

The Implication of Teachers' Question and Feedback to the Students Vocabulary Production: an Analysis of Spoken Discourse of EFL Classrooms Using IRF Model

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ABSTRACT

This research was conducted to investigate teacher-students interaction in two different English classrooms. A descriptive analysis method was employed by analyzing the interaction using the Initiation, Response, and Feedback (IRF) model. Within the interaction, the teachers' questions, feedback, and students' vocabulary production are the main focus in this research. The result showed that the two classrooms have different IRF interaction patterns as well as the teachers' choice of questions and feedback types. In response to the teachers' talk, the students provide different frequencies and a variety of vocabulary. In short, classroom B with a more open-ended question and active feedback prompt more students' vocabulary production. The implication of this research is that this research highlights that teachers' strategies of questioning and giving feedback in the class strongly impact the students' vocabulary production.

Keyword: Discourse analysis, IRF, Teachers' feedback, Vocabulary

INTRODUCTION

Communication is done because there are interactions happened. Interaction in the classroom involves two main illocutors they are students and teacher. In the classroom, teacher wants to deliver material and students learn the new knowledge. Thus, interaction between teacher and students in classroom become a central in teaching and learning process.

By the significant role of the classroom interaction, it is important to conduct research about the classroom interaction, which aimed to gives insight and understanding about

the classroom interaction, its pattern and its effectiveness. This importance is realized by language researcher as there are many researches about classroom interaction. The researches employed many approaches to analyze the discourse. One of the approaches is IRF model. IRF is firstly introduced by Sinclair and Coulthard. The IRF model is believed as a simple and applicable method to analyze classroom interaction.

However, the research of classroom interaction with IRF model must not limited in the area of pattern and structure. But it should be investigated further with respect to

the students achievement. So it can be acknowledged which pattern is effective to address students to the success of English Language Learning.

Initiation-Response-Feedback (IRF) model is developed by Sinclair and Coulthard in 1975. The model was based on a rank scale model from Halliday (1961) rank scale on the description of grammar. the model of classroom interaction which provides guidance for analyzing spoken language, which was originally developed through the application of transcript taking from primary school classroom setting in 1970's. (Nicholson, 2014).

In classroom discourse, the teacher initiates the conversation with a question, and asks a student to answer the question, and then provides feedback to the student's answer. This is the most common pattern of language interaction between the teacher and students in a classroom. (Nhu&Tuan,2010). These patterns are based on IRF pattern which stands for initiation-response-feedback. The teacher initiates, the learner responds, the teacher gives feedback (Sinclair&Coulthard, 1975 cited in Mubarok, 2017).

Initiation is the first part out of three components suggested in Initiation-Response-Feedback (IRF) Model which acts as an opening phase where the participants inform each other that they are in fact going to conduct a lesson as opposed to some other activities (Sinclair and Coulthard, 1992).

Response is the second out of three components suggested in Initiation-Response-Feedback (IRF)

Model which acts as an instructional phase where information is exchanged between teacher and students (Sinclair &Coulthard, 1992).

Feedback is the third out of three components suggested in Initiation-Response-Feedback (IRF) Model which functions as a closing phase where participants are reminded of what goes on in the core of a lesson (Sinclair and Coulthard, 1992).

Table 1. IRF Exchange

Element of structure	Structure	Classes of Moves
Initiation (I) Response (R) Feedback (F)	I (R) (F)	I : Opening R: Answering F : Follow Up

The initiation (I) is usually by teacher, and the students give response (R) then the teacher gives feedback (F) from the students response.

Meanwhile, teachers' question as kind of input provided by a teacher (Hasan, 2006; Ruby Yang, 2010) is used to elicit information, check understanding and to control behavior (Nunan and Lamb (1996). In the most classroom, questioning is the common strategy for eliciting response from students. Tsui (1995) categorized the question into three:

1. Yes/ No question, is the question that requires the answer Yes or No.
2. Close/ Display question: the question is that the answer is only one and known by the teacher.
3. Open/ Referential question is the question that the answer is unpredicted by the teacher. This type of question usually requires longer answer.

Feedback is the final phase in IRF interaction. Longman dictionary defined the feedback as comment of other information that the learner receive concerning to their success on learning task or test, either from teacher or other persons.

According to Panova and Lyster (2002) as stated by George Hadley (2010), Feedback has been subdivided into several types such as back channeling, repetition and recast. While Mackey and Gass (2005) have additional types of feedback such as clarification request, Praise and criticism.

Back Channeling is types of feedback given with include uh, yeah.. etc that indicate the teacher acknowledge the students talk. Repetition is type of feedback where teacher repeat the students' response. Recast is type of feedback where teacher repeat the students' response with some addition /correction. Praise is type of feedback where the teacher gives praise or complement.

