

**THE PATTERN OF CLASSROOM INTERACTION  
AND THE DISTRIBUTION OF TURN TAKING:  
A STUDY IN TWO DIFFERENT CLASSES IN JAMBI**



**A THESIS**  
**In Partial Fulfillment of the Requirements**  
**For Master's Program in Linguistics**

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**POSTGRADUATE PROGRAM**  
**DIPONEGORO UNIVERSITY**  
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**2013**

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**VALIDATION**

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## CERTIFICATION OF ORIGINALITY

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, Januari 2013

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Finally, although the researcher has maximally explored his skills in finishing this thesis, he realizes that this thesis is still far from perfect. Therefore, he needs constructive criticism and recommendation to make this better. The researcher also expects that this thesis can contribute something to the *world*.

Semarang, 2013

Mukhlash Abrar  
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## TABLE OF CONTENTS

<b>TITLE</b>	
<b>APPROVAL</b>	
<b>VALIDATION</b> .....	
<b>CERTIFICATION OF ORIGINALITY</b> .....	
<b>ACKNOWLEDGEMENTS</b> .....	
<b>TABLE OF CONTENTS</b> .....	
<b>LIST OF TABLES</b> .....	
<b>LIST OF ABBREVIATIONS</b> .....	
<b>ABSTRACT</b> .....	
<b>CHAPTER I INTRODUCTION</b>	
1.1 Background of the Study .....	
1.2 Research Problems .....	
1.3 Objectives of the Study .....	
1.4 Significance of the Study .....	
1.5 Scope of the Study .....	
1.6 Operational Definition .....	
1.7 Thesis Organization .....	

## **CHAPTER II REVIEW OF RELATED LITERATURE**

2.1 Previous Studies .....	
2.2 Theoretical framework .....	
2.2.1 Classroom Discourse .....	
2.2.2 Conversation Analysis.....	
2.2.3 Interaction Pattern of Classroom Discourse .....	
2.2.4 Analyzing the Pattern of Classroom Interaction .....	
2.2.5 Turn Taking .....	
2.2.6 Analyzing the Distribution of Turn Taking .....	

## **CHAPTER III RESEARCH METHOD**

3.1 Research Design .....	
3.2 Research Setting .....	
3.3 Research Respondents .....	
3.4 Data Collection Techniques .....	
3.4.1 Observation .....	
3.4.2 Voice Recording .....	
3.5 Data Analyzing Techniques .....	

## **CHAPTER IV FINDINGS AND DISCUSSION**

4.1 The Pattern of Classroom Interaction .....	
4.1.1 The Pattern of Classroom Interaction in Two Different Classes .....	
4.1.2 Discussion .....	
4.2 The Distribution of Turn Taking .....	
4.2.1 The Distribution of Turn Getting categories in Two Different Classes...	
4.2.2 The Distribution of Turn Giving Categories in Two Different Classes...	
4.2.3 Discussion .....	
4.3 The Implication of Classroom Interaction Pattern and Turn taking Distribution toward Teaching Learning Activities .....	
4.3.1 Implication of Varied Interaction Pattern and Equal Turn .....	
4.3.2 Implication of Unvaried Interaction pattern and Unequal Turn.....	

## **CHAPTER V CONCLUSION AND SUGGESTION**

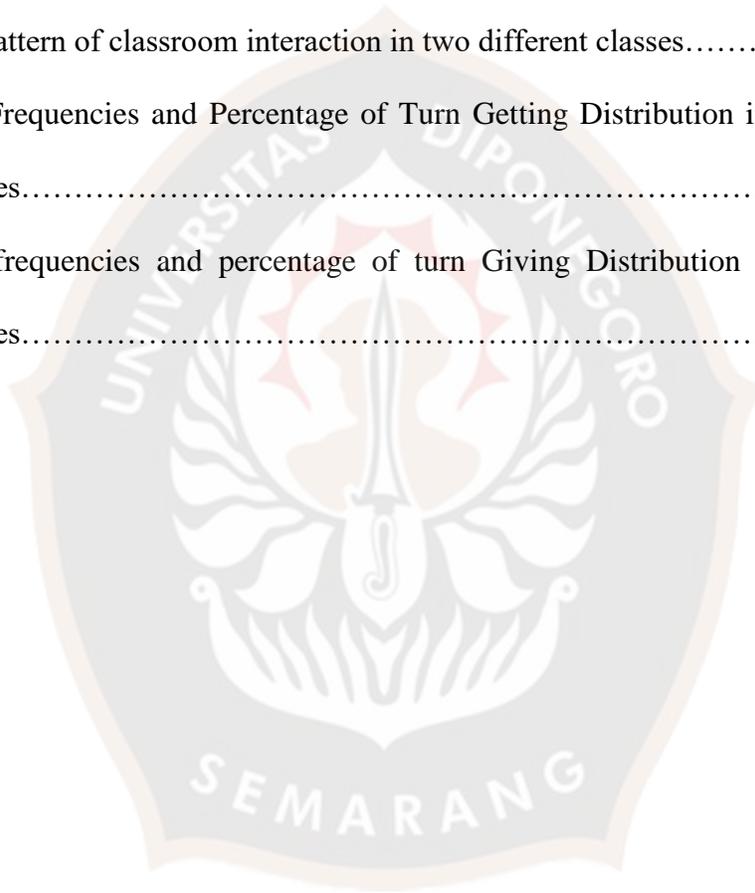
5.1 Conclusions.....	
5.2 Suggestions.....	
5.2.1 Suggestions for the Teacher.....	
5.2.2 Suggestions for the Next Researchers.....	

## **REFERENCES**

## **APPENDICES**

## LIST OF TABLE

Table	Page
2.1 The classes, Sub-classes, Notations, Functions of Exchange and Their Structures in Terms of Moves, as Defined by Sinclair and Coulthard (1975).....	
4.1 The pattern of classroom interaction in two different classes.....	
4.2 The Frequencies and Percentage of Turn Getting Distribution in Two Different Classes.....	
4.3 The frequencies and percentage of turn Giving Distribution in two different Classes.....	



## LIST OF ABBREVIATION

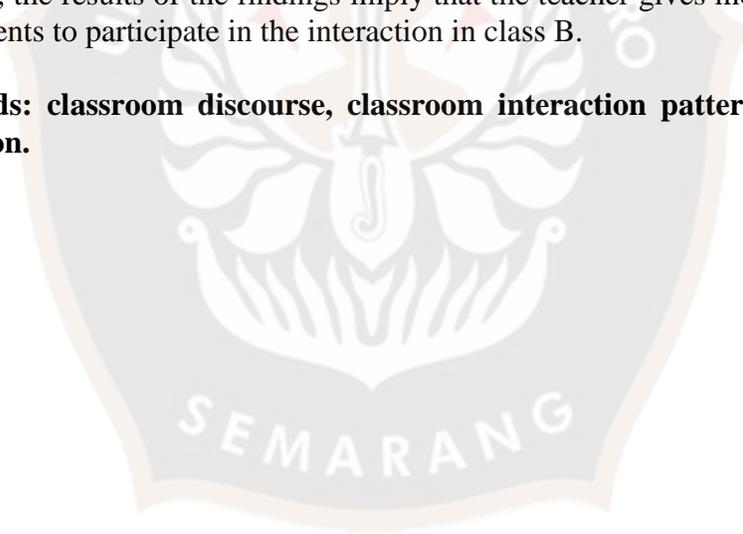
- CA : Classroom Analysis
- CD : Classroom Discourse
- i.e : in example
- NV : Non Verbal
- IRF : Initiation – Response – Follow up.



## ABSTRACT

This study deals with the classroom interaction pattern and the turn taking distribution. These two aspects are essential in classroom discourse whose aspects different from those of the other types of discourse. The study aims to investigate the nature of classroom interaction patterns and turn taking distributions during the classroom activities in two different classes. Besides, it attempts to reveal the implication of classroom interaction patterns and turn taking distributions in teaching learning practices. This study uses descriptive qualitative research design which employed two data collection techniques, i. e. observation and voice recording. The data are, then, analyzed by using two models of analysis, i.e. classroom interaction pattern (e.g. Sinclair and Coulthard, 1975) and turn taking distribution (e.g. Allwright, 1980). The results of the research indicate that: First, the researcher finds few variation of interaction pattern in class A, while class B has more variation. Second, the researcher discovers that the distribution of turn taking in class A is not equal, while in class B it is more equal. Third, the implication of class A, based on the research findings, is that the class which is observed is teacher-centered class. Besides, the teacher in class A does not maximize the students' participation. On the other hand, the results of the findings imply that the teacher gives more opportunities to the students to participate in the interaction in class B.

**Key Words:** classroom discourse, classroom interaction pattern, turns taking distribution.



## ABSTRAK

Studi ini berkaitan dengan pola interaksi kelas dan distribusi alih bicara. Kedua aspek tersebut merupakan unsur yang penting dalam wacana kelas yang membedakannya dengan tipe wacana lainnya. Studi ini bertujuan untuk meneliti pola interaksi kelas dan distribusi alih bicara ketika kegiatan di dua kelas yang berbeda berlangsung. Selain itu studi ini bertujuan untuk menemukan implikasi pola interaksi kelas dan distribusi alih bicara terhadap kegiatan belajar mengajar. Studi ini adalah penelitian deskriptif kualitatif yang menggunakan dua teknik pengumpulan data yaitu observasi dan rekaman suara. Data kemudian dianalisis menggunakan dua model analisis yaitu pola interaksi kelas (Sinclair dan Coulthard, 1975) dan distribusi alih bicara (Allwright, 1980). Hasil penelitian menunjukkan bahwa: Pertama, pola interaksi di kedua kelas tersebut berbeda yakni kelas A mempunyai variasi pola yang lebih sedikit, sedangkan kelas B mempunyai variasi pola interaksi yang lebih beragam. Kedua, distribusi alih bicara kelas A tidak seimbang, sedangkan di kelas B lebih seimbang. Ketiga, hasil penelitian mengimplikasikan kelas A merupakan kelas yang berpusat pada guru (teacher-centered class). Selain itu, guru kelas A juga tidak memaksimalkan partisipasi siswa. Di lain pihak, hasil penelitian mengimplikasikan bahwa guru di kelas B memberikan kesempatan yang lebih banyak kepada siswa untuk berpartisipasi dalam interaksi kelas.

**Kata Kunci:** wacana kelas, pola interaksi kelas dan distribusi alih bicara.

# CHAPTER I

## INTRODUCTION

This chapter describes the background of the study, the statements of the study, the scope of the study, the objectives of the study, the significance of the study, operational definition of key terms and the organization of the thesis.

### 1.1 Background of the Study

Human being, as a social creature, needs to communicate with each other. Communication, just like interaction and socialization, is not only about the process of producing sounds, words, or sentences, but is also about the understanding between the speaker and the hearer. In other words, communication cannot be done alone without any partners. According to Gumprez in Wardaugh (1992: 15), communication is a social activity which needs reciprocal interaction of two or more individuals or, in other words, between speakers and hearers (receivers). It is obvious that when someone communicates, he or she needs a partner to communicate with. In doing communication, human being uses a means which is commonly known as language.

English, as the world language for international communication and science, has been included in Indonesian's school curriculum for some years. In

Indonesian context, the practice of English language teaching has undergone continuous development. It can be seen from the fact that English as a foreign language is a compulsory subject to be taught in junior and senior high schools. English is also offered as an optional or local content subject in most elementary schools and kindergartens. In university level, English is offered as a general course which must be taken by the students. (Depdiknas, 2003).

In educational institutions such as senior high school, interaction does not only happen among teachers but also among school participants such as teacher and students. As it has been known that classroom is the smallest scope of educational institution in which teaching and learning activities can take place. Interaction in the classroom is an important part of teaching and learning process because it is the process that may affect the students' participation. As Allwright (1984) suggests, interaction in the classroom promotes the learners' ability to use the second or foreign language to express their ideas as it provides the students with opportunities to interact each other.

Within the classroom, the participants such as teacher and students interact with each other either in verbal or non-verbal way. The interaction of classroom's participants results in a discourse which is called classroom discourse (CD). The term of CD connects to the language that classroom participants use to communicate with each other within the classroom activities. Nunan (1993:36) views CD as the distinctive type of discourse that occurs in the classroom. He

(1993:37) also adds that turn taking, interactional patterns, and unequal relationship are the things that differentiate it from the other type of discourses.

Classroom interactional patterns and turn taking distributions are important aspects in classroom discourse as well as teaching and learning process. They might be different in each class. The difference may result from the teacher's method (teacher - fronted or student - centered) and the number of participants. The interactional patterns of a teacher - fronted class are more likely the interaction patterns of traditional class which is dominated IRF (Initial-Respond-Follow-up). In this pattern, the teacher initiates by asking a question, the students answer and the teacher comments on the students' answer. The interactional patterns of student centered class, on the other hand, may vary. Besides, the turn taking of teacher - fronted class is usually distributed from teacher to the students and back to the teacher. Kramsch (1987:22) mentioned that the teacher selects the next speaker, in the teacher oriented interaction, and automatically selects himself or herself for succeeding turn. Here, there are not many opportunities for the students to interact so that the turns are dominated by the teacher. However, in student - centered class, there is a possibility of equal turns between the teacher and students.

Several researchers have conducted the studies of classroom interaction pattern and turn taking distribution. Among others are (1) Weihua Yu (2010); she did the research about classroom interaction pattern entitled "An Analysis of Collage English Classroom Discourse", (2). Ma'ruf Nurrizal (2011); he also

discussed classroom interaction pattern in his work entitled “Classroom Interaction Patterns in Team teaching Model in an EFL Classroom; A Qualitative Study at a Private Elementary School in Bandung Region”, and (3) Yohannes Berhanemeskel (2008); he conducted the research about turn taking distribution in his work entitled “The Nature of Turn Taking Patterns in Group Discussion: 10+2 Students of Cruise Private School in Focus”. Although the three researchers conducted the same topics as the researcher did, none of them discussed the two topics in the same study.

