

**SPEAKING CLASSROOM INTERACTION BASED ON
INITIATION-RESPONSE-FEEDBACK (IRF) MODEL
FOR GRADE VIII AT SMP NEGERI 16 MEDAN**

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ABSTRACT

This study was about Speaking Classroom Interaction Based on Initiation-Response-Feedback (IRF) Model for Grade VIII at SMP Negeri 16 Medan. The aim of this study were to state clearly the objectives of the study in relation of the problem posed. The objective was to describe how the pattern of IRF in the speaking classroom interaction for students grade VIII at SMP Negeri 16 Medan. This research used qualitative research. The data were collected in two ways by observing by video recording and interviewing. The data was analyzed based on Sinclair and Coulthard theory (1975). The results of this study were the following (1) The language used by the teacher and the students in the classroom interaction was not balance. They are seldom to use English. Both teacher and students used Bahasa for 57% and the rest 43% they use English. (2) The lowest pattern was the teacher's feedback. It had 22% feedback given by the teacher to the students. The students' response was the dominant pattern in the classroom interaction rather than initiation. The students' response had 44%, while the teacher's initiation had 34%. This pattern happened when the teacher asked students the examples of using 'can' and to do some exercises of using 'can' in sentences.

Keywords: Speaking, Classroom Interaction, Initiation-Response-Feedback (IRF) model

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INTRODUCTION

Background of the Study

Speaking is considered as an important skill in our life. It has an important role to communicate with other people in daily life as stated by Thornburry (2005:1) that speaking is a part of daily life that we take it for granted. It refers to speaking is an important skill in order to communicate with other people. Therefore, students who learn foreign language, they have to accustom to communicate in target language. To make students accustomed to communicate in target language, the teacher can create interaction with students in classroom by using target language for the whole interaction. Interaction is an activity that usually conducts in classroom and it has an important role to build communication between teacher and students as stated by Walsh (2011:23) that communication is a central to all classroom activity.

Classroom is necessary and useful as an educational strategy to enhance learning. The concept of classroom interaction plays a significant role in the process of second language learning. Classroom interaction is significant in the teaching and learning process because it determines the success of the teaching learning process and improve students' language ability and achievement.

Classroom interaction cannot be separated from the teacher and students. Because teacher and students are the factors that establish classroom interaction. Both of them must be in balance. Too much teacher's talk will make the students passive, they cannot improve their English. It has the certain pattern; one of them is IRF pattern. This pattern stands for initiation-respond-feedback. Initiation-respond-feedback (IRF) model is a model of classroom interaction which provides

guidance for analyzing spoken language, which was developed from classroom interaction (McCarthy, 2002). Thus, the researcher uses Sinclair & Coulthard initiation-response-feedback (IRF) model as guidance for analyzing teacher and students' interaction.

In Indonesia where English is as Foreign Language and taught from elementary to high school, the goal of learning English, especially for Junior High School students based on the teacher and training material for implementation of the 2013 Curriculum in year 2015; English subject is,

“The purpose of learning English language in junior school is to develop the potential of students to have communicative competencies the text, transactional and functional discourse, by using various spoken and written English text coherently using accurate and acceptable linguistic elements, and various factual and procedural knowledge, and instill the noble values of the nation's character, in the context of life in the home, school, and community environment” (Rohim, 2015).

Based on the researcher's observation during teaching practice to students grade VIII of SMP Negeri 16 Medan, it was found that the teacher was dominant in talking to the students and most of the students still passive in using English. The students always kept silent when the teacher asked questions in the class. The teacher felt so difficult to teach English because the students' awareness for using the language was low and the students were not familiar in using English although they learnt in every week. They were shy to speak in English and finally, they decided to be silent and passive in the class. There was no interaction well between teacher-students, students-teacher and students-students. Therefore they had problem to interact in the classroom.

In this study, the writer is interested in describing classroom interaction using IRF (Initiation-Response-Feedback) in teaching English. The discussion will be

focused on the classroom interaction between teacher and students whether or not will influence the learning activities and learning outcomes.

REVIEW OF RELATED LITERATURE

IRF is a model of classroom interaction found by Sinclair and Coulthard in 1975. This pattern stands for initiation-response-feedback, is a pattern of discussion between the teacher and learners. The teacher initiates, the learner responds, the teacher gives feedback (Sinclair & Coulthard, 1975).

