

**THE PATTERN OF ENGLISH
CLASSROOM CONVERSATIONS
IN TWO SENIOR HIGH SCHOOLS
IN MAGELANG**



A THESIS

**In Partial Fulfillment of the Requirements
for Master Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2017**



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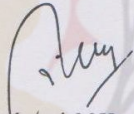
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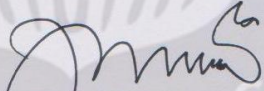
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A THESIS
THE PATTERN OF ENGLISH CLASSROOM CONVERSATIONS
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VALIDATION

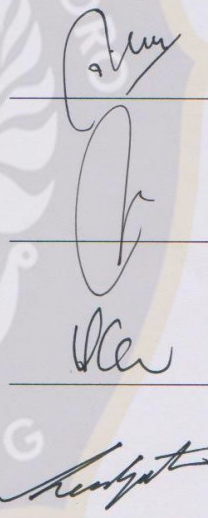
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The image shows four handwritten signatures, each written on a horizontal line. The signatures are in black ink and appear to be cursive or semi-cursive. They correspond to the names listed on the left: Dr. Nurhayati, M.Hum; Dr. Agus Subiyanto, M.A; Dr. Suharno, M.Ed; and J Herudjati Purwoko, Ph.D.

CERTIFICATION OF ORIGINALITY

I hereby declare that this study entitled "THE PATTERN OF ENGLISH CLASSROOM CONVERSATIONS IN TWO SENIOR HIGH SCHOOLS IN MAGELANG" is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another 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.

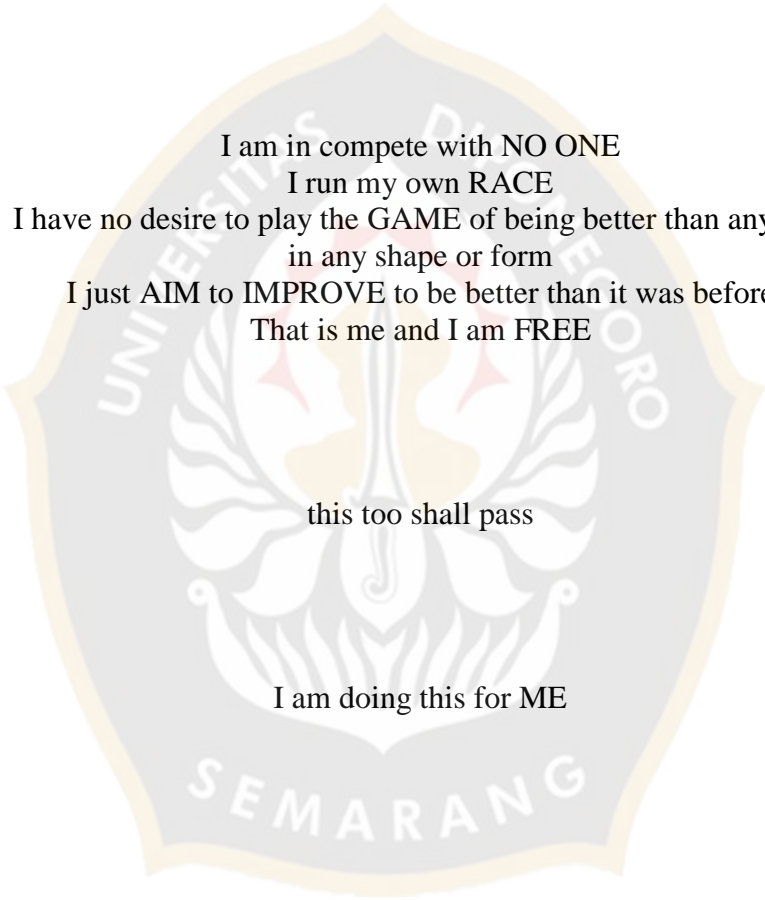
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Nug
Laksananing Mukti

MOTTOS

Berani punya cita-cita, berani menderita



I am in compete with NO ONE
I run my own RACE
I have no desire to play the GAME of being better than anyone,
in any shape or form
I just AIM to IMPROVE to be better than it was before
That is me and I am FREE

this too shall pass

I am doing this for ME

DEDICATIONS

Dear Dad and Mom,
I am going to make you so proud

My beloved family



ACKNOWLEDGEMENT

I owe a lot to many people for, finally I can finish my thesis. Allow me to express my wholehearted gratitude to:

1. The Head of Lembaga Perguruan Taman Taruna Nusantara, The Principle, and The Vice Principles of SMA Taruna Nusantara for granting me the scholarship and opening the chance for me to advance my study.
2. Dr. Deli Nirmala, M.Hum., as the Head of Postgraduate Program of Linguistics at Diponegoro University, for giving approval for this thesis.
3. Dr. Nurhayati, M. Hum., as my thesis consultant, for giving me such a very patient assistance and suggestion during my writing process.
4. Dr. Agus Subiyanto, M. A., J. Herujati Purwoko, Phd., Dr. Suharno, M.Ed., all lecturers, and administrative staff of Master Program in Linguistics at Diponegoro University who enlarge my knowledge for these couple years.
5. All fellow teachers and administrative staff of Taruna Nusantara High School, especially English Department, Dra. Yetty Indra, Dra. Andras Setyorini, M.Pd., Dra. Titik Hastuti, Drs. Prasetyo Heru, Yayang Evi Yulianti, M.Pd., and Tsalist M Nugroho, S.Pd, thanks a bunch for the support, backup, and supplies.
6. Ibu Huda M, S.Pd, the English teacher of *SMA Negeri 1 Magelang*, for allowing me to observe her classes.
7. The students of Taruna Nusantara High School and *SMA Negeri 1 Magelang*, for being the object of my research.

8. Mahami team for taking the video recording and Mbak Ryan for transcribing the recording.
9. Geng 10, Adha, Dicky, Ivan, Lia, Lisdi, Nisa, Tika, Shella, Ve, I will miss all the moments we share.
10. WA group of e linguistic 2013, batch 2013/1014, thank you for giving me the space in your place.
11. JSW, we are more than friend less than couples, thank you for supporting, assisting, comforting me day and night. Only madman can survive.
12. My small circle, Arido, Erna, Matahari, a friend in need is a friend indeed.
13. My siblings, Mas Wira, Satya, Widya, and all my big family, for never ending support.
14. The most influential people in my life, my parents, Bapak and Ibu, allow me to dedicate this to both of you.
15. For Papa, Mas Oka, and Adik Duhi, thank you for everything, as I can not mention one by one.
16. Allah SWT, I am non-existent without You, as I could not have done everything without Your blessing.