Related to some interesting phenomena of classroom discourse and the fact that no researchers discussed interaction pattern and turn taking in the same study, the researcher feels interested in combining the two topics in this study. Besides, it attempts to reveal the implication of classroom interaction patterns and turn taking distributions towards teaching learning practices.

## **1.2 Research Problems**

This study investigates the nature of classroom interaction patterns and turn taking in speaking class of two different classes. To be more specific, the topic which is discussed in this thesis would be summarized in the following research questions.

1. What are the patterns of classroom interaction in two different classes?
2. How are the distributions of turn taking in two different classes?
3. What are the implications of different interaction patterns and turns in two different classes?

### **1.3 Objectives of the Study**

In line with the research problems above, the researcher formulates the objectives of the study as follows:

1. To identify the patterns of classroom interaction in two different classes.
2. To investigate the distributions of turn taking in two different classes.
3. To find out the implications of different interaction patterns and turns in two different classes.

### **1.4 Significance of the Study**

In terms of theoretical contribution, this study is expected to enrich and to give contribution to the study of discourse analysis especially about classroom interaction patterns and turn taking distributions on language learning process. Practically, it is to give new insight to those who are interested in understanding classroom discourse in terms of classroom interaction patterns and turn taking distributions, to facilitate better learning of English, and to encourage students to participate in teaching and learning process. The finding is also expected to give

English teachers a practical and theoretical competence in the process of English teaching.

### **1.5 Scope of the Study**

The study deals with classroom interaction patterns and turn taking distributions between teacher and students in two different classes. It deals more with observing and finding out the interaction patterns and turn taking distributions of two different classes. The other aspects related to interaction pattern and turn taking, i.e overlapping, will not be discussed in this thesis because the discussion will be too broad. The analysis guidelines used in finding out the interaction pattern and turn taking distributions are IRF (Sinclair and Coulthard, 1975) and Allwright (1980) models of analysis. Besides, the implication of interaction patterns and turn taking distribution toward teaching learning practices will also be investigated.

### **1.6 Operational Definitions of Key Terms**

The definitions of the terms in this study are:

1. Two different classes in this study refer to classes in two different oriented schools namely SMAN 4 Kota Jambi and Richmond Education Center. The writing realization of the two classes are class A and B in which class A is the class in public school (SMAN 4 Kota Jambi), while class B is the class in private English course (Richmond Education Center).

2. Classroom interaction pattern in this paper means the structural organization of interaction between teachers and students in classroom setting.
3. Turn taking distribution is how the participants of interaction distribute both turn getting or turn giving.

### **1.7 Thesis Organization**

This study consists of five chapters. In order to help the readers in understanding the study, this study is systematized as follows:

Chapter one discusses the background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, and thesis organization. In general, this chapter shows the framework or the ground thinking of this study to bridge the following chapters.

Chapter two provides the review of the related literature. It describes the theories used in developing the study. All of them will serve as the foundation references in conducting and analyzing the study.

Chapter three discusses the methods of investigation conducted by the researcher. It gives the description of research design, research setting and respondents, and data collection and analysis techniques.

Chapter four discusses the main purposes of conducting this study. It provides the explanation of classroom interaction patterns and turn taking distributions of teacher and students in two different classes as the result of the

study conducted by the researcher. Besides, it also provides the implication of different classroom interaction patterns and turn taking distributions.

Chapter five provides the overall discussion of the study as the conclusion. It is also completed with the suggestions for the educational stakeholder especially teachers at the end of the study for the improvement of language teaching.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter has two subchapters. The first subchapter deals with the previous studies about teacher-students interaction and turn-taking. The second subchapter discusses the theoretical framework related to the topic of the study such as classroom discourse, conversation analysis, interaction structure of classroom discourse, analyzing the pattern of classroom interaction, turn taking and analyzing the turn taking.

#### **2.1 Previous Studies**

There are several previous studies used by researcher as the primary references in this study. Those previous studies are the following:

1. Research entitled “An Analysis of Collage English Classroom Discourse”, by Weihua Yu (Qingdao University of Science and technology, 2010).

The research identified the patterns of classroom discourse found during the interaction of English conversation from non-English major students. The result of this study showed that IRF (Sinclair and Coulthard’s model of analysis) can be applied to collage English classroom discourse analysis. The patterns of discourse in English classroom collage were dominated by teacher-initiated exchanges. The most patterns found during the

interaction is IRF (35,42%). Several other patterns found during the interaction are I, IR, IR**I**RF, **I**Ib**R**RF, **I**IbRF, **I**Ib**I**RF, IR/**I**IbRF.

2. Research entitled “Classroom Interaction Patterns in Team teaching Model in an EFL Classroom; A Qualitative Study at a Private Elementary School in Bandung Region” by Ma’ruf Nurrizal (Graduate Program of Education University of Indonesia, 2011).

This research aimed at investigating and explaining the patterns of classroom interaction that occurred in team teaching model and also the existence of particular patterns of classroom interaction in particular team teaching model. The result of this research showed that the classroom interaction, in general, was less interactive because it was dominated by the teacher. Then, the result also indicated that the only model which exists in team teaching is monitoring model.

3. Research entitled “The Nature of Turn Taking Patterns in Group Discussion: 10+2 Students of Cruise Private School in Focus” by Yohannes Berhanemeskel (Graduate Program of Addis Ababa University, 2008).

This study was intended to investigate and explore the nature of turn taking patterns and the involvement of the teacher and group leaders in taking and giving turns. The result of the study showed that the majority of the turns in turn getting were taken by the students through self-initiation moves and the majority of the turn in turn giving were made by the students. Then, the results also showed that male students took more turns than female students.

The three previous studies mentioned above relate to the topic of the research that the researcher conducts in this study. Here, the researcher will deeply analyze the classroom discourse which focuses on two things: *the patterns of classroom interaction* and *the distribution of turn-taking*.

The first and the second previous research projects discussed classroom interaction patterns. The first previous research conducted by Weihua Yu is similar to the first problem that the researcher wants to discuss in this thesis that is about the patterns of classroom discourse. However, it is actually different from this research in the way of analyzing the data. The first study only describes the patterns categories found during the interaction in three reading classes, while this study, the discussion will not only deal with the category of classroom discourse patterns found during the interaction in two different speaking classes, but it will also discuss further its implication towards the teaching and learning practices.

Although the second previous research which was conducted by Ma'ruf Nurrizal has also the same topic as the first problem of this thesis, it is exactly dissimilar to this thesis in terms of data analysis guidelines. This second study, in finding the pattern of classroom interaction, analyzes the data by using pedagogical microscope instrument or systemiotic approach while the guidelines of analyzing the interaction used in this thesis is IRF model of analysis. Besides, this thesis will not only investigate the pattern of interaction but also the thing related to another aspect of interaction that is turn taking.

The third study discussed turn taking. The guideline of data analysis of this study is exactly the same as the analysis guideline of the second problem in this thesis that is Allwright (1980) model of analysis. The thing that differentiates this thesis from the third study is that the respondents. The third previous research's respondents are three small groups and the respondents of this thesis are two classes one of which is a large class. Another difference is the discussion in which this thesis will have a deeper understanding about turn taking because it does not only explain the turn taking patterns, but also describes the implication of turn taking towards the teaching learning practices.

## **2.2 Theoretical Framework**

### **2.2.1 Classroom Discourse**

There are several types of discourse which can be analyzed in the field of discourse analysis such as newspaper discourse, advertising discourse and also classroom discourse. Classroom Discourse, a term commonly abbreviated to CD, is widely known as a type of discourse which occurs in the classroom. Nunan (1993:36) views CD as the distinctive type of discourse that occurs in classrooms. It is obvious that CD is a special type of discourse that differs from the others in terms of setting. He (1993:37) further states that unequal relationship, take turns at speaking and interactional patterns are the special features which differentiate it from the other types. Moreover, Walsh (2011:4) points out four special features of CD: 1) control of interaction, 2) speech modification, 3) elicitation, 4) repair.

*Control of interaction* refers to the role of participants (teachers and students) which is not equal or asymmetrical relationship. *Speech modification* relates to the style of spoken language which is used by teachers in teaching. *Elicitation* deals with the strategy which is commonly used by the teachers to get the response from the learners such as asking question. *Repair* connects to the way of teachers in checking the students' errors. The special features mentioned by Nunan and Walsh above imply that CD is just a matter of spoken use of language in the classroom in which the teacher controls the class. In other words, CD deals with the talk or conversation among the teachers and the students in the classroom.

Furthermore, Green (1983) as quoted in New and Cochran (2007:135) offers the five constructs that characterize CD such as 1) Face to face between teachers and children are governed by context specific rules. 2) Activities in classrooms have participation structures with rights and obligation for participants. Contextualization cues are the verbal and nonverbal cues that signal how utterances are to be understood and inference is required for conversational comprehension. Rules for participants are often implicit, conveyed and learned through the interaction itself. 3) Meaning is context specific. 4) Frames of reference are developed over time and guide individual participation. 5) Complex communicative demands are placed on both teachers and students by the diversity of communicative structures.

From the characteristics of CD offered by Green above, it is clear that CD, besides spoken use of language, also includes nonverbal gestures and facial expression that are related each other to the flow of talk. Teachers, in the teaching practices, may communicate orally or non-orally such as by using gestures (pointing, clapping) or by maintaining or breaking eye contact.

CD is essential for teaching-learning stakeholders to know and comprehend especially those who involve in teaching learning process because it has some purposes. The significant purposes in studying CD are to understand education in action deeply, to know the value of certain teacher-students patterns of interaction and to know the teacher's choice of language varieties. Furthermore, Chaudron (1988a:13) as cited in Suherdi (2006:5) gives empirical evidence. He compared a number of interaction and discourse system of analysis which attempt to describe classroom events. It implies the significant reason for studying CD that is to know the level of accuracy in describing classroom activities.

### **2.2.2 Conversation Analysis**

According to Larsen-Freeman and Long (1991:70), CA is one sub-area of discourse analysis (DA). Then, Hutchby and Wooffitt (2002:13) define CA as “the study of talk; more specifically, it is the systematic analysis of the talk produced in everyday situation of human interaction: talk –in – interaction”.

From the above view, it might be concluded that CA is the study of talk – in – interaction which is part of DA.

CA is widely known as an approach in analyzing verbal interaction. According to Seedhouse (2005), CA is a methodology for the analysis of naturally-occurring spoken interaction. Hutchby and Wooffitt (2002:1) mention that the main purposes of CA are, to expose the method, organize reasoning procedures which inform the production of naturally occurring conversation. Moreover, Potter and Wetherell (1987:6-8) assume that CA examines the methods people use to make sense of their everyday social world through the examination of the minutiae of naturally occurring conversations represented in verbatim transcripts. It is obvious that CA merely relates to the analysis of spoken interaction in natural setting. Furthermore, Schiffrin (1994:236) believes that “To this end, CA searches for recurrent patterns, distribution, and forms of organization in large corpora of talk”. It means CA is an approach to explain the orderliness, structure and sequential patterns of interaction, whether it is formal or informal conversation. In other words, CA is an attempt to analyze talk in order to find the patterns or structures of interaction.

According to Heritage (1997) in his article, related to CA, there are six distinct domains of interactional phenomena which might be investigated by using CA approach. Those six phenomea are in the followings: 1) Turn-taking organization, 2) Overall structural organization of the interaction, 3) Sequence

organization, 4) Turn design, 5) Lexical choice, and 6) Epistemological and other form of asymmetry.

From Heritage's view, it is obvious that there are several aspects that can be investigated when someone chooses CA as the approach of analyzing the conversation or talk. In this research, the researcher will discuss only two aspects of CA namely overall structural of the interaction and turn-taking. This is because the two aspects are central features of CA as well as important aspects in teaching learning process.

### **2.2.3 Interaction Pattern of Classroom Discourse**

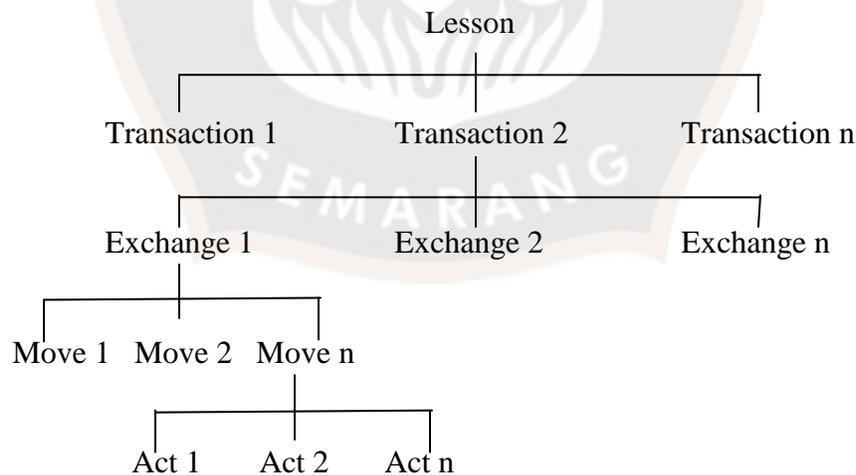
The well-known and typical interaction pattern of CD has three turns which is known as IRF (Sinclair and Brazil, 1982:49). It is composed of the following moves: teacher initiation (I), students' response (R) and teacher's follow-up (F). *Initiation* is usually marked by question or information given by the teachers to their students which need responses. *Response* refers to the answer of initiation given. *Follow – up* deals with the feedback, comment or evaluation towards the response. This CD structure is a part of the model analysis of spoken discourse which was designed and conducted by Sinclair and Coulthard in 1975 and slightly revised in 1995. This model of discourse analysis was developed as part of a continuing investigation of language function and the organization of linguistic units above the rank of clause (Sinclair and Coulthard

1975: 1). This was developed from Halliday's theory about a description of grammar based on the rank scale. Furthermore, they (1975:6) propose:

“This model provides a way of analysing spoken discourse produced in the structured and institutionalised environment of the classroom where the teacher could be expected to ‘be exerting the maximum amount of control over the structure of the discourse’”.

