

INITIATION-RESPONSE-FEEDBACK (IRF) ANALYSIS IN ENGLISH CLASSROOM INTERACTION AT THE EIGHTH GRADE OF UPTD SMP NEGERI 4 MANDREHE IN 2022/2023

Sophyan Gusniwati Gulo¹, Afore Tahir Harefa², Kristof Martin E. Telaumbanua³
e-mail: ¹sophyangusniwatigulo@gmail.com, ²aforetahirharefa@gmail.com,
³kristof.telaumbamua@gmail.com

¹²³Faculty of Teacher Training and Education, Universitas Nias, Sumatera Utara, Indonesia

Abstract

The objective of the research is find out the dominant and why do the dominant applied teacher and students in classroom interaction at the Eighth Grade of UPTD SMP Negeri 4 Mandrehe in 2022/2023. The subjects were class VIII B with 21 students and 1 English teacher. The research findings was concluded that the teacher-students of VIII-B of UPTD SMP Negeri 4 Mandrehe in English classroom interaction through IRF (Initiation-Response-Feedback) was the dominan applied in classroom interaction in initiation is convergent question there were 32 (51%). In response, it found that the dominant applied in classroom interaction in response is similar students' response there were 41 (64%), The last is Feedback it found that the dominant applied in classroom interaction in feedback is acknowledging a correct there were 24 (62%) the teacher praises the student for a correct answer. Based on the findings, the researcher recommends that teachers should be use a variety of question, this helps to encourage students' critical thinking and creativity. Then, teachers should give feedback to students who answer questions to show that the teacher values their participation in class interaction.

Keyword: Initiation-Response-Feedback, Classroom Interaction

Abstrak

Tujuan dari penelitian ini adalah untuk menganalisis Initiation-Response-Feedback (IRF) dalam interaksi kelas bahasa Inggris dan untuk mengetahui interaksi kelas yang dominan antara guru dan siswa di kelas VIII UPTD SMP Negeri 4 Mandrehe tahun ajaran 2022/2023. Subjek penelitian ini adalah kelas VIII B dengan jumlah siswa 21 orang dan 1 orang guru bahasa Inggris. Temuan penelitian ini menyimpulkan bahwa guru-siswa kelas VIII-B UPTD SMP Negeri 4 Mandrehe dalam interaksi kelas bahasa Inggris melalui IRF (Inisiasi-Respon-Umpan balik) adalah yang dominan diterapkan dalam interaksi kelas dalam inisiasi adalah pertanyaan konvergen yaitu sebanyak 32 (51%). Pada respon, ditemukan bahwa yang dominan diterapkan dalam interaksi kelas dalam respon adalah respon siswa yang sama ada 41 (64%), yang terakhir adalah Umpan balik ditemukan bahwa yang dominan diterapkan dalam interaksi kelas dalam umpan balik adalah mengakui jawaban yang benar 24 (62%) guru memuji siswa untuk jawaban yang benar. Berdasarkan temuan tersebut, peneliti merekomendasikan agar guru menggunakan pertanyaan yang bervariasi, hal ini dapat mendorong siswa untuk berpikir kritis dan kreatif. Kemudian, guru harus memberikan umpan balik kepada siswa yang menjawab pertanyaan untuk menunjukkan bahwa guru menghargai partisipasi mereka dalam interaksi kelas.

Kata Kunci : Inisiasi-Respon-Feedback, Classroom Interaction

Introduction

Classroom interaction referred to the exchange of ideas, information, and feedback between teachers and students during the teaching and learning process (Agustine et al., 2021). Classroom interaction includes all forms of communication, both verbal and nonverbal, that occurred during the learning process. Hall as cited by (Rustandi & Mubarak, 2008) states that classroom interaction is a utilized to analyse interaction between teacher and students in classroom language classroom. Classroom interaction is a two-way process between the participants in the language process; the teacher influences the learners and vice versa.” During the teaching and learning process, teacher-student interaction referred to the process of interacting with students (Havik & Westergård, 2020).

