

CHAPTER I

INTRODUCTION

A. The Background of the Study

The actions of the teacher and students in the classroom during the teaching and learning process are referred to as classroom interaction. The interaction may aid in the achievement of the teaching and learning process's goal. In relation to that interaction, Tsui (1995) stated that students could learn best through interaction, and the development and success of a class is dependent on a greater degree of interaction between teacher and students in the class. According to Tickoo (2009), A productive class hour can be described as follows, according to those who stated in classroom interaction and activities: First, the teacher engages the entire class in conversation. Second, the teacher interacts with a group of students, a pair of students, or a single student. Third, students interact with one another in groups, pairs, individually, or as a class. And the last, students use materials or aids to re-attempt the task, either individually or in groups. As a result, the concept of classroom interaction clearly played an important role in the process of second language learning. Classroom interaction is essential and beneficial as an educational strategy for improving learning. Classroom interaction is important in the teaching and learning process because it determines the success of the teaching and learning process and helps students improve their language ability and achievement.

Furthermore, English is taught as a foreign language to students in

Indonesia. According to Rohim (2015), English is taught from elementary school to high school. During the teaching-learning process, it was discovered that many problems, including an EFL teacher, usually face passive students who are not active and sometimes avoid interacting with their teacher. The majority of students remain silent throughout all lessons and do not respond to the teacher's questions. Interaction between the teacher and the students, as well as between students, is required in classroom activities. Communication revolves around interaction. Collaboration and interaction between teachers and students are required. Rivers (1987) also stated that communication is derived from interactions between people who have something to share. It is possible to conclude that interaction, at least between two people, absorbs communication.

Therefore, the interaction between teacher and student cannot be separated. Because the factors that determine classroom interaction are the teacher and students. They must be in balance with one another. If the teacher talks too much, the students will become passive and will not be able to improve their English. It has a pattern, one of which is known as the IRF pattern. This pattern stands for initiation-response-feedback, and it is a pattern of interaction between the teacher and the students. The teacher initiates, the learner responds, and the teacher provides feedback, which is referred to as IRF. Sinclair and Coulthard proposed the IRF exchange structure in 1975, which included elements of these structures.

Classroom discourse analysis is one method for discovering how

teachers direct their students in the classroom. Teachers are expected to foster positive interactions in the classroom in order to achieve learning objectives. During the learning process, students and teachers interact. This case study investigates the interaction between teachers and students in an English course at SMP Swasta Imelda Medan using the IRF pattern. The goal of this case study is to investigate the pattern of classroom interaction, namely IRF, and discover how the IRF pattern developed by Sinclair and Coulthard is used in the classroom to assist teachers in delivering material. If they do not use the IRF pattern in their classrooms, the learning process will become boring and monotonous. This makes students unable to focus on learning and makes learning objectives unattainable.

Based on the observations of researcher during teaching practice to students of class VIII SMP Swasta Imelda Medan, it was found that the teacher was dominant in speaking with students and most students were still passive in using English. Students were kept silent when the teacher asked questions in class. Based on researcher interview to the English teacher, she said it was very difficult to teach English because the students' awareness to use the language is low and students are not used to using English as means of communication even during English subject. They were shy to speak English and the end, they decided to be quiet and passive in class. There was no good interaction between teacher-student, student-teacher, and students-students. Because of that they have problems as interaction during the teaching and learning process in the class. Based on preliminary data, the researcher saw from the observations that

have been done, get more I (Initiation) by the teacher that occurs in the classroom.

Indeed, there is no exact number mentioned by the experts about ideal number of IRF in class, but some opinions from the theory are explained that the IRF carried out in the classroom must be balanced because by using the IRF pattern researchers can see whether or not the learning objectives in the classroom are achieved.

Sinclair and Coulthard (1975) developed a model of classroom discourse that included a series of ranks and levels arranged in a hierarchical order. They discovered a structure of three-part exchanges known as IRF in the traditional native-speaker language school classroom. Teachers and students speak according to their very fixed perceptions of their roles, and the conversation can be seen to conform to highly structured sequences. According to them, the following are typical classroom discourse sequences:

T: What's the capital of France? (Initiation)

S: Paris. (Response)

T: Yes, Paris. That's right. (Feedback)

The three moves mentioned above, such as the teacher's initiation, the student's response, and the teacher's feedback, are all part of an exchange.

According to Sinclair and Coulthard, in teacher-student interactions, the response part of the exchange is usually followed by a third move on the teacher's part. This move is an evaluative commentary on the students' response, which they referred to as feedback. Because it signals what is to be viewed as

relevant knowledge within the discourse, this feedback move is a function of the teacher's power to control language and meaning. Researchers have widely accepted the I-R-F sequence as a useful category for analyzing classroom discourse.

