

CLASSROOM TURN-TAKING PROCESS: A STUDY OF IRF (INITIATION-REPLY-FEEDBACK)

Hermi Zaswita

Pendidikan Bahasa Inggris, STKIP Muhammadiyah Sungai Penuh

email: zaswitahermi@gmail.com

Submitted: 2022-01-07, Reviewed: 2022-03-20, Accepted: 2022-04-04

DOI: 10.22216/jcc.2022.v7i2.796 URL: <http://dx.doi.org/10.22216/jcc.2022.v7i2.796>

Abstract

The research studied the process of turn-taking especially IRF in class. In the context of a class, the holder of turn-taking is the teacher who teaches. How good turn-taking, especially IRF, is determined by how the teacher develops class interactions and invites all students to be active in class. For that, this study aimed to find out how the IRF between students and teachers in the classroom and what factors cause the changes in the turn-taking IRF process. The subjects of this research were a class of students in grade XI of SMA in Sungai Penuh. It consists of 35 students, 25 females and 10 males. The data was gained from a video recorder which was recorded during English class. Then, the data was transcribed by using Sinclair & Coulthard's (1975) model of discourse. The finding indicated that IRF has occurred in the classroom with a percentage of 36.69%. However, this is not effective enough to create a good IRF for turn-taking and some factors cause the changes in classroom turn-taking IRF: (1) Most Students lack English comprehension. (2) Not all students are involved in classroom interaction, and (3) Teacher domination talk is still high. This study was expected to contribute an overviewing for teachers to enhance the process of turn-taking in class and to run IRF in a good way. Students need to be stimulated in their minds and require feedback and appreciation from their teacher.

Keywords: Classroom Turn-Taking, IRF, Students Grade XI, English Class

Abstrak

Penelitian ini mempelajari tentang proses turn-taking khususnya IRF di kelas. Dalam konteks kelas, pemegang turn-taking adalah guru yang mengajar. Seberapa baik turn-taking, khususnya IRF, ditentukan oleh bagaimana guru mengembangkan interaksi kelas dan mengajak semua siswa untuk aktif di kelas. Untuk itu, tujuan dari penelitian ini adalah untuk mengetahui bagaimana IRF antara siswa dan guru di kelas dan faktor apa saja yang menyebabkan terjadinya perubahan proses turn-taking IRF. Subjek penelitian ini adalah siswa satu kelas XI pada salah satu SMA di Sungai Penuh. Terdiri dari 35 siswa, 25 perempuan dan 10 laki-laki. Data diperoleh dari rekaman video yang direkam selama pelajaran bahasa Inggris. Kemudian data tersebut ditranskripsikan dengan menggunakan model wacana Sinclair & Coulthard (1975). Dari hasil penelitian diperoleh IRF yang terjadi di dalam kelas dengan persentase 36,69%. Sayangnya, ini tidak cukup efektif untuk menciptakan IRF yang baik untuk turn-taking dan ada beberapa faktor yang menyebabkan terjadinya perubahan turn-taking classroom IRF: (1) Kebanyakan siswa kurang menguasai bahasa Inggris. (2) Tidak semua siswa terlibat dalam interaksi di kelas, dan (3) Guru masih mendominasi pembicaraan. Penelitian ini diharapkan dapat memberikan kontribusi dan gambaran bagi para guru untuk meningkatkan proses turn-taking di kelas dan menjalankan IRF dengan baik. Siswa tidak hanya memerlukan stimulasi pikiran tetapi mereka juga membutuhkan penilaian dan penghargaan dari gurunya.

Key words: Turn-taking di kelas, IRF, Siswa Kelas XI, Kelas Bahasa Inggris

INTRODUCTION

The way that teaching and learning have been done in the classroom up until

now has frequently been one-sided, with students listening primarily to what the teacher says. As a result, if they only listen

to the teacher explain things, their capacity to comprehend and recall what they have previously learned is 5%. Because the percentage is so low in the learning pyramid—just approximately 5%—students who solely pay attention to the teacher's explanation are likely to quickly forget what they previously learned.

Interaction is a crucial component of teaching and learning activities because it gives teachers feedback on how well their lessons are being absorbed by their students in addition to providing benefits for the students themselves. This is why listening to student experiences can be used in teaching techniques before and after the teacher gives theoretical explanations. One method of classroom interaction can be researched. That is taking turns.

