INITIATION RESPONSE FEEDBACK PATTERN ON STUDENTS INTERACTION IN SPEAKING AT EIGHT GRADE CLASS IN SMP NEGERI 5 PEMATANGSIANTAR

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ABSTRACT

The purpose of this study is to find out the using of Initiation Response Feedback (IRF) Pattern on Students Interaction In Speaking Skills. The writer carried out in class VIII-7 of the SMP Negeri 5 Pematang Siantar. This researcher used the qualitative approach with ethnography by using PURPOSIVE sampling technique for selecting 27 students from class VIII-7 as the data . The data were collected by observation and video recording. The result of study is initiation because initiation is the main role who acted as the initiator of a topic or conversation in order to get feedback and response. The students are already able to find sufficient initiative topics when they want to open a conversation, because the initiative isn't complicated when giving feedback and responses. Initiative is the same as basic greeting which does not require complicated vocabulary to follow topics such as feedback and respond. Simple initiation can be easily understood by students because the sentence is not complicated, without having to strengthen the topic, because initiation acts as the way of opening. so cause the aspect of initiation is higher than the other aspects.
Keywords: IRF Pattern, Students Interaction, Speaking skills

I. INTRODUCTION
The Background of The Research

Language is the way to communicate with other people, to know in each other and make the interaction by the conversation. English is an international language, demanded language to master. Learning English is expected to be able to make students skilled in communicating orally and in writing (spoken and written). In learning activities, it is necessary to have the ability of teachers to falicitate students understanding of the material being taught (Sutrisna,G and Artini, 2020) It is understood that only human language has a more complete form complex than non-human communication. The use of language is very important in human life to interact with others. It is a way of communicating ideas, thoughts and feelings. There are so many languages in the world. By language we can understand what we are talking about based on the communication.

Language is the most important thing in human life because we can give some information to other people or we can express our feeling by the language. According to (Roux, 2014) English is the most the commonly used and indeed dominant language for international business, technology, science and academics. In most countries, English is treated as their second language to learn. Not only in classrooms, English is also used in news, advertising, technology, social media,and many more. As we know English is the one international language that used many countries even we go to the abroad, English is still become the mediator language for speaking with the local society and tourist. Although we can not understand totally but we can understand what the aim of our speaking about.

Speaking is one of very important skills in our life. Speaking skills are often considered the most important part of English for language. Speaking is one of the productive skills, which is evidence of a student that how much he or she is competent in language. According to (Azadi et al., 2015) speaking is one of four basic skills in learning foreign learning besides listening, reading and writing. It means that speaking is an important skill in order to communicate with other people. The speaking material is developed by inserting the students culture, the English students need to be exposed with their local culture, they have can compare their local culture with the others. In reality speaking skill is considered to be the difficult skill based on daily conversation during teaching and learning process, there are still many students who have many obstacle sin learning to speak English. They find it to

start speaking, less vocabulary, that's why they confused to give the response, scared to make speaking because they would make incorrect sentence, and confuse what the native speaker said, even to express their feeling idea and thoughts. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English. In other word speaking is one of skills besides reading that let someone to express their ideas, feelings, and desires. Furthermore learning speaking in school is easy than learning it alone, because in school there are friends and teachers to practice it.

This research is useful to find out what is the IRF in speaking class and it's problem, so the result of this research mightimprove how lecturer handle and stimulate their students to be more active in the speaking class. The researcher wants to know how many percents that students can response the teacher said. The researcher will teach about the subject of English uses English speaking and make interaction in students with the daily conversation.

The Problem of the Research

Based on the background of the researcher above the problem can be formulated in question forms as follow: How is the using of IRF (Initiation, Response, and Feedback) Pattern on students interaction in speaking class?

The Objective of the Research

Based on the problem of research, the objective of the research is : To find out the using of IRF (Initiation, Response, and Feedback) Pattern on students interaction in speaking class.