Previous researches related to this research such as Analysing Classroom Discourse Using the Sinclair/Coulthard Model by David Peterson, (2008) gives the writer insight on how to analyze classroom discourse using IRF model. Teacher questions was investigated by Chi Ceung Rubi Yang (2010) that explained typical types and frequency of teachers' questions in three classroom context. Oliver Rohanda & Alison Mackey (2003) experimented and found positive impact of teachers' feedback to the students' achievement. Meanwhile, Yusun Kang Et al, (2010) claimed that each teacher has their own strategy on their

talk in the classroom.

The current researches mentioned above are mostly in the stage of analysis of classroom structure, pattern or function. However, the writer found there are less previous researches about Indonesian teachers' speaking strategy in relation with particular achievement from the students. By these reasons, the writer was motivated to do research in this field. The writer intended to combine some previous researches related to classroom interaction above.

The writer hopes this research can give contribution about ELL classroom interaction in the national context so that further advantages for the effectiveness of English Language Learning in Indonesia can be acquired.

The writer formulates four main questions as followed:

1. What are the I-R-F patterns in the classrooms' interactions?
2. What are the question types chosen by the teachers?
3. What are the feedback types chosen by the teachers?
4. How is the implication of the teachers' choose of question and feedback to the students' vocabulary production?

Therefore, the purposes of this study are to observe the verbal interaction pattern between teacher and students in two EFL classrooms, contras the types of teachers' question types in both classrooms, contras the types of teachers' feedback types in both classrooms and to analyze the implication of the questioning and giving feedback to the students vocabulary production.

There are three main focuses in

this mini research, namely (1) teachers' question from the initiation given by the teachers; (2) students vocabulary production taken from the students' response to the teachers' initiation; and (3) the teachers' feedback given after the students give response.

METHOD

The method employed in this study is qualitative method namely descriptive analysis by using IRF model to code and analyze verbal interaction in the two ELL classrooms.

Data and data sources

The data of this research are the first ten minutes of teachers and students utterances of two ELL classrooms. Classroom A is an ELL activity of SMP N 9 Pakayumbuh while Classroom B: ELL activity of SMP Pembangunan Jaya Sidoarjo.

The writer took these classrooms among others because the videos represent two different classrooms setting. The previous one is a state school which teaching method is more traditional, while the following one is private school which the method is more communicative and modern. These two kinds of school represent two kinds of majority schools in Indonesia. This method of sampling is called purposeful sampling technique.

Data Analysis Procedure

The first ten minutes classrooms' verbal interactions are transcribed. Each of utterances was being coded into the category based on Initiation-Response-Feedback (IRF) pattern. The IRF pattern then analyzed into

four stages, to answer the four research questions.

Analysis to answer the first main question was by grouping the IRF pattern, then calculation on by its frequency and percentage was executed to answer the first main question.

Analysis to answer the first sub-question was by finding the teachers' questions in the "initiation" part. The questions were categorized by its type. There are Yes/No question, Close/display question or Open/Referential question (based on Nunan 1987). These questions were calculated for its frequency and percentage. While the analysis to answer second sub-question is by calculating the teacher's feedback in each classroom for its frequency and percentage. The Feedback were categorized into five types: recast, repetition, Praise, Criticism and back channeling (adapting Mickey and Gass (2005) observation design). To answer the last question is by calculating the students' vocabulary production in each class during the classroom interaction. The calculation covers the variety of vocabulary and the frequency of all the vocabulary elicited by the students. to calculate the vocabularies, the writer uses *text to column* and *pivot table* in Microsoft Excel.

FINDINGS

The Classroom Interaction Pattern

The Table 2 shows the IRF pattern in the two classrooms.

Table 2. Number and percentage of IRF interaction

Pattern	Classroom A		Classroom B	
		%		%
I	11	15%	10	7%
IR	45	63%	32	24%
IRF	13	18%	81	60%
R	1	1%	1	1%
RF	1	1%	12	9%
Total	71		136	

Table 2 showed that within the same 10 minutes duration, the classroom A has 71 exchanges, while the classroom B has 136 exchanges. The dominant pattern of I-R-F model in video A is I-R model – 63 % while in the classroom B is I-R-F (60%). The teacher in classroom B gives more feedback than in the classroom A.

Teachers' Question

Table 3 showed types and frequency of the teachers' question in two classes.

Table 3. Frequency and types of teachers' questions

Types of Question	Class A		Class B	
		%		%
Yes/No Question	5	20%	18	31%
Close/Display	20	80%	23	39%
Open/Referential	-	-	18	31%
Grand Total	25		59	

Table 3 displayed that teacher questioning frequency in classroom B is greater than in classroom A. In both classrooms, the dominant question type is close / display question. The types of question in classroom B is

more varied and balanced in numbers. The teacher in classroom B provides open/ referential question while in classroom A, the open/referential questions is not presents.

Teachers' Feedback

The table below shows the types and frequency of teachers' feedback in the classroom.

