STUDENTS' WAYS AND FREQUENCIES OF DOING INITIATION-RESPONSE-FEEDBACK MOVES IN A JIGSAW READING CLASS

THESIS

In Partial Fulfilment of the Requirement

for the Sarjana Pendidikan Degree

In English Language Teaching

By:

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FACULTY OF TEACHER TRAINING AND EDUCATION
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This thesis entitled **Students' Ways and Frequencies of Doing Initiation-Response-Feedback Moves in a Jigsaw Reading Class** conducted and submitted by Maria Emery Tabita has been approved and accepted as a partial fulfillment of the requirements for *Sarjana Pendidikan* Degree in English Language Teaching Faculty by the following advisors:

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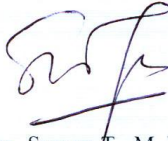First Advisor

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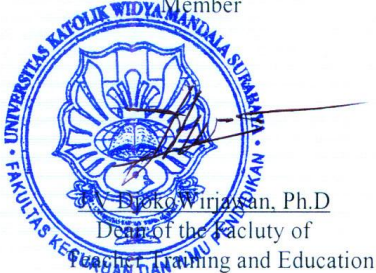Secretary

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The writer

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ABSTRACT

Tabita, Maria Emery. 2013. *Students' Ways and Frequencies of Doing Initiation-Response-Feedback Moves in a Jigsaw Reading Class.* S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2013. Advisor: M.N. Siti Mina Tamah, Ph.D and Dr. Ruruh Mindari, M.Pd

Keyterms: Initiation-Response-Feedback, Jigsaw

In this study, the writer would like to know the ways of students' initiation, response, and feedback in the expert and home teams. Besides, the writer would like to know whether high achievers contributed initiation, response, and feedback more than low achievers in the expert and home teams.

The writer recorded students' discussion in an expert and home teams. The recordings were transcribed. Then, the transcripts were analyzed based on IRF (Initiation-Response-Feedback). The ways of initiation, response, and feedback were found in the transcript. Next, the writer counted the frequency of students' initiation, response, and feedback in the expert and home teams and presented it in table and figure.

It is found there were several ways to initiate, respond and give feedback in the expert and home team. Ways to initiate were questioning, directing and informing. Several ways to respond were replying a question, acknowledging previous initial information, and making completion to previous information. The ways of giving feedback that the students used in the expert team providing repair, accepting and commenting.

It was found that in the expert and home team, high achieving students initiated more than low achieving students. High achieving students in the expert and home team also did more response moves than low achieving student. However, low achieving students in the expert and home team did more feedback moves than high achieving students.