

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Method of Data Collection

The writer uses descriptive qualitative method to analyse the data. This method helps the writer to investigate the pattern used in teachers – students' conversation during the lesson and also give minutiae definitions with reference to the result of analysis that has been finished by the writer. Hancock, Ockleford, & Windridge (2009, p. 7) claimed that qualitative research aims to help us to understand the social world in which we live and why things are the way they are. To get the data, the writer uses some instruments such as recording and interviewing to answer the research questions. As this study deals with data taken by those instruments; the writer concluded that qualitative method is the best to be applied.

LeCompte and Pressile (1993 p.253), as cited in Cohen, Manion, & Morrison (2007), classify four methodological tools for analysing qualitative data. There are analytic induction, constant comparison, typological and enumeration analysis. These four techniques used to analyse the data in qualitative research. In this study, the writer deals with the recorded conversation. Therefore, the writer uses “enumeration tools which categories and the frequencies of codes, units of analysis, terms, words or ideas are counted” (Cohen, Manion, & Morrison, 2007).

3.1.1 Participants

The writer conducted the study in the English classroom which consists of two teachers and two students in EduHouse Semarang. Before the writer chose the participants, the writer observed some kindergarten classes and found one suitable class for this study. This class learned how to pronounce some particular words using phonics. Based on this condition, the writer found it interesting to explore and analyse this class using IRF pattern. There is still a little number of researches that use this type of classroom to be explored and analysed. The participants of this study are two kindergarten students and two English course teachers that teach kindergarten students in EduHouse Semarang. The kindergarten students chosen for this study are all foreign language learners aged 5 – 6 years old. The students are Indonesian and they learn English as their foreign language. The other participants are two kindergarten teachers who use English as the instructional language in their classroom. Both of them are the only kindergarten teachers in EduHouse Semarang.

3.1.2 Instruments

In this study, the writer collected the data by recording the conversations between teachers and students and also conducting interviews with the teachers. Those methods mentioned are chosen to gain the concrete data of this study.

As mentioned before, the writer recorded the conversation between teachers and students during their English lesson in the classroom. The writer

also transcribed the data from recording and interviewed the teacher to get exact data to be investigated. Hereunder are the detail steps of method of data collection:

- a. Recording the conversations between teachers and students in the classroom.

Recording the conversation is the best method to collect the data for Discourse Analysis, as it provides the data to be analysed. The writer also transcribed the recorded conversation to examine the IRF pattern that appears during the learning process in the classroom.

- b. Interviewing the teachers after the class is finished.

The writer conducted an interview with the teachers to know how IRF model helped them during the lesson. Interview is a flexible tool for data collection, as it uses verbal and non-verbal multi-sensory channels (Cohen, Manion, & Morrison, 2007). The writer wants to acknowledge the importance of Sinclair and Coulthard model in an English classroom in this research. The writer recorded the interview and transcribed it before analysed the data.

3.2 Research Procedure

After the data is collected, the writer analysed the data through some following steps below:

- a. Listening to the recorded conversations.

The conversation recorded need to be understood well by the writer to help the writer transcribed the conversation during the lesson. Moreover, it helps the writer to understand the situation during the lesson that might influence the goal of the lesson.

- b. Transcribing recorded conversations.

The record of the conversation is transcribed. This step led the writer to analyse the data by applying IRF pattern. The writer analysed the recording in the form of written text.

- c. Interviewing

In this study, the writer interviewed two English course teachers of EduHouse that teach kindergarten students related to how they use IRF model by Sinclair and Coulthard. The questions asked are expected to provide some firm answers of the research questions. The conducted interview possibly support or contrast the research question number two to find does IRF model help the teachers to teach their students in the classroom.

3.3 Method of Data Analysis

The writer analysed the transcription of the conversation using Sinclair and Coulthard model. There are some types of Sinclair and Coulthard model used by some researchers to analyse classroom interaction for several years. Most of those studies describe the model from the largest unit to the smallest. The writer modified one of the models and uses it to analyse the data.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

In this chapter, the writer investigates the collected data to answer two research questions. The results are related to the problem formulations of this study. The writer uses two instruments to gather the data. First, the writer collected the data by a sound recorder and then transcribed them into written form. Second, the writer conducted an interview with each of the teacher that involved in this study. The writer divides two major points of the analysis. The first is about the pattern of Initiation-Response-Feedback model in English class at EduHouse Semarang. The second is about how IRF model helps teachers deliver the lesson. All of the data taken are analysed by the writer based on Sinclair and Coulthard model about classroom discourse especially in the Initiation-Response-Feedback model.