The researcher believes that this report is not perfect, in order to make it better, the researcher accepts some advices and criticisms. Finally, the researcher wishes this research paper would be useful for all readers.

Semarang, January 2017

Laksananing Mukti

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LIST OF ABBREVIATIONS

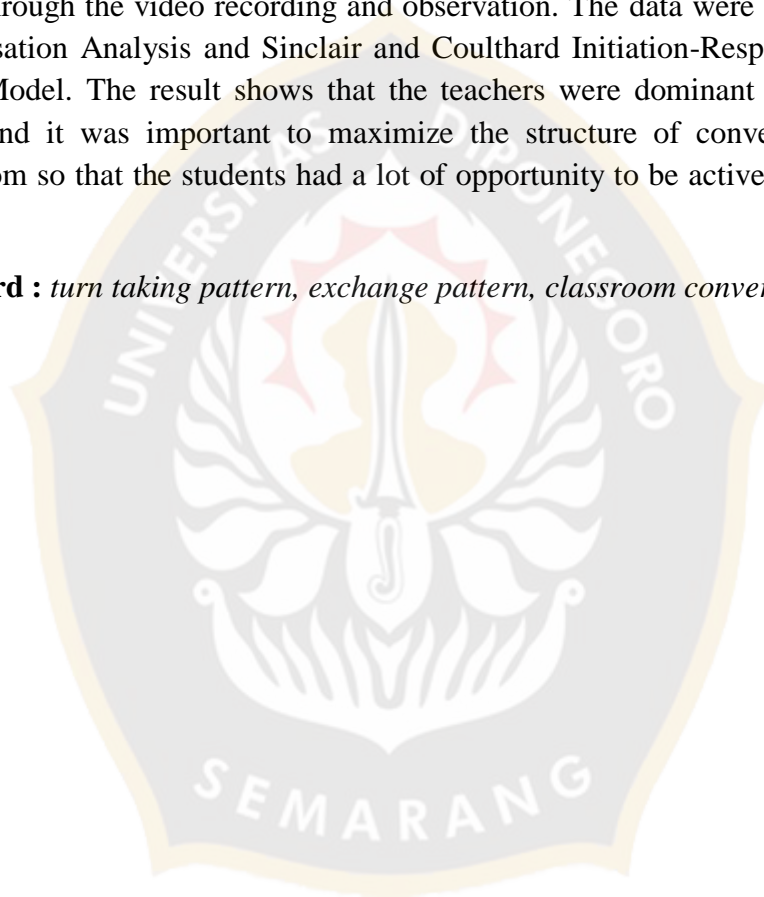
- CA - Conversation Analysis
NV - Non-Verbal
TCU - Turn Constructional Unit
TRP - Transition Relevance Place



ABSTRACT

This paper deals with the classroom conversation in the English class for high school students. It reveals the turn taking pattern, structure of conversation, exchange patterns, teacher's talk, and communicative approach in the classroom. This research was designed in descriptive study. The sources of the data were the teachers and the students from two different schools in Magelang. The data were taken through the video recording and observation. The data were analyzed using Conversation Analysis and Sinclair and Coulthard Initiation-Response-Feedback (IRF) Model. The result shows that the teachers were dominant in the English class, and it was important to maximize the structure of conversation in the classroom so that the students had a lot of opportunity to be active in the English class.

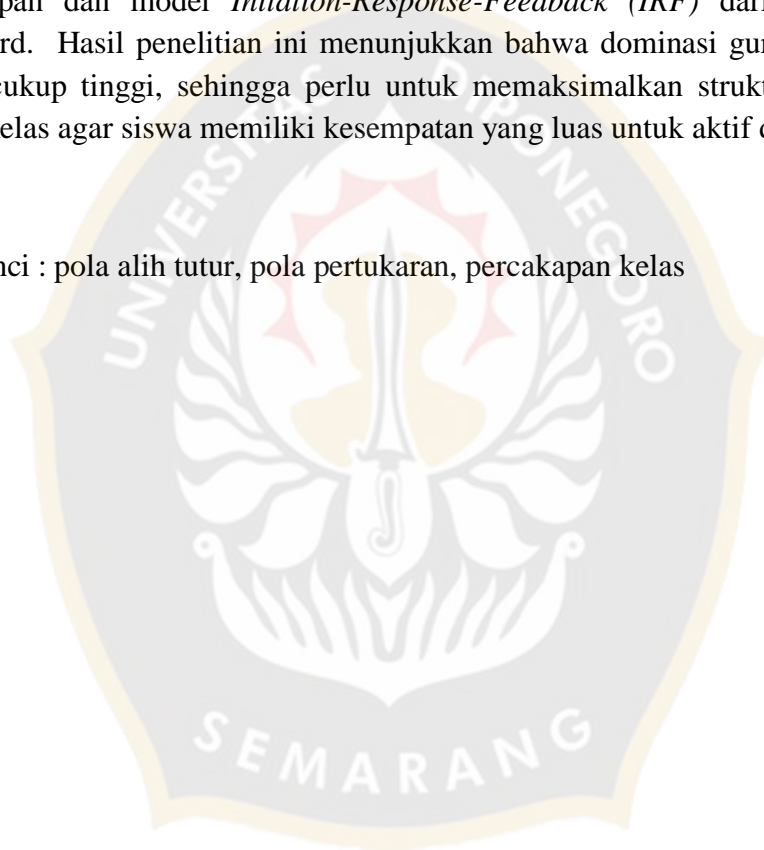
Keyword : *turn taking pattern, exchange pattern, classroom conversation*



INTISARI

Penelitian ini berhubungan dengan konversasi kelas dalam kelas bahasa Inggris di sekolah menengah atas. Penelitian ini mengungkap pola alih tutur, struktur percakapan, pola bertukar, bicara guru, dan pendekatan komunikatif. Penelitian ini dirancang sebagai penelitian deskriptif. Subyek dari penelitian adalah guru dan siswa dari dua sekolah menengah atas yang berbeda di Magelang. Data diambil melalui rekaman video dan observasi. Data dianalisa dengan teori analisa percakapan dan model *Initiation-Response-Feedback (IRF)* dari Sinclair dan Coulthard. Hasil penelitian ini menunjukkan bahwa dominasi guru dalam kelas masih cukup tinggi, sehingga perlu untuk memaksimalkan struktur percakapan dalam kelas agar siswa memiliki kesempatan yang luas untuk aktif dalam kelas.

kata kunci : pola alih tutur, pola pertukaran, percakapan kelas



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is a two way process. A good communicative competence among students and teachers may lead them to a success of teaching learning process. When the teachers deliver the material successfully, the students can grasp the material easily. Since the teachers are as the role model, their role will influence the interaction with the students. Teachers should consider themselves as a resource, who motivate students to ask questions or to respond to the lesson.

