

**AN ANALYSIS OF IRF (INITIATION-RESPONSE-FEEDBACK)
IN INTERACTION BETWEEN TEACHER AND STUDENTS IN
ENGLISH CLASS
AT SMA NEGERI 2 PADANG PANJANG**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain the Strata One
(S1) Degree*



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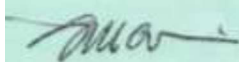
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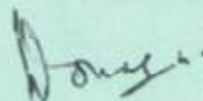
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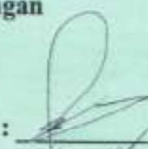
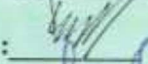
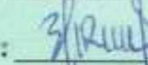
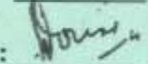
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ABSTRAK

Annisa Rahmi. 2018. “An Analysis of IRF (Initiation-Response-Feedback) in Interaction Between Teacher and Students in English Class at SMA Negeri 2 Padang Panjang”. Skripsi. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini dilakukan berdasarkan fenomena interaksi pembelajaran Bahasa Inggris yang berbasis kurikulum 2013. Penelitian ini bertujuan untuk menemukan dan menganalisa pola IRF yang terlihat dalam interaksi antara siswa dan guru di SMA Negeri 2 Padang Panjang. Tipe-tipe pertanyaan yang digunakan guru, tipe-tipe respon siswa terhadap pertanyaan guru, tipe-tipe umpan balik guru dalam meresponse siswa. Berbagai teori jenis pertanyaan yang digunakan oleh guru didalam kelas, teori mengenai jenis respon siswa didalam kelas dan teori tentang bermacam umpan balik yang digunakan guru didalam kelas dijadikan landasan untuk menjawab ketiga pertanyaan tersebut. Hasil analisa menunjukkan bahwa, 1) terdapat lima tipe pertanyaan yang sering digunakan guru dalam bertanya pada siswa yaitu *referential question*, *display question*, *convergent question*, dan *divergent question*, 2) terdapat empat tipe respon yang digunakan siswa yaitu *open-ended or student initiated*, *specific respon*, *silence*, dan *similar students respon*, 3) terdapat lima tipe umpan balik yang digunakan guru yaitu *repeating*, *acknowledging a correct answer*, *indicating an incorrect answer* dan *summarizing*. Jenis penelitian ini adalah deskriptif kualitatif. Data dikumpulkan pada dua kelas dengan dua orang guru dan masing-masing kelas memiliki 36 siswa. Berdasarkan analisa IRF dapat disimpulkan bahwa antara inisiasi guru dan respon siswa saling mendominasi namun respon siswa dengan jenis student initiation frekuensinya masih sangat rendah. Alasan terjadinya hal tersebut adalah karena guru banyak melakukan inisiasi dengan bertanya kepada siswa, secara otomatis siswa menjadi passif dan hanya sedikit yang mengemukakan ide atau gagasan mereka. Sehingga tujuan dari proses pembelajaran yang berdasarkan kurikulum 2013 kurang tercapai dengan maksimal.

Kata Kunci: *Classroom discourse, interaction, IRF, curriculum 2013.*

ABSTRACT

Annisa Rahmi. 2018. “An Analysis of IRF (Initiation-Response-Feedback) in Interaction Between Teacher and Students in English Class at SMA Negeri 2 Padang Panjang”. Skripsi. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

This research is conducted based on the phenomenon of an interaction of learning English based on curriculum 2013. This study aims to find and analyze the pattern of IRF interaction used by students and teachers in SMA Negeri 2 Padang Panjang. The types of questions teacher use, types of student responses to teacher questions, and the types of teacher feedback in responding to a student. Theories about the types of question used by a teacher in the classroom, theories about the types of student responses in the classroom and theories about the various feedbacks that teachers use in the classroom are used as the basis for answering those three questions. The results of the analysis show that, 1) there are five types of questions that teachers often use to ask students questions: referential question, display question, convergent question, and divergent question, 2) there are four types of responses used by students: open-ended or student-initiated, specific response, silence, and similar student responses, 3) there are five types of teacher feedback: repeating, acknowledging a correct answer, indicating an incorrect answer and summarizing. The type of this research is descriptive qualitative. Data is collected in two classes with two teachers and each class has 36 students. Based on IRF analysis it can be concluded that between teacher initiation and student response dominate each other but the response of students with the frequency of student initiation is still very low. The reason for this is because the teacher initiates a lot by asking students, the students automatically passive and only a few express their ideas. So that the goal of the learning process based on the 2013 curriculum is not achieved optimally.

Key Terms: Classroom discourse, interaction, IRF, curriculum 2013.