4.1. Sinclair and Coulthard Model.

After transcribing the data, the writer applied Sinclair and Coulthard's model developed from the rank scale by Halliday. The rank scale consists of four main parts. The smallest part is called act, followed by move, then exchange, transaction and lesson at the highest rank.

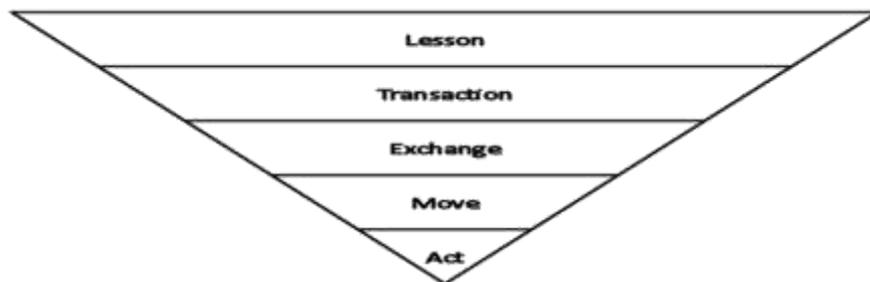


Figure 2. Diagram of Sinclair and Coulthard's model rank-level

(Adapted from Nicholson, 2014: 201)

As can be seen from the rank scale above, each rank relates to one another. Some acts, bond together to form moves, moves bond to form exchanges, and so on. For the purpose of this study, the writer only analysed ranks of exchange, moves and acts in order to focus on the structure of Initiation-Response-Feedback (IRF).

4.1.1 Exchanges and Moves

In this study, the writer classified the data taken and found that exchanges and moves can be classified into smaller unit. There are two types of exchange boundary exchange and teaching exchange. Boundary exchange consists of two moves called framing and focusing moves. This exchange always starts by the initiation of the teachers. Framing moves are usually applied in the classroom to form the lesson. After that, these moves are followed by the focusing moves.

#Exchange 1 – Boundary Exchange (Framing Moves)

T1: Okay ^ (m) *Initiation

#Exchange 2 – Boundary Exchange (Focusing Moves)

T1 : Now we're going to start with chapter 4. Ya ^ (ms) *Initiation

Two of the exchanges above are Boundary Exchange that usually appears at the beginning of the lesson. Each of them has different moves delivered by the teacher. The first one (Exchange 1), contains framing move that is used to indicate the beginning of a transaction. The act that commonly occurs during this move is marker (m). After the teacher used marker to form the lesson, she started to catch students' attention by using meta-statement (ms). It is usually used to let the students have an idea about their lesson. In the second exchange (Exchange 2), the teacher tells the students what they are going to study before they start the lesson. This exchange contains focusing moves used to catch the students' attention before the teachers start their teaching exchange.

Teaching exchange basically consists of Initiation (I) by the teacher, Response (R) by the student after the teacher initiates and then the student's response will be followed by the teacher's feedback. The

feedback from the teacher may be the indicator of students' understanding in the classroom. Three of the moves in the teaching above, Initiation, Response and Feedback, do not always occur in sequence because there is not only one type of exchange in the teaching exchange. There are three types of exchanges in the teaching exchange, they are informing, directing and eliciting.

a. Informing exchange

According to the data in this study, informing exchange occurs when teachers gives explanation or information to the students. This exchange is usually conducted by the teacher that starts the teaching exchange. Responses from the students are optional; it means it is not compulsory for students to give response. The pattern that commonly occurs in this exchange is I(R)

#Exchange 95 – Teaching Exchange (Informing)

T1 : Ya.

Now we have [i] with [d].

Together we call it [id].

