

ABSTRACT

Trya Ayu Fazira, Registration Number 2211121017, Application of Initiation Response Feedback in classroom Interaction in Teaching Reading Descriptive Text OF EIGHT GRADE AT SMP NEGERI 2 PANCUR BATU. A Thesis: English Education Program, Faculty of Languages and Arts, Universitas Negeri Medan, 2025.

This research examines the application of the Initiation-Response-Feedback (IRF) pattern in the teaching of reading descriptive texts for eighth-grade students at SMP Negeri 2 Pancur Batu. Using a descriptive qualitative approach, data were gathered through classroom observations, teacher interviews, and documentation, including video and audio recordings. The analysis followed Sinclair and Coulthard's (1975) discourse analysis framework to evaluate how interactional exchanges support student engagement within the context of the Kurikulum Merdeka. The findings indicate that classroom interaction remains predominantly teacher-centered, with the teacher acting as the primary initiator of discourse. Although the teacher effectively utilized visual media, video scaffolding, and strategic code-switching to guide students through the generic structure and social functions of descriptive texts, student responses were characterized by extreme brevity—often consisting of single words or phrases in Bahasa Indonesia. Furthermore, the study identified a high frequency of "No Response" or silence, rooted in the students' limited vocabulary and lack of linguistic confidence. Feedback moves were primarily used for evaluative validation and reinforcement rather than prompting deeper inquiry or critical thinking. The study concludes that while the current IRF application provides a necessary management scaffold in an EFL setting, it does not yet fully realize the student-centered and dialogic aspirations of the Merdeka curriculum.

Keywords: Classroom Interaction, IRF Pattern, Descriptive Text, Teaching Reading, Discourse Analysis.