Turn-taking is the procedure through which participants in a conversation allow others to speak in turn. If the turn-taking process is working properly, the speaker should give up the speaking role once the thought unit they are expressing at the moment the request is made (Wiemann & Knapp, 1975).

Conversations in the classroom are distinct from that outside it. In a typical conversation, the speaker selects the following person to talk to. However, the teacher, who wields the power of language, establishes a conversation class. A teacher must be creative and inventive in order to encourage students to engage in group activities by taking turns. The teacher frequently asks the students questions during the material delivery and expects them to provide an answer. However, there are situations when pupils either don't attempt

or don't want to respond. Although the answers provided to the students in this situation are incorrect, the teacher still wants the pupils to participate; what matters is that they are eager to try to answer. In the classroom, several turn-taking process procedures typically occur. (Bruthiaux et al., 2005) mentions there are three procedures in the classroom turn-taking are:

- 1) *Nomination*. Nomination occurs when the teacher calls a name or appoints a student to answer or respond to the question.

Example:

Teacher: *Megan, what is the definition sentence?*

Student: *Sentence is a combination of the word that contains subject, predicate, and object or complement, Mom.*

- 2) *Invitation to bid*. Invitation to bid happen when the teacher does not call out the name of the student to answer the question directly but gives a sign that students who want to answer in advance should raise their hands.

Example:

Teacher: *Who is the inventor of electricity? Raise your hand if you know the name.*

Student: *Thomas Alfa Edison, mom. (while rising hand)*

- 3) *Invitation to reply*. Invitation to reply occurs when the teacher

does not give the question directly but rather provides the statement to respond expects from students.

Example:

Teacher: *What is our topic today?*

Student: *Gerund, mom.*

The nomination and invitation to bid process is typically the most popular classroom among the three procedures mentioned above in some classes. Students would engage a class activity after being invited to proceed in discussion class by their teachers. A wonderful approach to switch on a class is to ask students to answer. This will look to be initiation-reply-evaluation (IRE), and the teachers will then logically request students to engage in the lesson (Bruthiaux et al., 2005). Then, IRE is defined by (Sinclair & Coulthard, 1975) as the precise evaluation feedback of IRF (Initiation-Reply-Feedback). Here are a few IRF examples:

Teacher: *Who discovered the American contingent?*

(Initiation)

Students: *Christopher Columbus*

(Reply)

Teacher: *Okay, right good answer*

(Feedback)

In the example above, the teacher stimulates the students to participate in turn-taking in the classroom by providing answers to questions and the teacher will give value or feedback. However, as the preliminary observation of a school, it was found that teachers rarely provide the

opportunity for students to participate in class while teaching in the n classroom. Most of the talk is held by a teacher as holders of language power in the classroom. The researcher tried to make observations about the IRF procedures in the classroom at one of the senior high schools in Sungai Penuh as investigators look through the initial observation that the level of interaction between teachers and students is very little going on in the classroom.

In the above example, the teacher encourages the students to take turns in class by responding to their queries and providing comments. However, it was discovered during the initial observation of a school in Sungai Penuh that teachers hardly ever give their students the chance to engage in class when they are instructing. As the primary speaker in the classroom, teacher hold the majority of the conversation. As investigators examine through the initial observation that the amount of interaction between teachers and students is very low in the classroom.

Researchers like (Hazel & Ayres, 1998) observed that Japanese and Americans use different turn-taking strategies in their examination of studies concerning turn-taking in schools. In particular, in culturally homogeneous groups, Americans self-select proportionately more than the Han Japanese, whereas the Japanese employ more other selection processes. (Atkins, 2001) identified several challenges in attempting to implement this model and quickly offered some modifications that may be made to account for the distinctive nature of the discourse that takes place in the one-to-one classroom. A study by (Rustandi &

Mubarak, 2017) demonstrates that in speaking classes, student responses increasingly dominate the IRF sequence. The IRF pattern should be reflected in the teaching-learning process, particularly in the speaking classroom, in order to preserve the effectiveness of classroom engagement and provide students with numerous opportunities to participate in verbal conversation. Another study (Li, 2018) found that using the IRF cycle effectively to meet language learning goals broadens students' language learning options. This is accomplished by using the IRF cycle as a mediational tool jointly by the teacher and students, and it is significantly influenced by their interactional resources and cultural presumptions. Current study from (Nugroho et al., 2020) revealed that teacher initiation dominated interactions amongst students in EFL writing classes between I, R, and F.