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TABLE OF CONTENTS

	Page
ABSTRAK	i
ABSTRACT	ii
ACKNOWLEDGEMENTS.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vi
LIST OF FIGURES	vii

CHAPTER I INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Research Questions	5
F. Purpose of the Research	5
G. Significance of the Research.....	6
H. Definition of Key Term.....	6

CHAPTER II REVIEW OF RELATED LITERATURE

A. Theoretical Framework.....	8
1. Classroom Discourse	8
2. Interaction.....	10
3. Initiation, Response and Feedback	11
a. Teacher Initiation	13
b. Students Response.....	17
c. Teacher Feedback.....	18
4. Curriculum2013.....	20
5. Variability in Classroom Communication Pattern .	23
6. Previous Study.....	26

7. Conceptual Framework	27
CHAPTER III RESEARCH METHODOLOGY	
A. Research Design.....	28
B. The Subject of The Research	28
C. Instrumentation	29
D. Technique of Data Collection	31
E. Technique of Data Analysis	33
F. Checking of the Data Trustworthieness	34
CHAPTER IV FINDINGS AND DISCUSSION	
A. Data Description and Analysis.....	35
B. Findings.....	36
C. Discussion	46
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion.....	52
B. Suggestion.....	53
BIBLIOGRAPHY	54
APPENDICES.....	58

LIST OF TABLES

Table 1.....	30
Table 2.....	36
Table 3.....	39
Table 4.....	41
Table 5.....	42
Table 6.....	44
Table 7.....	45
Table 8	46

LIST OF FIGURES

Figure 1. Rank Sclae by Sinclair and Coulthard (1975).....	26
Figure 2. Conceptual Framework.....	28

CHAPTER I

INTRODUCTION

A. Background of the Problem

In the classroom discourse, there is an interaction between teacher and students or among students. However, the interaction may vary. A teacher, for example, may speak to an individual student while the rest of students become hearers. This interaction usually takes place when a teacher expects a student to answer a particular question or when the interaction is the informal one. A teacher, however, may converse with some students (e.g. in a group work) for giving instructions or information on what the students need to do. Sometimes, students begin to speak to the teacher to convey their ideas. In addition to these three teacher-student interactions, there are also some forms of interaction among students. A student may discuss with his or her friends for a group task or perform in front of class such as doing a presentation using a foreign language.

Successful learning in a classroom relies on the good interaction between teacher and students. Malamah-Thomas (1987, in Mingzhi X 2005:59) states that a teacher may initiate an interaction by asking students, followed by the students' response and the feedback from the teacher. This interaction is also known as IRF (initiation-response-feedback) pattern.

IRF pattern is proposed by Sinclair and Coulthard in 1975. IRF pattern describes a reciprocal relationship between teacher and students in the classroom. Teacher raises a question, then students answer it, and the teacher

gives an evaluative follow-up or feedback before raising another question referred to as initiation, response, and follow-up or feedback. Because of IRF is a pattern that structured, it is useful to analyze the classroom interaction. According to McCarthy M (2002 cited in Yu W 2009:155), it is very important to analyze pattern in an interaction where talk is relatively tightly structured. Thus, analyzing IRF pattern is very helpful in seeing the interaction between teacher and students.

Based on the idea above, the researcher is interested to analyze the IRF structure. This study specifically analyze the dominant part of IRF pattern that occurs during the interaction between teacher and students, the types of each part of the initiation, response, and feedback in the interaction between teacher and students. Besides, some researchers have conducted research on IRF patterns such as to see teacher strategies in interacting with students, analyzing IRF in group discussions among college students, knowing problems that arise during teacher and student interactions in the classroom and so on. However, the researcher tends to analyze IRF in the class that applied the 2013 curriculum which expresses the student-centered learning principle. According to *Permendikbud (No. 70 Tahun 2013) Curriculum, 2013* is based on student-centered learning. For example, students need to expand their ideas by doing initiation to the teacher as called as student initiation. The teacher needs to guide the students through the learning process, especially in core activities. There are five steps in core activities such as observing, questioning, exploring, associating and communicating. In these core activities the teacher

just a guide for students, but it is not really happened in the school that the researcher observed.

Based on the preliminary observation on August the seventh, 2017 in SMA Negeri 2 Padang Panjang employing 2013 Curriculum, the researcher found that the IRF pattern occurred during the lesson. One of the examples was the interaction between teacher and students in X MIPA 4 class. After the observing step in the core activities, the teacher asked a question to students about what students observed. Meanwhile, this time the teacher needs to guide students to create a question based on what students observed. Not only in the observing activity, for all activities in the core activity teacher are asked to guide students in the lesson and not as the central one based on 2013 curriculum principle. In fact, the teacher still dominates the lesson by asking a question to students, students answer as a response and the teacher gives some feedback occurs during the lesson. Thus, the IRF pattern exists in the interaction between teacher and students in this class.

Based on the problems above, the researcher is interested in conducting a research on analysis IRF pattern in the learning process by first-grade students of SMA Negeri 2 Padang Panjang. The first-grade students have the different background of curriculum from their junior high school, not only 2013 curriculum but also KTSP. So, the first-grade students are the unique subject.