The teachers are in charge of facilitating the learning process to create a positive classroom environment. The teachers have the power to manage their classroom as well. The teachers have a freedom to create their classrooms in which they can build a good communication with the students. Two-way communication between teachers and students will support the students' freedom to express themselves.

The teaching communication in the classroom plays an important role in the success of teaching goal. When the teacher delivers the lesson smoothly, the students can comprehend the lesson easily. A good interactive communication between the teacher and students in the classroom is a must to get the teaching objective.

The researcher tries to find out whether communication between teachers and students run well in English lesson from two high schools. The researcher

also tries to reveal the turn taking pattern, the classroom conversation pattern in the English class, and the teachers' domination in the classroom.

The researcher takes two high schools in Magelang with different characteristics. They are Taruna Nusantara High School and *SMA Negeri 1* Magelang. Both schools are remarkable high schools in Magelang.

Taruna Nusantara High School is a full boarding school. It stands under The Ministry of Defense and The Ministry of Education. Taruna Nusantara High School runs two kinds of curriculum, i.e. national curriculum 2013 and Taruna Nusantara specifically designed curriculum. By using the national curriculum 2013, Taruna Nusantara High School and other high schools are the same in running the lesson. However, Taruna Nusantara specifically designed curriculum makes Taruna Nusantara high school differ from other high schools. Semi military circumstances can be felt in the teaching and learning process since the background of this school is semi-military. This can be seen from the students' performance, outdoor activities, and the most important one is a classroom teaching learning process.

On the other hand, *SMA Negeri 1* Magelang is the oldest public school in Magelang. This school is one of the favorite schools in town that has good achievement in academic and non-academic. This school only runs national curriculum 2013. The teachers teach the students as what the curriculum 2013 asks them to do. Since the curriculum 2013 requires students' center in teaching learning process, the teachers are the facilitator in the class and the role model for the students.

This research will deal with classroom discourse analysis in English class from both high schools. It is going to see the classroom conversations between teacher and students in two high schools. This research uses Sinclair and Coulthard's "IRF" model to analyze and to explore the classroom conversation.

1.2 Research Problems

The study will identify what patterns of turn taking in English classroom conversation are, what structure of English classroom conversation is, how the English teacher builds the communicative environment in the English classroom, and how to maximize the structure of conversation to activate the students' ability in speaking skill.

1.3 Objectives of the Research

The objectives of the research are to identify the turn taking and the classroom conversation patterns, and also to maximize the structure of conversation to activate the students' ability in speaking skill.

1.4 Scope of the Research

The scope of the research covers the conversation analysis in English class. It will be examined from the classroom discourse analysis and the pattern of the conversation in the classroom. The data were taken from the videotaping of two different English classrooms in two different senior high schools.

1.5 Significance of the Study

1.5.1 Theoretical Benefits

Theoretically, this research gives benefits to the expand of the theory of IRF. The teachers' domination in the classroom can be reduced by developing the initiation questions. This finding can be used as the contribution for the theory.

1.5.2 Practical Benefits

Practical benefits of this research are to give understanding for the researcher, teachers, and observers to develop the communicative environment in the English classroom and to improve the ability of the students in learning the second language. For the teachers, the results of the findings may stimulate their teaching behavior in order to maximize students' speaking skill.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two sub chapters. The first sub chapter will explain the previous studies about classroom interaction and turn-taking. The second sub-chapter presents the theoretical framework related to the topic of the study such as conversation analysis, classroom discourse analysis, turn-taking, Sinclair and Coulthard model, and communicative approach.

2.1 Review of Previous Studies

There are some previous studies used by the researcher as the primary references in this study. Some studies emphasize on classroom interaction. These can be seen from the research entitled “Classroom Interaction of English as an Additional Language (EAL) in Primary Level at Cangu Community School: A Study Based on a Conversation Analysis Theory” written by Astiti Gusti Ayu Ketut (2012). This study aimed at analyzing the classroom interaction, focusing on turn taking organization, sequencing organization and repairing through detail analysis of the audio and video recording using Conversation Analysis approach. The results showed that in turn-taking organization teachers preferred to choose the student to give responds to the teacher. In the sequence organization, the teacher was quite dominant along the lesson, and most of the repairs were also done by the teachers as well.

Research entitled “The Pattern of Classroom Interaction and The Distribution of Turn Taking: A Study in two different Classes In Jambi” was written by Mukhlash Abrar (2013). The researcher identified the pattern of

classroom interaction and the distribution of turn taking in two different classes using IRF model. The result of the study showed that the classroom interaction in class A was different from class B. The turn taking distribution in class A was not balanced, while that in class B was balanced. It implies that class A was teacher centered, on the other hand, the teacher in class B gave more chances to the students to participate in the classroom interaction.

Similarly, a dissertation with the title “A Discourse Analysis of Teacher-Student Classroom Interaction” was written by Michael Andrew Shepherd (2010). The researcher explored the role of classroom discourse in balancing teacher control over lesson content and student participation in educational interactions. The result showed that the role of teacher-students interaction has changed. The teacher gave chance to the students who nominate themselves to participate in the classroom. The control over the right and obligation to speak is shared between the teacher and students.

Other studies stressed on turn-taking as their discussions. Research was conducted by Monruedee Laphimon (2003) with the title “Turn-Taking Analysis of English as a Foreign Language Learners in a Thai Classroom”, Chiang Mai University. The researcher investigated the turn taking pattern in ELF classroom, the turn-taking patterns of the ELF students with different personality types, and the correlation between turn-taking patterns and types of students’ motivation in learning English. The finding showed that teacher’s turn-taking pattern was strongly dominant. The students who had higher intrinsic motivation participated

more in the classroom than the students who had extrinsic motivation. There was no correlation between turn-getting patterns and types of motivation.

