also provide beneficial information about the theory of Sinclair and Coulthard's model in using IRF (Initiation-Response-Feedback) in classroom interaction. 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, the findings will be useful for:
 - a) Teachers: are expected to improve their effectiveness of teaching English and overcome their problems in using IRF model in classroom interaction.

- b) Students: to improve their abilities and ways in learning English and to make the students be more active or be motivated to participate actively in classroom activities.
- c) Other researches: could be a reference for other researches who want to conduct a research about the English classroom interaction.



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