B. Identification of the Problem

Based on the background mention above, it can be identified that there are some phenomena in classroom interaction especially between teacher and students. It can be studied under classroom interaction analysis focus on analyzes IRF pattern. First, sometimes the teacher teaches the material of the lesson directly without observation steps based on the 2013 curriculum. Second, some of the students are afraid and not confident to interact with the teacher such as asking a question to the teacher as students' initiation. Third, the teacher usually not gives some feedback about the students' answer. The last one is some students have low motivation to speak English because sometimes the teacher not gives some feedback to confirm student's answer or response. So, it causes an ineffective learning process.

C. Limitation of the Problem

Based on the identification of the problems above, this research focuses on the dominant part of IRF between teacher and students during the interaction and the types of initiation by the teacher, the types of response by students and the types of feedback viewed. It is expected that the other researchers view the interaction teacher with a group students, student to teacher, student to student, student to group members or student to whole class.

D. Formulation of the Problem

Based on the problem stated above, the problem is formulated as “What is the dominant part of the IRF pattern between teacher and students in SMA Negeri 2 Padang Panjang?”

E. Research Questions

1. What are the types of teacher’s initiation to students in SMA Negeri 2 Padang Panjang?
2. What are the types of student’s response from teacher’s initiation in SMA Negeri 2 Padang Panjang?
3. What are the types of teacher’s feedback from student’s response in SMA Negeri 2 Padang Panjang?
4. What is the dominant part of the IRF pattern between teacher and students in SMA Negeri 2 Padang Panjang?

F. Purpose of the Research

In accordance with the research questions, the purposes of this research are formulated as follows:

1. To find out the types of teacher’s initiation to students in SMA Negeri 2 Padang Panjang?
2. To find out the types of student’s response from teacher’s initiation in SMA Negeri 2 Padang Panjang?
3. To find out the types of teacher’s feedback from student response in SMA Negeri 2 Padang Panjang?

4. What is the dominant part of IRF pattern between teacher and students in SMA Negeri 2 Padang Panjang

G. The Significance of the Research

The results of this research are expected to give the significant contributions for teaching and learning process, particularly in the interaction between teacher and students. First, it is hoped that the result of the research can describe IRF pattern in the classroom. Second, it is expected that teachers must be aware of their role in the interaction line with the 2013 curriculum. For example, the teachers let students act in the learning process. Then, for teachers who read this research get the additional information about the types of question, the types of feedback by the teacher and the types of response by students. The last, the result of the research can give information about a phenomenon that occurs in the learning process based on curriculum 2013.

H. Definition of the Key Terms

To avoid misunderstanding in this research, some terms are defined as follows:

1. Classroom Discourse

Classroom discourse is the particular discourse that occurs between teacher and students and among students in the classroom.

2. Interaction

Interaction is when two or more people or things communicate with or react to each other.

3. IRF (initiation-response-feedback)

IRF is the typical exchange in the classroom consists of initiation, followed by a response from students, and feedback from teacher to the student response (Sinclair and Coulthard in Farrell T.S.C, 2009: 11). Sometimes this typical exchange called IRF structure, IRF sequence, IRF model and IRF pattern. However, to make it clear the researcher uses the IRF pattern. The IRF pattern is a typical pattern that occurs between teacher and students in interaction.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

IRF is a phenomenon potentially occurs during the interaction. It usually takes place in the classroom. The interaction between teacher and students can produce the pattern of IRF. The most part of IRF pattern between teacher and students in SMA Negeri 2 Padang Panjang were Initiation (I) and Response (R). The percentage of teachers' feedback is less than the other turns of the IRF pattern. It means that not all students response get teachers feedback.

Dealing with the pattern, the turn was initiated by the teacher by asking some question and students just answer it. Not all students participated in the learning process. It was because the learning process was dominated by the teacher. The process of learning was not suitable for curriculum 2013. The teacher just asking and students answer it as the sequential in that learning process. Even though, some students' response by sharing their ideas or student-initiated but this type was less than teacher initiation in the classroom.

The teacher was not following the rule of the steps of the learning process based on the curriculum 2013 such as observing, questioning, exploring, associating, and communicating. It was difficult to found the boundary of the steps during the learning process. The teacher seems to teach the material directly without involving students actively. In fact, based on the

curriculum of 2013, students need to be active in the lesson by working in pair or group and the teachers just facilitate them to engage the lesson.

In short, based on IRF analysis it can be concluded that between teacher initiation and student response dominate each other but the response of students with the frequency of student initiation is still very low. The reason for this is because the teacher initiates a lot by asking students, the students automatically passive and only a few express their ideas. So that the goal of the learning process based on the 2013 curriculum is not achieved optimally.

B. Suggestion

Based on the conclusions above, there are some suggestions that can be made. First, it is suggested for the teacher to aware that the role of the teacher during the interaction as a tutor and guide the student more active without taking students' change to do the initiation. Second, it is also suggested for the teacher to use variation feedback. It is because of the part of feedback less than other parts in IRF pattern. Meanwhile, feedback is also important to increase students motivation, confident, and evaluation. Third, for further research, there are some aspects that may be possible done by the next researcher. The researcher suggests doing the next research in the interaction between teacher to a group students, student to teacher, student to student, student to group members or student to whole class.

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