In a same way, a journal was written by B. Maroni, A. Gnisci, and C. Pontecorvo (2008) with the title “Turn - Taking in Classroom Interactions: Overlapping, Interruptions and Pauses in Primary School” describing the rhythm and the management of classroom interaction as an important constituent of a teaching learning process. The result showed that overlapping increased as the students move from 2nd grade to 3rd grade, teachers had different strategies compare with the students in their turn-interrupting, and there was a correlation between the next speaker with the length of pauses.

Likewise, a journal was written by Jenni Ingram, Mary Briggs and Peter Johnson-Wilder (2007), with the title “Turn-Taking in the Mathematics Classroom”. The writer revealed that there were differences in patterns of turn-taking from those discussed in the analysis by McHoul (1978). The writers found that what happened in mathematics classroom was quite different in term of self-selection pupil as the next speaker as offered by McHoul.

“Classroom Interaction: Turn-Taking as A Pedagogical Strategy” was written by Dr Vuyokazi Nomlomo (2010). The researcher concluded that turn-taking in science lesson was much more than the exchange of talk or turns because it needed deeper and critical interrogation on what was being taught.

John Hellermann (2005), Portland State University, wrote “Turn Taking in Adult ESOL Classroom Interaction: Practices for Interaction in Another Language”. The researcher highlighted the practice for turn-taking that adult

learners of English used to start their teacher-assigned, task-focused dyadic interaction with their peers in an ESOL classroom. The research also discussed the implications of the research for instructors. The result showed that the students engaging in student-student interaction will be active and use their resources that they bring into the classroom if they had more than enough time to complete the teacher-assigned task. The teacher should encourage the students to use all their social skills in their everyday classroom interactions.

In a similar way, a journal was written by Lei Ding (2006), Wuxi Teacher's college, China, "Is More Interactivity Possible in the Classroom?" focusing on referential and display questions engaging with interactive activity in the classroom based on conversational analysis. She suggested that teachers asked more referential questions rather than display questions because they tend to encourage students to speak more in the classroom so that students have more opportunity in the language production.

Weihua Yu (2009), Qingdao University of Science and Technology, China, wrote "An Analysis of College English Classroom Discourse". The research analyzed classroom discourse using Sinclair and Coulthard's classroom discourse analysis model (1975) to improve college English teaching and learning.

Based on some research projects above, it can be seen that classroom interaction, turn-taking, turn-giving, overlapping, interrupting, and repairing play an important role in teaching learning process. It cannot be denied that teacher is dominant in the classroom, and the role in the classroom interaction is not

balance. In some cases, the teacher has to work harder to make a balancing control over the classroom.

The research projects above can be used to support the research theory. This research has some similarities in using conversation analysis, turn-taking, and IRF model. This research is different from the previous studies because it investigates two different high schools with different background. This researcher examined the English classes in which English was as a second language, with the teachers and students of non – English speakers. The research emphasized on maximizing the pattern of conversation to activate the students' ability in speaking skill of Senior High School.

2.2 Theoretical Framework

2.2.1 Conversation Analysis

Conversation analysis (CA) is particularly concerned with the sequencing of utterances, that is not in what people say, but in how they analysis it. As Schffrin (1994: 232) offered that CA is as one of the approaches in discourse. Schiffirin stated that even CA has a connection with sociology or ethnometodology, but it is different. CA has its own method, order, and structure in the social role. It is similar to sociolinguistics to the problem of social order, how language creates and is created by social context. It is also similar to ethnography of communication in its concern with human knowledge and it is believed that every detail conversation is important. After all, CA has its own assumptions, methodology and theory.

Some linguists, such as Johnson, Richard, and Nunan, have the same perspective dealing with what CA is. Johnson (1999:89) mentioned that CA is an approach to discourse analysis and associated with ethnomethodology, while Richard (1990:64) defines CA as a natural conversation which is used to discover the linguistic characteristic of conversation and how conversation is used in the daily life.

Conversation analysis focuses on the spoken language. The conversation happens spontaneously in social situations and institutional settings. Conversation analysis deals with turn taking, topic change, and conversational structure (Johnson, 1989:89). CA investigates the management of turn taking, repair strategies, the resolution of ambiguity, speaker selection, topic relevance, and also speech act as well as adjacency pairs (Nunan, 1992:161). CA studies more about how speaker decides when to speak during the conversation, how the sentences of the speakers are related, and the different functions that conversation is used for (Richard, 1990: 64). It clears that conversation analysis is a method that is developed to explore, examine and investigate spoken language. Conversation analysis will let on how speakers control their turn, the connections between sentences, and the issue being discussed in the conversation.

Conversation analysis basically consists of turn taking organization, organization of action or sequence organization, repair, and action formation. Turn taking is a basic form of organization for conversation. It provides coherence and orderliness and it is the requirement of any joint action. In turn taking, conversation is analyzed in turns, one speaker speaks and then the next. Turn

taking consists of turn constructional units (TCU), and transition relevance place (TRP) (Sacks, Schegloff, and Jefferson, 1974: 702).

Organization of action or sequence organization focuses on how actions are ordered in conversation. Its analysis of the actions being accomplished by a turn and the practices of speaking, which makes the actions happen through linguistic forms within some context. The basic form of action sequencing is adjacency pairs. Other forms are sequence expansion, and preference organization.

Repair is how parties in conversation handle problems in speaking, listening or understanding. It is classified in who leads up the repair, who solves the problem, and how it spreads out in turn. The participants in the conversation try to fix the trouble by initiating themselves or self-repair, the speaker of the trouble source, or over other repair. On the other hand, action formation focuses on the description of the practices by which turns at talk are composed and positioned so as to realize one or other action (Sacks, Schegloff, and Jefferson, 1974:723).

The application of CA in the education, especially in the second language acquisition research, is mainly used as a tool to see the type of interaction, such as, issues, topic nomination, and communication breakdown (Keith, 1989:89). By using conversation analysis, the researcher will know how second language learners interact and pass along each other, and also decide the theme. Since turn taking plays an important role in the classroom teaching, this research will focus

on how teachers initiate their turn in front of the class and facilitate students' communicative competence.

2.2.2 Classroom Discourse Analysis

Classroom discourse may refer to all talk that can be found in the classroom or educational setting. The characteristics of the classroom discourse analysis is that there is unequal power in the classroom. The teacher is quite dominant in the classroom. The interaction along the lesson is controlled by the teacher.