(i) *Initiation

P2 : [id]

(rep) *Response

T1 : Good

(acc) *Feedback

The teaching exchange above informs the students about how to read letters and blend them together. It starts with the initiation move of the teacher that informs the students about the letter [i] and [d] and then blends them together become [id]. The act is labelled as initiation (i), which means the initiation done by the teacher is purposefully to give the students some information. The teacher does not ask the student to answer particular questions, or ask them to do something non-verbal. The teacher simply gives the student some information related to the lesson, or sometimes the information does not have any relation to the lesson. Commonly in the informing exchange, teachers do not expect any verbal or linguistics responses from the student. But in this exchange, the student responds the teacher's initiation. As we can see from the exchange above, the student responds the teacher's initiation by repeating what the teacher said. The feedback from teacher also is not expected to occur when the teacher inform something to the student. The writer labelled the pattern in this exchange as I(R)(F) because students in this study need feedback to motivate them in the learning process.

b. Directing exchange

In this study, the writer also found that directing exchange always expects students to do something non-verbally such as writing, listening or any other non-verbal actions. This exchange requires non-verbal response from the students that come after direct command by the teacher.

Feedback from the teacher is optional but sometimes it also occurs. The pattern of this exchange is labelled as IR(F).

#Exchange 3 – Teaching Exchange (Directing)

T1 : Everybody listen first. (d) *Initiation

P1&P2: NV (rea) *Response

In the exchange number 3 above, we can see that responses of the students are not in verbal form. They do not produce any verbal answer after the teacher initiates them by simply asking them to listen. The act by T1, labelled as directive (d), is always followed with non-verbal responses. It is used to gather students' attention before the lesson begins or as the reminder for the students to involve and be active in the classroom.

c. Eliciting exchange

Eliciting exchange in this study is mainly used in the teaching exchange, as this exchange usually starts by the question of the teacher. The act which mainly used in this exchange, an elicitation (e), is used to ask something related to the lesson or something else. This act is expected to provide linguistic answers from the students.

#Exchange 29 – Teaching Exchange (Eliciting)

T1 : Do you know what is rib? (el) *Initiation

P2 : Rib is like a bone inside your body (rep) *Response

T1 : Uhm ^ (e) *Feedback

In the exchange 29 above, it starts by the question from T1 who asks about the students' understanding about rib. She explicitly asks her students whether they know what rib is or not. The initiation move by T1 is labelled as elicitation (el) as it contains a question that needs a linguistic answer from the students. Then, this elicitation act is followed by a reply from P2. The linguistic response from P2 is labelled as reply (rep) because usually this act comes after a statement or a question. After P2 gives an answer, T1 implicitly gives feedback labelled as evaluate (e). This act is used to evaluate the student's answer which is not expected to occur after explanation.

In this study, where the students learn phonic, they need a figure to show them how to spell the words correctly. So, the writer also classified the teachers' acts that will be followed or repeated by the students as figure (f). Figure usually comes in statements, words, even sentences.

#Exchange 288 – Teaching Exchange (Eliciting)

T1 : kid, lid (f) *Initiation

P2 : kid, lid (rep) *Response

T1 : Ok (ack) *Feedback

As mentioned before, this study deals with a lesson of kindergarten students who learn English phonics as their foreign language. These kids need a model or figure to give them a real example how to pronounce particular sounds. Based on this condition, teacher in the classroom has a big contribution to achieve the goal of the lesson. The teachers give example to pronounce particular sound that is followed by the student. As we can see from exchange 288 above, the T1 does not explicitly ask or give command to her students. She only says three words that need to be followed by P2. In the other word, T1 implicitly asks P2 to repeat what she said. The initiation by T1 is labelled as figure (f) as it gives example how to pronounce the words kid and lid. After T1 says kid and lid, P2 repeats exactly what she said. This response by P2, which is expected to occur correctly, will lead to the feedback from T1. In the exchange above, T1 gives feedback labelled as acknowledge (ack) as P2 repeat the words correctly. This act is commonly used to show that the initiation of the teacher is understood well by the student.

4.1.2 Acts

In this study, the writer classified 21 acts that can be seen in the Appendix A by Sinclair and Coulthard. Each act defines the function of the speakers' utterance. Informative, directive and elicitation are three main acts that commonly occur in this exchange. These three main acts are called the head act because they usually appear in the opening moves.

4.2. The pattern of IRF model in an English class at EduHouse Semarang.

In this study, the writer classified the transcription based on Sinclair and Coulthard model. First, the writer divided two exchanges: Boundary and teaching exchanges. By classifying these two exchanges, the writer was able to divide the moves as focusing, framing, informing, directing and eliciting. After that, the writer labelled each act of the speakers' utterances based on Sinclair and Coulthard's classification. There are 21 acts that represent the action done by the speaker. In this study, the speakers involved are two English course teachers that teach kindergarten students and two kindergarten students that learn English as their foreign language. The writer conducted an interview with each teacher to support the effectiveness of IRF pattern that they used during lesson.