II. LITERATURE RIVIEW

The Defenition of Speaking

Speaking is one of the basic language skills that have to be mastered by English Foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel. According to Gard & Gautam 2010 cited in Susnawati, Marhaeni, and Ramendra (2019). Speaking is an activity used by someone to communicate with other. It takes place every where and has become part of our daily activities. When someone speaks, they interact and use the language to express their ideas, feeling and thought. They also share information to other through communication.. Furthermore, Mukminatien 1999 cites in Hardi (2019) speaking skill is complicated because it covers various language components (Grammar ,vocabulary ,pronounciation, and ect). Then Marleni (2018), states that speaking is an important skill in expressing idea in communication. Meanwhile, from Chaney (1998) in Efrizal (2012), speaking is the process of making and sharing meanings using verbal and non verbal symbols in different contexts. The main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about

According to Rafiudin (2011:10), There are numerous standards of a success speaking interest; 1) Students communicate a lot. It is as tons as feasible of the time frame allocated to the interest is in truth occupied through learner communicate. This can also additionally appear obvious, however frequently maximum time is taken up with instructor communicate or pauses; 2) Participation is even, the study room tale telling isn't ruled through a minority of communicate lively participants. All get a hazard to talk and contributions are pretty frivolously distributed; 3) Motivation is high, the scholars are keen to talk due to the fact they may be interested by the subject and feature something new to mention approximately it, or due to the fact they need to make contributions to gain assignment objective; 4) Language is of a suitable degree, the scholars specific themselves in utterances which can be relevant, without problems understandable to every other, and of a suitable degree of language accuracy.

The Difficulty of Speaking

Speaking is one of the most important and hardest skills to master. The issues that occur in learners' speaking performance must be caused by various factors. Yumniamatillah (2017) discovered that student's speaking problems and factors influence one another. In his study, seven factors that affecting first-year English Department students' speaking difficulties are lack of vocabulary

knowledge, lack of practice, the attention of the audience, environment, accent and mother tongue, different spelling, and lack of motivation Besides, Zhang (2010), speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English.

It can be summarized that, are some factor make students difficult to speak. They are : clustering, redundancy, reduced from, performance variables, colloquial language, rate of delivery, stress and intonation, interaction. Based Penny there are : nothing to say, worried making mistakes, simply shy of the attention that their speech, low or uneven participant, the last in mother tongue in use, the students feel comfortable use their mother tongue and feel unnatural when they are speaking in English.

The Defenition Interaction Speaking

In classroom interaction, all the classroom events are included, both verbal interaction and non-verbal interaction. Meng and Wang (2011, p. 98) states that "teachers should include both verbal and non-verbal languages. Verbal interaction covers written interaction and oral interaction". Meanwhile, non-verbal interaction refers to behavioral responses in classroom without using words such as head-nodding, hand-raising, and so on. Moreover, successful interaction may promote involvement between teacher and student or among students, enhance learning, and motivate students. Then, Pujiastuti (2013) conducted interaction analysis focusing on the investigation on the realization of verbal classroom interaction, types of teacher talk, teacher talk implication on student's motivation, student talk and teacher's roles in classroom interaction. While Suryati (2015) reports a study on teachers' use of interaction strategies in English Language Teaching (ELT) in lower secondary level of education and Liu and Zhu (2012) conducted a research which attempted to investigate and analyze the phenomenon of teacher talk time, questioning pattern, and feedback pattern

Aspects of Interaction

Aspect of classroom interaction Brown cited by Suci (2021) divided into three aspect, they are teacher talk, students talk and silence.

1. Teacher Talk
   Teacher talk has seven categories which enable to analyze in classroom interaction. Those categories of teacher talk are divided into two kind of talk: the indirect talk is an effect which learner are lead to the warm classroom atmosphere and try to break the ice in order to encourage them to participate and learn in classroom interaction.