This study differs from the previous study in that the problem was derived from the prior observation mentioned earlier. A teacher and one class in grade XI chose to see how the turn-taking process, especially the IRF in the classroom. The present study most focused on whether there is effective IRF interaction between teacher and student in this class or not and what effect causes the changes in the classroom turn-taking IRF process.

METHOD OF RESEARCH

The subjects of this study were an English teacher and 35 students from class XI, including 25 females and 10 males. Data were collected by using a video recorder with the permission of the teacher and students. The recording was taken during

English class, for two hours (2x30 minutes). The recording was transcribed and analyzed, and the conversational discourse used the procedures suggested by (Sinclair & Coulthard, 1975), an IRF model for describing teacher and student speech based on a hierarchy of discourse units. There are copies of the Education for Results-teacher statement in the learning process, and break down text with multiple statements in a sentence, the types of actions, and how to achieve the types that the teacher uses in the classroom interaction.

Due to the limited time, it focuses only on the analysis of the role turn-taking in the IRF and the factors that cause changes in the role play in the classroom.

FINDING AND DISCUSSION

Finding

Based on the transcript that has been examined using Sinclair and Coulthard's approach. There were 63 interactions between the teacher and students throughout 2 hours of English classes. The teacher and student took turns exchanging IRF 25 times, or 39.69% of the time. IRF didn't happen for the remaining 38 exchanges, or 60.31 percent of them. The teacher just asks a question, and the student responds without receiving any feedback. Let's look at the table, which shows the outcomes of IRF's discourse analysis for each exchange:

IRF	25	39,69 %
No IRF	35	60,31 %
Total Exchanges	63	100 %

Table 1. Result of Discourse Analysis of IRF

The data above show the frequency with which the teacher provides corrections or praises students who respond to questions or respond to the teacher. Regarding the research carried out in the class XI, the explicit turn-taking of IRF process ran well although the number is not all that big. IRF occurs between teachers and students simply as a repetition of an answer as to whether that is true, but the teacher does not tell students whether it is true or false. This is often said when someone is not sure what the other person is trying to say. Look at the example in one exchange below:

Example 1

Teacher: *Kira-kira in your opinion where can we usually find the expression of making reservation. Dimana biasanya kita temukan ungkapan membuat reservasi ini?* (**Initiation**)

Student¹: *Hotel* (**Reply**)

Teacher: *At the hotel.* (**Feedback**)

(Then the teacher continued to ask students again)

Teacher: *What else?* (**Initiation**)

Student¹: *Stadium* (**Reply**)

Student²: *Dinner* (**Reply**)

Teacher: *Okay,* (**Feedback**)

In the example we see there is feedback from the teacher here by saying “*Okay*”, but she did not respond whether the answer from students is correct or not although the answers are all correct. In this case, teacher should respond students’ answer by saying “*Good answer, that is true*” or another appraising statement. It also can be seen from Table 1. the total exchanges are 63, students reply (respond) teacher’s initiation

35 times in each exchange and only 25 times of teacher’s feedback. Look at Figure 1. for more detail.

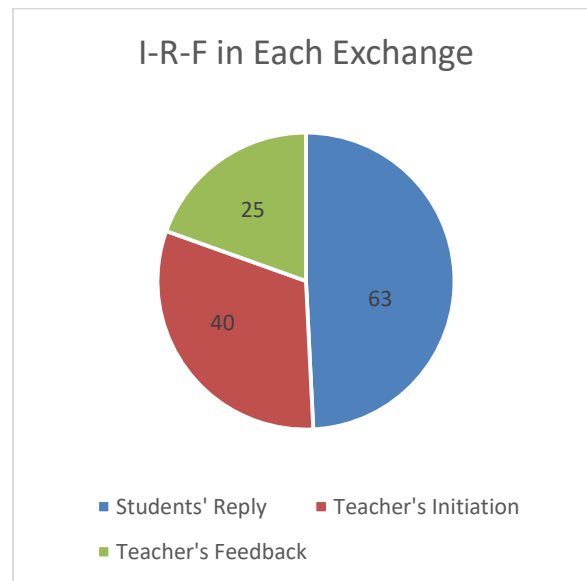


Figure 1. Number of IRF in Each Exchange

Here are also examples of students’ replies without feedback from the teacher.