Table 2
The Total Number of Exchanges and Moves

Name of Exchange	Types of Moves/Exchange	Number
Boundary Exchange	Framing moves	15 moves
	Focusing moves	13 moves
Teaching Exchange	Informing exchanges	76 exchanges
	Directing exchanges	32 exchanges
	Eliciting exchanges	117 exchanges
Pupil Initiates	Informing exchanges	11 exchanges
	Eliciting exchanges	12 exchanges

Table 2 above shows that the most exchange occurred is eliciting exchange. It means teachers in EduHouse in this study are actively eliciting their students during the lesson, as eliciting exchange usually occurs with elicitation move by the teacher. The writer concluded that the teachers want the students to also join the class and actively communicate with them. Kindergarten students usually do not start to elicit their teachers related to the lesson, although in this study the students are also can start the exchange by giving information or asking something.

4.2.1 IRF

In this study, the writer only focus on the IRF (Initiation-Response-Feedback) pattern only that appears in the teaching exchanges. After the writer analysed the data, the writer not only found IRF pattern but also some other patterns. The other patterns occurred besides IRF are I(R) and IR(F). Those patterns occurred in teaching exchanges especially in directing and informing exchanges. The most number of patterns found after the writer analysed the data is IRF pattern that is usually happened mostly in eliciting exchange. In the directing exchanges, mostly the teachers only asked their students to do something non-verbal. For example do the worksheets or listen to the teachers' explanation. Feedback from the teacher is not expected to happen for they have done what their teacher asked.

Exchange 3 – Teaching Exchange (Directing)

T1 : Every-body listens first. (d) *Initiation

P1&P2: NV (rea) *Response

From the exchange 3 above, we can see that T1 started the exchange by initiating her students. Those acts formed IR pattern, where there was no feedback (F) from the first speaker because T1 only asked them to do non-verbal action. T1 wanted her students to pay attention to what she was going to say. This act is labelled as directive (d) act where it does not expect any linguistic response – see on Appendix A. The utterance from the teacher also shows that the students need to do non-verbal action, paying attention to the teacher. The initiation from T1 is followed by students' responses as non-verbal (NV) action. This act, labelled as react (rea), always comes after the directive move started by the teacher – see on Appendix A. The other acts such as asking the student to do the worksheet or doing something also occur in teaching exchange.

Exchange 49 – Teaching Exchange (Directing)

T1 : So, you write rib here. You write rib here.

[r] ^ with [ib] , rib.

Ya, P2. P2. (d) *Initiation

P1&P2: NV (rea) *Response

Exchange 49 above shows that T1 starts the exchange by initiating them to do something. She asks her students to write down a word, rib. When her students did what she asked, she did not give them a feedback. This always happens in teaching exchange with directing moves. The students' response labelled as react (rea), comes after direct moves. In exchange 49, T1 did not give any feedback after the students did what she had asked.

Exchange 261 - Teaching Ex. (Directing)

T1	: Ayo, (Let's go) come on P2.	(p) *Initiation
P2	: P2 buka looh. (I will open this)	(rep) *Response
T1	: No, P2.	(e) *Feedback

In the exchange number 261, the pattern occurred is IR(F). The initiation act by T1 is labelled as prompt (p) as it comes in the form of closed class of action – see Appendix A. The writer believes this act is considered as the directing exchange, because it comes in directive command where the teacher expected the student to respond the initiation with non-verbal action. The fact in this exchange shows that the initiation by T1 does not give an expected response from P2. When T1 directs P2 to do something, P2 does not follow the instruction and does something else out of the lesson's topic. So T1 gives evaluation feedback with an act

labelled as evaluate (e). This act usually comes in the form of statement or tag question that is used to evaluate the students' response.

In the informing exchange, the patterns occur are usually I(R)(F) only, because the teacher does not expect any verbal response from the students. In the informing moves, ideally the teacher gives information or explains materials to the students. So the teacher does not expect any verbal response, but only look forward to a good understanding of the materials or information given. For the response from student is not expected to be occurred, teacher's feedback also expected to be the same. The teacher will not give any feedback when there is no response from the student.

Exchange 16 – Teaching Exchange (Informing)

T1 : So the food will not ^ Uhm ^

The food will not make the ^

The clothes dir ^^ dirty. Ya . Bib.