The Sinclair-Coulthard proposal above clearly shows that this model was created to be used in analyzing the pattern of spoken discourse in the classroom context or CD.

The model which is conducted by Sinclair and Coulthard is also called a rank scale model. This consists of five ranks namely *lesson*, *transaction*, *exchange*, *move* and *act* in which those are related one another (Willis, 1992:112). The five ranks show that lesson is the largest unit in discourse and act, on the other hand, is the smallest unit in a discourse. To help clarify the ranks, a diagram is presented in the following figure:



Structure of Classroom Discourse  
(Taken from Sinclair and Coulthard, 1975)

As shown by the diagram, it is clear that a *lesson* consists of several *transactions* which are composed of a number of *exchanges*. An *exchange* comprises a number of *moves* which can be divided into *acts*; the *act* being the smallest analysable functional unit in a discourse. However, Sinclair and Coulthard were unable to conclusively define a lesson in terms of the number or type of transactions, so the category was subsequently regarded as a ‘stylistic type’ (Sinclair and Coulthard 1992:34).

The exchange has been defined as ‘the basic unit of interaction’ (Sinclair and Coulthard 1992: 64) and much of the interest in spoken discourse has been at this level. Exchanges are divided into *teaching* and *boundary exchanges*: *boundary exchanges* indicating stages in the lesson by the teacher, and *teaching exchanges* showing the way any particular lesson is progressing. Five moves make up the exchanges: *framing and focusing moves* realise the boundary exchanges and *initiate, respond and follow-up moves* (I, R, F) realise the teaching exchanges. The 22 acts identified by Sinclair and Coulthard combine to make up the moves.

From the model analysis of spoken discourse proposed by Sinclair-Coulthart, it is obvious that there is a typical pattern of CD which is generally known as IRF. However, the realization of IRF pattern in classroom discourse might vary.

## 2.2.4 Analyzing the Pattern of Classroom Interaction

In analyzing the classroom interaction pattern, the researcher uses IRF model of analysis which was conducted by Sinclair and Coulthard (1975) as a guidance of analysis. In the analysis, the pattern is based on teaching exchange which occurs in the interaction. The category of classes, subclasses, functions and the structure of exchanges are summarized in the following table:

Table 2.1: The classes, sub-classes, notations, and functions of exchange, and their structures in terms of moves, as defined by the Sinclair and Coulthard (1975).

Class of Exchange	First sub-class of exchange	Second sub-class of exchange	Function of the exchange	Structure of exchange
Teaching	Free	Teacher inform ( <i>Inform</i> )	to convey information to the pupils	I(R)
		Teacher direct ( <i>Direct</i> )	to direct pupils to do (but not say) something	IR(F)
		Teacher elicit ( <i>Elicit</i> )	to elicit a verbal response from a pupil	IRF
		Pupil elicit ( <i>P. Elicit</i> )	to elicit a verbal response from the teacher	IR
		Pupil inform ( <i>P. Inform</i> )	to convey information to the teacher	IF
		Check ( <i>Check</i> )	to discover how well pupils are getting on	IR(F)
	Bound	Re-initiation (i) ( <i>Reinitiation</i> )	to induce a response to a previously	IRI <sup>b</sup> RF

			unanswered elicitation	
		Re-initiation (ii) ( <i>Reinitiation</i> )	to induce a correct response to a previously incorrectly answered elicitation	IRF(I <sup>b</sup> )RF
		Listing ( <i>Listing</i> )	to withhold evaluation until two or more responses are received to an elicitation	IRF(I <sup>b</sup> )RF
		Reinforce ( <i>Reinforce</i> )	to induce a (correct) response to a previously issued directive	IRI <sup>b</sup> R
		Repeat ( <i>Repeat</i> )	to induce the repetition of an response	IRI <sup>b</sup> RF

Based on the table above, there are actually eleven patterns of classroom interaction resulting from eleven exchanges in which six of them are free exchanges and the rests are bound exchanges. The detail explanation of each exchange and the pattern is in the following.

#### 1. Teacher Inform

This exchange is used when the teacher conveys new information, opinion and ideas to the students. In this exchange, the students rarely

respond to the initiation given by the teacher. So, the common pattern of this exchange is I(R). For example:

Opening	Answering	Follow up
Now, Luckily, the French could read Greek	-	-

Taken from Sinclair and Coulthard (1975:50)

## 2. Teacher Direct

This exchange category encompasses all things which require nonverbal response from the students. In this sense, the teacher initiates the students by giving command or instruction to do something and the response is a compulsory thing in this type of exchange. Thus the pattern is IR(F) in which follow up move is an important element although it often occurs. For example:

Opening	Answering	Follow up
I want you to take your pen and I want you to rub it as hard as you can on something woolen.	Activity	-

Taken from Sinclair and Coulthard (1975:51)

### 3. Teacher Elicit

This exchange covers all things which require verbal response from the students. The most common pattern of this exchange is IRF in which the teacher initiates by asking the question to the students. The students, then, respond the initiation and the teacher follows the response up. For example:

Opening	Answering	Follow up
What's the name of this cutter?	Hacksaw	The hacksaw. And I'll put that one there.
Hands up Janet.		

Taken from Sinclair and Coulthard (1975:51)

### 4. Pupil Elicit

This type of exchange is quite rare to find because in many classes the students seldom ask question to the teacher. In other words, the students tend to be passive in the classroom. In this exchange, the pattern is IR in which no feedback from the students to the teacher's response. For example:

Opening	Answering	Follow up
Mrs H Yes. Are the numbers for le---for the letters?	Yes They're----- that's the order, one, two, three, four.	-

## 5. Pupil Inform

In this type of exchange, the students sometimes give new information, ideas or opinions which are related to the topic of the lesson and they usually receive an evaluation as well as comment from the teacher, not response. In this case, the pattern of pupil inform exchange is IF. For example:

Opening	Answering	Follow up
Miss P.	-	Oh yes.
There's some- there's a letter's missing from that up and down one.		You're right. It is
I can't see one.		I can remember what it is.

Taken from Sinclair and Coulthard (1975:52)

## 6. Check

During the interaction, the teacher sometimes needs to discover how well the students are getting on with the lesson whether they understand the materials or not. In this case, the pattern of this exchange is IR(F) in which the teacher initiates by checking the students and the students respond the

initiation. This pattern of this exchange seems exactly the same as the pattern teacher direct exchange, but it is actually different in terms of exchange. For example:

Opening	Answering	Follow up
Finished Joan?	NV	Good girl
And Miri? Finished?	Yes Yes	Good -

Taken from Sinclair and Coulthard (1975:53)

#### 7. Re-initiation (i)

This exchange is a bound exchange. It occurs when the teacher does not get any responses to the initiation given by him. He, then, rephrases the question by giving clue, prompt or nomination to re-initiate. The pattern of this exchange is  $IRI^bRF$ , where  $I^b$  is bound initiation. For example:

Opening	Answering	Follow up
What is 'comprehend'?	Ø	
Nicola?	Ø	
In fact if you get this word, you'll comprehend.	Find out	Yes, find out
NV		
David again		

Taken from Sinclair and Coulthard (1975:54)

8. Re-initiation (ii)

This bound exchange is different from the previous bound exchange. If re-initiation (i) exchange happens when the teacher gets no response from the students, this exchange will occur when the teacher gets incorrect answer from the students. In this type of exchange, the teacher might say ‘yes’, ‘no’ or a repetition of students’ response which indicate incompleteness of the answer. The initiation move of bound exchange is not important in this pattern, but if it has it is realized by prompt, nomination or clue. So, the pattern of this is IRF(I<sup>b</sup>)RF, where (I<sup>b</sup>) is an optional initiation. For example:

Opening	Answering	Follow up
This I think is a super one. Isobel Can you think what it means?	Does it mean there’s been an accident further down the road?	No
	Does it mean a double bend ahead?	No
Look at the car.	Slippery roads?	Yes. It means ‘be careful because the road’s very slippery’.

Taken from Sinclair and Coulthard (1975:54)

## 9. Listing

It is quite often that there are more than one student responds the same initiation given by the teacher or the teacher withholds the evaluation act until he gets more than one answer. In this matter, the pattern of this bound exchange is IRF(I<sup>b</sup>)RF. This pattern is exactly the same as the previous pattern above. The thing that differentiates this pattern from the above pattern is the bound exchange. In this pattern, the bound exchange is called *listing* in which more than one student answer the same initiation given by the teacher.

For example:

Opening	Answering	Follow up
What's the name of each one of those?	Paper clip	Paper clip
	Nail	Nail
	Nut and bolt	Nut and bolt

Taken from Sinclair and Coulthard (1975:55)

## 10. Reinforce

This bound exchange is the exchange which follows direct exchange. It occurs when the teacher has given the instruction or command to be done by the students, but they are very slow and reluctant the response or misunderstood the teacher's direct. So, the pattern of this bound exchange is IRI<sup>b</sup>R. For example:

Opening	Answering	Follow up
I want you to take your pen and I want you to rub it as hard as you can on something woolen.	ACTIVITY	
-----		
Not in your hair, on your jumper	ACTIVITY	

Taken from Sinclair and Coulthard (1975:55)

### 11. Repeat

This type of bound exchange appears when the participant does not hear or misses the response of the initiation. The pattern of this bound exchange is IRI<sup>b</sup>RF.. For example:

Opening	Answering	Follow up
What are you laughing at Rebecca?	Nothing	
-----		
Pardon?	Nothing	You're laughing at nothing.

Taken from Sinclair and Coulthard (1975:56)

The above categories will be used as the guidance in classroom observation and also the voice recording. Moreover, the categories will also be

used as the foundation in fragmenting the transcription especially in interaction pattern analysis.

### **2.2.5 Turn Taking**

One of central features of CA is turn-taking. In conversation, there is a situation in which a speaker takes the chance to speak in which each speaker has the same opportunity to speak. This situation is commonly called turn. Yule (1996:72) defines that turn is the situation in which the participants have the same right to speak. When turn refers to the situation of conversation, the basic form of conversation organization is called turn-taking. Levinson (1983:297) describes the turn-taking by A-B-A-B-A-B distribution of talk across two participants in which the first speaker (A) speaks and stops which is then followed by second speaker (B) and so on. In this respect, only one speaker speaks at any given moment while another needs to listen and waits for the turn. This turn-taking gives a chance for the speakers to do a smooth conversation, so that there will not be a dominant speaker in the conversation. A good conversation may happen when the speakers have a smooth conversation.

In relation to turn-taking, there are some rules about it. Sacks et al (1974:703) , an early conversation analysts, suggests that at any given point of viable turn transfer three possibilities exist: 1) Current speaker selects the next speaker, 2) The next speaker self-selects, 3) Current speaker continues speaking. It is clear that the three possibilities above are the rule of turn-taking.

Hutchby and Woffit (2002:47), citing Sack et al (1974) note three fundamental facts about conversation as follows: 1) Turn taking occurs, 2) One speaker tends to talk at a time, and 3) turns are taken with as little gap or overlap between them as possible. Obviously, there might be overlap because two or more participants speak at the same time and it results in lack of understanding towards the message of the talk. Drum (1990:268) gives an argument if two or more participants speak at once, then nobody is listening and no message is well-understood. Drum's argument implies that overlap is considered as turn-taking violation which is against the guiding principles of conversation.

#### **2.2.6 Analyzing the Distribution of Turn Taking**

There are several models for analyzing turn-taking in conversation. The first model was developed by Sacks *et al.* (1974), but the model was developed for natural conversation and is not appropriate to analyze second language classroom interaction. Other models were developed by Allwright (1980) and Van Lier (1988) with focus on classroom interaction. Of the two models, the model that is relevant to this study is the one developed by Allwright (1980).

Allwright (1980) classifies turn-taking into two categories: turn getting and turn giving. He then classifies the two categories into several sub-categories:

- a. Turn getting
- i. **Accept:** Respond to a personal solicit
  - ii. **Steal:** Respond to a personal solicit made to another person
  - iii. **Take:** Respond to a general solicit (e.g. a question addressed to the whole class)
  - iv. **Take:** Take an unsolicited turn, when a turn is available – ‘discourse maintenance’.
  - v. **Make:** Make an unsolicited turn, during the current speaker’s turn, with out intent to gain the floor (e.g. comments that indicate one is paying attention).
  - vi. **Make:** Start a turn, during that of the current speaker’s, with intent to gain the floor (i.e. interrupt, make a takeover bid).
  - vii. **Make:** Take a wholly private turn, at any point in the discourse (e.g. a private rehearsal, for pronunciation practice, of a word spoken by the teacher).
  - viii. **Miss:** Fail to respond to a personal solicit within whatever time is allowed by the interlocutor(s)

b. Turn giving

Symbol

- : Fade out and/ or give way to an interruption.

**O** : Make a turn available without making either a personal or general solicit (e.g. by simply concluding one's utterance with the appropriate terminal intonation marker).

**P** : Make a personal solicit (i.e. nominate the next speaker)

**G** : Make a general solicit.



## CHAPTER III

### RESEARCH METHOD

This chapter discusses all aspects related to the research method. It begins with a description of research design, the respondents of the study, the research setting of the study, technique of data collection, and techniques of data analysis.

