

Initiation Response Feedback (IRF) Interaction in Contextual Oral Language Studies

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Abstract: This study was about Initiation-Response-Feedback Interaction in Contextual Oral Language Studies. During Online Class first semester of English Department, Language and Art Faculty, State University of Medan. The Objective is to describe what types and how IRF patterns in the classroom interact with listening and speaking activities. This study used the descriptive qualitative method and used observation and video recording instruments. The data was examined using Sinclair and Coulthard theory in 1975. The result of this study was the following (1) The type of IRF pattern used in classroom interaction in Online Classes based on Sinclair and Coulthard 1975 is used all, such as Initiation, Response, and Feedback. (2) The realization of the IRF pattern itself is already used in the classroom. The lecturer always starts the conversation in the class with Initiation, as the first way to get students' Responses, after the lecturer gets responses from the students, the lecturer will give feedback. In the classroom, both the lecturer and the students employed unbalanced language. For listening activities interaction, the response of the students is 28%, and for speaking activities interaction, the response of students is 26%. Actually, in the teaching and learning process, if talking about the lecturer's ability in managing the class, the lecturer can do it well. The lecturer was able to get student attention to listen to the topic and speech about the topic in the online class. The student has a low ability to answer or respond to the lecturer's questions or initiation, which also caused vocabulary limited theirs have. It is suggested to English teachers or lecturers, especially in listening and speaking to stimulate students to actively practice/use English in the classroom. It is suggested that the students improve their ability by having some extra effort to learn many vocabularies future.

Keywords: *IRF, Classroom Interaction, Contextual oral language studies, Online Class*

Introduction

Interaction in the classroom is the action and reaction conducted between teacher and students in the classroom to build a relationship and communication well. The interaction itself uses language as the tool and the mediator to make the conversation held by the others. That relationship becomes good when one another uses a simple conversation or language to make other easy to understand the meaning of the speaker to the listener. The classroom interaction is occurring from the beginning until the end of the class and the teacher is the main actor to build good interaction. When the teacher starts to convey the topic, the interaction happened when the teachers invite students to answer the teacher's question. The good interaction in the class also makes the students feel an interest to receive the material and they become easy to develop their willingness to learn. If the teacher is able to bring the class comfort, student emotions will stimulate the brain to receive the lesson easily.

Interaction in the classroom also refers to the IRF (Initiation-Response-Feedback). These patterns begin with initiation, with the first turn being a greeting or a question from the teacher. The student's response to the teacher's initiation is the second turn. Continue with feedback from the teacher after the student's response. The purpose of feedback is to provide an assessment or a reaction to the pupils' second turn (Lee,2007). The student response should be confirmatory by the teacher called feedback whether it is correct or not. (IRF) Initiation-Response-Feedback is the biggest interaction or communication that happened in the classroom between students and teachers. The teacher initiates, the learner responds, and the teacher gives feedback (Sinclair & Coulthard, 1975).

Initiation-response-feedback (IRF) is a way between teachers and students make a discussion or change their opinion about the material to build comprehension. In this interaction, the teacher role and teacher control almost appear in the classroom. Teachers may take a big control to handle the student interest in learning the lesson. From this pattern, the teacher takes 2 main points those are in initiation and feedback.

Common interactions that occur in the classrooms is the teacher initiation and teacher feedback. In Contextual oral language studies classes, the students are mostly passive, it might be caused by many reasons that make the classroom interaction, not balance. They were just focused on audio or audiovisual given and just interested in listening and speaking activities. It started with the lecturer's initiation to stimulate student willingness so that the student gives their responses. It will make the first interaction with the students, and the dominant process is the teacher talking in the classroom, however, the students used Bahasa.

Contextual Oral language is one of the subjects that include speaking and listening ways that humans communicate with one another. The purpose of this subject is to produce the student's competence in speaking and listening to comprehend simple comments and simple conversations, in personal, interpersonal, and transactional in every situation and condition. The students have acknowledgment and are skilled in listening and speaking using English with good and fluent in social and academic, to be good and professional English teachers.

Different from other studies, this study focuses on online classes as a place for lecturers and students make an interaction. Nowadays teaching and learning not should be held face-to-face, but also can use media to convey the lesson. An online class is a course conducted over the Internet. Computer-based learning, web-based learning, virtual classrooms, and digital collaborations are all examples of online learning, which is a subset of distance education that encompasses a wide range of technological applications and learning processes (Urdu and Weggen 2000). Shortly, the online class is the process of conveying the lesson using the media to build interaction.