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. The most difficult aspect of spoken English is that it is always accomplished via interaction with another speaker. This is one reason why many of students are disappointed when use the foreign language for the first time in real interaction. The students have not prepared for spontaneous communication and could not cope with all of its simultaneous demands.

As what states by Dagarin (2004: 128), classroom interaction is a two way process between the participants in the learning process, so that the teacher influences the learners and vice versa. In other words, all the participants involved in the classroom are required to participate actively in creating a pleasant atmosphere during the teaching and learning process, for instance the teacher does

something to the students and students do something to respond. This implies that classroom interaction deals with the interpersonal relationship maintained by all the participants in the classroom in order to attain the goals of the teaching and learning process. Through the interaction the learning process among students will occur since they will exchange their knowledge, opinion, and understanding at each other as well as to have opportunities for students to understand and use the language that is incomprehensible (Yanfen&Yuqin, 2010: 77).

In addition, there are some researches about classroom interaction. First, Maratmi (2013) studied about An Analysis On Classroom Interaction Using IRF (Initiation-Response-Follow Up) In Teaching And Learning Process At IXE Grade SMP N 2 Seririt. The objectives were to describe types of classroom interaction are used by English teacher and students during teaching and learning process in SMP N 2 Seririt, the functions of each type of classroom interaction during teaching and learning process in SMP N 2 Seririt. The result of the analysis showed that there were nine types of Sinclair and Coulthard (1975) theory occurred during the interaction in the class which is known as IRF (initiation-response-follow up). Respectively the types were as follows: question, inform, invitation, direction, prompt, encouragement, ignoring, acknowledge and response. The second, Rustandi (2017) concerned An Analysis of IRF (Initiation-Response-Feedback) On Classroom Interaction in EFL Speaking Class. This study aim at analyzing the reflection of IRF (InitiationResponse-Feedback) in speaking class and investigating the dominant sequence among I, R and F. IRF is a pattern of classroom interaction found by Sinclair and Coulthard in 1975 that stands for teacher initiation, students' response and feedback by the teacher. The result of

this research was student's response becomes the dominant sequence of IRF in speaking class.

RESEARCH METHODOLOGY, ANALYSIS, DISCUSSION AND FINDINGS

Methodology

This research was conducted by applying descriptive qualitative design. How the classroom interaction in teaching of English for students is described in description of the reason underlying the performance. As Creswell (2007:8) stated that descriptive qualitative research describes the phenomenon being studied, conditions or relationships that exist, processes that are going on or effects that are felt. In its essence, descriptive studies are used to describe various aspects of the phenomenon. In its popular format, descriptive research is used to describe characteristics and/or behavior of sample population.

The analysis of data consists of four current flows of activities It was the interactive model of Miles, Huberman and Saldana (2014), they are; 1). Data Collection. Data that are in form of information are gotten by researcher from interview transcript (result of interviewed with a teacher and students), 2) Data Reduction. The researcher selected the data (the recording conversation in the classroom interaction) then transcribed it into written up field notes or transcriptions. The irrelevant data which were not related to research questions were discarded, 3) Data Display. This step is done by presenting a set of data because the data obtained during the classroom interaction process class is in the form of narrative, thus requiring simplification without reducing its contents, 4).

Conclusion. After displaying the data, then sorted and organized the data (transcribed and interview) to get the final conclusion.

Analysis

The first step done by the researcher was analysis. It was conducted by having observation for 2 x 40 minutes in teaching learning process for Ability (Can) and interviewing the teacher and the student. The result of interview indicated that the teacher had problem in speaking English in the classroom.