Based on observations at UPTD SMP Negeri 4 Mandrehe, there were several cases in classroom interactions. The students seemed engaged and participatory as the teacher started, encouraged, and asked the questions. During classroom interactions, teachers seemed to be active in giving questions to students, but in responding to teacher questions, students seemed passive and rarely involved in the teaching and learning process due to a lack of mastery of the material. As a result, students were unable to answer questions from the teacher. Then, during the learning process, students tended to depend on the teacher. They only responded to the teacher's questions when the teacher began to give instructions for the answer to the question. Throughout the learning process, most students did not pay attention well, such as being distracted by things around them, causing them to not focus on the material taught and resulting in difficulty answering the teacher's questions.

By referring to the problem, the writer focuses on IRF (Initiation-Response-Feedback) on classroom interaction at the eighth grade of UPTD SMP Negeri 4 Mandrehe. As said by Mackey (2012) in (Saswati, 2018), IRF pattern starts when the teacher asks question, and the learner answers it; then the teacher provides feedback on the answer given by the learner. It is expectation that the learners will benefit from this type of interaction in relation to their interactions with teachers. In line with this statement, (Putri & Putri, 2021) suggests “Analyzing the interaction between teachers and students in the classroom to improve student that English proficiency by using the IRF pattern.

From the preliminary data, the researcher decided to do this research in order to know what is the dominant classroom interaction applied by teacher-students and why do the dominant classroom interaction applied by teacher- students based on IRF (Initiation-Response-Feedback) at the Eighth Grade of UPTD SMP Negeri 4 Mandrehe in 2022/2023.

Method

The purpose of this research was to find out the dominant pattern of classroom interaction between teacher and students. In order to perform this research, the researcher employed descriptive qualitative research to analyze teacher and student interactions in the classroom. According to Cresswell (2003) in (Fujiati & Hartono, 2020), one of the purposes of qualitative research was to understand the participants' point of view of the events, situations, and actions that they were involved with and of the explanations that they gave about their lives and experiences.

The research location was UPTD SMP Negeri 4 Mandrehe, located in Sisobambowo village, Mandrehe subdistrict, Nias Barat regency. This research was conducted in May – June 2023. The subject of this study was class VIII-B with 21 students and one English teacher. The data was collected using interview sheet and video recorder instruments. Video recorder was used to collect what do the dominant applied in English classroom interaction and Interview was used to collect why do the dominant applied by teacher- students in English classroom interaction at the eighth grade of UPTD SMP Negeri 4 Mandrehe. In analysing the data of this research, the researchers used four techniques and the data analysis from Miles et al. (2014) in (Putri & Putri, 2021), transcribing data, data condensation, data display, drawing and verifying conclusions.

Result and Discussion

1. FINDINGS

a. The Result of Voice Record

The researcher has taken the voice record of classroom activity on Thursday, 23th Mey 2023. The researcher conducted the voice record of teacher-students' classroom activity to answering the first focus of the research. Below is the percentage of the use of IRF patterns in classroom interaction.

Table1 The Recapitulation of Initiation-Response-Feedback Analysis in English Classroom Interaction