2. Students Talk
   Students talk can be used by the students to express their own, ideas, initiate, new topics, and develop their own opinion. As the result, their knowledge will develop. Students will show they activity concentration of the students to their teaching learningactivity.

3. Silent
   Period of quit during and learning process, which there is no interaction. So the interaction cannot be recorded. It is mean that the researcher cannot be understood what are the communication in this time. There will be time when the students silent in classroom.

The Concepts of IRF (Initiation-Response-Feedback)

IRF pattern describes a reciprocal relation between teacher and students in the classroom. Teacher raises a question, then students answer it, and the teacher gives an evaluate follow-up or feedback before raising another questions are referred to as initiation, response, and follow-up or feedback. Because of IRF is a pattern that structured, it is useful to analyzed the classroom interaction. Its very important to analyzing pattern in an interaction where talk is relatively tightly structured. Thus analyzing IRF pattern is very helpful in seeing the interaction between teacher and students.

Initiation is the ability of someone to produce new something for problem solving. It is meant that the ability to find opportunity,find idea, and find the new way to problem solving or thinking new things. The initiation is ability that someone has with self awareness, and arise every time, it's happened because encouragement to do that. The form of question is usually as initiation in the classroom. science response is reaction of psychological-metabolic to excitement, it form automatic it like reflection and reaction emotional and controlled. Based on dictionary of psycologi response is the process that arise by excitement it's mean that the answer, especially the answer form the question.

Feedback is the final phase of the IRF interaction. The Longman Dictionary of Teaching and Applied Linguistics. According to Richards (2002) defines feedback in the context of language

teaching as comments or other information that learners receive about their success in learning assignments or tests, whether from the teacher or others.

Problem of Sequence IRF

Commonly believed that the teacher's dominance in interaction stems from the teacher-led IRF pattern, where the student answer is regarded as being squeezed in between the teacher's interactional turn. .This IRF pattern is criticized because it is seen to be a kind of interaction that puts students under the teacher's control and lessons his or her opportunity to make the most of classroom interaction. In light of this, it can be said that Initiation Respon and Feedback.

The Important of IRF

According to Husni Ande (2017) Classroom interaction cannot be separated from the teacher and students. It has a certain pattern, one of them is IRF pattern. 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. The definition of three patterns can be traced through the following explanation.

The Advantages and Disadvantages of IRF

These variants, which will be discussed later as advantages of IRF, include student initiated interactions and teacher's expansion of feedback The fact that IRF is the most common interaction pattern does not make it completely effective. Whilst some researchers agree on the advantages it brings to the development of learners' potential for communication and cognitive engagement, others argue that it also feature some disadvantages.

III. The Research Method

Research Design

In conducting the research, the researcher uses a qualitative because it is observational and interviewing. In qualitative research, researchers as a human instrument and with data collection techniques for participant obseravation and in-depth interviews, the researchers must interact with the data source. According to Tohirin (2013:2) qualitative research is "research that seeks to build the views of people who are studied in detail and are formed with words, and holistic (thorough and deep) and complex pictures.

The Subject and The Sample of the Research

The research subject is basically the one who will be subject to conclusions research result. Research subjects are sources that provide information about data or things that are needed by researchers to research that is being carried out, The subjects of this research is the students.

In qualitative research, the sampling technique used was purposive sampling. Purposive sampling is a technique of sampling data sources with certain considerations. The sample is a portion of the population that represents the same characteristics and characterictics so that it truly represents population (Sugiyono, 2017: 118).

The Data and Source Data

In this research the researcher takes the data from the Initiation Response Feedback (IRF) model through video recording, observations, interviews and documentation when the teacher as the subject uses the model in teaching and the students as the object in practicing learning process. The sources of data in this study is the students of the eight grade of SMP Negeri 5 who learn and accept the model, student's interactions and situations process when teacher uses the pattern in teaching.