Classroom discourse is classified into two dimensions (Van Lier, 1988) according to whether the teacher controls the topic and the activity. Based on this classification, there are four basic types of classroom interactions. The first type is neither the topic nor the activity is controlled by the teacher. The second is the teacher controls the topic, but not the activity. In this type of interaction, the teacher gives information or explains an issue. The third is the teacher controls both the topic and the activity, and the fourth is the teacher controls the activity but not the topic. This type of interaction involves teacher to set up the students in small groups so the students are free to choose the topic.

2.2.3 Turn Taking

As the researcher mentioned above, turn taking is the basic organization in the conversation. Turn taking organizes the distribution and the flow of speech between two participants of the interaction, so that the conversation goes smoothly. Turn taking has been described as a process in which one participant talks, then stops, and gives the floor to other participants to talk, so we get a

distribution of talk across two participants. The time gaps between one person stopping and the other starting being just a few fractions of a second, yet the coordination is achieved with some rapidity and turns are appropriated in an orderly fashion.

According to Sacks, Schegloff, and Jefferson (1974: 702), there are two components to show how speaker change occurs in conversation; a turn constructional component and a turn allocation component. The turn constructional component is the basic units in which turns are fashioned. The basic units are called turn construction unit or TCUs. The unit types are lexical, phrasal, clausal, and sentential. The turn allocation component describes how participants organize their interaction by distributing turns to speakers.

Here are the examples,

- (1) Joy : hh. so we decided tuh go to that place th's jus' opened up.
Harry : where's that
→ Joy : over near dee jays.
Harry : oh I haven' seen't.
- (2) Ther : What kind of work do you do?
Mother : Food Service
→ Ther : At?
Mother : (A) / (uh) post office cafeteria downtown main post office
on Redwood
Ther : Okay

(Liddicoat, 2007:55)

The examples above show us that TCU can stand as word, clause, phrase, and sentence. As long as the word, clause, phrase, and sentence are recognizable at some point, the next speaker can recognize the direction of the talk and predict when the unit will be completed. In the example (1), TCU stands as the sentences as we see in *so we decided tuh go to that place th's jus' opened up.* and *where's*

that. The arrow in example (1) indicates the prepositional phrase. In example (2) the arrow indicates the word *At?*. This is a single word and it functions as complete TCU.

Another concept that is important in studying CA is transition - relevance place (TRP). Transition – relevance place (TRP) is as the first possible point of completion of a TCU. TRP is the place where the transfer of speaker occurs, but it may not occur (Sack, Schegloff, and Jefferson, 1974:704). Transition relevance place is the place at which speaker change could be appropriate (Liddicoat, 2007:61). Speakers have a chance to take the next action to speak.

There is a set of rules in TRP which is offered by Sack, Schegloff, and Jefferson (1974:704). The rules are as follows

1. Current speaker selects next speaker:

This first rule means that the first speaker address the terms, such as calling names, initiate action with a fixed look, or initiate action that only eligible respondents are available to do the action.

2. Next speaker self-selects:

The second rule means if there is no one appropriate addressee to be selected, the first speaker might self-select to continue the conversation.

The first speaker can use overlapping, turn-entry devices such as “well” or “you know”; and recycle turn beginning to fulfill this rule.

3. Current speaker continues:

In this rule, if there is no one involves in the conversation, the first speaker may speak again to give more information to make the conversation goes

smoothly. Another alternative, the speaker can offer clarification or start a new topic.

Considering the concept of TCU and TRP, a successful communication requires the participant with the adequate pragmatic competence. Pragmatic competence is the skill of using language appropriately in different social situations. Different social situations or different circumstances refer to the purpose of communication, often referred to as functions, such as inviting, apologizing, relative status of those communicating, topic area in which participants are communicating, and the situation, which refers to a physical location, such as in a bank, at the airport. Furthermore, to communicate appropriately in these circumstances, whether in spoken or written language, the participants may use an appropriate register, which refers to the level of formality or to lexis in specific fields.

When we talk about function here, it is as the purpose for which an utterance or unit of language is practiced. Typical categories are greeting, offering, inviting, rejecting an invitation, apologizing, and complaining. The function of an utterance or sentence cannot be determined only by its grammatical structure. The same grammatical structure may be used for a variety of functions.

Examine the following examples;

- (3) Keep quiet !
- (4) Pass the salt, please.
- (5) Back up your work onto an external drive.
- (6) Try this on.
- (7) Come by on Saturday.

(Coulthard, 1992:12)

All sentences from (3) to (7) are in the same grammatical form. They use imperative verb forms. What make them different is the function of each sentence. Sentence (3) is an order from a teacher to students. Sentence (4) is a request. Sentence (5) is an instruction or recommendation. Sentence (6) is a suggestion, and sentence (7) is an invitation.

In the same way, a function can be expressed by a variety of different grammatical structures, as seen in the following examples;

- (8) Shut up!
 - (9) Be quiet, please.
 - (10) Would you be quiet, please?
 - (11) Would you mind being quiet, please?
 - (12) I'd really appreciate it if you would be quiet.
- (Coulthard, 1992:12)

Sentence (8) is to request someone to stop talking and it uses an imperative form. Sentences (9) to (12) are alternative ways to request someone to stop talking in a form of question and statement. The choice of grammatical structure clearly relates to the circumstances and is chosen for its appropriate in those circumstances.

Sinclair (1975) suggested two distinctive areas to handle the lack of fit between grammar and discourse: situation and tactics. Situation refers to all relevant factors in the environment, social rules, and the shared experience of the participants. Tactics refer to the syntagmatic pattern of discourse, in which items precede, follow and are related to each other.

Situation is usually labeled by grammar, but this is not always so. The grammatical types declarative, interrogative, imperative, realize the situational categories statement, question, command. We also use information about non-

linguistic environment to reclassify items as statement, question or command in situation. It is important to know what has happened in the classroom, what the classroom contains, what the atmosphere is like, and then add some detailed information to make situational classification. The situational and grammatical categories are listed in the following table, together with their discourse category equivalents.

Table 1: Grammatical, Situational, and Discourse Categories

Grammatical categories	Situational categories	Discourse categories
Declarative	Statement	Informative
Interrogative	Question	Elicitation
Imperative	Command	Directive

(Coulthard, 1992:10)

Tactics handle the sequential relationship in the discourse value of an item. Tactics depend on what linguistic items have preceded the relationship, and what are expected to follow and what do follow. The discourse categories look similar with the situational categories, but actually there are major differences. The relationship between the discourse categories and situational categories is not reciprocal. Elicitation is not always stated by questions, since the question can form in many other acts. Questions occur in many parts in discourse, but they have different function. The speaker is using the question for different purposes, as seen in the examples above.