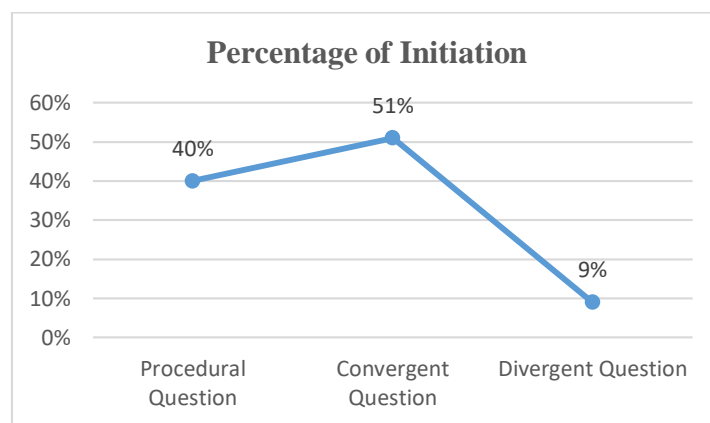
NO.	IRF	Types of IRF	Explanation	Total	Percentage
1.	Initiation	Procedural Questions	These are questions that are used to manage the classroom, such as asking students to take out their books or pen.	25	40%
2.		Convergent Questions	These are questions that have a single, correct answer. The teacher expects the students to arrive at a specific answer	32	51%
3.		Divergent Questions	These are questions that have multiple possible answers. The teacher encourages students to think creatively and independently.	6	9%
4.		Silence	The absence of a verbal response from the students.	3	5%
5.	Response	Similar Student Response	This occurs when a student's response is similar to a previous response.	41	64%
6.		Open-ended or Student-initiated	This occurs when students are given the opportunity to respond freely without a preconceived notion or expectation.	4	6%
7.		Specific Response	This occurs when a student provides a concise and direct answer to a question.	16	25%
8.	Feedback	Acknowledging a correct	The teacher praises the student for a correct answer.	24	62%
9.		indicating an incorrect answer	The teacher tells the student that their response is incorrect.	0	0%
10.		Repeating.	The teacher repeats the student's response, which can provide clarification or reinforce understanding.	7	34%
11.		Criticizing/summarizing	The teacher critiques or summarizes the student's response to provide additional feedback or redirection.	1	3%

Based on the table recapitulation above, the total use of IRF in classroom interaction during the teaching and learning process is 159 rounds. The number of initiations was 63 rounds during the learning

process, the response was 64 rounds. The last is feedback. Feedback was 32 rounds during the teaching and learning process.

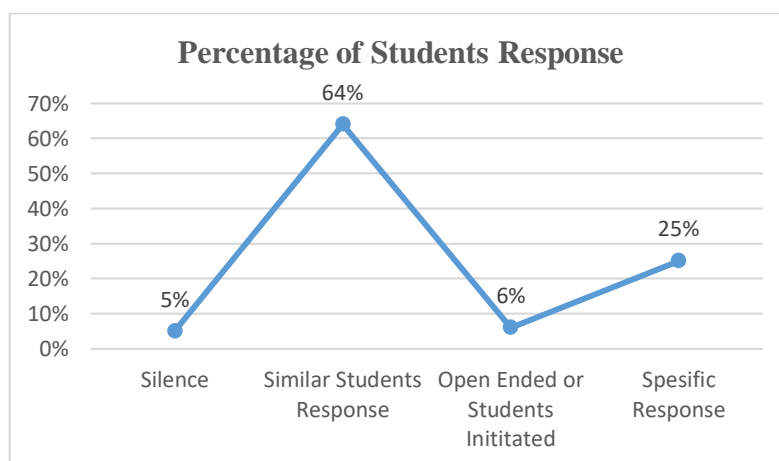
From the diagram above, in initiation the procedural questions was (40%). These questions dealt with the steps or procedures to be followed in an activity. Convergent questions, there were 32 questions (51%). These questions were meant to elicit a single correct or convergent answer from the students. Divergent questions, there were 6 questions (9%). These questions aimed to encourage students to think creatively and generate a range of different answers. Based on the explanation above, it can be described *bar Chart* curve as follows:

Curve 1 The Percentage of Initiation in English Classroom Interaction



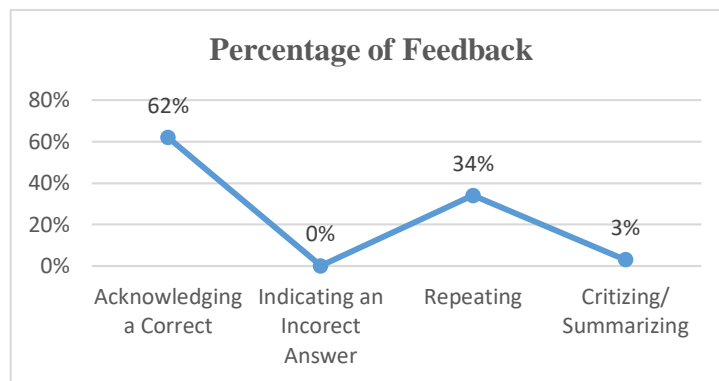
After initiation from the teacher, students respond to questions or commands given by the teacher. The response as follows the curve below:

