

UNPACKING THE IRF PATTERN: A DISCOURSE ANALYSIS OF CLASSROOM INTERACTION

ABSTRACT

This research aimed to examine the Initiation–Response–Feedback (IRF) interaction pattern in a high school English classroom to determine the most effective strategies for enhancing student engagement during class and improving interactions between teachers and students. This study employed a qualitative descriptive method using classroom observation and audio recordings to examine IRF patterns. Discourse analysis was used to identify and classify each stage of the IRF structure. To obtain data, the researcher conducted classroom observations in one of the SMKN in Kediri City involving an English teacher and 35 students, this study used audio recordings to analyze discourse patterns during the lesson. Based on the results of the analysis, the student response stage is the most dominant stage with 41.38% followed by teacher initiation 34.48% and feedback 24.14%. The analysis indicates that while students actively participate, their responses are often limited to repetition rather than reflecting true comprehension. This highlights the crucial role of the teacher in facilitating meaningful classroom discourse and also the importance of students preparing themselves before receiving class material.

Keywords: Classroom Interaction, IRF Pattern, Discourse Analysis, EFL