

I. INTRODUCTION

In this chapter the researcher introduced the background of the problem, research problem, objective of the research, uses, scope of the research and the last is the definition of terms related to the topic in this research.

1.1 Background of the Problem

Generally, there are four skills of English which should be taught in Junior High School in Indonesia namely, listening, speaking, reading, and writing. But in teaching learning English, speaking skill is put ahead than the other skills. According to Tarigan (1982:5) speaking is the ability to communicate with language and the primary aim of speaking is for communication.

Speaking is very important and it seems that it is more demanding in the language teaching and learning. Speaking has closed relationship with the communication and interaction because one of the functions of the language is for communication. However, it is indicated that students are not able to express their idea because they do not speak fluently and they are not able pronounce the word clearly. This problem may be caused by the fact that the students and the teacher do not interact frequently and effectively in the classroom.

Classroom interaction is the action performed by the teacher and the students in the process of teaching and learning in the classroom. Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning, and feedback (Chaudron, 1998:10). In addition, according to Brown (2001), interaction is at the heart of communicative competence. When a learner interact with another learner he/she receives input and produce output.

Based on the researcher's pre-observation when conducting pre-teaching service (PPL) in SMP 17 GedongTataan, it was found out that the students have problems in speaking. 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, 2002:36). Thus, the researcher uses Sinclair and Coulthard Initiation-responds-feedback (IRF) model as guidance for analyzing teacher and student interaction.

Moreover, I wanted prove that the principles of communicative language teaching suggested by Larsen-Freeman (1986:128-130) they are (1) The target language is vehicle for classroom communication, not just the object of study, (2) Games are important because they have in common with real communication events, (3)

Students should be given an opportunity to express their ideas and opinions, (4) One of teacher's major responsibilities is to establish situations likely to promote communications, (5) The teacher acts as an advisor during communicative activities, (6) Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speaking were achieved the student who could more active than the teacher in the classroom interaction.

Based on the background of the problem stated above, this research is conducted to analyze the classroom. Thus, the researcher entitles this research: "An Analysis of Classroom Interaction at the Second Year of SMP 17 Gedong Tataan"

1.2 Identification of Problem

Based on the explaining stated above, there are several problems identified as follows:

1. Students get difficulties to communicate in class.
2. They get difficulties when their teacher asks the question to the students.
3. There are just few responds from the students.
4. They do not have substantial amount of vocabulary in English.
5. Teacher and the students interaction does not run effectively in the class.

1.3 Research Problem

In line with the background stated previously, the writer formulated the problem as follows:

1. How is the process of classroom interaction in English speaking class at the second year of SMP 17 Gedong Tataan?

2. How is the pattern of classroom interaction suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model in English speaking class at the second year of SMP 17 Gedong Tataan?

1.4 Objective of the Research

By relating to the formulation of the problems, the writer stated the objectives of the research as follows:

1. To investigate the process of classroom interaction in teaching and learning process in English speaking class at second year of SMP 17 Gedong Tataan.
2. To investigate the pattern of classroom interaction suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model in English speaking class at second year of SMP 17 Gedong Tataan.

1.5 Uses of the Research

The researcher expected the result of this research would be able:

1. Theoretically

The result of the research can support the theory of interaction and pattern occurring in the classroom.

2. Practically

To the teacher and the students, this study is very useful because they will get much information related to their activities in the classroom, especially in the pattern and the teaching learning activity by using the theoretical principles of classroom interaction suggested by Initiation-Response-Feedback (IRF) model.

1.6 Scope of the Research

This research was conducted at the second year of SMP 17 GedongTataan in Bandar Lampung. The researcher became a teacher and an observer who observed the classroom interaction in the process of teaching English. The focusing analyze is interaction between teacher-students interaction and students-teacher interaction including initiation, respond, and feedback.

1.7 Definition of Terms

Turn taking

In the language classroom that teacher has “a greatly disproportionate number of turns overall compared with the other participants. The teacher also does most of the interrupting, and is even among those guilty of turn-stealing” (i.e. “responding to a personal solicits made to another”).” (Nunan, 1989: 71-2)

Negotiation of meaning

As the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. (Ellis and Barkhuizen, 2005)

Feedback

Is the attentions of the learners are paid to the form of errors and are pushed to create modification. (Mackey, 2007: 30)

nitiation-Response-Feedback (IRF) model

Is a model of classroom interaction which provides guidance for analyzing spoken language, which was developed from classroom discourse in general classroom interaction (McCarthy, 2002: 36).