

CHAPTER I

INTRODUCTION

A. The Background of The Study

Interaction is an activity that usually conducts in classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011) that communication is a central to all classroom activity. According to Brown (2001), interaction is at the heart of communicative competence. It means that when students interact with each other, they receive input and produce output through language which is acquired by them as their communicative competence. It refers to interaction between teacher and students in classroom become a central in teaching and learning process. It can be caused by the exchange of thoughts, feelings or ideas as a result of input and output of language which is acquired by them through interaction.

Interaction between teacher and students has led into classroom interaction. According to Hall (2011), classroom interaction is a term that used to analyze what goes on among people in classroom when language is involved. From the statement above, the term classroom interaction refers to the interaction between teacher-students and students-students in terms of language use during teaching and learning process in classroom. Teacher is not only interacts to students verbally but he or she interacts to students nonverbally as well. According to Robinson (2005), interaction in the classroom is channeled through nonverbal interaction. It refers to body language between teacher and students in

classroom. There are many functions of non-verbal interaction in the classroom, such as expressing emotion, communicating personal attitudes and supporting speech.

If it is connected to teaching and learning process, then classroom interaction is an activity of mutual action in the teaching and learning process in which there is a relationship between students and teachers to achieve a goal. The goal is something that has been realized, agreed upon and tried as much as possible to achieve that goal. Learning and teaching are two concepts that cannot be separated from teaching activities. Learning refers to what is done by individuals (students), while teaching refers to what is done by the teacher as a learning leader. Both activities become integrated in one activity when there is a mutual relationship (interaction) between the teacher and the student at the time the teaching takes place.

In relation to classroom interaction, teachers play important roles as language input providers and language models to be imitated by the students in teaching and learning classroom. It cannot be denied that a teacher in teaching carries out some specific communicative acts, such as lecturing, asking and responding questions, explaining, and giving direction or instruction. These activities will inevitably facilitate the students to perform the same or similar things in communicating with each other accordingly in all varied classroom interactions assigned by the teacher. Therefore, teacher talk should be clear and intelligible, which should contain no errors.

According to Uzer (2004) there are many factors that influence teacher can build an effective classroom interaction during teaching and learning process. They are warmth and enthusiasm when teacher giving task and take care of students' activity, the using of learning media, technique and strategy of teaching to gain the students' interest in learning, flexibility of teacher to create good atmosphere between teacher and students in classroom even out of the classroom, and giving positive motivation and support to encourage students in learning.

Using English as the language to create an interaction with student in the process of learning and teaching is the uniqueness of an English teacher. The teacher must be able to try to drill the students to speak in English even though they are not very fluent in using it. While Indonesian teachers is use Indonesian language as the main language that is always used in this country to communicating with the students.

In the classroom interaction it is found that in EFL classroom, teachers' talk is dominating the classroom interaction (Flanders 1970; Inamullah, 2008; Nurmasitah, 2010; Goronga, 2013). Teacher spend most of the time lecturing with little acknowledgment of students' learning process, students mistakes, and misconceptions. Therefore, the goal of language learning is not fully achieved. Harmer (2007) stated that the overuse of Teacher Talking Time (TTT) is inappropriate since the more the teacher talk, the less chance for students to practice their language. Harmer (2007) further argued that the most important thing in classroom interaction is not the quantity of teacher talk but how the

teacher provides comprehensible input that assists the learners to understand and acquire the language.

The researcher found what is currently happening at school is the common interaction that occurred in the classroom was students would participate to talk if the teacher initiate and asked them to talk. Whereas students must be have big chance to talk more and students to be more active to interact and to participate during the teaching and learning process. The interaction show that students did not know how to respond in English, they were not confident to speak in English then students often used Indonesian language to respond. The teacher was too dominant in talking during the teaching and learning process. Teacher tried to ask some questions but the students only kept silent. It means that there is no response from the students and also the feedback.

When Indonesian teacher just need once to ask the students to be active in the class, the English teacher must try more than once to lead the students to be active in the class. Indonesian teachers do not really need more energy to initiate students in participate throughout the lesson. Since Indonesian teacher use the same language with the students, they can understand the teacher's intention and be able to give respond faster. It is very different from English teachers who must try to initiate their students to be active in the learning process. English teachers must repeat the sentence or change it from English to Indonesian so that students can understand what is meant by the teacher and so that they can respond to the teacher. Considering the reason above, the researcher is eagerly interested in analyzing the classroom interaction between English and Indonesian Teacher in

teaching by using Sinclair and Coulthard Initiation-Response-Feedback (IRF). The subject will take place in English and Indonesian language because the researcher wants to see the interaction in classroom. Focusing on the analysis could be expected to show useful findings which would contribute to deeper insights about the ways to improve English teaching and learning, especially in creating classroom procedure which meets students goals of foreign language proficiency.