2.2.4 Natural Turn-Taking

It is quite fascinating to investigate how conversations actually work. We often find the conversation in text where the language has been well-prepared,

such as in the script of a play, or a conversation in the text book. The conversations look very ideal and effective in the purposes, but never happened in our daily conversation. The people speak perfectly. They use complete sentence, take well-defined turns, and listen to each other. What actually happens is that people often share in the sentence they produce, ignore to everything that is said, and produce a discourse where the contribution of the participants are asymmetrical. That is what we call as a successful conversation because it occurs perfectly normal and natural.

Participants indicate they wish to begin or continue speaking by using a number of linguistic devices. They are fillers and filled or voiced pauses in the form of vocal hesitation, repetition, reformulation, restart, and discourse markers or utterance indicators. Words, such as “well”, “right”, can signal as the beginning of a discourse. It is also as a signal of change in direction from what has just been said or introduced a new topic or information.

When the conversation comes to an end or they have finished their turn, they will make the turn clear. The turn is usually with a falling pitch (intonation), a question, and a discourse marker or utterance indicator. The words like “so”, can be a sign that the speaker is summing up what has just been said. Participants show they are participating and watching over the utterances of other participants by providing feedback.

2.2.5 Classroom Turn-Taking

It is McHoul (1978) who develops the rules of turn taking in the formal classroom discourse. McHoul identifies that there are some differences between

the rules from conversational turn taking and the rules for formal conversation, that is classroom interaction. In classroom talk, the potential gaps between speaker turns is much greater than in ordinary conversation. If a teacher has selected a student as a speaker, it is up to the teacher to determine how long the student may have to answer the question, and up to the teacher to determine when and if the answer is sufficient (McHoul, 1978: 190).

The potential overlap in classroom talk is minimized since the teacher selects the next speaker. There is less competition for the floor at possible transition points between speakers. If more than one speaker talks in the same time, the teacher will use his power to add a rule, one speaker at a time. The teacher may also use gestures to re-establish his rule without interrupting the ongoing conversation.

The ability to change the sequence in the classroom interaction between teacher and student is also minimal. This happens because most of the talk is done by the teacher, in a monologic form, so that this is very impossible to take an equal turn. In this case, the teacher is able to extend their turns without afraid of another participant self - selected.

McHoul's systematic analysis of turn-taking states that the pupils have small opportunities in turn-taking management because the teacher takes control the allocation of turns. The teacher participates the interactions on what should be said and be done based on the prepared lesson plan. The discussion is done on the well established participation between teachers and students. (Yackel & Cobb, 1996).

The current speaker can nominate the next turn by calling the name, gesture, or eye gaze. Even the next speaker is not selected, but the current speaker gives space for the next turn. In this situation, it is possible that more than one participant may take turns, and it breaks the rule that only one participant speaks at a time. Traditionally the teacher nominates the next speaker, again, often following bidding for a turn by the pupils raising their hands. In the most pedagogic sequence, the teacher starts with a question, that can be addressed to a particular child or to anyone who is willing to respond; a student responds and the teacher takes a turn again, making an evaluation of the student's participation and/or allocating the next turn.

2.2.6 The Sinclair and Coulthard Model

Sinclair and Coulthard (1975) developed a model for analyzing spoken language in the classroom. This model is useful to be applied to the language of the classroom, because the language classroom differs from many forms of spoken discourse, which it is controlled by the teacher.

Sinclair and Coulthard model consists of five ranks. They are lesson, transaction, exchange, move, and act. Lesson is the largest unit and act is the smallest unit. The ranks connect one to another. Classes of act will combine into classes of move. Classes of move will combine exchange, exchanges combine transactions, and transactions combine the lesson. The rank can be seen as follows:

Table 2 : The rank scale by Sinclair and Coulthard

Lesson
Transaction
Exchange
Move
Act

Lesson is the highest rank. It is not going to be examined in the analysis because there is no defined structure to this unit. Transaction is in the second rank. It consists of informing transaction, directing transaction, and eliciting transaction.

Exchange consists of boundary exchange and teaching exchange. Boundary exchange is divided into two moves – framing and focusing. Teaching exchange has two main classes, they are free exchanges and bound exchanges. Free exchanges have six sub categories, they are teacher elicit, teacher direct, teacher inform, pupil/student elicit, pupil/student inform, and check. Bound exchanges have five sub categories, they are re-initiation (1), re-initiation (2), listing, reinforce, and repeat. The following is the table of structure, function, and pattern of exchange, according to Sinclair and Coulthard (1975).

Table 3 : The structure, the function and the pattern of exchange

Class of exchange	First sub classes of exchange	Second sub classes of exchange	Function of the exchange	Structure of exchange
Teaching	Free	Teacher Elicit	To elicit a verbal response from the pupil	I R F
		Teacher Direct	To direct pupil to do something	I R (F)
		Teacher Inform	To convey information to the pupil	I (R)

		Pupil Elicit	To elicit verbal response from the teacher	I R
		Pupil Inform	To convey information to the teacher	I F
		Check	To discover how well pupils are getting on	I R (F)
	Bound	Re-initiation (i)	To induce a correct response to a previously incorrectly answered elicitation	IRF (I ^b) RF
		Re-initiation (ii)	to induce a response to a previously unanswered elicitation	I R I ^b R F
		Listing	To withhold evaluation until two or more responses are received to elicitation	IRF(I ^b)RF(I ^b)RF
		Reinforce	To induce a correct response to previously issued directive	IRI ^b R
		Repeat	To induce a repetition of a response	IRI ^b RF

Move occupies places in the structure of exchange. There are five kinds of moves. Framing and focusing moves belong to boundary exchanges, while opening, answering and follow up moves belong to teaching exchanges.

Acts are the smallest units and the lowest ranks. Acts consist of elicitation, informative and directive. Elicitation requests a linguistic response, informative serves to provide information, and directive leads to a non-linguistic response.

2.2.7 Communicative Approach in Teaching Language

Communicative approach or as known as communicative language teaching is an approach of language teaching that emphasized interaction as the main purpose of the study. An approach of foreign or second language teaching which emphasize to the goal of language learning is called communicative competence (Richards, 1990: 48). In communicative competence, someone enables to use the language effectively and use the knowledge for communication (Johnson, 1999:62). Communicative competence included knowing what to say and how to say appropriately based on the situation, the participants, and their roles and intentions.