#### 3.1 Research Design

Research design is a plan to guide researcher in the process of collecting, analyzing and interpreting data (Yin, 1984:21). This research is a descriptive research because it is intended to describe, analyze and interpret the factual condition. This study also used qualitative method as the main instrument to collect data by observing the natural setting of classroom interaction. Qualitative study attempted to identify unexpected phenomena and influences as well as to provide the description. It also attempted to understand the process through which events and actions take place (Alwasilah, 2009: 108). Moreover, one of qualitative method's characters is mentioned by Silverman (2005:6) as the following:

“if you want to discover how people intend to vote, then a quantitative method, like social survey, maybe the most appropriate choice. On the other hand, if you are concerned on exploring

people's life histories or everyday behavior, the qualitative methods may be favored" (Silverman, 2005: 6).

It is obvious that qualitative method is the appropriate way to explore everyday behavior. Here, the researcher tried to explore the teacher-student interaction and the turn taking. Furthermore, to support the findings, the researcher used simple statistic calculation (percentage).

### **3.2 Research Setting**

This study involved two classes in two different schools. The first is class X/A of SMAN 4 Kota Jambi (Class A) and the second is Pre-intermediate class of Richmond Education Centre (Class B). SMAN 4 Kota Jambi is one of RSBI schools in Jambi where English teaching and learning are conducted in English. Then, Richmond Education Centre is one of the most popular English courses previously known as EF. The reason for choosing those schools was the accessibility of the researcher into those schools. Moreover, after trying to propose conducting the same study in several schools, SMAN 4 Kota Jambi and Richmond Education centre were the only institutions that were willing to participate and cooperate.

### **3.3 Research Respondents**

The respondents of this study were thirty two students of class X/A of SMAN 4 Kota Jambi, six students of Pre-Intermediate class of Richmond

Education Centre, and two teachers from those classes. The samplings were not balanced in terms of students and level because they were taken from two different oriented schools. The sampling method was purposive sampling. This was because the study required the willingness of the teacher and school administration to take the recording. Besides, the researcher also took two sessions of each class because writing the recording transcription and analysis would take considerable time.

### **3.4 Data Collection Techniques**

In order to gain the necessary data in answering the research questions, the present research was done with two main techniques to collect the data namely observation and voice recording. The observation was conducted to identify classroom activities and materials used that give contribution to the questions. During the observation, the researcher also used taking note. While the voice recording was used to capture the detail information which was not easily observed such as the words, phrases or sentences which are stated fast. The researcher, in assembling the data, did not use video recording because it would affect the nature of teaching learning process. Besides, the schools' administrative did not allow the researcher to do that.

### **3.4.1 Observation**

The researcher used observation technique in order to support the data elicited by recording such as to identify non-verbal behavior and to make the data analysis more objective. In gathering data, the researcher took a role as non-participants observer. Here, the researcher sat at the back and takes note “what is said and done” (Van Lier, 1988) by the teacher and students in the classroom. This was done because the researcher did not want to distract and influence the process of conversation itself.

The observation is conducted by using observation guidelines which had been agreed and approved by the research supervisor. For this study, the researcher conducts two observations in both classes. So, the total observations that had been conducted in two schools were four observations.

### **3.4.2 Voice Recording**

To get the actual language used by teachers and the students, as well as interpersonal dynamics and effective teaching and learning in the classroom, voice recording was used in each observation (Nunan, 1989: 79). The researcher recorded all interactions (the teacher’s questions and the students’ responses and vice versa) from the beginning by himself.

### 3.5 Data Analyzing techniques

In this research, the researcher used some steps to analyze the data after completing the data transcription. Those steps were assembling the data, coding the data and reporting the interpretation of findings or results.

The first step of the analysis was assembling the data. This step was a starting point step of the analysis. Here, the researcher gathered all collected data which was obtained from observation and voice recording. The voice of recording was transcribed by listening the recording for several times and writing the data down into written form. Meanwhile, the data of observation was used as supporting data of voice recording.

After completing the transcription process, the researcher did the next step that was coding the data. In this step, the researcher firstly classified the result of observation and voice recording transcription by labeling the participants of interaction in which **T** for *teacher*, **S** for *student*, and **Ss** for *students*. Next, the researcher tried to separate free and bound exchange from the data and coded the utterances that would be used in analyzing the patterns of classroom interaction. Furthermore, the researcher also divided and then coded the utterances by turn getting and turn giving for turn taking analysis. The process of coding the data was based on the purpose of utterance as well as the intonation when it was uttered.

The final step of analyzing technique was interpreting the findings. In this last step, the researcher used IRF model as a foundation in analyzing the

classroom interaction patterns and Allwright model as a guidance to analyze turn taking. The researcher made detail explanations based on those two models which were supported by the data taken from the transcript systematically. The explanations were also presented in form of tables and percentage calculations to make appropriate writing arrangement.



## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter elaborates data analysis based on the three research problems stated previously in chapter one. As an effort to answer the research problems in this study, the research finding and discussion will be divided into three subheadings. The first is to present the patterns of classroom interaction between the teacher and students found during the lesson. The second is to provide the discussion on turn taking distributions in the interaction. The third is to explain the implication of interaction and turn taking patterns towards teaching learning practices.

#### **4.1 The Pattern of Classroom Interaction.**

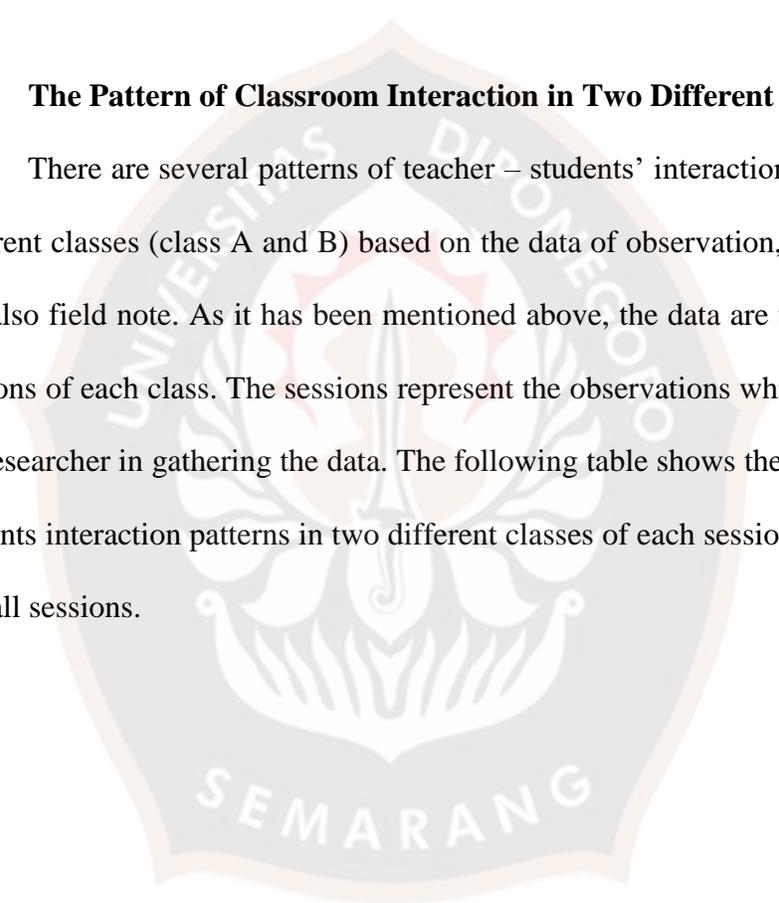
The main data of the present study are from the transcription of voice recording and field notes of two observations of each class. The transcription is analyzed to answer the three research problems of this study, while field notes were used as supporting data from voice recording.

To be able to answer this research problem, the researcher firstly represents and describes the teacher-students interaction patterns found in both different classes. The classification of the interaction patterns will be based on the basic and typical interaction of classroom which is conducted by Sinclair and Coulthard, (1975) called IRF. In other words, IRF model of analysis is used as a guideline in analyzing the classroom interaction patterns. In this model of

analysis, the researcher classifies the pattern of interaction based on the teaching exchanges. It consists of 6 free exchanges: Teacher Inform, Teacher Direct, Teacher Elicit, Pupil Elicit, Pupil Inform and Check; and 5 bound exchanges: Re-initiation i, Re-initiation ii, Listing, Reinforce and Repeat (Sinclair and Coulthard, 1975).

#### **4.1.1 The Pattern of Classroom Interaction in Two Different Classes**

There are several patterns of teacher – students’ interactions found in two different classes (class A and B) based on the data of observation, voice recorder and also field note. As it has been mentioned above, the data are taken from two sessions of each class. The sessions represent the observations which are done by the researcher in gathering the data. The following table shows the list of teacher-students interaction patterns in two different classes of each session as well as the overall sessions.



**Table 4. 1. The pattern of Classroom Interaction in Two Different Classes.**

No	Exchanges	Patterns	Class A		Totals	Class B		Totals
			Patterns number in Session 1	Patterns number in Session 2		Patterns number in Session 1	Patterns number in Session 2	
1	Inform	I(R)	4	8	12	2	6	8
		IRF	-	-	0	-	1	1
2	Direct	IR(F)	9	31	40	3	1	4
3	Elicit	IRF	26	65	91	14	15	29
		IR	7	24	31	9	7	16
4	P. Elicit	IR	1	4	5	11	24	35
		IRF	-	-	0	2	5	7
5	P. Inform	IF	28	53	81	18	19	37
6	Check	IR(F)	-	-	0	1	-	1
7	Re-initiation i	IRI <sup>b</sup> RF	5	5	10	1	6	7
8	Re-initiation ii	IRF(I <sup>b</sup> )RF	1	-	1	-	1	1
9	Listing	IRF(I <sup>b</sup> )RF	-	-	0	4	10	14
10	Reinforce	IRI <sup>b</sup> R	-	-	0	-	-	0
11	Repeat	IRI <sup>b</sup> RF	-	2	2	3	-	3
<b>Totals</b>			81	192	273	68	95	163

As the results show in the table, in session one of class A, there are eight patterns of teacher-students interaction found by the researcher such as I(R) (*Inform*), IR(F) (*Direct*), IRF and IR (*Elicit*), IR (P. *Elicit*), IF (P. *Inform*), IR<sup>b</sup>RF(*Re-initiation i*), and IRF(I<sup>b</sup>)RF (*Re-initiation ii*). Of the eight patterns, IF (Initiation – follow up) is the dominant pattern interaction. And in session two, on the other hand, it is also found that it has the same number of patterns as session one. Although both sessions have the same in number, there is a pattern in session two which is not found in session one – that is - IR<sup>b</sup>RF (*Repeat*). In this second session, IRF (Initial – Response – Follow up) is the most frequent pattern used in the classroom interaction.

Of the two sessions in formal classes, there are nine patterns of teacher - students' interaction in total. Those nine patterns are I(R) (*Inform*), IR(F) (*Direct*), IRF and IR (*Elicit*), IR (P. *Elicit*), IF (P. *Inform*), IR<sup>b</sup>RF(*Re-initiation i*), IRF(I<sup>b</sup>)RF (*Re-initiation ii*), and IR<sup>b</sup>RF (*Repeat*). IRF (Initial – Response – Follow up) is the majority pattern in the interaction with 91 amounts of data out of 273 amounts in total. The second and the third majority patterns is IF (Initial – Follow up) and IR(F) with 81 and 40 amounts of interaction data. One thing that can be noticed is that there are two patterns of *Elicit* exchange, IRF and IR, in formal class.

In class B, on the contrary, the pattern has more variations. It can be seen from the table that, in session one, there are thirteen patterns found from teacher – students interaction. Nine of the patterns are exactly the same as the patterns in

class A. The other four patterns which are not similar to class A are IRF (*P. Elicit*), IRF (*P. Elicit*), IR(F) (*Check*), and IRF(I<sup>b</sup>)RF (*Listing*). In this session, IF (*P. Inform*) is the majority pattern in session one of class B. The number of patterns in session two is also the same as the first one, though the patterns are not exactly the same. The pattern which is different from the pattern in session one is IRF (*Inform*). In the second session of class B, IR (*P. Elicit*) is the dominant pattern in the interaction.

From the two sessions in class B, the total patterns of teacher – students which are found during the interaction are thirteen such as I(R) and IRF (*Inform*), IR(F) (*Direct*), IRF and IR (*Elicit*), IR and IRF (*P. Elicit*), IF (*P. Inform*), IR(F) (*Check*), IR I<sup>b</sup>RF (*Re-initiation i*), IRF(I<sup>b</sup>)RF (*Re-initiation ii*), IRF(I<sup>b</sup>)RF (*Listing*), and IR I<sup>b</sup>RF (*Repeat*). Of the thirteen patterns, IF (*P. Inform*) is the most frequent pattern found in class B with 37 amounts of data out of 163. The second frequent pattern is IR (*P. Elicit*) with 35 amounts followed by IRF (*Elicit*) with 29 amounts as the third one. In this class, there are three other patterns found such as IRF (*Inform*), IR (*Elicit*), and IRF (*P. Elicit*).

The detail explanation of teacher – students' interaction patterns based on their exchanges are presented in the following. The explanation will begin with free exchanges (*Inform, Direct, Elicit, P. Elicit, P. Inform* and *Check*) followed by bound exchanges (*Re-initiation i, Re-initiation ii, Listing* and *Repeat*). They are also completed with the sample taken from the transcript.