So, this is the reason why the writer wants to study this problem, how the students respond to the lecturer's initiation, and how the lecturer study does to realize the IRF pattern in the classroom to increase the student's interest in listening and speaking relevant to their comprehension. My goal in this study is to characterize the IRF pattern and see if it has an impact on the learning activities outcomes in the class. That is why the writer uses the Sinclair and Coulthard IRF model to analyze the pattern of Contextual oral language Studies material in the class interactions between students and lecturer.

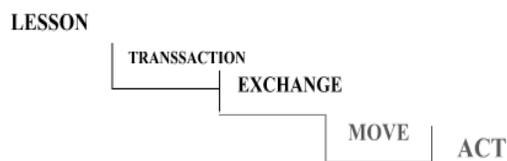
Literature Review

Initiation-Response-Feedback (IRF)

The morpheme is at the bottom of the grammatical rank scale in English grammar or linguistics, according to Halliday (2004), while the sentence is at the top. As a result, the linguistic grammatical rank scale goes from morpheme-word-group/clause-sentence to morpheme-word-group/clause-sentence. In a similar vein, Sinclair and Coulthard (1975) presented a five-unit discourse ranking system. We also have ACT-MOVE-EXCHANGE-TRANSACTION-LESSON,

which goes from lowest to highest. This is an illustration of the hierarchy of rank scale in Discourse:

Table 1. The rank scale level of Sinclair and Coulthard



Based on the figure displayed above, the rank starts with the highest one, Lesson. So, the Lesson combines many transactions. This part of the lesson starts with teachers entering the classroom, conveying the lesson till the teacher leaves the classroom, which in turn makes a number of exchanges. In other terms, a lesson can be described as a series of exchanges. At the very least, a transaction is a trade. In other words, a transaction might refer to a series of exchanges. Right, well, and good are some of the framing words that now serve as transaction boundaries. It's used to signal the end of one transaction and the start of another.

The next rank scale is Exchange. Here is the process of Initiation Response and Feedback appears. It starts with the teacher's Initiation, continues with the student's response, and is followed by feedback on the student's response by the teacher, that realize by eliciting, informing, and directing moves. Moves will make an act. And the act is the smallest part of the analysis and has so many different functions.

Exchange

The term "exchange" refers to the "fundamental unit of interaction." It is fundamental because it is made up of only two participants' inputs and because it combines to generate the greatest unit of interaction, the transaction (as quoted in Coulthard, 1992).

A group of moves makes up an exchange. It refers to a situation in which participants in a conversation make a succession of movements. Depending on the situation, an exchange can include a query, an answer, a comment, or more. An exchange can be said to have occurred when the first speaker asks the next speaker a question, he responds, and the first speaker returns to deliver a follow-up. Consider the following illustration:

A: What time is it?

B: Twelve thirty.

A: Thanks.

Student A: Let's come tomorrow.

Student B: Oh yeah.

Student A: Yes.

There are three moves in each of these exchanges. 'What time is it?' is the first move, and it is a query. The first movement in (2) is seen as a request. Free exchanges, bound exchanges, opening exchanges, medical exchanges, and closing exchanges are all examples of exchanges. It should be remembered, however, that exchanges might be as numerous as the discourses of various disciplines of study or vocation. Boundary exchanges and teaching exchanges are the two types of exchanges. Framing and focusing moves are included in boundary exchanges. In particular, the teaching exchange most usually occurs through the sorts of teacher-students talking in the classroom, which is realized by the Initiation-Response-Feedback model (IRF). It starts with teacher Initiation or usually appears with the teacher's question, followed by the student's response or the student's answer, and followed by the teacher's feedback. IRF challenges students to think, reason, and make connections.

Initiation

As stated by Dayag (2008), initiation (I) is the movement in which a teacher initiates an interaction. Initiation (I) is the movement in which a teacher asks a question or takes an action to initiate students to interact in the classroom. It is the teacher's endeavor to encourage students to immerse themselves in a conversation or encounter. It is at this point, according to Harmer (2007), "that the teacher has to do something to get the kids involved, engaged, and ready." It is also thought to be a key approach to building an interactive language classroom since it gives a stimulus for students to interact with one another on a regular basis.

Response

Following the teacher's introduction, the students' response (R) is what the pupils really do. According to Dayag et al (2008), the teacher initiates the response in response to the participants' initiation move. It indicates that pupils interact in response to the teacher's cues.