Curve 2 The Percentage of Response in English Classroom Interaction



From the diagram above, Response in the form of silence, there were 3 responses (5%). Some students chose not to respond verbally or showed their inability to respond. Similar responses from other students, there were 41 responses (64%). Many students gave similar or almost the same answers as other students. Open or initiated responses by students, there were 4 responses (6%). Some students gave open-ended answers or started new discussions with their own questions or responses. Specific response, there were 16 responses (25%). Some students gave very specific or detailed answers to the question or task. The last is feedback. The feedback as follows:

Curve 3 The Percentage of Response in English Classroom Interaction



Based on diagram above, the number of Feedback was 32 feedbacks. After the students give a response, the teacher gives feedback on the response given by the students. Recognition of Correct Answer: There were 24 feedbacks (62%). The teacher acknowledges the correct answer given by the student. Indication an incorrect answer: No percentage was given. The teacher does not give any indication of wrong answers given by the students. Repeating, there are 7 feedbacks (34%). The teacher repeats the students' answers to ensure correct understanding. Criticizing/Summarizing, there is 1 feedback (3%). The teacher critiques or summarizes the student's answer.

b. The Result of Teacher Interview

The interview was conducted on Wednesday, May 24th, 2021, using semi-structured interview questions. This interview aims to find out why the response (similar student response) is more dominant in classroom interaction, to answer the second problem formulation. In the interview, the teacher said that similar student responses still dominate classroom interactions during the teaching and learning process. Where, many students give similar or the same response or answer in answering questions or responding to instructions given by the teacher. However, the dominance of a pattern in classroom interaction may vary depending on the learning context, students' tendencies and teachers' teaching style. Then, the teacher's initiation becomes a reference for starting conversations, discussions, and understanding the topic of the material being studied.

Then, feedback. The teacher said that when students give the right answer, the teacher gives positive feedback such as praising the student's answer and acknowledging the student's answer by saying "That's right". And for students who give less precise answers and are not sure of their own answers, the teacher appreciates their efforts and responses. The teacher tried to give an understanding that the answer they gave was not correct and explained the correct answer again. So, based on the results of interviews conducted by researchers, similar students' response is the most dominant activity in classroom interaction during the teaching and learning process.

c. The Result of Students Interview

The researcher conducted the interview to the students on Wednesday, May 24th, 2023 to students' VIII-B in UPTD SMP Negeri 4 Mandrehe. The researcher conducted the interview to students' in answering the second focus of the research. The researcher interviewed 20 students of the sample as the representatives. In the interview sheet there were 9th question have been answering by the informant of research and also asked them to write their answers on the form provided. The result as follows:

Table 2 The response of students' interview

No.	IRF	Responses	Number of students'	Percentage %
1.	Initiation	The students are motivated when the teacher asks questions with clear and correct answers because they want to give the correct answers.	5	24%
		The questions that have immediate answers make students more motivated because they can immediately response	9	43%
		The students are motivated if the teacher asks questions that encourage students to express their opinions so that they can think broadly and critically.	7	33%
		The students were unsure of their own answers and chose to follow the answers given by their friends.	7	33%
2.	Response	The students have the same answer because students believe it is the correct answer.	7	33%
		The students are shy to express different answer	2	10%
		The students are lazy to think for themselves, it is easier to follow their friends' answers.	3	14%
		The students are afraid of being wrong if they have their own opinions	2	10%
		The teacher gives feedback by giving appreciation and saying "right" or "very good" if the student's answer is correct.	3	14%
3.	Feedback	After answering the teacher's question, the students will get praise if their answer is correct.	14	67%
		The teacher acknowledges if the student's answer is correct and provides correction if or suggestions if the student gives the wrong answer.	4	19%