## 1. Teacher Inform (*Inform*)

*Inform* is a free exchange which is used when the teacher is conveying the new information, opinions, ideas, or facts to the students. The pattern of this exchange is I(R) in which the students may make a verbatim response. In this pattern, the teacher makes an initiation by informing something to the class, but it normally has no response. This pattern is found in all classes and sessions of observation. For example:

- (1). T : Now, the first one is infinitive. You can see the words infinitive in the first column. Infinitive means verb one or we call basic word. The basic words, these are verbs, these are verbs. [**Initiation**]  
S : - [**No Response**]

The teacher, in the example (1) above, initiates the conversation by passing on the information about infinitive verb to the students. During the teacher's explanation, the students pay attention to it and they remain silent until the teacher finishes it. As a result, there is no response from the students towards the teacher's explanation.

In this type of exchange, I(R) is not the only pattern found by the researcher. Another pattern is IRF (Initial – Response – Follow up). It occurs in class B interaction and is only one number of interactions. In a normal case of this exchange, the teacher initiates the students and they may or may

not respond the initiation without any comments back from the teacher. In this pattern, the teacher follows the student's response up. For example:

- (2). T : There is a naked beach. If you wanna enter the place, you must be naked to. The country which has this is Monaco. [**Initiation**]  
S : Monaco? [**Response**]  
T : Monaco. [**Follow up**]

The teacher's third move (F) follows up the student's response (R) to the initiation (I) given by the teacher. The initiation is actually the information shared by the teacher to the student. Being curious of it, one of the students replies or responds the teacher's initiation by asking question which requires a verbal response. Then, the teacher follows up the response by repeating the student's reply.

## 2. Teacher Direct (*Direct*)

This category of exchange encompasses all initiations which need the students to do something. In other words, this exchange requires a non-verbal response. In this exchange, Response (R) is a compulsory move of the structure while Follow-up (F) is the optional move. Although (F) is not essential move of the pattern, but it sometimes occurs in the interaction. So, the pattern of this exchange is IR(F). After analyzing the data, the researcher found this pattern in both classes. For example:

- (3). T : Guys, give applause ! [**Initiation**]  
Ss : ACTIVITY [**Response**]

All the students react by clapping their hands as a response of the teacher initiation. In the initiation, the teacher makes a direct exchange by commanding the students to do something. Then, all students give non-verbal reaction as the teacher's command as the answer of initiation. In example above, the teacher does not give any feedback after the students' response.

Because (F) is an optional element of structure in this pattern, it does not mean that it never occurs in the interaction. The researcher finds one number of interactions which consists of follow-up move in direct exchange. For a clear understanding, have a look at the following example:

- (4). T : Hey, You are moving! [**Initiation**]  
S : Why me? [**Response**]  
T : No complain. [**Follow-up**]

This interaction took place at the end of speaking activity before all students do the quiz. To avoid unfairness in doing quiz, the teacher initiated the conversation by instructing one of the students to move to another seat. As it has mentioned before, *direct* exchange requires non-verbal reaction, but the example shows different case. The student, in the example, responds

the teacher's initiation verbally by asking a question. Then, by saying "*No complain*" the teacher gives a comment as the feedback of the students' response.

### 3. Teacher Elicit (*Elicit*)

*Elicit* is the exchange which includes all things that require verbal replies from students. The elicit exchange in the classroom is different from the exchange outside of classroom in terms of its function. When someone asks a question he or she may not know the answer, but the teacher does know the answer of the question given to the students. This is why feedback is an essential element in the structure of *Elicit* exchange. Thus, the structure of this exchange is IRF (Initiation – Response – Follow up). In both classes, the researcher finds many data belong to this pattern especially in formal class. For example:

- (5). T : When you talk about experience, do you know experience? [**Initiation**]  
Ss : Yes. [**Response**]  
T : Good. Experience is in the past time although it's five minutes ago. [**Follow-up**]

In example above, the teacher initiates the talk with a question. In the initiation move, the format of the question is *open* question which means the teacher does not nominate a certain student to respond it. This question type helps generate more opportunities for the students to practice the language.

After the initiation move, the students respond it together and it, then, is followed by the teacher's feedback. In giving a feedback, the teacher evaluates as well as comments the response. The word "good" is an evaluation to the response, while the rests are the comments.

Another example of this pattern is presented and explained in the following:

- (6). T : How about you, Malaysia? [**Initiation**]  
S : DON'Ts or DOs? [**Response**]  
T : DON'Ts and DO's. [**Follow-up**]

There are not many differences between this example and the previous one of this pattern. The only difference lies on the question's type. In this example, the question is *close* whereby the teacher nominates a particular student to answer the question, while the previous one is *open* question.

Related to *elicit* exchange, the researcher finds another pattern except IRF during the process of data analysis that is IR (Initiation – Response). In this pattern, there is no follow-up move given by the teacher after the student's response. For example:

- (7). T : Do you have class tomorrow? What are you going to do tomorrow?  
[Initiation]  
Ss : Pesantren. [Response]  
T : Where is it? [Initiation]  
Ss : Mosque. [Response]  
T : At the mosque. [Follow-up]

The example above consists of two *elicit* exchanges. The first exchange is composed of Initiation and response moves (IR) while the second is a normal pattern of *elicit* exchange (IRF). In the first exchange, the teacher initiates the students by asking a question then the students answer it. After the students' response, the teacher does not give any comments or feedbacks but she asks another question as a signal of a new pattern.

Another phenomenon of this exchange is that the students respond the initiation non-verbally, not verbally. Theoretically, what it is called *elicit* exchange demands verbal response, but this case is different. This phenomenon is often found in class B during the interaction. For example:

- (8). T : Ok, you want to show your friends the video? [Initiation]  
S : ACTIVITY (Nodding her head). [Respond]

The sample above obviously shows that not all *elicit* exchanges must be responded by verbal contribution. They also, somehow, can be replied non-verbally by using gestures such as nodding or shaking head and blinking eyes.

#### 4. Pupil Elicit (*P. Elicit*)

In many classes, the students seldom ask questions to the teacher. When it occurs, the pattern of this exchange is IR which only consists of two moves, they are initiation and response. This exchange is different from teacher elicit exchange. The main difference between the two of them is that the students provide no feedback of a teacher response. In the data, the researcher finds most of this pattern occurred in class B. For example:

- (9). S : Can I borrow the pencil? [**Initiation**]  
T : Ok. I'll give the pencil to you. [**Response**]

The student starts the exchange by giving initiation (I) to the teacher in the form of question which needs a verbatim response. Then, the teacher replies it as the response (R) of the given initiation.

In *Pupil Elicit* exchange, IR is the not only pattern found in the data. Another pattern of this exchange is IRF in which the student gives a comment on the teacher's reply. As the theory says, the main difference between teacher and pupil elicit is in the follow-up move where there is no feedback in pupil elicit (Sinclair and Coulthard, 1975:59). This finding proves that follow up move may happen in *P. Elicit* exchange. In this analysis, the researcher finds all data which are categorized in this pattern in class B. The example of this pattern is in the following:

- (10). S : What is Myanmar people in English? [**Initiation**]  
T : Burmese [**Response**]  
S : Oh, Burmese. [**Follow-up**]

The words “*Oh, Burmese*” in example above is the feedback (F) given by the students to the teacher’s response (R). Here, the student initiates the talk with a question, and asks the teacher to answer the question, and then provides feedback to the teacher’s answer. The feedback, in *P. Elicit* exchange, does not frequently occur in the interaction because it is considered cheeky.

#### 5. Pupil Inform (*P. Inform*)

*P. Inform* is the exchange which occurs when the students offer the relevant or interesting information, opinion or ideas to the teacher. When the students do it, they usually receive the feedback from the teacher, not a reply or response. The feedback can be worth evaluation, comment or both of them. Thus the pattern of this exchange is IF. The followings are the examples of *P. Inform* exchange as well as their explanations:

- (11). S : Hmmmm Malaysia? I think the same like Indonesia. [**Initiation**]  
T : No [**Follow-up**]

The student conveys his opinion about rule in Malaysia. He says that there is no rule difference between Indonesia and Malaysia. The opinion

given by the student is the initiation (I) in this exchange. The teacher, then, evaluates the student's initiation by saying "No" with high fall intonation. This evaluation is the follow-up move (F) of the exchange, not response (R).

- (12). S : I went to taman mini Jambi. This is me with my sister. Her name is Dian Lestari. This is I in miniature taman mini in Jambi. This is one of examples of traditional house. [**Initiation**]  
T : Traditional house (Correcting the student's pronunciation). [**Follow-up**]

The pattern of the example above is exactly the same as the pattern of the previous example. The difference of the two examples lies on the act of follow up move. Here, the phrase "*traditional house*" is a comment to the initiation given by the student. The purpose of comment is to correct the student's pronunciation.

In some data, the writer also finds out that the follow-up move consists of the evaluation as well as the comment. The following is the example and its explanation.

- (13). S : For taxi, it should be five people in the taxi. One's in the front four are at the back. [**Initiation**]  
T : Yes. That's the pattern of formation. [**Follow-up**]

There are two acts of follow-up move in example above. The acts are evaluation and comment. The word "Yes" in the follow-up move is a

teacher's evaluation of the student's initiation, while the sentence "*That's the pattern of information*" is the comment.

## 6. Check (*Check*)

*Check* is the exchange which functions to find out how well the students are getting on with the lesson, whether they understand the material or not, whether they hear or not, or whether they finish the activity or not. In this exchange, the follow-up move is not essential or optional which means this move may/ may not occur in the interaction, so the pattern is IR(F). Not many numbers, only two, of this pattern found from teacher – students interaction in both classes. Of the two data, the researcher does not find any follow-up moves after the students' responses. The following is the example and its explanation of this pattern.

- (14). T : Have you got the paper, Vincent? [**Initiation**]  
S : ACTIVITY (Nodding his head) [**Response**]

The teacher initiates a particular student with a check. Here, she checks the student's quiz paper whether he has already got the paper or not. Following the initiation, the student responds it non-verbally by nodding his head as a signal that he has got the quiz paper.

## 7. Re-initiation I (*Reinitiation*)

This type of exchange is a bound exchange which functions to induce a response to a previously unanswered elicitation. In this exchange, the teacher does not get any responses to the initiation given by her. She, afterwards, rephrases the question by giving clue, prompt or nomination to re-initiate. The re-initiation bound exchange is addressed as an attempt to get a reply from the student. Because it is a bound exchange, it must be stucked up to a previous free exchange. As a result, the pattern of this exchange is a bit longer than the others that is IRI<sup>b</sup>RF (Initiation – Response – Bound Initiation – Response and Follow up). Below are the examples and the explanation of this pattern:

- (15). T : Now, can we start the presentation? Who's gonna be the first one?  
Siapa yang want to be the first person to present? Who? [**Initiation**]  
Ss : Ø [**Response**]  
T : No problem, come on we try! Come on! As you promised me, as you  
promised me for holiday. Irfan, try. [**Bound Initiation**]  
S : Using LCD? [**Response**]  
T : So, today without LDC again. I'm sorry, but I promised next meeting  
there will be an LCD. [**Follow-up**]

There are two exchanges in the example (15) above in which one of them is free and another is bound exchange. The teacher initiates the conversation with an elicitation (free exchange). The initiation given by the teacher does not get any responses from students because they remain silent. Furthermore, the teacher re-initiates them to get a response by giving prompt

'No problem, come on we try. Come on!', clue 'As you promised me, as you promised me for holiday', and also nomination 'Irfan, just try'. After re-initiation exchange, one of the students responses by asking question and, at the end, the teacher follows up the student's response.

- (16). T : Are you coming there again for this holiday? [**Initiation**]  
S : Hah? [**Response**]  
T : Are you going there again? For Idul Fitri? [**Bound Initiation**]  
S : Yes [**Response**]  
T : right, I'll see you there [**Follow-up**]

There are not many differences between this second example (16) and the previous one (15). The difference is in free exchange's response. In this example, the student does not remain silent after the initiation but she responds it. Her response does not answer the elicitation, though she replies it. Another difference is the bound initiation act in which re-initiation move, in the example, is only realized by clue as an effort to get the student's response.

#### **8. Re-initiation ii (*Reinitiation*)**

Although this bound exchange is also re-initiation, but it is totally different from the previous re-initiation bound exchange in terms of the function and the pattern. The function of this bound exchange is to induce a correct response to a previously incorrectly answered elicitation. In short,

this bound exchange is used as an attempt to get the correct elicitation's answer. This exchange cannot stand and create a pattern of interaction by itself because it needs another free exchange to stick in. The essential difference between re-initiation i and ii is *bound initiation* ( I<sup>b</sup>). In re-initiation ii exchange, bound initiation is optional because it is not an important element in the pattern which means (I<sup>b</sup>) may/ may not occur in the interaction. Thus, the pattern of this bound exchange is IRF(I<sup>b</sup>)RF (Initiation – Response – Follow up – (bound initiation) – Response and Follow up). Dealing to its function, the researcher does not find any data form teacher – students interaction of both classes, but he finds some data which have the same pattern with re-initiation ii. The example and its explanation are in the following:

- (17). T : Can you make another example? One example, one more example. Please, Kemas! [**Initiation**]  
S : Buat Contoh? [**Response**]  
T : Ya. [**Follow-up**]  
S : I went...[**Response**]  
T : Not only 'went', maybe you can use another verb 'sing' or 'swim' using past tense. [**Follow-up**]  
S : I..I sung. I sung a friend's song.[**Response**]  
T : I sung? Okay, but you see past tense. [**Follow-up**]

As the theory say, *re-initiation ii* exchange is used to get a correct reply to a previous incorrect answer. The teacher's elicitation response, in example above, does not represent it. The student's response is a question

which requires a verbal feedback from the teacher. The second and the third exchanges are bound exchanges.

