

## ABSTRACT

**Haris, Muhammad Abdul. Registration Number: 2183121001. Initiation-Response-Feedback (IRF) in Blended Learning of Grade IX at SMP Muhammadiyah 1 Medan. A Thesis. English Educational Program, Faculty of Languages and Arts, State University of Medan, 2022.**

This study aims to analyze the categories of an Initiation-Response-Feedback (IRF) in blended learning. A qualitative descriptive method used in this study. The data were collected for two meeting/ 40 minutes. There was an English teacher at grade IX in SMP Muhammadiyah 1 Medan. The data analyzed by using IRF Patterns. This study found some categories of Initiation-Response-Feedback (IRF), three categories of Initiation, Elicitation, Directive, and Informative. Then, three categories of Response, Reply, React, and Acknowledge. Meanwhile, three categories of Feedback, Accept, Evaluate, and Comment. It was found that evaluation was dominant, there were 55 times (19.57%), reply 51 times (18.14%), directive 38 times (13.52%) and also comment was recessive, there were 11 times (3.91%), acknowledge 14 times (4.98%) and informative 11 times (3.91%). The total of utterances produced by the teacher were 75 initiations, 100 responses, and 96 feedback. The ratio of the Initiation showed 26.68 %, smaller than the ratio of Response, that showed 35.57%. It means that students respond more than teachers give questions and praise or encourage in the blended learning process.

***Keywords: Initiation, Response, Feedback, IRF, Classroom Interaction***