According to Howatt (1984:279), there are two versions of communicative language teaching. It consists of a 'weak' and a 'strong' version. The weak version of communicative language teaching highlights the importance of providing learners with opportunities to use their English for communicative purposes and characteristically, and integrates such activities into a wider program of language teaching. He describes the weak version as learning to use English.

On the contrary, the strong version of communicative language learning claims that language is acquired through communication (Howatt, 1984:279). This means that the learners discover the system themselves as they learn how to communicate in a language. This version purposes that the teachers should provide a lot of opportunities to familiarize themselves with how language is used in actual communication. The strong version entails using English to learn it.

Kellerman (in press) stated that there are two views of instructions in learning and teaching communicative strategies. They are strong and moderate views. In strong view, the taxonomic listings are interpreted literally and students are taught how to paraphrase, word coinage, transfer, and the like. When moderate view is applied, strategies are presented more generally as possible of solving communication problems. Students should be aware of these problems-solving devices and taught how to use them in their own communication. Language learners are taught in how to solve the communication problems in strong view, while in the moderate view, they are taught to solve communication problem can (Bialystock, 1990:140)

Communicative approach has been developed as the shift of the usage of grammar-based approach. The concept of communicative approach is on how the language is used. It does not only concern the usage of written grammar, but mainly on the spoken function of when and how it is appropriate to say certain things. Teachers will teach people to invite and to make an apology, to agree and to disagree, and make sure that they can use past tense or other tenses.

It is important for the students who learn foreign language to experience the focused communicative task, so that they will learn it in a supportive atmosphere without being threatened and afraid of making mistakes. The activities in the communicative approach, such as role play and simulation, involve the students in the real communication. It will be successful when the students can perform their ability in communicative task as well as their accuracy of the language used.

To be truly communicative, students should have an enthusiasm to communicate rather than no communicate desire. If the students have a big willingness to learn foreign language, it will be easier for them to communicate using the target language. Students should have communicative purposes when they have a communicative activity. They should realize why they learn foreign language.

Communicative activity concerns on content of the language, but not on the form. It also uses more varied language, so the student will recognize a lot about the structure of the language. The involvement of the teacher in the communicative activity is not as much as in non - communicative activity. There is no teacher invention in the communicative activity since the teacher become as the facilitator in the classroom.

In the classroom, teaching material doesn't control the activity. It becomes as the guideline and tool for the students to do the communicative activity. It helps students to express and understand different kinds of function, such as requesting, describing, expressing likes and dislikes, etc. The materials are also

based on the national syllabus or other communicative organized syllabus. It also emphasizes on the process of communication, such as using the appropriate language used for different situation, using language to perform different kind of tasks such as to get information, and using language for social interaction.

Larsen-Freeman (1986: 132) stated that one feature of communicative approach is that almost everything that is done is done with a communicative intent. The learners will have a lot of opportunity to practice their communication skills meaningfully in different context and roles through a variety of communicative activities, such as games, role plays, simulation and problem-solving tasks. In the process of this performance, it is forbidden for the learners to use their native language and teachers sometimes have to correct students' mistakes. Another feature of communicative approach is that it gives planned emphasis on functional as well as structural features of language and combine them to make communicative view (Littlewood, 1981:1). Teachers will create opportunities for learners to use the target language in a meaningful way. They help their learners build up communicative competence.

Working in pairs and small grouping become as other characteristics in a communicative approach. By doing so, the learners will face the authentic language use rather than mechanical practice of language pattern. It is very useful for the learners as Richards (2006:20) said that they can learn from hearing from other members, produce a greater amount of language, increase motivation levels and have the chance to develop fluency.

Native speakers as the authentic material help teachers to expose their students to the target language. It develops learners with the strategy for understanding language as it is actually used by native speakers (Canale and Swain, 1980). By providing native speakers as the authentic resources in communicative classroom learning, Richards (2006:20) argues that they provide cultural information about the target language, exposure to real language, relate closely to learners' needs, and support a more creative approach to teaching.

Richards (2001:172) stated some principles in communicative language teaching. Learners learn a language by using it to communicate. The authentic and meaningful communicative become as the main goal of classroom activity. The important dimension of communication is fluency and it involves the integration of different language skills. As a process of creative instruction, learning involves trial and error. Communicative language teaching becomes more humanist rather than other teaching approach because it brings the real situation to the learner.

CHAPTER III

RESEARCH METHOD

This chapter discusses all aspects related to the research methods. It begins with the description of research approach, research data, and data analysis.

3.1 Research Approach

This research was descriptive research because it was intended to describe and analyze the factual condition. In this study, the researcher also used a qualitative approach as the main instrument. Data were collected by observing the natural setting of classroom interaction.

3.2 Research Data

The study used classroom conversation from two different English classrooms as the data. The data were taken from Taruna Nusantara High School and *SMA N I* Magelang. The teachers and the students are all non-native speakers of English. The students' ability in English is almost the same. The students are between 15 and 17 years old, and they attend English class as a compulsory lesson for two hours a week.

The class of Taruna Nusantara High School or class A, had a review of a reading narrative text. It was class X. The teacher in this class was a substitute teacher, since the primary teacher was on duty. The students were invited to recall their understanding about narrative text. The teacher used game and flash card as the teaching media. The lesson ran for about 60 minutes.

Meanwhile, the class of *SMA N I* Magelang or class B had a vocabulary lesson. It was class XI Science. The students were supposed to guess the meaning

of some new words using the context of the sentence. By the end of the lesson, the students were asked to present their group discussion about something in front of the class. The teacher used the flash card as the teaching media, and the lesson took about 75 minutes.

To gain the data, the researcher used two main techniques. The techniques were observation and video recording. The observation was conducted to identify the classroom activities and the material used. During the observation, the researcher sat in the back of the classroom and took notes.

The video recording was used to capture the detailed information which was observed such as the words, phrases, sentences which were stated. It was also used to capture all the activities in the classroom, both verbal and non-verbal, and also the dynamic during the teaching learning process. All the interaction between teacher and students and vice versa was taken by another party, so the recording process did not disturb the researcher to take notes along the teaching learning process. After taking the video recording, the researcher transcribed the recording through watching and listening the video for several times then composing the data down in written form.

3.3 Data Analyzing Method

The researcher used some steps to analyze the data. The steps were assembling the data, coding the data, describing, and interpreting of the outcome. The data from the observation were used as supporting data of video recording.