### 9. Listing (*Listing*)

During the interaction, it frequently occurs that more than one student responds the teacher elicitation or the teacher withholds the evaluation until he/ she gets more than an answer. When those conditions occur, the bound exchange is called *listing*. The pattern of this exchange is exactly the same as re-initiation ii exchange that it IRF(I<sup>b</sup>)RF (Initiation – Response – Follow up – (bound initiation) – Response and Follow up). The crucial difference *listing* and *re-initiation ii* bound exchanges is that the numbers of student in responding the teacher's elicitation. After the analysis process, the researcher finds several data which belong to this category and all is from informal class interaction. Below are the example and its explanation:

- (18). T : Those are about DOs and DON'Ts in other countries. How about here?  
You say DOs first! [**Initiation**]  
S : Do spiting. [**Response**]  
T : Do spiting. [**Follow-up**]  
S : Do throw your rubbish everywhere. [**Response**]  
T : Ya. [**Follow-up**]  
S : Do cut the line. It's okay to cut the line. And then it is okay for you to drive slowly. [**Response**]  
T : Even that's not your speed. [**Follow-up**]

Three students answer the given initiation by the teacher as it is showed in example above. The teacher gives the initiation by asking the rules that they might do in this country. The first student answers ‘*Do spiting*’; the second answers ‘*Do throw your rubbish everywhere*’; and the third answers ‘*Do cut the line*’. After each student’s response, the teacher gives feedback but the evaluation act is withheld till the last answer. The first and the second feedbacks are not evaluation, but accept acts.

#### **10. Repeat (*Repeat*)**

The last exchange which is found in the interaction of formal and informal classes is *Repeat*. It is occurred when the participant, either teacher or student, does not hear or misses the response of the initiation. This exchange can also be used by the teacher to get a reply repeated for another reason, not because she misses the response. There are not many data of this pattern found in teacher-students interaction of two classes. In all data, there is no data in the recording of the students admitting to not hearing the teacher’s statement. The pattern of this bound exchange is IRI<sup>b</sup>RF (Initiation – Response – Bound Initiation – Response – Follow up). The following is the example and its explanation:

- (19). T : How's your holiday? [**Initiation**]  
S : Ok. This holiday I got new sneakers. [**Response**]  
T : What? [**Repeat**]  
S : Sneakers. [**Response**]  
T : Ok, sneakers. [**Follow-up**]

The example above (19) clearly shows that *repeat* bound exchange is used as an attempt to induce a repetition of a response. It is occurred, based on the example, because the teacher does not hear the student's reply.

- (20). T : What else? [**Initiation**]  
S : Study. [**Response**]  
T : Hah? [**Repeat**]  
S : Eh..studied [**Response**]  
T : Ya, studied. [**Follow-up**]

At a glance, there is no difference between the first and the second examples of this exchange, but they are actually different in terms of the purpose of the bound exchange existence. In this second example, the teacher actually hears the student's response but she finds something wrong with it. Having a look closely to the example, it is found out that the teacher does a repeat exchange as an effort to get a correct response from the student. The student, afterwards, replies it and at the same time he corrects the previous incorrect answer.

#### 4.1.2 Discussion

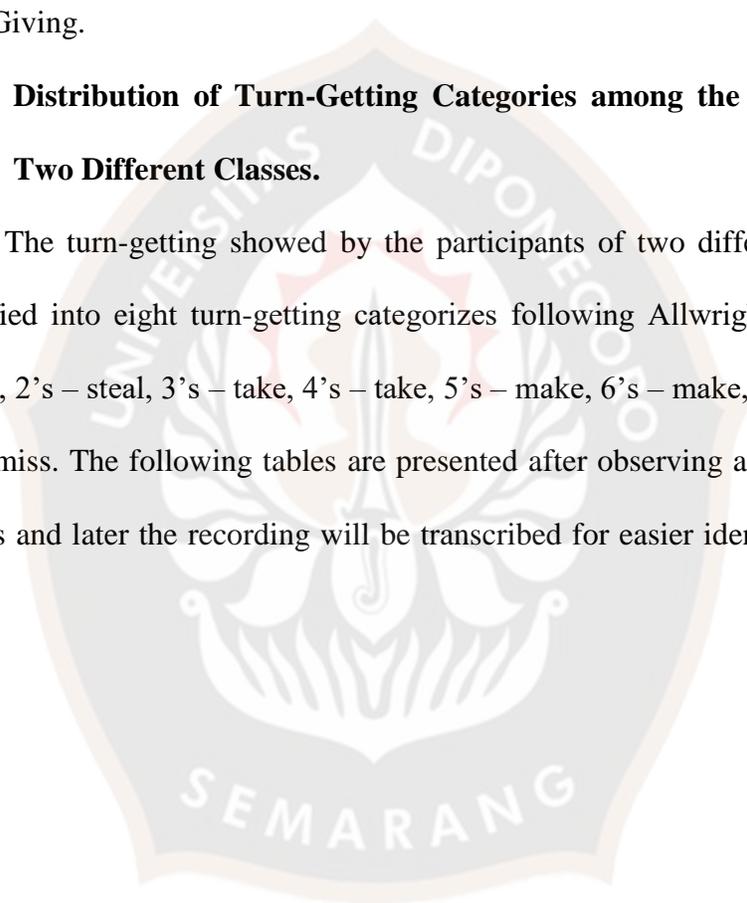
Of the eleven exchanges, regarding to the data and the results of analysis above, there are only ten exchanges (free and bound) occurred during the teacher – student interaction in both classes. The exchange which the researcher cannot find in the interaction is ‘reinforce’ exchange. Furthermore, the researcher also finds out that the pattern of class B interaction has more variations. In class A interaction, there are nine types of pattern found such as I(R) (*Inform*), IR(F) (*Direct*), IRF and IR (*Elicit*), IR (P. *Elicit*), IF (P. *Inform*), IRI<sup>b</sup>RF(*Re-initiation i*), IRF(I<sup>b</sup>)RF (*Re-initiation ii*), and IRI<sup>b</sup>RF (*Repeat*). And, on the contrary, the researcher finds thirteen patterns of teacher – students interaction in class B. All patterns in class A are also found in class B interaction and the other four patterns are IRF (*Inform*), IRF (P. *Elicit*), IR(F) (*Check*) and IRF(I<sup>b</sup>)RF (*Listing*). This fact shows that there is more negotiated interaction in class B. Negotiated interaction involves skills in “helping one another to communicate, for example, by jointly expressing messages, filling in lapses in the conversation, indicating gaps in understanding, and repairing communication breakdown” (Boulima, 1999:4). Besides, the fact also indicates that the teacher of class B maximizes the student’s participation. In other words, the teacher is not the one who dominates and controls the topic during the interaction.

## 4.2 The Distribution of Turn Taking

In answering the second research problem, the researcher will begin the analysis by presenting and describing the patterns of turn-taking found in the interaction. The turn-taking patterns performed by the participants are classified into two distribution categories following Allwright (1980): Turn-Getting and Turn-Giving.

### 4.2.1 Distribution of Turn-Getting Categories among the Participants in Two Different Classes.

The turn-getting showed by the participants of two different classes are classified into eight turn-getting categories following Allwright (1980): 1's – accept, 2's – steal, 3's – take, 4's – take, 5's – make, 6's – make, 7's – make, and 8's – miss. The following tables are presented after observing and recording the classes and later the recording will be transcribed for easier identification of the turns.



**Table 4. 2. The Frequencies and Percentage of Turn Getting Distributions in Two Different Classes**

Turn Getting Categories	Class A						Class B					
	Session 1		Session 2		Overall		Session 1		Session 2		Overall	
	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students
	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %
<b>1 – accept</b>	6 - 3.85%	22-14.10%	4 - 1.05%	74 -19.52%	10 - 1.92%	96- 18.43%	12- 8.45%	30- 21.13%	15- 6.61%	4 - 1.76%	27- 7.32%	34- 9.21%
<b>2 – steal</b>	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%	0 - 0%	1 - 0.44%	0 - 0%	1 - 0.27%
<b>3 – take</b>	0 - 0%	12 -7.69%	0 - 0%	23 – 6.07%	0 - 0%	35- 6.72%	2 - 1.41%	4 - 2.82%	7 - 3.08%	59-26.34%	9 - 2.44%	63-17.07%
<b>4 – take</b>	48 -30.77%	2 - 1.28%	133-35.09%	4 - 1.05%	181-34.74%	6 - 1.15%	38- 26.76%	16- 11.27%	45-19.82%	31-13.66%	83- 22.49%	47-12.74%
<b>5 – make</b>	40 -25.64%	1 - 0.64%	76 -20.05%	2 - 0.53%	116-22.26%	3 - 0.57%	24- 16.90%	5 - 3.52%	33- 14.54%	13- 5.73%	57- 15.45%	18- 4.88%
<b>6 – make</b>	15 -9.61%	0 - 0%	39 -10.29%	0 - 0%	54 -10.36%	0 - 0%	1 - 0.70%	7 - 4.93%	4 - 1.76%	12- 5.29%	5 - 1.35%	19- 5.15%
<b>7 – make</b>	0 - 0%	6 - 3.85%	0 - 0%	9 - 2.37%	0 - 0%	15- 2.88%	0 - 0%	1 - 0.70%	0 - 0%	1 - 0.44%	0 - 0%	2 - 0.54%
<b>8 – miss</b>	0 - 0%	4 - 2.56%	0 - 0%	1 - 0.26%	0 - 0%	5 - 0.96%	1 - 0.70%	1 - 0.70%	1 - 0.44%	1 - 0.44%	2 - 0.54%	2 - 0.54%
<b>Totals</b>	109 -69.87%	47 -30.13%	252-66.49%	127-33.51%	361-69.29%	160-30.71%	78- 54.93%	64- 45.07%	105-46.25%	122-53.75%	183-49.59%	186-50.41%

As the table shows, in session one of class A, the data show out of total turns of 146, the teacher takes 109 turns (69.87%) and the students take 47 turns (30.13%). Here, it is clear that the teacher dominates the interaction in getting the turn. Out of 156 turns, the preponderant turn is 4's take (take an unsolicited when the turn is available) with 48 turns (30.77%). The teacher also takes some additional turns by accepting (6 turns or 3.85%), 5's make (40 turns or 25.64%) and 6's make (15 turns or 9.61%) with an intention to gain the floor. The students, on the contrary, get 47 turns (30.13%) out of 156 turns in total. Many of the turns are taken by responding to personal solicits (22 turns or 14.10%) and 3's take that is self-select to general solicits (12 turns or 7.69%). They also take turns by 4's take (2 turns or 1.28%), 5's make (1 turn or 0.64%), 7's make (6 turns or 3.85%). And finally they miss turn that are allocated to them (4 turns or 2.56%).

Similar to session one, session two has also taken the majority of the turns by the teacher in taking unsolicited turn (133 or 35.09% turns out of 379). The distributions of turn getting categories in this session are possibly affected by the dominance of the teacher. Because of the teacher dominance, the students get fewer opportunities to participate in the class activities. Moreover, the teacher takes the majority turns with 252 out of 379 turns. From these turns, the dominant is 4's take that is taking a turn in the absence of solicits through self-initiation (133 or 35.09%). She also takes other three additional turns accepting (4 turns or 1.05%), 6's make (39 turns or 10.29%), and additionally by 5's make

(76 or 20.05%) without an intent to gain the floor. On the other hand, the students take fewer turns which is about 127 out of 379 turns (33.51%). More than half of the turns are taken by responding a personal solicit given by the teacher (74 turns or 19.52%). The other turns which are taken by students are 3's take (23 turns or 6.07%), 4's take (4 turns or 1.05%) and 5's make (2 turns or 0.53%) through self initiation. They also take turns by 7's make (9 turns or 2.37%) and 8's miss with only one turn (0.26%).

In overall as it is shown (see *table 4.2*), the teacher dominates the distribution of turn getting in class A. Out of 521 turns, the teacher takes 361 turns (69.29%), while the students take 160 turns (30.71%). The most frequently used category is 4's – take that is to take an unsolicited turn, when a turn is available, which comprises 187 turns (35.89%). The teacher takes the frequent turns (181 turns or 34.74%). On the other hand, the students only take 6 turns (1.15%). The second frequent category is 5's – make that is to make unsolicited turn without intending to gain the floor such as comment that indicates one is paying attention (119 turns or 22.83%). In this category, the teacher takes the majority of the turns (116 turns or 22.26%). On the contrary, the students only take 3 turns (0.57%). The third is accept that is to respond personal solicit. The turns in this category are about 106 turns (20.35%). The students take most of the turns (96 turns or 18.43%). In contrast, the teacher only takes 10 turns (1.92%).

The turn getting distributions in class B, on the other side, are more equal in which the students take almost the same turns as their teacher. In session

one, the teacher takes more turn than the students with 78 turns (54.93%). Most of the turns are taken by self-initiation, i.e., by 4's take (38 turns or 26.76%), 5's make (24 turns or 16.90%), 3's take (2 turns or 1.41%), one turn each of 6's make and 8's miss (0.70%), and also by responding to general solicits given by the students with 12 turns (8.45%). The students, in this session, take fewer turns with 64 turns (45.07%) in total out of 142. The majority turns taken by students of this session are accepting which means responding personal solicits with 30 turns (21.13%) and 4's take (16 turns or 11.27%). Other additional turns taken by the students are 3's take (4 turns or 2.82%), 5's make (5 turns or 3.52%), 6's make (7 turns or 4.93%) and one turn for 7's make (0.70%). And finally, the student misses turn that is allocated for him or her (1 turn or 0.70%).