Feedback

Feedback/follow-up (F), is the final exchange of a turn in which pupils are given feedback on their responses. According to Dayag et al. (2008), feedback completes the cycle by bringing the initiation and reaction to a close. It means that pupils receive immediate feedback or feedback on their responses. Interchange among I, R, and F. I (opening), R (response), and F (follow-up) moves are used in teaching exchanges.

Move

Acts merge to produce exchanges, which are made up of moves. Exchanges are made up of five different types of moves. Framing moves are used to structure the lesson and are frequently followed by focusing moves, which are used to draw students' attention to the lesson's direction. The remaining three actions are known as opening, answering, and following up. The goal of a given opening could be to convey information, direct action, or elicit a fact. The first step is to invite students to engage in the discussion. The head act in the opening move determines the answering move, which is usually a student reaction.

The move is the unit of discourse that comes after the act in terms of importance. It is divided into one or more acts. When the request is straightforward, such as 'give me the bag,' it can be straightforward. When there are too many demands in one, such as 'Dad, I need a school bag,' it can become complicated. Not only that, but try to stuff some notebooks within it as well. Don't forget to include a pen and two or more pencils as well. Some relevant texts should also be included. 'Do you think that's reasonable, or are my requests too much for you?' There are various types of movements. The following are some of them:

1. Opening and answering moves: An opening move is used to start a discourse. It can ask a question, give information, requests something, or direct action. The opening move is often followed or accompanied by an answering move an answer to the opening move.

Driver: Where do I drop you off? (Opening)

Driven: Just keep moving. I'll stop you when I get there. (Answering)

2. Focusing and framing moves: Focusing and framing moves are more commonly fins in the classroom situation. It can also be useful in a religious setting, for instance in the church where a sermon is to be preached. Focusing often comes before framing. Preacher: The topic of our sermon today is the end-time Christians (Focusing). However, before we go into that, we need to explain who a Christian is (Framing).

3. Feedback or follow-up move: the feedback or follow-up move acts as a judgment on the answering move. It's also really valuable in the classroom. It's when a teacher asks a question and then returns to analyze whether or not the question was asked correctly. To put it another way, the teacher makes a decision. Consider the following scenario:

Teacher: How many semesters make a session?

Student: Two semesters:

Teacher: Good of you. (follow-up move)

Act

The act is the lowest non-divisible unit on the discourse rank scale. It's made up of grammatical units like words, phrases, clauses, and sentences. As an example,
She has arrived (Act -Sentence),
Over the bar (Act -Group),
One (Act -word).

Acts might be educational, eliciting, or directing. There are three types of Acts as a result. Instructive, elicitation, and directive are the three types of questions.

An informative act conveys information that can elicit a good or negative reaction. It provides information to the participants in the discussion. Consider the following conversation between the following individuals:

- A: The food is ready
B: Thank you very much (Positive).
A: Mum, I need some money.
B: I don't have (Negative)

Elicitation act comes in form of a Question-Answer discourse pattern. The first speaker here starts the discourse and invites the next speaker into the discourse. The response of the next speaker can be immediate or delayed depending on his interest in the discourse.

- A: What is your name?
B: Mary (Immediate)

The directive act necessitates action. It is a circumstance where the dialogue starter drives the other participant into action.

- Husband: Bring the food here
Wife: (Jumps into action) Yes dear.

Classroom Interaction

Interaction is synonymous with the learning process itself (Allwright, 2008). Interaction can develop and increase the student's ability in language, even spoken or written. They will hear some new vocabulary from others and apply it in their daily life. Interaction is the heart of communication (Douglas, 2001:1:165). It can say that when someone conveys a message, receives the message, translate or interprets it, and make a negotiating meaning.

They must interact frequently in the target language in order to gain expertise in English communication, as contact is the essence of communication (Brown, 2000). Interaction occurs anywhere and at any time, including in the classroom, as long as individuals are interacting with one another and doing activities, and receiving the reply from one another. Gagarin (2004: 128) argues that classroom interaction is "two ways process between the participants in the language process, the teacher influences the learners and vice versa. Furthermore, classroom interaction is classified as pedagogic interaction, which refers to interactions that occur throughout the teaching and learning process.