Based on the table above in initiation, there were 5 students (24%) who said the students are motivated when the teacher asks questions with clear and correct answers because they want to give the correct answers, 9 students (43%) said the questions that have immediate answers make students more motivated because they can immediately response, and followed 7 students (33%) the students' are motivated if the teacher asks questions that encourage students to express their opinions so that they can think broadly and critically. Furthermore in the response there were 7 students (33%) said the students were unsure of their own answers and chose to follow the answers given by their friends, 2 students (10%) said The students are shy to express different answer, 3 students (14%) said the students are lazy to think for themselves, it is easier to follow their friends' answers, and 2 students (10%) said the students are afraid of being wrong if they have their own opinions. And in feedback, there were 3 students (14%) said the teacher gives feedback by giving appreciation and saying "right" or "very good" if the student's answer is correct, 14 students (67%) said After answering the teacher's question, the students will get praise if their answer is correct, 4 students (19%) who said The teacher acknowledges if the student's answer is correct and provides correction if or suggestions if the student gives the wrong answer.

2. DISCUSSION

a. Response for Verbal Communication Transcription of Initiation-Response-Feedback (IRF) in English Classroom Interaction

This research aims to analyze the dominance of English classroom interaction through the Initiation-Response-Feedback (IRF) pattern. The data collected from verbal communication transcript analysis revealed that student responses showed significant dominance compared to the initiation and feedback stages and the teacher-students' interview.

Based on the verbal transcription results obtained, it shows that students' responses (similar students' responses) are more dominant in classroom interactions. According to Dayag et al. (2008) in (Rustandi & Mubarak, 2008) state that response is the student's answer in response to the initiation step taken by the teacher. That is, the students perform interactions to respond to stimuli given by the teacher. In this study, students contributed actively during learning in the classroom. There were 41 (64%) similar students response said this occurs when a student's response is similar to a previous response. It can be concluded that students' response (similar students' response) more dominant in students' response in classroom interaction because Students often conform to their classmates' answers to fit in. They may fear ridicule if their answers differ significantly from those of their classmates. This can lead to the prevalence of similar responses (Simpuruh et al., 2020).

Then, the second dominance that occurs in classroom interaction is initiation (convergent question). According to (Richard & Lockharts, 1994), classification of procedural, convergent, and divergent questions. Convergent questions were highly uttered by the teachers rather than procedural and divergent questions. found that the dominan applied in classrom interaction in initiation is convergent question. There were 32 (51%) teacher initiation said questions that have a single, correct answer. The teacher expects the students to arrive at a specific answer. It can be concluded that convergent questions are more dominant in initiation because convergent questions are often used by teachers to assess students' understanding of specific concepts or knowledge. These questions usually have a single correct answer, making it easier for the teacher to evaluate whether the student has grasped the material correctly (Solheim et al., 2018).

The last is Feedback it found that the dominant applied in classroom interaction in feedback is. Acknowledging a correct there were 24 (62%) the teacher praises the student for a correct answer. It can be concluded acknowledging a correct more dominant in classroom interaction because acknowledging a correct response reinforces the learning process for the student who provided the answer. Positive reinforcement encourages students to stay engaged and motivated, leading to increased participation and attentiveness in class.

b. Response for Interview in (IRF) Initiation-Response-Feedback in English Classroom Interaction

Based on the results of the interviews that have been obtained most of students said that students' response (similar student responses) were more dominant because the students had the same answers, because they followed the answers of their friends and students believed that the answers were the correct answers) (Made & Sari, 2022). There are influenced by several factors, namely the pattern of interaction in the classroom, including the types of questions asked by the teacher, can influence more active student responses. Teacher as a facilitator. When teachers take on the role of facilitators in classroom interaction, it can create an environment that promotes student responses. IRF (Initiation-Response-Feedback) where the teacher initiates a question, the student responds, and the teacher provides feedback, can encourage student responses (Sagita, 2018).