Unlike the first session, the students in the second session take more turns in total compared to the teacher's turn. Of 227 turns in total, the students take 122 turns (53.75%) while the teacher takes 105 turns (46.25%). The majority turn performed by the students in session 2 is 3's – take that is to respond to general solicit (26.34%). Besides, the student also take turns on accept (4 turns or 1.76%), steal (1 turn or 0.44%), 4's – take (31 turns or 13.66%), 5's – make (13 turns or 5.73%), 6's – make (12 turns or 5.29%), 7's – make (1 turn or 0.44%) and also miss (1 turn or 0.44%). The teacher, on the other side, takes fewer turn in total compared to the student. The majority of teacher's turn is 4's – take (45 turns or 19.82%). She also takes the turns by accepting to respond general solicit

(15 turns or 6.61%), 3's – take (7 turns or 3.08%), 5's – make (33.54%), 6's – make (4 turns or 1.76%) and miss (1 turn or 0.44%).

In overall, the students dominates the distribution of turn getting in class B in which they take more turns than their teacher. They take 186 turns (50.41%), while the teacher takes 183 turns (49.59%). From the findings, it is also found out that the majority turn category in informal class is 4's – take that is to take an unsolicited turn, when a turn is available, which contains 130 turns (35.23%). In this category, the teacher takes the majority turns (83 turns or 22.49%) and, on the other side, the students take 47 turns (12.74%). The second one is 5's – make that is to make a turn without any intentions to gain the floor such as comment as a signal of paying attention (75 turns or 20.32%). In this category, the majority turns are taken by teacher (57 turns or 15.45%) while the students only take 18 turns (4.88%). The third one is 3's – take that is to respond the general solicit. There are 72 turns in this category. The students take most of the turn of this category (63 turns or 17.07%) and the teacher takes 9 turns (2.44%). The students' domination of turn getting distribution indicates that they also try to gain the floor during the interaction with the teacher. another thing that can be noticed in informal class is that most interruption (6's make) are made by the students compared to the teacher.

To get a comprehensive understading of turn getting distribution in both classes, the researcher will explain each category of turn getting. The explanations encompass all categories found in both classes interaction that are

accept, steal, 3's – take, 4's – take, 5's – make, 6's – make, 7's – make and miss. The explanation will be completed with examples taken from the transcribed data.

## 1. Accept

*Accept* is the category of turn getting distribution in which the interaction participants respond to given personal solicits which are addressed to them. The present study shows many of this turns occurred during the talks in both classes. In both classes, the students take more accept turn compared to the teacher. For example:

- (21). T : How about you? (Pointing one of the students). [P]  
S : [Accept] I stayed in Jambi. We didn't travel around.

The teacher, in the example above, nominates a particularly student to respond the teacher's question and the student does it. Here, the student responds to personal solicit which is given by the teacher.

- (22). S : Mam, Can I bring notebook? [P]  
T : [Accept] Ya, ya boleh.

The thing that differentiates the second example to the previous one is the participant who takes ‘*accept*’ turn. In this second example, the teacher responds to personal solicit given by the student.

From the two examples above, all the answers in responding personal solicit are in the spoken or verbal form. For some data, the researcher finds that the participants of interaction especially students give the responses nonverbally. The example is in the following:

- (23). T : Can you help me to set the LCD, please? Come here Hamid! Set the LCD! [P]  
S : ACTIVITY.

The particular student, as the example (23) shows, responds the personal solicit given by the teacher in the form of action (nonverbal). The general solicit is realized with two different types of sentence, namely question ‘*can you help me to set the LCD?*’ and directive ‘*come here Hamid! Set the LCD!*’

## 2. Steal

The present study indicates that there is only one turn of this category taken by the student. This category actually deals with the stealing other speaker’s turn. Here, the student takes the turn by stealing which is intended to another. For example:

- (24). T : How about DON'Ts? Glen, DON'Ts in Jambi? Have you seen any DON'Ts? [P]  
S : [Steal] No, no DON'Ts at all.

The teacher nominates a particular student to respond the teacher's question. While he is thinking the answers, another student shares or conveys her opinion about the answer of question by stealing someone else's turn.

### 3. 3's – take

This category is turn getting distribution category in which the participants of interaction respond to the general solicits which are given to them through self-initiation turn. In this present study, the researcher finds some numbers of this turn in two different classes. In formal class, all turns are taken by students, while in informal class both teacher and students take this category of the turn. The examples are in the following:

- (25). T : Oh, the total from playing, taking pictures and all for four hours.  
Guys, do you know four hours? [G]  
Ss : [3's **Take**] Yeah
- (26). S : Who are in the class? I need to borrow pencil. [G]  
T : [3's **Take**] Ok, I'll give the pencil to you.

Two examples (25) and (26) above are the samples of 3's – take occurrences turn. As it has been known that 3's – take is the turn category

which is taken in responding general solicits. The word ‘guys’ in the first example and the sentence ‘*who are in the class?*’ in second example signal that solicits are not personal, but general because there is no indication that the questions are addressed to particular people. The difference between the two samples is that the participant who takes 3’s – take turn. In the first example, the students take the turn as a response of a general elicit given by the teacher, while the teacher, in the second example, takes 3’s take turn as a response of student’s general solicit.

#### 4. 4’s – take

Another self-initiation turn is 4’s – take. In this turn category, the turn is taken when it is available to do with the aim to maintain the discourse or the flow of interaction. In this study, this turn is found as the majority turns taken by the participants in both classes. The example and its explanation is presented and described as follow:

- (27). T : Hah? You’re a suck driver.  
[4’s **Take**] Ok, how about you Vincent? What’s the specific thing about Korea? Have you met Kim Bum? [**P**]  
S : No, I didn’t go to Korea. I went to Malaysia. I’ll go to Korea next month..[-]

There is no one takes the turn after the teacher gives a comment or feedback to the previous student’s response. The teacher then has an initiation

to take an unsolicited turn with the aim of maintaining discourse so that the conversation continues as expected.

## 5. 5's – Make

*5's – make* is a turn category which is taken as an indication of someone is paying attention to the current speaker. It is realized by comments without any intentions to gain the floor. This present study reveals that many numbers of this turn found in the interaction. It, as a matter of fact, is also one of the majority turns in both classes (*see table 4. 2*) and the teacher takes most of the turns. For example:

- (28). T : ok. past tense “give”? [P]  
S : “Gave”.  
T : [5's **Make**] Ya.,. She gave evaluation.

After the student responds the teacher's question, the teacher gives a comment or feedback to the student's response. The comment itself indicates that the teacher is paying attention to the student.

## 6. 6's – Make

This type of turn category is related to the turn which is taken as an effort to gain the floor in the interaction. Here, the participants interrupt the other participants' turn. This present study represents many of this turn

occurred in the interaction of both classes. A surprising fact of this turn is that the students, in informal class, take more turn than the teacher.

- (29). S : Assalamualaikum wr. Wb. Hi Audience. This is Laverza water boom at Pekan Baru city, Riau Province. Laverza is a big swimming pool....mmm [-]  
T : [6's **Make**] In Pekan Baru? (Correcting the student's grammar)

- (30). T : In Australia, rules are rules. Rules should be obeyed and disciplined.  
S : [6's **Make**] No. I think rules should be broken.

In the first example (29), the teacher makes the turn during the current speaker is speaking in order to correct her grammatical error, while the student in the second example (30) interrupts the teacher's turn because he has another opinion which opposes the teacher's view. Besides, the other phenomenon of turn taking, overlapping, may happen in this category of turn. This is because the participant takes the turn before the other participant stops speaking.

## 7. 7's – make

The present study shows that there are not many of this turn category occurring during the participants' interaction in both classes. From two different classes, the researcher finds out 19 turns occurrences of 7's – make category in total. All the turns are taken by the students and mostly occurred

in formal class. In this category, the participants take a wholly private turn such as private rehearsal of a word spoken by the teacher. The following are the example and its explanation:

- (31). T : I wanted to sleep (Correcting the student's grammar)  
S : [7's **Make**] I wanted to sleep.

The teacher, in the example above, corrects the student's grammatical error while the student is still speaking. Then, following the teacher's correction, the student takes a turn by repeating the words exactly as mentioned by the teacher. This turn includes in 7's – make category because the student takes a private rehearsal turn.

## 8. Miss

This turn category is taken - either a teacher or student - by interaction participants because they fail to respond the personal solicits within time are allocated to them. After analyzing the data from two different classes, the researcher finds out that this turn category is one of the categories which has the smallest numbers of turn (8 turns in total) after '*steal*' category.

Here are the examples and their explanations:

- (32). T : That's good.  
Are you coming there again for this holiday? [P]  
S : [**Miss**] Ha?

- (33). S : Is today Friday thirteen? [P]  
T : [Miss] Friday thirty?

The two examples represent *miss* turn category in two different classes. The first example is taken from the interaction in class A. The students take all *miss* turns in this class. The student, as example (32) shows, fails to respond a personal solicit which is addressed to her. By responding ‘*ha?*’ it indicates that she misses the question and asks the teacher to repeat it. On the other hand, the second one is taken from class B. In this class, both teacher and students take the turn. As the second example shows, the teacher takes *miss* turn because she cannot hear the personal solicit given by the student.

#### **4.2.2 Distribution of Turn Giving Categories among the Participants in Two Different Classes**

This section presents the data for turn giving categories of teacher - student interaction. The turn giving performed by the participants of two different classes is also classified following Allwright (1980) categories. The categories of turn giving are symbolized with [-], [O], [P] and [G]. Symbol [-] indicates the current speaker fades away and/ or gives a way to an interruption. [O] is a symbol used to indicate a current person makes a turn available without making a personal or general solicit. Symbol [P] is used to indicate that a current speaker

makes a personal solicit and [G], on the contrary, indicates the current speaker makes a general solicit. The order of the session will be the same as it is for turn-getting categories.



**Table 4.3. The Frequencies and Percentage of Turn Giving Distributions in Two Different Classes**

<b>Turn Giving Categories</b>	<b>Class A</b>						<b>Class B</b>					
	Session 1		Session 2		Overall		Session 1		Session 2		Overall	
	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students	Teacher	Students
	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %	F - %
<b>-</b>	1 - 1.41%	6 - 8.45%	0 - 0%	17 - 10.76%	1 - 0.41%	23 - 9.62%	0 - 0%	4 - 5.80%	7 - 8.05%	2 - 2.30%	4 - 4.49%	6 - 3.85%
<b>O</b>	2 - 2.82%	5 - 7.04%	2 - 1.26%	4 - 2.53%	4 - 1.67%	9 - 3.77%	1 - 1.45%	4 - 5.80%	2 - 2.30%	0 - 0%	3 - 1.92%	2 - 2.56%
<b>P</b>	32 - 45.07%	6 - 8.45%	95 - 60.13%	5 - 3.16%	127 - 53.13%	11 - 4.60%	34 - 49.28%	20 - 28.99%	4 - 4.60%	26 - 29.89%	38 - 24.36%	46 - 29.49%
<b>G</b>	19 - 26.76%	0 - 0%	35 - 22.15%	0 - 0%	54 - 22.59%	0 - 0%	4 - 6.80%	2 - 2.90%	38 - 43.68%	8 - 9.20%	42 - 26.92%	10 - 6.41%
<b>Totals</b>	54 - 76.06%	17 - 23.94%	132 - 83.54%	26 - 16.46%	186 - 77.82%	53 - 22.18%	39 - 56.52%	30 - 43.48%	51 - 58.62%	36 - 41.38%	90 - 57.69%	66 - 42.31%

The findings above show, the teacher makes more turns than the students in session one of class A. Out of the total of 71 turns, the teacher makes 54 turns (76.06%) which is more than  $\frac{3}{4}$  of the total turns, while the student only make 17 turns (23.94%). The teacher makes more turn on personal solicits (32 turns or 45.07%). Besides, she also makes other turns such as general solicit (19 turns or 26.76%), conclusion or intonation markers (2 turn or 2.82%), and fading out (1 turns or 1.41%). On the contrary, the students only make less than  $\frac{1}{4}$  of the total turns which is 16 turns (23.94%). They make more turns on making personal solicit (6 turns or 8.45%) and fading out (6 turns or 8.45%). They also make another turn concluding or using intonation markers (5 turns or 7.04%).

The teacher shows her dominance of making turns in session two as it can be seen in the table (4.3) above. Of 158 turns, the teacher makes 132 turns (83.54%) and the students only make 26 turns (16.46%). During the interaction, the teacher makes 95 turns (60.13%) of personal solicits. Besides, the teacher also make turns on making general solicits (35 turns or 22.15%) and making conclusion or using intonation markers (2 turns or 1.26%). In this session, the teacher does not make any fading out turns. On the other side, the students only make 26 turns (16.46%). The frequent turn made by the students is fade out (17 turns or 10.76%) followed by making personal solicits which are addressed to the teacher (5 turns Or 3.16%), and making conclusion or using intonation markers (4 turns or 2.53%). They don't even make any general solicits in session two.

In overall turn giving distribution of class A as it is shown in the table above, it can be seen that the majority turn is made by the teacher (186 turns or 77.82%). The majority turn category made by the participants is [P]. Here, the teacher makes more turns by giving personal solicit with 127 turns in total (53.13%), while the students make 11 turns (4.60%). The second frequent turn giving category made by the participants is [G] with 54 total turns. In this category, the teacher makes 54 turns (22.59%) by giving general solicit and the students, on the contrary, do not make any single turn. The third majority turn giving category in formal class is [-]. The students, in this category, make more turns (23 turns or 9.62%) than the teacher's (1 turns or 0.41%). And the least frequent turn category made is [O] with 13 turns in total. The students, by making terminal intonation markers or concluding, make more turn compared to the teacher. 9 turns (3.77%) of this category made by the students, while the rests (4 turns or 1.67%) made by the teacher.