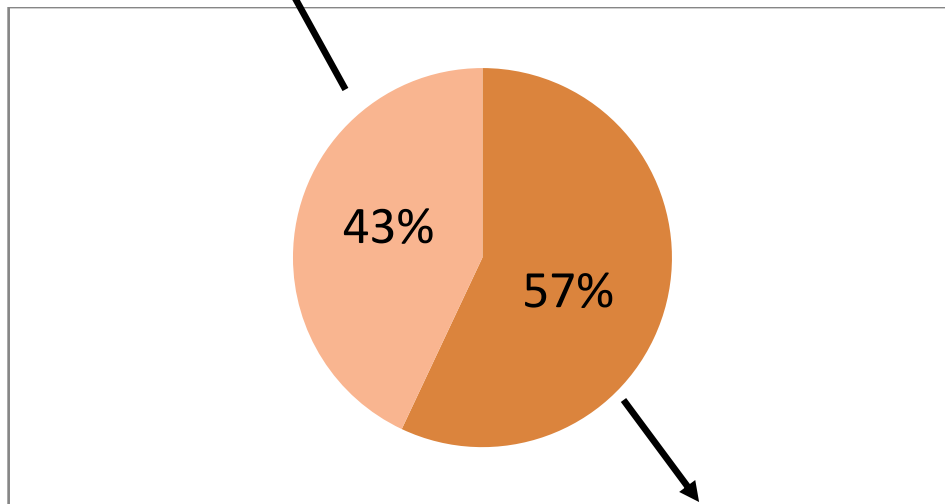
Findings

The findings of this research were first, the teacher and students seldom used English in the classroom. The teacher responded various answered by using English and Bahasa. The teacher used English and Bahasa to make students understand her lesson and because the students can't speak English well. The teacher always tried to speak English in the classroom interaction. Second, every interaction between teacher and students started by teacher question. In teaching learning process the teacher always gave questions to the students as initiation. After giving initiation, the students would respond the teacher questions.

Discussion

The teacher got problem when they had interaction in English with the students. It was happened because the students are not able to speak English. When the teacher speaks English, there was no interaction or respond from the students. The students looked difficult to respond the teacher by using English. The percentage of using English in the interaction between the teacher and students can be seen below.

The Use of English



The Use of Bahasa

Figure 1. The Percentage of Using English in the Interaction

Between the Teacher and the Students

Both teacher and students used Bahasa for 57% and the rest they used English (43%). Actually the teacher didn't face the difficulty in managing the class. Because the students pay attention in studying English. But it is hard for the students to understand English well.

Every interaction is always initiated by the teacher question and then followed by the students' response by giving opinion toward the teacher question and finally the teacher gave feedback. The IRF pattern in the classroom interaction for studying ability (can) including the percentage of type can be seen in the table 4.10 below.

Table 4.10 IRF Pattern

No	Type	Observation Ability (Can)
1	Teacher Initiation	34%
2	Students Response	44%
3	Teacher Feedback	22%
	Total	100%

From the table above, it can be concluded that the result was learning ability (can), the teacher initiation was high (34%) but the students' response was higher (44%). The students looked happy and enthusiastic in learning it. Although they have problem in using 'can' but they wanted to try to do the exercise given by the teacher. And the teacher feedback got in lowest position (22%). So, in learning ability (can) the response of the students was dominant in pattern rather than initiation and feedback.

CONCLUSION AND SUGGESTION

Conclusion

The language used by the teacher and the students in the classroom interaction was not balance. They are seldom to use English. Both teacher and students used Bahasa for 57% and the rest 43% they use English. It is hard for the students to understand English well. It happened because the students had limited vocabulary and they also afraid to make mistake when they spoken English. The lowest pattern was the teacher's feedback. It had 22% feedback given by the teacher to the students. The students' response was the dominant pattern in the classroom interaction rather than initiation. The students' response had 44%, while the teacher's initiation had 34%. This pattern happened when the teacher

asked students the examples of using 'can' and to do some exercises of using 'can' in sentences.

Suggestion

1. It is suggested to the English teacher especially for English teacher who is teaching grade VIII students to stimulate students to use English in the teaching learning process. The classroom interaction between teacher and students can be interesting if there is two ways communication. But if the teacher is too dominant, of course the students will be passive in the class. And the teacher should improve the students English by having practice and supporting them to be brave to speak English.
2. It is suggested to the students to improve their English and dare to speak up English in the classroom. If they make some mistakes when they speak English, the teacher will be kindly to improve their mistakes.
3. It is suggested to the next researcher to conduct further studies about classroom discourse based on Sinclair and Coulthard model which will be very useful reference to the teachers' and students' need in classroom interaction.

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