(i) *Initiation

The pattern occurs in exchange 16 above is I(R), where responses (R) from the students do not always occur. This is because the students do not respond to the explanation given by T1. After T1 initiated the move, she also did not expect the students to responded what just she said. The act by T1 is labelled as inform (i), which is realized by a statement that provides information – see Appendix A.

Exchange 152 – Teaching Exchange (Informing)

T1	: [w] - [ig], wig. Wig.	(i) *Initiation
P1&P2:	wig	(rep) *Response
T1	: Ya	(ack) *Feedback

Informing exchange does not always end with the initiation from the teacher only. In the exchange 152 above, three main moves of teaching exchanges occurred. We can see that after T1 explained how to blend the sound; P1 and P2 directly followed what she had said. The initiation from both P1 and P2 to repeat what T1 said after explanation is not expected to happen for T1 only delivers the lesson, not asking them to repeat the word. In this case, feedback from T1 is required to determine whether P1 and P2 say the word correctly or not.

4.2.2 Teachers and Students' Initiations

In the language learning and teaching process, teacher has a main role to drive the lesson and gain the lesson goal. This is because a teacher is expected to lead and initiate the topic, allocate turns and evaluate comments (Elnadeef, 2016). The learning process ideally starts with an initiation from a teacher that has particular move such as eliciting, directing or informing. As the writer classified the exchanges and moves, the writer found that initiate moves also could be started from students. It happens when the students ask or tell something to the teachers or maybe

to their friends. Commonly the students will participate in the classroom when their teacher asks them first. But in this study, the writer found that two students participated in this study are talkative and initiative enough. They can start the exchange by informing or asking something to their teacher.

Exchange 3 – Pupil Initiates (Informing)

P2 : [id]. [id]. (i) *Initiation

T1 : Ya^ . Good P2. (rep) *Response

It can be seen from the exchange above that P1 led the move by informing T1 that he could pronounce a sound [id] after T1 had explained the materials to him before. This act, labelled as inform (i), is only used to inform something. It is not used to command or ask something. The initiation by P1 was replied by T1 with an evaluation (e) act that stated his pronunciation was correct. The writer labelled this exchange as the pupil initiates exchange for it started from the student. So we can say that in this lesson, student can also become the leader of the move. When students initiate or lead the move, teachers need to respond them to build a good interaction in the learning process. Response from the teacher is also needed to help students acknowledge something related to the lesson.

The initiation from students may also come in the form of elicitation when they ask something to the teachers. Usually students ask

questions to their teacher when they do not understand something about the lesson. However, this is rarely happened in the classroom where there is no intense interaction between the teacher and the students. In this study, two students participating were active enough to answer and ask something their teacher.

Exchange 115 - Pupil Initiates (Eliciting)

P1 : How about that one? (el) *Initiation

T1 : Oh, this one also the lid. Here. This is the lid. (rep) *Response

P1 : Oh, like that. (ack) *Feedback

When pupils initiate the move, sometimes they also give feedback to respond the answer of the teacher. In the exchange 115 above, the pattern occurs is IRF even though the lead of this exchange is not the teacher. The exchange started by P1 who asked T1 about something in the classroom. The act by P1 in the initiation move above is labelled as elicitation (el), which needs linguistic answer. P1 looks forward to verbal answer from T1 about the lesson. After P1 initiated the move, T1 responded the question by giving him an answer. It is important for T1 to answer the question in order to help P1 understands the lesson. The response from T1 is labelled as acknowledge (ack), which indicates that he understands and accept the answer well. The writer differentiates each of the pupil initiate exchanges

in this study, in order to discover how well the students participated in the classroom.

4.2.3 Directing or Eliciting

In this study, the writer classified three main moves in the teaching exchange: Directing, Eliciting and Informing. Those three exchanges have their own function related to the learning process. In this study, the writer found some problems when the writer classified those three exchanges in every teaching exchange from the data taken. The complexity of directing and eliciting exchanges' forms, which similar to each other, needs a deeper analysis than the informing exchange. Informing exchange only happens when the speaker gives information or explains something to the listener. So, the writer found it easy to classify them based on the data taken. Different from informing exchange, directing and eliciting exchange took longer and deeper analysis. This is because in this study, the class which is observed learns about phonics where teacher usually gives direct example of some particular sounds. When the teacher gives direct command by saying particular word, the students are expected to follow or repeat the word. The writer defines this exchange as eliciting because the teacher expects linguistic answer from the students.