The teacher, as the table shows (*see table 4.3*), makes more turns than the students in session one of class B. The difference between the teacher and students' turn giving distribution is not too significant in which the teacher makes 56.52% of the turns and the students make 43.48% of the turns. The majority of turn which is made by the teacher is through giving personal solicit (34 turns or 49.28%). The teacher also makes other turns such as giving general solicit (4 turns or 5.80%), and concluding or using intonation markers (1 turns or 1.45%). The teacher does not make fade out turn in this session. On the other

hand, the students make 30 out of 69 turns (43.48%). In this session, the students make more turn by giving personal solicit which are mostly addressed to the teacher (20 turns or 28.99%). Besides, they make other turns by concluding or using intonation markers and fading out (4 turns or 5.80%) and also giving general solicit (2 turns or 2.90%).

In session two, the teacher is still dominant in giving turns. She makes 51 turns (58.62%) out of 87 turns and more than ½ of her turns is general solicits which are addressed to the whole students in class (43.68%). She also makes other turns by fading out (7 turns or 8.05%), giving personal solicit (4 turns or 4.60%), and making conclusion or using terminal intonation markers (2 turns or 2.30%). Conversely, the students make more than 40% turns in total (36 turns). The majority turn made by the students is through giving personal solicit (26 turns or 29.89%) followed by giving general solicit (8 turns or 9.20%), and fading out (2 turns or 2.30%). In this session, the students do not make any concluding turns. One thing that can be noticed from the results of turn giving distribution in session two is that the students make more turn on giving personal solicit compared to the teacher.

In overall, the majority turn of turn giving distribution in class B is through giving personal solicit (84 turns 53.85%). In this turn giving category, the students make the majority turns (46 turns or 29.49%) and, on the contrary, the teacher makes 38 turns (24.36%). [P] is the only category of turn getting which is dominated by student. On the other hand, the teacher dominates the

other turns such as fading out [-], giving general solicit [G] and concluding or using intonation markers [O].

To get a complete knowledge of turn giving distribution in both classes, the researcher will explain each category of turn getting. The explanations contain all categories found in both classes interaction that are [-], [O], [P], and [G]. The explanations will be completed with examples taken from the transcribed data.

### 1. Symbol [-]

[-] is a symbol used to indicate the current speaker fades out and/ or gives a way to interruption. The present study shows not many turns of fading out made by the participants in both classes. Here, the students make more turns than the teacher. For example:

- (34). S : This is me and my friends at farewell party at Saturday night. We had fun. We were happy and after that we..... [-]  
T : [6's **Make**] decided to go

The student during her turn, as the example (34) shows, gives the opportunity to the teacher to interrupt her by fading away the tone of her voice. The student's voice disappears is probably caused by some factors such as the lack of ideas to talk or limited vocabulary.

## 2. Symbol [O]

[O] is a symbol indicating a current speaker makes a turn available without making either a personal or general solicit. In this sense, it can be made through concluding an utterance with the appropriate intonation markers. The present study indicates only few of the turns made by participants in two different classes. For example:

- (35) S : [**Accept**] I woke up in the morning, I ate, I played, I go to bedroom and I sleep. That's all. [O]  
T : [4's **Take**] That's all? [P]

In the example (35) above, the sentence '*that's all*' which is stated by the student with appropriate intonation markers signals that she wants to end the talk. By saying that sentence, she gives the opportunity to the teacher to speak up. Here, the students make the turn available for the teacher without giving a general or personal solicit.

## 3. Symbol [P]

[P] is a symbol used when a current speaker makes personal solicit. In this case, the speaker nominates a particular person to respond the turn. The present study shows that this turn category is the majority category made by the participants. The distribution of this turn, in class A, is dominated by the teacher with the amount of percentage for more than 50%. The distribution

of [P] turn giving category in class B, on the other side, is dominated by the students with 42 turns (25.92%). For example:

- (36). T : [4's **Take**] Bella, do you bring your own notebook? You bring your own laptop? [P]  
S : [**Accept**] Ya.

Personal solicit is usually marked by nominating a particular person to respond the question. The teacher, as the above example shows, mentions the name of particular student '*Bella*'. By mentioning her name, it indicates that the teacher asks a response from her.

- (37). T : [4's **Take**] What else? (Pointing a student to answer the question) [P]  
S : [**Accept**] study.

Nominating a particular person is not always realized in verbal form such as mentioning someone's name, but it also can be realized in nonverbal activity. In the example above, the teacher nominates a particular student to respond the question by pointing him.

#### 4. Symbol [G]

[G] is a symbol which indicates a current speaker makes general solicit which is addressed not to a particular person only. The present study reveals that there are many data found for this turn giving category made by

the participants. The teacher dominates the turn distribution either in formal or informal classes. For example:

- (38). T : [4's **Take**] Alright, Have you seen the paper you have? [G]  
Ss : Nod their heads.

The teacher makes a general solicit which is addressed to the whole students in the classroom without selecting a particular person to be the next speaker.

#### 4.2.3 Discussion

Based on the data and the results of analysis, it is found out that both turn getting and turn giving distributions in class A are dominated by the teacher. The overall result of turn getting distribution shows that the majority of the turns are taken by the teacher (69.29%). Besides, the teacher also makes most of the turns (77.82%) of turn giving as it can be seen in table 4.3. Those facts lead to a conclusion that turn taking distributions of formal class is unequal. The turn is usually distributed from the teacher to the students and back to the teacher. In other words, the teacher selects the next speaker and automatically selects himself for succeeding turn (Kramsch, 1987: 22).

Unlike class A, the distribution of turn getting and turn giving among the participants in class B are more equal. It is proven by the data of both overall turn getting and giving distributions. In turn getting, the students take more turns

(50.41%), while the teacher only takes 49.59%. On the other hand, the teacher makes the majority turns in turn giving with the percentage of 57.69% and the students make fewer turns (42.31%).

#### **4.3 The Implications of different Classroom Interaction Patterns and Turn Taking Distributions towards the Teaching-Learning Practices.**

Referring to the data, the researcher discovers both classes have different interaction patterns and take-give turns distributions in which the pattern of class B has more variations and the turn is more equal. In answering this question, the researcher divides the discussion into two points – *Varied Interaction Pattern and Equal Turn* and *Unvaried Interaction Pattern and Unequal Turn* - . Each of point is described in detail in the following explanation:

##### **4.3.1 Implication of Varied Interaction Pattern and Equal Turn**

Classroom discourse is actually a cooperative event in which the teacher and the students cooperate and negotiate with each other in achieving certain targeted goals in the classroom. A good classroom as suggested by Allwright and Bailey (1991) has to be handled by every participant, not just by the teacher. In other words, teacher is not the only one who controls the classroom interaction as well as the turn. Furthermore, they claim that interaction is not something that one to do to people but something people do together. This indicates that a good

classroom is not one way communication i.e teacher to students, but two ways communication.

As the results show that class B interaction pattern has more variations and its turns are more equal. Having those things, teaching and learning practices in the classroom are more interesting. In this sense, the teacher gives more opportunities to the students to be involved in the interaction. In addition, the teaching and learning atmosphere is more conducive because everyone participates in the interaction and nobody is more significantly dominant than the others.

#### **4.3.2 Implication of Unvaried Interaction Pattern and Unequal Turn**

In contrast, the implication of Unvaried Interaction Pattern and Unequal Turn is the opposite of Varied Interaction Pattern and Equal Turn. When a classroom has one way communication and unequal turn, it leads to a conclusion that the classroom is teacher-centered class or a teacher-fronted class in terms of interaction patterns and turn-taking management. In this type of class, it is well-ordered interaction under the control of teacher, and the students rarely speak during the interaction (Sinclair and Coulthard, 1975). In this case, the teacher has the power over the interactions that occur in the class (Ellis, 1994).

The results of the analysis above show that class A has unvaried interaction patterns in which the most frequent pattern which appears during the interaction is IRF (*Elicit*). Here, the teacher initiates, the students respond the

initiation and the teacher gives the follow up back to the students. Besides, it also has unequal turn in which more than 80% of the turns are distributed by the teacher through making personal solicit and general solicit (See *table 4.3*). With respect to these indicators, it implies that the class A which the researcher observed is teacher-centered class in terms of interaction patterns and turn-taking management.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusions of important phenomenon discussed in previous analysis as the answers to the research questions and some possible suggestions for the teacher and the next researcher.

#### 5.1 Conclusions

This study attempts to investigate the interaction pattern and turn taking distributions in English learning classroom of two different schools in Jambi. The purposes are to identify the patterns of teacher – student interaction, the turn taking distributions and the implications of different patterns and turns' distribution towards teaching learning practices.

The finding shows that the teacher – student interaction patterns in both classes are different. During the interaction in class A, the researcher finds out that there are nine patterns occurred such as I(R) (*Inform*), IR(F) (*Direct*), IRF and IR (*Elicit*), IR (P. *Elicit*), IF (P. *Inform*), IRI<sup>b</sup>RF (*Re-initiation i*), IRF(I<sup>b</sup>)RF (*Re-initiation ii*), and IRI<sup>b</sup>RF (*Repeat*). The interaction pattern in class B, on the other side, has more variation. It is supported by findings that thirteen patterns found. There are four different patterns found in this class which are different from the ones in formal class such as IRF (*Inform*), IRF (P. *Elicit*), IR(F) (*Check*) and IRF(I<sup>b</sup>)RF (*Listing*).

As the classroom interactions in either class A or B have elaborated, taking turns distributions have been identified. The findings of the study show that the teacher dominates turn taking distributions, either turn getting or turn giving, in class A. In this sense, the teacher takes and gives the turns more than the students. The teacher takes 69.29% of the turns out of 100% in turn getting category and makes 77.82% of the turns in turn giving category. On the contrary, the turn taking distributions in class B are more equal. The students dominate the distribution of turn getting with the percentage of 50.41%, while the teacher dominates turn giving distributions with the percentage of 57.69%.

The present study also shows that the implication of interaction patterns and turn taking distribution in both classes are different. Based on class A findings, the researcher can imply that the class which is observed is teacher-centered class because the pattern has less variation and the turn taking distributions are not equal. The facts also imply that the teacher does not maximize the students' participation during the interaction because most of interaction dominates and controls by teacher. In class B, on the other hand, the facts imply that the teacher gives more opportunities to the students to participate in the interaction. It is supported by the findings that the interaction pattern has more variation and the distributions of turn taking are almost equal.

## 5.2 Suggestions

### 5.2.1 Suggestions for the Teachers

The results of the research indicate that the classroom interaction is not active enough especially in class A in which the teacher still controls all of the teaching learning activities. For this, there are some suggestions for the teacher to refer to for the purpose of sustaining students' engagement and communicative in classrooms.

First, teacher needs to maximize the activities for student's participation. The teacher should bear in mind that the students are learning the language, so it is essential to maximize the opportunities for students' participation and to let them dominate the class interaction. Some activities, except presentation, that can reach the target are role-play, story telling and also debating. Here, the teacher only plays a role as a guide and organizer which directs the students to be more active in the classroom.

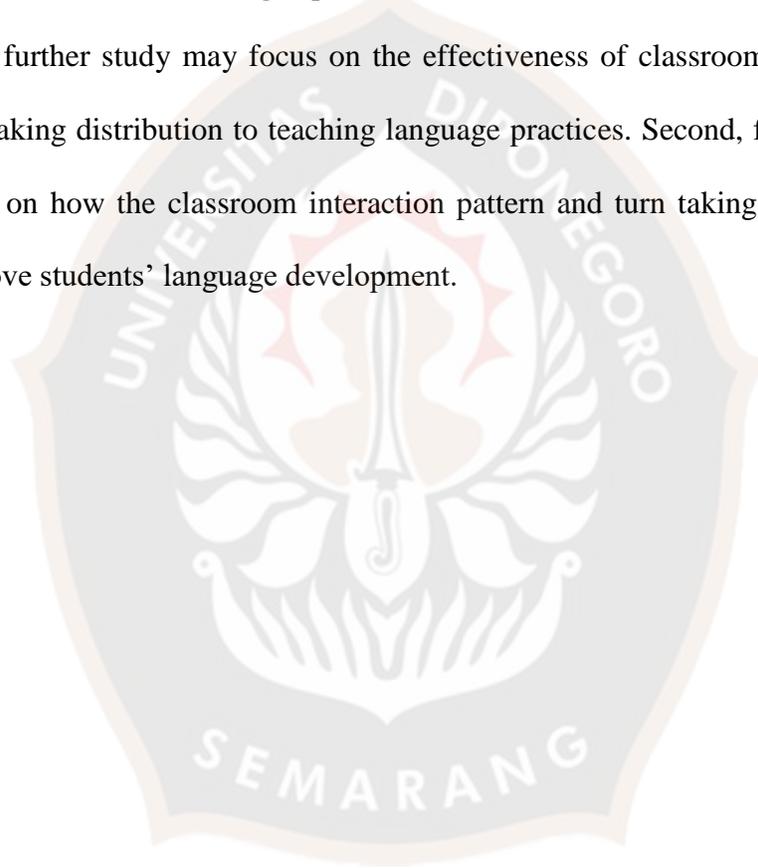
Second, the teacher needs to give more reinforcements to the students either positive or negative reinforcement. Positive reinforcement can be done by giving rewards or praises to the students who are doing great job and negative reinforcement, on the contrary, can be done by giving punishment in a positive way. If it is applied in teaching-learning activities, it will also affect the students' participation during the interaction process.

Third, the teacher needs to make the students enjoy in learning language by creating positive atmosphere in the classroom. It basically can be done in

several ways such as giving motivation to the students and encouraging them with positive feedback whenever possible.

### **5.2.2 Suggestions for the Next Researcher**

For further investigation about interaction patterns and turn taking distributions, the following aspects could be the focus to take into consideration. First, further study may focus on the effectiveness of classroom interaction and turn taking distribution to teaching language practices. Second, further study can focus on how the classroom interaction pattern and turn taking distribution can improve students' language development.



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