

Initiation-Response-Feedback (IRF) Of Lecturer-Students' Interaction In English Learning Online Classroom

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Abstract

This study aims to analyze lecturer-students' interaction in English online classroom Interaction and to describe how the pattern of Initiation-Response-Feedback (IRF) in online classroom interaction. This research used qualitative descriptive research. The subject was informatics students at Universitas Harapan Medan. This research employed a case study in online classroom interaction by using three data collection techniques, they were observation, questionnaire and interview. The data was analyzed based on Sinclair and Coulthard theory (1975). The results of this reserach were the following (1) The language used by the lecturer and the students in online classroom interaction was not balance. Both lecturer and students used bahasa for 65% and the rest 35% for English language. (2) The lowest pattern was student's response. It had 30% responses given to the students because the students made many mistakes in speaking and pronouncing some words. Among of three patterns, the lecturer's feedback was dominat pattern in online classroom interaction rather. It is suggested to English lecturer to improve students ability in speaking English by having practice English with the lecturer and their friends and also supporting the students to encorage to speak English in online classroom.

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Introduction

COVID-19 pandemic has changed teaching learning process all over the world. This research was carried out during the Covid-19 pandemic that spread in Indonesia. Minister of Education and Culture of the Republic Indonesia through Permendikbud No. 4, 2020 provides rules on learning sequences in an emergency the spread of Covid-19. Based on the government's decree, teaching and learning activities in schools are changed to learn schools from homes by using online. Online education became a pedagogical shift from traditional method to the modern approach of teaching-learning from classroom to Zoom, from personal to virtual and from seminars to webinars (Lokanath, 2020).

Carrillo & Flores (2020) explains that the use of technology in supporting online learning depends on three pedagogical factors, they are pedagogical approach, learning model and facilitation. These factors can gain the learning goals in the classroom interaction. Classroom interaction as an educational strategy is necessary and useful to enhance learning. Classroom interaction is important in teaching and learning process. It decides the success of teaching and learning and improves students' English language ability and achievement.

Classroom interaction can not be seperated from both the lecturer and students. They must be in balance to talk in sharing the idea. Classroom interaction exchange is the kinds of the utterance that the teacher and students talk in the classroom (Fibri, 2018).If the lecturer talks too much, it will make the students passive, they cannot improve their ability in using English. In having discussion in the classroom, there is one certain pattern, namely IRF pattern. It stands for initiation-response-feedback. The lecturer initiates, the students responds, the lecturer gives feedback. This pattern was first introduced by Sinclair & Coulthard, 1975 and is known as the IRF exchange structure.

Classroom process also happens in learning English by using online class at mechanical Engineering students. It is generally known that interactions between a student and a lecturer, a lecturer and students, a student and students, students and materials influence students' learning and lecturers' teaching activities (Dharmawati, 2020). Based on the researcher's observation to 29 Mechanical engineering students, it was found that the interaction happened

in online classroom interaction that the students participated to talk if the lecturer initiated, encouraged and asked to the students to talk. The lecturer commonly opened the interaction by asking questions. The lecturer was dominant in speaking to the students in online class. It proved that the students had problems in expressing their idea. These problems may be caused by the quality of interaction in online classroom during teaching learning process. By facing the problem, the writer focused on IRF (Initiation-Response-Feedback) on Classroom Interaction for mechanical engineering students.

There were some researches about IRF on classroom interaction. First, Rustandi (2017) concerned An Analysis of IRF (Initiation-Response-Feedback) on Classroom Interaction in EFL Speaking Class. This study aimed at analyzing the reflection of IRF (Initiation-Response-Feedback) in speaking class and investigating the dominant sequence among I, R and F. IRF is a pattern of classroom interaction found by Sinclair and Coulthard in 1975 that stands for teacher initiation, students' response and feedback by the teacher. The result of this research was students' response becomes the dominant sequence of IRF in speaking class. Risna (2019) also conducted her research on IRF. The result of her research is the teaching learning process using IRF pattern can help learner-initiated speaking and give opportunities for learners to keep in touch in classroom interaction.

Based on previous study, there is similarity between of this research and those previous studies, was that both of them focus on classroom interaction. However, this research has differences from those previous studies, was that that research focused on teaching learning process on ESP, namely mechanical engineering class. The purpose of this research was to analyze lecturer-students' interaction in English online classroom Interaction and to describe how the pattern of Initiation-Response-Feedback (IRF) in online classroom interaction.

Review Of Literature

Classroom Interaction

The term classroom interaction refers to the interaction between lecturer-students and students-students in terms of language use during learning process in classroom interaction. Ami (2010) defines that the term of classroom interaction refers to the interaction between the

teacher and learners, and amongst the learners, in the classroom. This statement is also supported by Goronga (2013), he asserts that the classroom interaction makes the students participating in the teaching and learning process. It means that classroom interaction encourages the students to involve. Classroom interaction is not only about participation in the teaching and learning process and sharing their knowledge of a material at each other, but also about a relationship at each student to other students in the classroom as Dagarin (2004) stated that classroom interaction can be defined as a two-way process between the participants in the learning process.