Unfortunately, it appears that using the target language all of the time in the language classroom is challenging, especially in EFL (English as a Foreign Language) classes. This has occurred because EFL students share a similar native language (Brown, 2000). If an EFL teacher overlooks it, the purpose of the teaching process will be missed. As a result, by impressing the students with the need for English practice for future success and telling them that it can help them strengthen their intuition for language, the usage of their native language when interacting can be reduced (Brown, 2000). Firstly, it can increase students' knowledge of the language. Rivers (1987) notes that "Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the outputs of their fellow students, in discussions, skits, joint problem-solving tasks, or dialogue journals...". Second, it has the ability to strengthen social bonds. Students' relationships will be strengthened by interaction, either among themselves or with

their teachers, because it allows them to learn from one another and receive feedback on their performance (Naimat, 2011). Thirdly, it is beneficial to develop students' communicative skills. According to Thapa and Lin (2013), "interaction in the classroom becomes the central factor which is able to enhance the students' linguistic resources as well as equipping them with appropriate skills for communication." (Naimat, 2011) "The communication skill, then, will be acquired through speaking activities, such as debates, discussions and about desired topics among students." Finally, it helps kids gain confidence in speaking. "Interaction is a vital social activity for students in the language classroom," Thapa and Lin (2013) write, "through which they not only develop information but also establish confidence and identity as competent language users."

Contextual Oral Language Studies

Contextual Oral language is one of the subjects that include speaking and listening ways that humans communicate with one another. The purpose of this subject is to produce the student's competence in speaking and listening to comprehend simple comments and simple conversations, in personal, interpersonal, and transactional in every situation and condition. The students have acknowledgment and are skilled in listening and speaking using English with good and fluent in social and academic, to be good and professional English teachers.

Online Class

Online learning is a type of remote learning, often known as online education, that has long been a component of the American educational system and has recently grown to become the largest sector of distance learning (Bartley & Golek, 2004). Nowadays, the classroom not only happens face-to-face but is also held by using media to make an interaction. This research uses online classes as a place for teachers and students make an interaction. An online class is a course conducted over the Internet. Computer-based learning, web-based learning, virtual classrooms, and digital collaborations are all examples of online learning, which is a subset of distance education that encompasses a wide range of technological applications and learning processes (Urdu and Weggen 2000).

Many academics and educators believe that online learning can help to combat rising postsecondary education costs by spreading the cost of a class over a much larger number of students than traditional classrooms, dividing the cost by tens or hundreds of thousands of students rather than a few dozen (Bartley & Golek, 2004). Moreover, the marginal cost of a student in an online setting is negligible relative to the traditional setting, necessarily constrained by a number of factors such as the size and availability of the physical classroom. Shortly, the online class is the process of conveying the lesson using the media to build interaction.

Research Method

In conducting this research, the writer used Descriptive Qualitative Research. Hancock, Ockleford, & Windridge (2009) claimed that qualitative research aimed to help us to understand the social world in which we lived and why things are the way they are. To get the data, the researcher did observation and used a recording instrument to answer the research question. This research was intended to describe the initiation, response, and feedback in listening and speaking activities for contextual oral language studies interaction, that happened in the classroom. The research took the data using descriptive qualitative from the interaction in the classroom by observation, recording every meeting from the beginning till the end, recording was done using google Meetings as the media to record because of the research observation in the online English class. The first data got from the online class is the transcriptions that consist of the result of observation in the class between the lecturer and students. The data of this research collected used audio recording and video recording observation. Audio and video recording are used to capture the listening and speaking interaction between the lecturer and students in the classroom. While in technique to collecting the data, the researcher used observation. The technique of analyzing data

uses Miles and Huberman analysis model. The analysis consists of three steps, they are data condensation, data display, and drawing a conclusion.

Findings and Discussion

Findings

Type of IRF pattern used between lecturer and students in contextual oral language studies class.

Table 2. data from Starting the Lesson

Speaker	Conversation	Interaction
Lecturer	Good morning, everybody. How're lives?	Initiation
Student	Good morning, Mam. I'm ok.	Response
Lecturer	Thank you. Who's not yet joint to my class? Are you ready to begin the activities of our subject.....	Feedback

It can be seen from the first conversation, which started with the lecturer giving a conversation that greeted students as the common conversation that starts with the lecturer as the leader in the class. This interaction is called Initiation (I). After the lecturer greeted the students would answer lecturer greeted them, this interaction is called a Response (R) to the Initiation. After the Response given by the students, the next interaction as common in daily life class interaction used google meet is the lecturer make sure that students already joined the link (F). Commonly, the initiation started with the question to the other speaker have feedback on the Initiation.

All the interactions in the classroom usually got all the patterns. It can be seen, when the teacher starts the conversation about the lessons, students can answer the teacher orally. The teacher initiation not got responses from the students at all. Students sometimes only silently, or just say "ok", or focus on their topic. Seems that the condition appears, lecturer repeated and makes the explanation and instruction become simple until the students understand.