Table 4. Frequency and types of teachers' questions

Types of Feedback	Classroom A		Classroom B	
		%		%
Recast	1	7%	12	13%
Repetition	2	14%	27	28%
Praise	11	79%	20	21%
Clarification request	-	-	19	20%
Criticism	-	-	2	2%
Back channeling	-	-	16	17%
Total	14		96	

The Feedback frequency in classroom B is almost 7 times the classroom A. Types of feedback in classroom B is more variety and balance in the percentage. While the feedback in classroom A is dominated with Praise 79 %.

Students' Verbal Production

Vocabularies in the box below are the variety vocabulary that has been elicited by students in classroom A. There are 38 different words and 130 in frequency. The words are:

am, and, are, basmallah, bath, bed, bedroom, before, blanket, cup, dining, do, fine, friend., glass, good, how, I, kitchen, let, living, mixer, morning, no, ok, pillow, room, say, shower, sofa, stove,

*study, table, teacher, thank,
Words, yes, you*

Vocabularies in below are the variety of vocabularies that has been elicited by students in classroom B. there were 125 different words and 333 in frequency.

*a, afternoon, ah, always, an,
and, anyone's, art, artist, at,
bad, barn, be, because, board,
broken, business,
businesswoman, businessman,
came, car, care, catches, city,
computer, course, criminals,
cures, dentist, do, doctor,
doughnut, eating, eight,
engineer, farm, farmer, farmers,
fighter, fine, fire, five, fixes,
four, from, good, great, guys,
hands, have, holds, hospital,
hurt, I, I'm, in, is, it, janitor,
lens, ma'am, make, makes, may,
maybe, me, mechanic,
mechanics, nine, no, not, of, on,
one, or, our, out, patient,
people, person, pilot, plant,
planting, police, policeman,
programmer, protect, protects,
pull, runs, robber, save, scary,
school, sell, seven, six, some,
someone, student, students,
takes, teacher, teaches, teeth,
thank, that, that's, the, they,
three, to, two, want, what,
when, who, why, works, yea,
yeah, yes, you, your,*

The variety vocabularies elicited by the students in classroom B is 329% greater than in the classroom B. the numbers/frequency of vocabulary that was elicited by students in classroom B is 256% greater than in

classroom A. he kontras of the frequencies are shown by Figure 1 below:

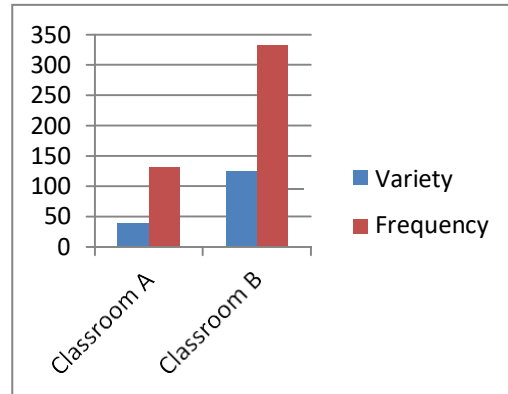


Figure 1. The Students' vocabulary Production

DISCUSSION

Based on the results above, it could be discussed that within the same duration, the different classrooms may have different numbers of IRF exchange, pattern and frequency which is in line with previous research conducted by Kang Et al, (2010) which claimed that teacher has different strategy on their talk in the classroom.

The teacher questioning frequency in classroom B is 236% greater than in classroom A. this condition prompts students' response thus it increase students' vocabulary production. In other words, this finding support the finding of Oliver Rohanda & Alison Mackey (2003) that positive feedback and question bring positive impact to students' achievement.

The types of feedback in classroom A is dominated with Praise 79 %. While the feedback in classroom B is more variety and balance in the percentage. This finding is in line with George Hadley (2010), and Mackey and Gass (2005)

about different type of teachers' feedback.

In contrast to Classroom A, the teacher in Classroom B provided more frequency and variety of Questions and Feedback in her interaction strategies. In consequence, it has more productive students in eliciting vocabularies.

In regard with the results of this study, the writer suggests the teacher to allocate their attention and intention on their talk in the classroom. The teachers talk to maintain interaction and communication such as giving question and feedback become impulse for students to produce their talking. the teacher should deepening their ability as well as strategy to which types of impulse that work best for their students to produce words in the target language.

CONCLUSION

The research on classroom setting has been frequently conducted. However, as

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the setting and situation are changing, research in this field is still relevant to be conducted. Thus, the researchers' explores the implication of teacher talk in the class. Based on the finding it was found that teachers' talk, both teachers' question and feedback bring strong implication to the Students Vocabulary Production. It shown by the greater number of the teacher's questions and feedback, the greater number of the students' vocabulary production.

However, the writer realized that there are limitations in this research. For instance is the data of classroom activities were limited by two classrooms. In addition, the researchers used simple IRF method to analyze the data as IRF has (other) more specific and complex analysis models. Therefore, for further researches, the researchers suggested other scholars to conduct research related to classroom discourse with larger data and complex IRF analysis method.

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