Initiation-Response-Feedback (IRF)

IRF stands for Initiation-Response-Feedback that is a pattern of discussion between the lecturer and students. It was introduced by Sinclair and Coulthard (1975). lecturer is not only interacts to students verbally but he or she interacts to students nonverbally as well (Rustandi, 2017). Initiation, response, and feedback are elements of classroom interaction , in the classroom interaction consists, of an initiation by teacher, followed by response from the students and finally by a feedback from the teacher. Each unit takes important role and related and another. Sinclair and Coulthard (1975) noted that In classroom interaction, teaching exchange consists of opening move, response move, and follow-up move and IRF pattern can be seen in the table 1 below.

Figure 1 Example of I-R-F move pattern

Initiation	Teacher : Can you tell me why you eat all that food?
Response	Pupil : To keep strong
Follow-up	Teacher : To keep strong. Yes. To keep strong

Source: (Sinclair and Coulthard: 1975, p. 33)

Method

This research was applying descriptive qualitative design. How the process of classroom interaction in teaching of English to mechanical engineering students was conducted in narration. The subject of this research was 29 mechanical engineering students in the second semester. The data was the process of interaction between lecturer and students during online class. Data collection were observation, questionnaire and interview. And the data analysis consists of model from Huberman and Saldana (2014), they are data collection from interview transcript (result of interviewed with some teachers and students), data reduction from selected the data (the recording conversation in the classroom interaction) then transcribed it into written up field notes or transcriptions, data display by presenting a set of data, and the last step was conclusion.

Findings

In analyzing data, it was done by having observation online classroom interaction for 2x45 minutes. The findings of this research were the lecturer and students seldom spoke English. The lecturer responded various answered by using two languages, they are English and bahasa to make students understand and comprehend her lesson and also many the students couldn't speak English well. The teacher kept speaking English in the classroom interaction. In online english classroom interaction between lecturer and students started by teacher's question. In teaching learning process of English for mechanical engineering students, the lecturer gave questions to the students as initiation. After the activities, the students responded the lecturer's questions.

Discussion

Having learning English by online classroom interaction was not easy to do. The lecturer had problem when they had interaction in English subject with the students. It was happened when the students could not listen the lecture's explanation because of their network. It is also caused by students' inability in speaking English. When the lecturer spoke English, the students

were silent and there was no interaction or respond from them. The students were difficult to respond the lecturer by using English but they were able to give respond in Bahasa. Both lecturer and students used English for 35% and bahasa for 65%. Although learning process was done by online but the lecture didn't have the difficulty in managing the class. Because all students gave attention in learning English. But it was seen that the students looked confused to understand English well.

The lecturer initiated by giving questions and then the students respond by giving idea or opinion toward the lecturer's question by using English and bahasa and finally the lecturer gave feedback to them. The IRF pattern in online classroom interaction can be seen in table 1. below.

Table 1 IRF Pattern

NO	TYPE	OBSERVATION		
		Grammar	Conversation	Reading
1.	Lecturer Initiaton	40%	40%	30%
2.	Students Response	35%	25%	40%
3.	Teacher Feedback	25%	35%	30%
	Total	100%	100%	100%

From the table above, it can be seen that in learning grammar, the lecturer initiation was higher then the students response. The students looked enthusiastic in learning grammar. Although they had problem in to understand but they wanted to try to do the exercises given by the lecturer. And the lecturer feedback was in lowest position. The conclusion was in learning grammar the response of the students was good but lecturer initiation was dominat in pattern IRF patter.

The second result was lecturer initiation was dominant in learning conversation. Students response was the lowes in this pattern. It could be understood that the students were

difficult to speak English. Sometimes, they were kept silent when the lecturer asked question or speak with them. It was concluded that the students could not speak English.

Moreover, the third result of this research showed when students studied reading comprehension. The higher pattern was student's response. It had 40% responses given to the students. Although the students made many mistakes in pronouncing some words when they read the text but they forced to repeat again when the lecturer improved their mistakes. The lecturer feedback was not dominant pattern in the classroom interaction, it is the same with initiation. This pattern happened because when a student made mistake in pronouncing some words, other students also tried to improve his/her mistake. It seems that the features of the text and the appearance of an ambiguous pronoun which was confusing for the students.

Conclusion

Online classroom interaction use bahasa for 65% and English for 35%. It was concluded that the language used by the lecturer and the students in the classroom interaction was not balanced. The lecturer and students seldom used English. It was hard for students to understand English well. The lowest pattern was student's response in learning conversation. It had 20% responses given to the students. But when the material was reading comprehension, the student response was the dominant pattern in the classroom interaction. This pattern happened because the students like reading and they look interested in learning reading although they found many unfamiliar vocabularies in the text and unfamiliar content of the text.

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