

**IMPROVING THE STUDENT'S MASTERY OF ENGLISH  
BY USING INITIATION RESPONSE FEEDBACK  
IN SDN 1 SAMBON BANYUDONO BOYOLALI:  
A CLASSROOM ACTION RESEARCH**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

In recent years, English becomes one of the subjects taught in primary and elementary school. It is covered in the curriculum of elementary school. The purpose of teaching English for elementary school is that the students will have a basic knowledge of English before the students enter the junior high school or the next grade. It is caused by the fact that English is one of the materials for national examination in junior and senior high schools.

In the decree of the Ministry of Education and Culture, Republic Indonesia No. 0487/4/1992, in chapter VIII it is stated that English can be taught as an extra instruction if it is needed by the local community and if the teacher of English is available. Another decree of Ministry of Education and Culture, Republic Indonesia No. 060/V/1993 states that English may be given to Elementary School students as a local content. This phenomenon makes many English teachers face the problem of the ways and the method of teaching English as foreign language to children (Fauziati, 2002: 169).

Teaching English in early age school students can be applied by using many techniques. These techniques should be matched with the characteristics of the students, and they should force the whole students to master English. The students of elementary school are classified as young learners, in which they still have best period of children to learn a language or the critical period.

In this period, the students are in development and growth, in which their sensitiveness toward language is still at the highest degree. It is between the age of two years and the early teens.

As the children in this context, the teaching learning process should give enough opportunities for them to use English in daily context. In this case, the topic of the material should be appropriate with the environment around them that can be discussed together in the classroom in the form of interaction and taking turn in using English.

Initiation Response Feedback (IRF) is a pattern of discussion between the teacher and learner. The teacher initiates or gives stimulus, the students respond and the teacher gives feedback. It provides a useful framework for developing meaningful communication in controlled form (<http://www.teachingenglish.org.uk/think/knowledge-wiki/initiation-response-feedback-irf>).

Initiation Response Feedback has close relation to behaviorism, in which learning takes place as a result of a response that follows on a specific stimulus. The learners need reinforcements to keep them interested in learning. They can motivate them to master English. The reinforcement of this method is realized in the form of teacher's initiation. The teacher's initiation expects the students' responses. If the response is correct the teacher emphasizes it in order that they will memorize it, and if it is wrong, the teacher will give the correct one.

The students of SDN 1 Sambon Banyudono Boyolali have got English from the fourth year. The teacher usually used conventional method. The result of test shows that the student's achievement is unsatisfying. The teacher asked them whether English is difficult or not, and what difficulties faced by the students. Based on the questionnaire, which the writer gives, they state that English is difficult and they state that their difficulty is in on vocabulary. They get difficulties in memorizing the vocabulary either in pronouncing or in writing the words. It can be concluded that the students' difficulties is about memorizing vocabulary and the rule of language. And memorizing of these can be done easily, if there is external context supporting the vocabulary or material given. Therefore the teacher uses Initiation Response Feedback, because it involves external context around the student's.

Based on the description above, the researcher wants to conduct an action research entitled: Improving the Students' Mastery of English by Using Initiation Response Feedback in SDN 1 Sambon Banyudono Boyolali: A Classroom Action Research.

## **B. Limitation of the Study**

In this research, the writer limits the research in the case of students' class. The students involved in this research are the fifth year students of SDN 1 Sambon Banyudono Boyolali in 2008/2009 academic year, which are taught by using Initiation Response Feedback and the object is vocabulary and grammar. The topic that is taught is "telling time".

### **C. Problem Statement**

The problem statement of this research is “Can Initiation Response Feedback improve the English mastery of the students of SDN 1 Sambon Banyudono Boyolali?”

### **D. Objective of the Study**

In general, this study is conducted to improve the students’ mastery of English in SDN 1 Sambon Banyudono Boyolali.

Specifically, it aims to:

1. describe the implementation of Initiation Response Feedback in teaching English, and
2. find whether Initiaton Response Feedback can improve the students’ mastery of English in SDN 1 Sambon Banyudono Boyolali.

### **E. Benefits of the Study**

The benefits expected from the study are as follows:

#### **1. Theoretical Benefit**

It is expected that there will be more references about classroom action research, especially in teaching elementary students by using Initiation Response Feedback.

## **2. Practical Benefit**

### a. For Teacher

It will be the input for the teacher to enrich the approach of teaching young learners, in order that the students can learn English easily.

### b. For Researcher

It will increase the knowledge of the researcher in teaching practically to have practice in the real teaching to apply the theory got at campus.

## **F. Research Paper Organization**

This research paper is organized into five chapters.

Chapter I consists of background of the study, previous study, problem statement, limitation of the study, objective of the study, benefits of the study, and research paper organization.

Chapter II is the underlying theory, which consists of the notion of Initiation Response Feedback, behaviorist learning, teaching English for children, the procedure in teaching learning process, and the notion of English mastery.

Chapter III is research method. It consists of the type of the research, subject of the study, object of the study, data and data source, method of collecting data, action procedure, technique for analyzing data, theoretical framework, and working hypothesis.

Chapter IV is data analysis and discussion of the finding.

Chapter V is conclusion and suggestion.