B. The Problem of the Study

In line with the background of the study above, the researcher formulates the problems of the study as follows: How is the process of Initiation-Response-Feedback are employed by the English and Indonesian Teachers with students in classroom interaction based on Sinclair and Coulthard Model?

C. The Objective of the Study

The objective of this study is to describe the processes of Initiation-Response-Feedback are employed by the English and Indonesian Teachers with students in classroom interaction based on Sinclair and Coulthard Model.

D. The Scope of The Study

The scope of the study is limited to the pattern of utterances based on Sinclair and Coulthard (1975) Initiation-Response-Feedback (IRF) model in teaching and learning process. Based on Sinclair and Coulthard Model which

has two exchanges but this study will only analyze the structure of free exchange pattern in IRF model through different subject of teachers especially English and Indonesian in order to know the pattern of classroom interaction based on Sinclair and Coulthard (1975) Initiation-Response-Feedback (IRF) model at SMP Negeri 2 Tapian Dolok will know the pattern of IRF in the classroom.

E. Significances of the Study

This research is expected useful to give some valuable contribution theoretically and practically, as follow:

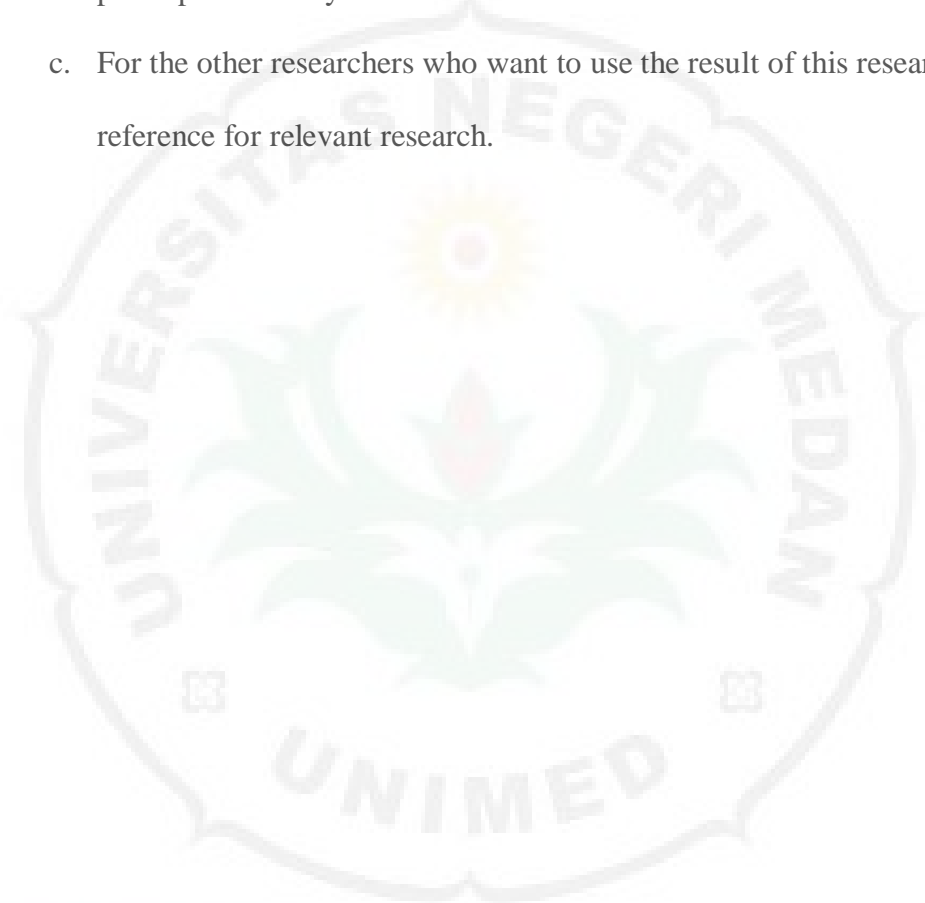
1. Theoretically:

The findings of this research will be useful to enhance the theory of Sinclair and Coulthard model in using IRF (Initiation-Response-Feedback) on analysis classroom interaction include the pattern and the teaching learning activity.

2. Practically:

- a. For teacher, this study is expected to be useful as a reference to identify or evaluate matter to become guidelines for overcome their problems in using IRF model on classroom interaction. The research findings are expected to be helpful as an input to create an effective classroom interaction. And the result of this study can be additional information that could be applied by English teacher in teaching English using IRF model.

- b. For the students as a reference to improve their abilities and ways in learning English so that they will be enthusiastic and be motivated to participate actively in the classroom activities.
- c. For the other researchers who want to use the result of this research as a reference for relevant research.



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