Based on the description above, the researcher believes it is critical to conduct research on the application of IRF in English classrooms and to investigate the dominant order of I, R, and F.

B. The Problems of the Study

Based on the background above, it is necessary to formulate the problems on this research as follows:

1. How is the IRF model realized in the English classroom interaction for students grade VIII at SMP Swasta Imelda Medan?
2. What is the dominant ordered applied by the students of grade VIII at SMP Swasta Imelda Medan?

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 problems posed.

1. To describe how the use of IRF model in the English classroom interaction for students grade VIII at SMP Swasta Imelda Medan.
2. To describe which one is the dominant ordered applied by the students of

grade VIII at SMP Swasta Imelda Medan

D. The Scope of the Study

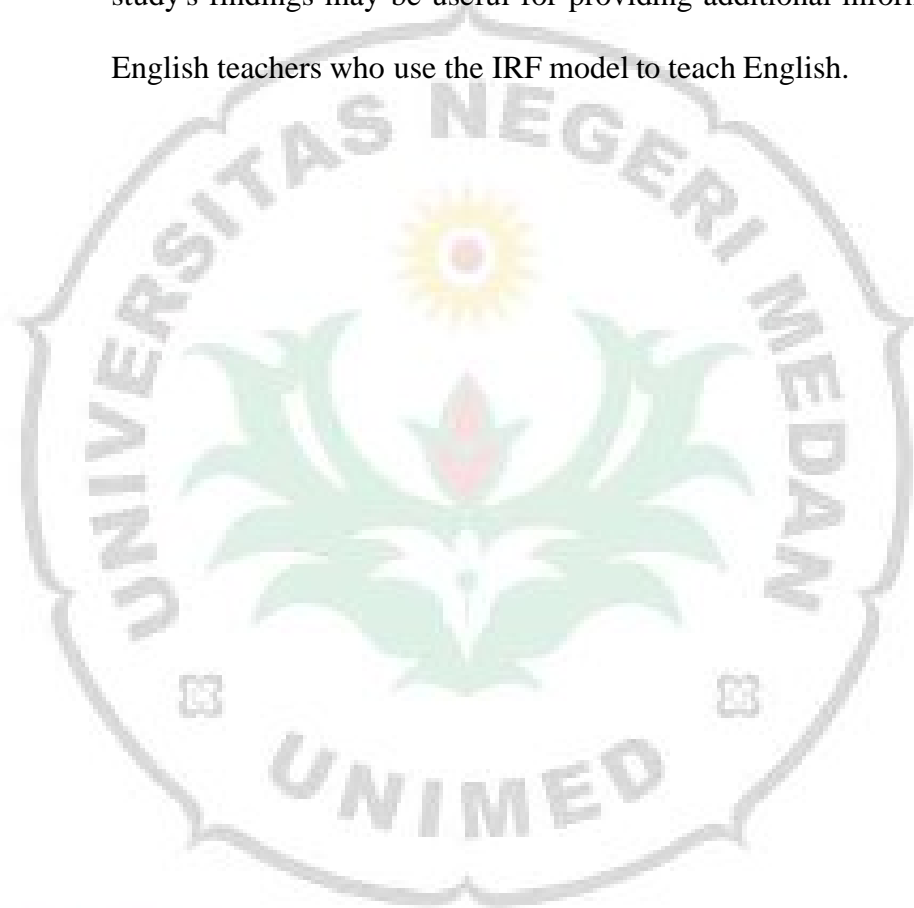
As the background of the study, the limitation in this study was to avoid an overlapping and misleading discussion. This study was focused on the structure of classroom interaction based on Sinclair and Coulthard (1975) Initiation-Response-Feedback (IRF) Model. In this study would only analyze IRF structures appear in grade VIII of Junior High School in SMP Swasta Imelda Medan.

E. The Significances of the Study

The theoretical and practical significance of this research is related to the following aspects:

1. Theoretically, the findings of this study are expected to support the theory of Sinclair and Coulthard's model in using IRF (Initiation-Response-Feedback) on classroom interaction, particularly for grade eight Junior High School students. The findings of this study can be used as a reference for future researchers who use the IRF model to study the learning process.
2. Practically, the findings of this study can assist English teachers in overcoming difficulties in implementing the IRF model in the classroom. The study's findings are expected to be beneficial to English

teachers as input. It is expected to provide information about classroom interaction for students in Junior High School grade eight. And the study's findings may be useful for providing additional information to English teachers who use the IRF model to teach English.



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