Exchange 169 – Teaching Exchange (Eliciting)

T1 : fig.

(f) *Initiation

P1 : fig.

(rep) *Response

When T1 says the word fig, she expects P1 will repeat what she said. In this move, we can see that T1 is actually asking P1 implicitly to repeat what she said without giving him direct command. The move from T1 above is labelled as figure (f) for it has a function to give example to P1 how to say the word [fig] correctly. We can see from exchange 169 above that P1 already knows that his teacher asks him to repeat what she said. P1 automatically repeats what T1 said without asking her what to do. The answer from P1 also comes in verbal form which is related to the lesson. Whereas directing exchange happens when the teachers ask students to do something non-verbal, the writer decided to classify exchange number 169 as eliciting exchange.

4.3 The use of IRF model to help teacher deliver the lesson.

There were two teachers participated in this study who teach English as the foreign language to kindergarten students. The writer had conducted an interview with each teacher related to how they use Sinclair and Coulthard model in their classroom. In this study, both of them were pairing to teach phonics. As they teach phonics to foreign language learners, the pronunciation and spelling of some sounds must be clear and understandable. This is because the students will follow what the teachers said. In the other word, a teacher should be a model that demonstrates some particular sounds. It may be difficult to teach students who

never hear English alphabets before; but by using a teacher as a model, students will find it easy to follow and repeat what the teachers say.

Teacher 1 (T1) has been teaching in EduHouse since 2011. She has a lot of experiences in the education field especially in teaching kindergarten students. Her teaching style was not changing from five years ago. T1 who basically loves to teach kids, teaches her students in interactive way where the communications from both speakers are expected to happen in the classroom. It means, students also have chances to talk and express their thought during the lesson. This is important to include the students during the lesson because they can learn how to deliver their opinion and interact with others. Communicative learning which invites students in the conversation is one of the ways to achieve the goal of the lesson. Building good communication between teachers and students in the classroom creates a good relationship that affects the teaching and learning process. Different from T1, T2 has fewer experiences in teaching English to Kindergarten students. She was joining EduHouse in the end of 2016 and started to teach students by herself in April 2017. Despite her experience in teaching English, T2 always tries her best to teach her students. She also learns something when she teaches her students. Similar to T1, T2 also has an interactive teaching style that put a good communication between teachers and students as the major point to gain the goal of the lesson. She always asks her students to talk or express themselves about the materials given. Even though she finds not easy to make kindergarten students to response her initiation, she eagerly invites her students to

join her in the lesson. By doing this, T2 believes that it can build her students' critical thinking and bring courage in their selves.

A good communication in the classroom requires participations from both teachers and students to involve and interact in the lesson. In the other word, it does not consist of moves by the teacher only but also needs responses from the students. The students' responses are expected when teachers asks them questions. The writer found that when the teachers ask their students, some students chose to stay in silence to avoid mistakes or for some other reasons. When the students make mistakes, both T1 and T2 always give them feedback by revising or evaluating their mistakes. Feedback given by the teachers helps students to acknowledge their mistakes in the learning process. The teachers not only revise and evaluate mistakes, but also give feedback to compliment and motivate their students to learn in the classroom. This is because in this study, kindergarten students still need a great number of motivations. The teachers believe that little kids in kindergarten grade still need a lot of compliments and motivations because they feel that their teacher loves them. The interview conducted also found that sometimes both T1 and T2 used some gestures in order to react to their students' answers. They usually use body language to indicate whether the answer was correct or not. The writer believes this type of feedback will make students excited and feel fun during the lesson. It does not make students afraid to make mistakes during the class.

From the interview that has been done and transcribed, the writer discovered that IRF pattern by Sinclair and Coulthard helps teachers to teach in the classroom. The first reason is because IRF patterns made up of a good communication in the classroom. Both of the teachers interviewed have the same teaching style where the interaction from both speakers is required. IRF patterns by Sinclair and Coulthard bring the communication from both teacher and students to make the classroom be alive. Teachers take place to play their roles as the controllers of the class. Even though most of the exchanges are started by the teacher, students still take their roles to participate in the classroom by giving responses. Moreover, sometimes students also take parts to start the exchange by asking or informing something. Second, the teachers believe that by applying IRF pattern in their classroom, they will be able to help students acknowledge mistakes during the lesson. They can discover their mistakes from the feedback given by their teachers. Various types of feedbacks from teachers help students to acknowledge the accuracy of their answers. It can be concluded that teachers participated in this study found that IRF pattern is effective to be applied in their classroom.