Then, initiation (convergent questions). Based on the theory of (Safitri & Jufrizal, 2021), teachers use this question to check students' knowledge. Teachers use this question to attract student activeness. The teachers dominance use convergent questions to direct learning and ensure that the material taught is in line with the set learning objectives, then, Convergent questions are often used by teachers to evaluate knowledge such as measuring students' understanding of the material taught. By asking questions that have correct or limited answers, teachers can assess the extent to which students

have understood the concept. The last is feedback (acknowledging a correct). Acknowledging a correct answer can encourage other students to participate in class interactions. Students see that active participation is valued and recognized, so they feel more motivated to share their thoughts and ideas. Then, students feel valued and respected as active members in the learning process. This makes students feel more comfortable to talk and interact in class (Sundari, 2017).

Conclusion

Based on data result, it found that the dominant applied in classrom interaction in initiation is convergent question. There were 32 (51%) teacher initiation said questions that have a single, correct answer. In response, it found that the dominant applied in classroom interaction in response is similar students' response. There were 41 (64%) similar students response said this occurs when a student's response is similar to a previous response. The last is Feedback it found that the dominant applied in classroom interaction in feedback is acknowledging a correct there were 24 (62%) the teacher praises the student for a correct answer.

References

- Agustine, S., Asi, N., & Luardini, M. A. (2021). Language Use in EFL Classroom Interaction: A Sociolinguistic Study. *International Journal of Language Education*. <https://doi.org/10.26858/ijole.v5i4.23598>
- Fujiati, H., & Hartono, R. (2020). The Implementation of Curriculum 2013 in Teaching Speaking Skill At MAN 2 Bima. *English Education Journal*, 10(3), 292–300.
- Havik, T., & Westergård, E. (2020). Do Teachers Matter? Students' Perceptions of Classroom Interactions and Student Engagement. *Scandinavian Journal of Educational Research*. <https://doi.org/10.1080/00313831.2019.1577754>
- Made, N., & Sari, N. (2022). An Analysis of Classroom Interaction in SMP Negeri 2 Tejakula. *Inspiring: English Education Journal*.
- Putri, K. I., & Putri, H. P. (2021). The Analysis of Classroom Interaction in English Class using Foreign Language Interaction. *Modality Journal: International Journal of Linguistics and Literature*, 1(2), 78. <https://doi.org/10.30983/mj.v1i2.5117>
- Richard, J. C. C., & Lockharts. (1994). *Reflective Teaching in second language classrooms*. Cambridge University Press.
- Rustandi, A., & Mubarak, A. H. (2008). *Analysis of IRF (Imitation-Response-Feedback) on Classroom Interaction in EFL Speaking Class*. 282.
- Safitri, A., & Jufrizal. (2021). Teacher's Questions and Students' Responses in EFL Classroom Interaction. *Proceedings of the Eighth International Conference on English Language and Teaching (ICOELT-8 2020)*, 579, 60–62. <https://doi.org/10.2991/assehr.k.210914.011>
- Sagita, I. (2018). Teacher Talk and Learner Talk in The Classroom Interaction (An Interaction Analysis to an English Language Class at SMP N 2 Sindang). *Wiralodra English Journal*. <https://doi.org/10.31943/wej.v2i1.27>
- Saswati, R. (2018). *Analysis of Classroom Interaction Uing IRF Pattern : A Case Study of EFL Conversation Class*. 03(01), 29–37.
- Simpuruh, I., Mahmud, M., Salija, K., & Halim, A. (2020). Code-crossing in indonesian efl classroom interaction. *International Journal of Language Education*. <https://doi.org/10.26858/ijole.v4i3.13969>
- Solheim, K., Roland, P., & Ertesvåg, S. K. (2018). Teachers' perceptions of their collective and individual learning regarding classroom interaction. *Educational Research*. <https://doi.org/10.1080/00131881.2018.1533790>
- Sundari, H. (2017). Classroom Interaction in Teaching English as Foreign Language at Lower

Sophyan Gusniwati Gulo, Dkk | Initiation-Response-Feedback (IRF) Analysis In English Classroom Interaction
At The Eighth Grade Of UPTD SMP Negeri 4 Mandrehe In 2022/2023

Secondary Schools in Indonesia. *Advances in Language and Literary Studies*.
<https://doi.org/10.7575/aiac.alls.v.8n.6p.147>