Example 2

Teacher: *Berikutnya, kita disini juga dibuatnya contoh. What is the parking situation other restaurant? ha ya..* (**Initiation**)

Students: *bagus...* (**Reply**)

Student¹: *bagian lain restaurant* (**Reply**)

Teacher: *ha bagaimana tempat parkirnya? Is it large enough? apakah cukup besar or not.* (**Initiation**)

(Then teacher continued to another question)

Example 3

Teacher: *The availability of hot water... ya... air panasnya... lalu, air conditioner aa..ya di dalam kamar, television. Lalu about the bed double or single ya..kas.. tempat*

tidurnya juga. Nah itu termasuk ke dalam facilities. Termasuk ke dalam..... (Initiation)

Student³: *fasilitas santainya buk...(Reply)*

Teacher: *termasuk ke dalamnya juga sit, parking lot (Initiation)*

Discussion

There are some IRFs that occurred in the classroom as found above. Dealing with the investigation has been conducted, several factors cause the IRF not run well in English lesson. First factor is the students can not speak English well and do not understand what the teacher says. The teacher should translate the question into Indonesian or switch between Indonesian-English (Zaswita, 2018). It also make them difficult to demonstrate their knowledge. After all, they struggle to understand the lesson and encounter problems to express their mind due to lack English proficiency (Ketut, 2012).

The second factor is not all students involve in classroom interaction. It is in line with the previous factor. Only a few students were involved in the classroom. Based on the video recorder, it can be seen that there were only 15 students from 35 who participated actively in classroom interaction. The teacher confirmed that it was only these students who were active in every English lesson. Then she also confirmed that the video recorder does not interfere with the course of the lesson and the teacher answers that it does not matter because there were some research had also been conducted in schools before. As mentioned (Wiemann & Knapp, 1975) behaviors usually out of conscious

awareness are not affected by observation procedures. Since Reviews These subjects were not aware that the turn-taking was being Examined, the presence of a video recorder may not have affected the result Significantly.

Finally, dominating language was held by the teacher in the classroom. She speaks and explains the lesson more than interact with students. This finding is in line with (Nugroho et al., 2020) who mention that the dominant occurrence among IRF is teacher's initiation. Calling a student's name was also not made by the teacher. It makes the students not motivated to answer as well as respond to teacher questions. And even if they answer the teacher rarely gives feedback, she went straight to the next explanation as seen in Examples 2 and 3. The examples show that the teacher does not give feedback on students' answers. Students need a good feedback from their teacher to increase motivation. The important point in learning is that the teacher should give "feedback" on the student's answer, to show whether the answer is right or whether it is the answer expected by the teacher (Yu, 2009).

Students in the classroom appear to be disinterested in the teacher's materials as well. The traditional method of instruction encourages students to take a little initiative and respond to what the teacher says. Here, IRF controls play an important role. By providing constructive feedback, teachers can encourage student participation in the classroom and increase student engagement.

Additionally, it was discovered that the teacher's continued use of the conventional or classical method affected how turns were

taken in the classroom, particularly IRF. There are additional elements that influence classroom engagement and knowledge (Nomlomo, 2010). In order to improve students' development of scientific literacy, turn-taking in science instruction should go beyond the simple exchange of conversation or turns into a deeper and critical examination of what is being taught, and how it is taught.

CONCLUSION

The act of exchanging roles during a conversation is known as turn-taking. The instructor who instructs is the turn-taker in a classroom setting. How the teacher designs class interactions and encourages all students to participate in class activities will impact how well turn-taking, especially IRF, is done. IRF has happened in the classroom in this study with a 36.69 percent rate. However, this is insufficient to produce an efficient IRF for turn-taking. It is influenced by a number of factors, including the fact that the teacher still predominates the discourse and that the majority of students do not speak English fluently. Thus, teachers are required to be able to increase the effectiveness of IRF in the classroom so that all students can comprehend the information provided and participate in class discussions in order to advance their English-language abilities. This study is aimed to help teachers better understand IRF and why it is crucial for teaching English as a foreign language.

This study's limitations included a two-hour reduction in English class time due to a notice instructing students to gather in the yard. As a result, the recording doesn't last exactly two hours. It was also observed

in the field, but there are also some positive findings from the research, such as the unique turn-taking system in the classroom, which occasionally fosters strong relationships between teachers and students. On the other hand, when teachers notice that their students are initiating more responses to statements or questions from the teacher, she tries to steer clear of it.

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