

ABSTRACT

Purba, Maria Rosy Karunia, Registration Number 2173121044, Teacher's Initiation Based on IRF Model in English Online Class During Covid-19 Pandemic, English Educational Program, Faculty of Languages and Arts, State University of Medan, 2022.

The purposes of this study is to find out the dominant types of teacher's initiation, to analyze the process of IRF realization and to find out the reason why teacher use the dominant types of teacher's initiation in English online class due to the Covid-19 pandemic. Theory that this current study used is the IRF theory suggested by Sinclair and Coulthard (1975). The researcher used qualitative research and the technique of the data collection into three steps: video recorder, interview sheets and audio recorder. The data taken from the online teaching and learning process in SMPS Santo Thomas 1 Medan from the meetings were held in by Zoom application. After doing the research, it was found that there are about nine types of teacher's initiation used in both meeting 1 and meeting 2 from the data in this study and teacher direct is the dominant type used. The result showed that the students response was the dominant sequence that happened in the data because if the initiation by the teacher. Followed by the teacher initiation and the last was teacher's feedback. The reasons why the teacher used the dominant type of teacher initiation which is teacher direct due to several reasons: (1) Direct student, could create an effective classroom interaction; (2) By giving direction, the teacher can push the students to react to the teacher; (3) By using teacher direct, it can push students the confidence to speak up in the meeting process. (4) Teacher can manage the virtual classroom easily.

Keywords: *Types of teacher's initiation, IRF, classroom interaction.*