The Technique Collecting Data

Collecting data is a way used to collect, acumulate, get, or find the data of research (Suwartono, 2014:41). Additionally, there are two influential points in the result of research as quality of instrument research and quality data collection (Sugiyono, 2019:222). In qualitative research, collecting the data mostly is done in participant observation and documentation. In this research, the researcher uses 3 techniques in doing systematic step of research. These techniques were purposed to investigate different aspect.

The Technique Analyzing Data

Data analysis is the process of finding and systematically arranging data obtained from interviews, recording and observation (Sugiyono, 2019:244). The step of researcher analysing the data are :Data Reduction, Data Display, Drawing Conclusion.

IV. THE DATA AND DATA ANALYSIS OF THE RESEARCH

Data of the Research

This chapter presents the data and analysis of research. The data of this study refer to the results obtained by data sources in the form of speaking students interaction during the conversation process. These data is the results to anwer the research. Video Recording was conducted between researcher and student conducted in English.

Observation

For the first time, The Researcher asked the student about random question and they didn't know to answer or how to give the response because the students didn't understand the meaning of the question in Indonesian. Therefore the Researcher used Initiation Response Feedback (IRF) Pattern to make students easier in speaking conversation.   After the researcher gave some examples and explanation how to answer the question, the students also practice how to speak well that conducted by the researcher. Finally the students could understand to answer the questions from the researcher directly. Eventhough the practicing is done many times until the students understand and know how to speak in English.

Speaking conversation between teacher and the students also student between student. From the conversation previously, During question-and-answer sessions, where the teacher and students discussed the subject matter as part of the learning process, there was contact between the teacher and the students. Activities that involve questions and answers may encourage pupils to speak up. The students were prepared to follow the English conversation process since they were aware of what they would be learning. Students were able to maintain concentration on the student engagement process with the help of questions and responses.

Finding and Discussion

Table I The recapitulation of the data and finding

No	Categories	Amount	Percent
1.	Initiation	54	36,48%
2.	Response	48	32.43%
3.	Feedback	46	31,09%
	Total	148	100%

Based on the recapitulation of the data and finding above. There are 148 sentences of initiation, response and feedback from 28 participants in doing conversation . The data were collected from the conversation between the teacher and students also student and student. Which, there are 54 initiation sentences with total a (36,48%), It can be happened because the teacher interact more with the students so that, the teacher can attract students to be able to give answers to each question by answering those questions. From the initiation, there are the responses in the conversation that answered by the participant. Which, there are 48 response sentences with a total (32,43%), It can be happened because of the teacher's question need to give answers or response. It can be lower than initiation because initiation is not only about question or interrogative but sometimes it can be a command sentence or affirmative sentence. Also from the response there are feedback that the participant answered back. There are 46 feedback sentences with a total (31,09%), It can be happened because every response is not a must to give the feedback it can be the lowest because from the responses we already know the correct answers and according to the initiation so not all responses do not need feedback. . The findings of the study showed that in the IRF pattern, the most dominant pattern was initiation, because initiation is the main role who acted as the initiator of a topic or conversation in order to get feedback and response.

V. CONCLUSION

Based on the data analysis and finding,It can be concluded that initiation, response, feedback on students interaction in speaking has contribution to make student more active in speaking. The data showed that there were 148 sentences of initiation, response and feedback from 28 participants in a conversation. There were 54 initiation sentences (36,48%) were initiated by the teacher, while 48 response sentences (32,43%) were answered by the participant and threre were 46 feedback sentences (31,09%) answered back by the participant. Initiation is the most dominant pattern in because, Initiation is the main role who acted as the initiator of a topic or conversation in order to get feedback

and response. The students are already able to find sufficient initiative topics when they want to open a conversation, because the initiative isn't complicated when giving feedback and responses. Initiative is the same as basic greeting which does not require complicated vocabulary to follow topics such as feedback and respond. Simple initiation can be easily understood by students because the sentence is not complicated, without having to strengthen the topic, because initiation acts as the way of opening. so cause the aspect of initiation is higher than the other aspects.

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