The effectiveness of IRF pattern makes this pattern suitable to be used in the learning and teaching process. Based on the interview conducted by the writer, both T1 and T2 will always apply IRF pattern in their classroom. This is because IRF pattern drives the classroom to be fun and interesting, as it also includes students to participate in the classroom. The class would not be monotonous and boring as the teachers invite students to talk and express themselves during the

lesson. In this study, the teachers also believe that by applying IRF pattern in the classroom may bring better result of the students' understanding to the lesson. The result can be seen after the teacher gives feedback in order to response the students' answer. Students may acknowledge their mistakes from the teachers' feedback by analysing the acts done by the teachers. When the teachers evaluate, comment or revise the students' mistakes, students will understand that they give the correct answer or not. This is how basically learning process happens in the classroom where the teachers and students build a good communication. From this point the writer concluded that IRF pattern by Sinclair and Coulthard is needed and will be used regularly in teaching English to kindergarten students at EduHouse Semarang.

4.4 General findings

From the data interpretation and analysis, the writer found that most of the teaching exchanges which occurred in English classroom at EduHouse Semarang were used to elicit students related to the lesson. There are 117 eliciting exchanges, 76 informing exchanges and 32 directing exchanges. Eliciting exchange started by the teachers, happens when the teachers ask their students to answer some questions. Even though some teaching exchanges such as informing and directing also occur, eliciting exchange is still needed to happen most for this is the basic exchange that helps teachers to check their students' understanding. In eliciting exchanges of this study, IRF patterns formed. This pattern starts with the

initiation from the teacher that asks students to answer questions orally, followed by the students' response to that initiation and then ends with the feedback from the teacher. After analysing and interpreting the data, the writer found some patterns came out besides IRF pattern. The pattern is not only IRF, but there are also IR(F) and I(R) patterns. These patterns usually formed in directing and informing exchanges. IR(F) pattern commonly occurs in the directing exchanges that used to give students direct command to do something in directing exchanges. Feedback from teacher is optional, which means that it does not always come after students' responses. The I(R) pattern happens when the teachers give information or explain the materials to the students during the lesson. This exchange starts with the initiation by the teacher neither the students' responses nor feedback from the teachers. This is because responses from the students are optional. It means there is an option for students to give response after the teacher gives them information. From those three patterns, the writer discovered that IRF pattern in the eliciting exchanges of this study had the most number of all. This is due to the fact that this pattern comes mostly in eliciting exchange which also used most by the teachers in this study. Moreover, based on the interview conducted, the interviewees claimed that students will learn better when they receive feedback from their teachers. So, IRF pattern that consist of three main moves of teaching exchange has an important role to the success of language learning and language teaching process.

After analysing the data, the writer also found that initiation move not only be started by the teacher, but it also can be started by the students. The data

transcribed show there are 23 exchanges started by the students. The initiation move conducted by the students is labelled as pupil initiates. The acts that happened come in two types, eliciting and informing. Eliciting act by the students is done in order to ask teachers about something that confused the students in related to the lesson. Meanwhile the informing exchange is used to tell the teachers about something related to the lesson.

From the interview that has been done with the teachers, the writer found that kindergarten teachers in EduHouse Semarang apply IRF pattern by Sinclair and Coulthard to teach in the classroom. Both teachers believe that if they do not apply IRF pattern in their class, the learning process will be boring and monotonous. Students will ignore the teachers during the lesson as they are still in the kindergarten age that requires fun and interesting learning method. Moreover, young learners still need both major input and feedback because they learn something like sponges that absorb all information given. Feedback is needed to help students check their answers. Students will comprehend they make mistakes or not from feedback given by the teachers. The interviewed teachers of this study also stated that teaching foreign language to young learners required teachers to give motivation and compliment to the students. This is because students at that age demand someone to build their confidence by simply complimenting them. Short phrases such as “good job” or “great” are usually used by the teachers to praise their students. When the students already developed their conviction during the lesson, they build courage to answer teachers’ questions. This make the

communication between them successfully happened and able reached the lesson's goal.

