

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The Sims of this study is to find how the IRF Application in Teaching Reading Descriptive Text. Following the analysis of the research findings and discussion in the previous chapter this research concludes that classroom interaction during the teaching of reading descriptive text at SMP Negeri 2 Pancur Batu is characterized by a rigid adherence to the triadic Initiation-Response-Feedback (IRF) framework, where the teacher consistently functions as the primary initiator and authority in managing discourse. While the teacher effectively implements pedagogical scaffolds such as visual media, video scaffolding, and strategic code-switching to facilitate students' understanding of the text's generic structure and social functions, the interaction remains predominantly teacher-centered and one-way. Student participation is marked by extreme brevity and passivity, with responses typically consisting of one-word answers or phrases in Bahasa Indonesia, alongside a high frequency of "No Response" patterns or silence rooted in limited vocabulary and a profound lack of linguistic confidence. Furthermore, the teacher's feedback move is utilized primarily for evaluative validation and simple reinforcement—such as repeating student answers—rather than as a mechanism to prompt deeper inquiry, critical thinking, or exploratory talk. Consequently, although the current application of the IRF pattern provides a necessary management scaffold in this English as a Foreign Language (EFL) setting, it remains mechanical in nature and does not yet

fully realize the dialogic, student-centered aspirations envisioned within the Kurikulum Merdeka.

## 5.2 Suggestions

To improve the quality of classroom interaction, English teachers are encouraged to move beyond evaluative feedback by incorporating reflective and exploratory moves that prompt students to elaborate on their ideas rather than merely providing one-word answers. This can be achieved by utilizing open-ended questioning and providing sufficient wait time to reduce instances of student silence, thereby fostering a more dialogic and student-centered environment that aligns with the principles of the Kurikulum Merdeka. Furthermore, teacher should facilitate professional development focused on classroom discourse strategies, while students are encouraged to increase their participation and confidence through consistent practice in responding to descriptive text inquiries.