Not only focused on the IRF pattern, but the lecturer should also pay attention to the materials, which are listening and speaking. The listening and speaking skill improved the students' comprehension and provided some word knowledge. So, if the students do not grasp the content presented by the lecturer, they will ask the lecturer, and this is how the dialogue and IRF interaction in the classroom develop.

Discussion

Initiation-Response-Feedback is the pattern that usually appeared in classroom interaction, even Offline or Online classes. Actually, the subject doing in a language laboratory, with a set application and technology media. Because of the pandemic covid 19 situations, this study focused on online classes, as the field to get the result. There are some differences and similarities in interaction in the classroom between online and offline class according to the researcher. The differences are students can't respond to the lecturer's question orally, which caused an error network in the online class, but in the offline class students and the lecturer can respond to each other orally. It can be seen that Response is not always shown by any words but can be shown by gestures too. So, if the class is held like an online class, the lecturer can't analyze how's the student's gestures or body language. The other differences are students in the offline class can get all their needed for the lesson without being limited by something. But in the online class, the sound of audio/audio-visual even however disturbed by unstable connection internet. In some similarities, it can be seen that all the participants even lecturers or students can convey their confuses, discuss, and even something wanted to say that place even online or offline.

To enhance the teaching and learning process, a healthy relationship between the lecturer and the students should be established in the classroom. The lecturer, as the primary player in classroom contact, should be able to facilitate it. When it comes to teaching English, some students struggle to express the topic itself. It can be concluded that it was caused by students' inability to communicate and grasp what the lecturer was saying. The students have a low ability to listen and speak English in their daily lives, it can be concluded that the student environment not supported

their willingness to practice English well. It looked when I have an online class, students have difficulties answering the lecturer's questions, however, they used Bahasa to respond to it.

Every interaction in the class, it's always started with the lecturer's Initiation as the beginning to stimulate students' brains. Its form might be like a question and then students would answer it by giving a response by their opinion towards teacher feedback. The percentage of IRF patterns in the classroom interaction for listening and speaking can be seen in the table below;

Table 3. The percentage of IRF

No	Type	Observation	
		Listening Activities	Speaking Activities
1.	Teacher Initiation	38%	38%
2.	Students Response	28%	26%
3.	Teacher Feedback	34%	36%
	Total	100%	100%

From the table above, it can be concluded that in the first result was learning Contextual oral language studies in the online class, the lecturer Initiation was high, but student responses are lower than the lecturer initiation. Students looked like a late response to know it, just simple answers. Although they are lazy to quest for the right answer, they already understand the topic that they listen to and speak about. When a student replies teacher's question, the other students might not listen clearly, or the student's answer is not good. This is the way for the teacher to make sure or tells the real answer to the students. Teacher feedback was a high pattern. This pattern is positioned in the last pattern because this pattern is the way to give the right or make sure the initiation is given by the lecturer to student responses.

The other result according to an online class that still has problems even for lecturers and students is about network problems. But, actually to join the online class more. So, the lecturer gave a strict role to make students become disciplined and there is no other reason to be absent except for students has illnesses. They will be forced to have a good signal for the google meet class.

Conclusion

The aim of this study is to find out the type of IRF pattern used between lecturer and students while listening and speaking activities in Contextual oral language studies to analyze how was the realization of IRF in classroom interaction, conclusion can be drawn:

1. The type of IRF pattern used in classroom interaction based on Sinclair and Coulthard 1975 is used all. Even the initiation, Response, and feedback. The three of these patterns are related to each other. Started with teacher Initiation, and continued with student responses, even teacher doesn't have a response well at first, it should be repeated by giving another initiation. After that should be followed by feedback. Even from all the analyses, the response is the lowest interaction in the classroom.
2. The realization of the IRF pattern itself is already used in the classroom. Even though the percentage of three of them is not balanced, the interaction still running well.
3. The language employed in the classroom by the teacher and pupils was unbalanced. For listening activities interaction, the response of the students is 28%, and for speaking activities interaction, the response of students is 26%. Actually, in the teaching and learning process, if talking about the lecturer's ability in managing the class, the lecturer can do it well. The lecturer was able to get student attention to listen to the topic and speech about the topic in the online class. The student's low ability to answer or respond to the lecturer's questions or initiation is also caused by the vocabulary limited they have. Feedback from the lecturer is higher than the response of the students, and the initiation is highest than the others.

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