

I. INTRODUCTION

This chapter discussed certain points; introduction which dealt with background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms, classified as follows.

1.1 Background of the Problem

Learning other languages has been emphasized because of a general perception that people who can speak languages other than their first language (L1) have access to a greater number of career possibilities and can develop a deeper understanding of their own and other cultures. Due to its widespread use over the world, English has been considered the most highly regarded other language for people whose native language is not English (Kim, Lee, Jun & Jin, 1992). When people from different countries want to communicate with each other, English is often the language of choice. More than half of the world's publications are written in English, and a significant amount of high technology is developed based on English (Kim Lee, Jun & Jin, 1992). For those reasons, English has been taught in Indonesia as the first foreign language (Ramelan, 1992: 3).

Since English has become an urgent need in Indonesia as a means to develop Indonesian people quality, it is taught earlier at school beginning from elementary

schools as a local content up to university level. It is learned formally as a compulsory subject in schools, such as senior high school, since it plays an absolutely important role in the world of communication. In guidelines of educational unit level curriculum (KTSP) for senior high school, English as a Foreign Language (EFL) learning in Indonesia is aimed at developing of four major language skills; they are: listening, speaking, reading and writing. The KTSP also states that senior high school students are expected to be able to communicate to each other in target language by the end of the course.

According to McCarthy (2002) among of those four skills that make up language proficiency, speaking is the most observable phenomenon in the classroom.

Obviously, speaking is considered as the major skill to be developed for learning a second language. In line with this, Cazden (2000) states that the ability to communicate is the primary goal of foreign language instruction that speaking is put ahead on the other skills.

Based on the writer's observation during his teaching practice (PPL) at SMAN 2 Bandar Lampung, he concluded that English speaking was almost neglected since speaking might not be the primary goal of learning English. Teaching English did not emphasize on students' oral capability but it emphasized largely on grammar rules. As a consequence, when the students were given an oral test, they even were not be able to speak in English although they have learned English for years. It goes at the same line as Astuty (2008) in her script *An analysis of Classroom Interaction in Teaching Learning Grammar Lesson at SMA Negeri 2 Bandar Lampung*. She stated that the students acted as good listeners but not good

respondents. The interaction also showed that that only one source of teaching occurred that was the teacher herself. The teacher dominated the classroom interaction with few responds from the students.

Taking a look at the description of the problem of the second grade students in SMAN 2 Bandar Lampung, it seems necessary to take an action by investigating the real condition in the classroom, especially the interaction between the teacher and the students. Classrooms have been considered the main arena where language learning occurs since the learners learn through interpersonal interaction with the teacher and peers. This reflects a view that language is not an individual phenomenon but a social one, comprising of linguistic resources whose meanings are both reflected in and made up of people's everyday practices, and, more generally, their social, cultural and political contexts (Hall, 1995).

It is known that the final result of teaching is affected by some factors, they are: students, the teacher, time allotment, material, the use of visual aid, methodology, teaching material and interaction between the teacher and students in the classroom. Interaction is viewed as significant as it is argued that:

- a. Only through interaction can the learners decompose the target language structures and derive meaning from classroom events.
- b. Interaction gives learners the opportunities to incorporate target language structures to their own speech (the scaffolding principle).
- c. The meaningfulness for learners of classroom events of any kinds whether thought of as interactive or not, will depend on the extent to which

communication has been jointly constructed between the teacher and the learners (Chaudron, 1998: 10).

From the previous statements it can be inferred that classroom interaction includes all of the classroom events, both verbal interaction and non-verbal interaction. The verbal interaction takes place because of the teacher and students talk, while non-verbal interaction covers gestures or facial expression by the teacher and students when they communicate without using words. These two kinds of talk are important; they dominate the classroom events and influence students' foreign language acquisition.

One of the guidelines to analyze the classroom interaction is Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. This model provides guidance for analyzing spoken language, which was developed from classroom discourse in general secondary classroom (McCarthy, 2002: 37). Furthermore, Hannah (2003: 218) has explained that IRF model is an extremely valuable and comprehensive tool in systematically allowing teachers to analyze the nature and functions of interactive exchange happening in the classroom. It goes the same line with White (2003) who states that by examining the individual parts in classroom using IRF model, teachers can understand about the language as a medium in interaction. Then, they can have a greater awareness in evaluating the teaching procedures in the classroom. This advantage is expanded by Atkins (2001:11); the exercise of analyzing IRF model is a very valuable activity for teachers who wish to gain a greater understanding of the classroom they teach in.

SMAN 2 Bandar Lampung is one of favorite schools in Lampung, where the students are interested in entering this school. Furthermore, many researches have been done in this school but most of them only concern in four major language skills: listening, reading, speaking and writing. Considering the reason above, the researcher was eagerly interested in analyzing the classroom interaction using Sinclair and Coulthard Initiation-Response-Feedback (IRF) in English speaking class at SMAN 2 Bandar Lampung. 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 student goals of secondary language proficiency.

1.2 Formulations of the 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 SMAN 2 Bandar Lampung?
2. How is the pattern of classroom interaction suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model in English speaking class at SMAN 2 Bandar Lampung?

1.3 Objectives 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 SMAN 2 Bandar Lampung.
2. To investigate the pattern of classroom interaction suggested by Sinclair and Coulthard Initiation-Response-Feedback (IRF) model in English speaking class at SMAN 2 Bandar Lampung.

1.4 Uses of the Research

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

1. Theoretically, to give information to the readers about the analysis of classroom interaction process includes the pattern and the teaching learning activity by using the theoretical principles of classroom interaction suggested by Initiation-Response-Feedback (IRF) model.
2. Practically, to give the school teachers an overview of classroom interaction at SMAN 2 Bandar Lampung to be taken into consideration to create and/or develop and implement the method of teaching learning process leading to the conducive classroom interaction.

1.5 Scope of the Research

The classroom interaction research was done to know the process of classroom interaction process occurred in English speaking class and to analyze the classroom interaction pattern using Sinclair and Coulthard Initiation-Response-Feedback (IRF) model. The subject of the research was the students of class XI Science 8 SMAN 2 Bandar Lampung. In this research, the researcher became a

non participant observer who observed the classroom interaction process, focusing on the teaching learning process by analyzing the interactional conversation among teacher-students, students-teacher and students-students in speaking classroom.

1.6 Definition of Terms

- 1 Speaking is the ability to express oneself in life situation or conversation, to report acts or situation in practice word or the ability to express a sequence of ideas fluently (Lado, 1976).
- 2 Classroom interaction is the form and content of behavior or social interaction in the classroom (Marshall, 1998).
- 3 Initiation-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 secondary classroom (McCarthy, 2002: 36).
- 4 Initiation is the first part out of three components suggested in Initiation-Response-Feedback (IRF) Model which acts as an opening phase where the participants inform each other that they are in fact going to conduct a lesson as opposed to some other activities (Sinclair and Coulthard, 1992)
- 5 Response is the second out of three components suggested in Initiation-Response-Feedback (IRF) Model which acts as an instructional phase where information is exchanged between teacher and students (Sinclair and Coulthard, 1992).

- 6 Feedback is the third out of three components suggested in Initiation-Response-Feedback (IRF) Model which functions as a closing phase where participants are reminded of what goes on in the core of a lesson (Sinclair and Coulthard, 1992).