In the transcribing process, at first the researcher identified the teachers and the students' utterances, then labeled the participants of the interaction T is

for teacher, S is for student, and Ss is for students. The researcher tried to capture the verbal content in detail, but the non-verbal content in general. The researcher did not capture the detail of pause, gaps, and overlapped. The transcription of the data was taken from conversations, according to Gail Jefferson (Schiffrin, 1994:424-431).

The next step was coding the data. The researcher started through identifying the turn taking pattern that occurred in the classroom interaction. It was about how teacher initiated the turn and how the students respond it. To get the pattern of classroom interaction, the researcher categorized from the move rank using opening, answering and follow-up. The researcher also used the type of exchange to get the pattern of Initiation, Response, and Feedback. After that, the researcher described and analyzed the data.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter focuses on the finding and analyzing of the data based on the research problems as stated in chapter one. To answer the research problems in this study, the researcher analyzes the classroom conversation from both classes. The researcher begins with turn taking patterns and continues to structure of conversation. The structure of conversation will start from the transaction, exchange, move, and act.

After counting the number of exchanges, the researcher tries to find out the pattern using IRF patterns, in which the initiation is done by the teacher, the response is done by the students, and the feedback is done by the teacher from both classes. After discussing the pattern, then the researcher tries reveals the communicative approach in the language lesson.

4.1 Findings

In the findings, the researcher illustrates what happened in both classes. It begins with describing the turn taking patterns, the structure of conversation, the pattern of exchange, the teachers' talk, and communicative teaching.

In terms of turn taking, the teacher from class A and B preferred to select the next speaker. It is almost 95% in class A and 97% in class B, the teachers select the next speakers. The teachers offered the questions to all students. They gave the same chance to the students to answer and to respond the questions. Once or twice, the teachers called the name of the student.

The students sometimes do self-select. In class A, there is 3,3% students do self-select. In contrast, class B produces only 0,6% in self-select. The students nominated themselves to speak up just to make sure on what the teachers asked them to do. The students preferred to keep silent, waiting for the order from the teachers.

When nobody involved to the conversation, then the teachers continued the lesson. They did not want to miss the moment. They would keep talking about the topic to give the trigger to the students so that the students said something.

Almost in every teacher's turn, the teachers said "okay". It became as a signal that the teachers began or ended the conversation. The teachers also used "taq" questions and "yes/no" questions when they gave the floor to the students.

The teachers from both classes managed the classroom well. There was no overlap along the classroom conversation because the teachers could control the classroom. The teachers could distribute the turn between teacher and students properly.

The silence happened to both classes because the students paid attention to the teachers. When the teachers realized the silence, then they paraphrased the questions or statements. They did not switch English into *Bahasa*.

In form of structure of conversations, we can find that the classroom conversation, both in class A and class B, followed the IRF model according to Sinclair and Coulthard. The researcher gives the detail from the highest rank to the lowest. It starts from transaction, exchange, move, and act.

The researcher examines more the detail of pattern of exchange. In the pattern of exchanges, the researcher illustrates the exchange of classroom conversation in class A and class B. The finding showed that the result of the pattern of exchange from both classes was almost similar. The researcher believes that this happened because both classes are from remarkable schools.

The result of the pattern of exchange also revealed that the teachers from both classes were still dominant in the classroom. When the students did not give response to their initiations, the teachers rephrased the questions or the statements. In doing so, both teachers prefer to use simple sentences. They tended to use simple sentences to make the students understand on what the teachers said.

The teacher in class A and B applied the communicative approach in their lesson. They tried to activate the students by giving the same chance to them to speak up. The teachers also asked the students to work in groups and gave time to discuss the topic. By grouping the students, the students had more opportunities to speak in small circles and they would not afraid to make mistakes. After the group discussion, the students communicated the result of the discussion in front of the class.

4.2 Discussion

4.2.1 Turn Taking Pattern

Interactive communication become as the good model of communication in the classroom conversation. In interactive communication, teacher and students take turns in the conversation, so that the conversation became alive. Both teacher and students are active speakers and listeners.

The turn taking pattern in the data showed that the teachers in both classes preferred to select the next speakers. The teachers offered the initiation to the class, and let the students answer the questions or respond to it. Along the lesson, only once or twice the teachers selected the next speaker by calling one or two names.

(1) T : Is everything gonna be alright?

Ss: Yeeesss

(2) T : What your word, Dito?

S : commit

The first example shows that the teacher offered the question to the class. It was not specific to one student. In the second one, the teacher selected the next speaker by calling one of the student's name and the student responded by giving the answer.

There is also a time when the student self-select. The students only tried to clarify on the things they did not understand rather than as the volunteer to speak up or to express their ideas. Self-select speaker happened in both classes, but it was not dominant.

(3) S : Missing word.

T : Missing word, okay

(4) T : The value or lesson?

S : We have to forget the past. Because it's not good.

T : *Ha?*

In example (3), the student clarified the word to the teacher, and the teacher gave feedback by repeating the students' words. In example (6), the student selected himself to answer the teacher's question.

To make the conversation goes smoothly, the teachers will continue the lesson when there is no one involve to the conversation. The teachers will gain more information from the students by repeating what they said, clarify, or paraphrase the statement.

- (5) T : As a sister...what is...what can you get from Anna and Elsa?
Ss : NV (*silence*)
T : No one?
Ss : NV (*silence*)
T : Nothing?
Ss : NV (*murmuring*)
T : May be you want to say that, *ya*, don't marry someone in the first time we meet, it means don't trust anyone or don't easily trust anyone that we haven't known very good, very well, right?
Ss : Yes
T : Okay. *Ya*

Example (5) shows that the teacher had to keep the conversation going because he found there was the non-verbal response from the students. He tried to clarify what he said then he gets a verbal response from the students. The teacher's effort was to make the lesson run as it had to be, so if there was silence, it did not take too long.

There are some linguistic markers can be found in the classroom conversation on how the teacher starts or ends the turn. The teacher used the word, such as, "okay" to start the turn, and tag question or yes/no question to end the conversation.

- (6) T : Okay. Today is very special. You know why?
Ss : Noooo...
(7) T : So, this is the first time I enter your class, right?
Ss : Yeessss...

Examples (6) and (7) illustrate that the teachers started by saying "okay" or "so" in the beginning of the turn. They ended the conversation with the

yes/no question and the tag question as the sign that the next turn was for the students.

There was no overlap happened in both classes, since the turn taking between teacher and student ran in good ways. The teacher and students became as active listeners. Both teachers and students knew their portion in turn taking.

A silence sometimes happened in the classroom conversation. The silence happened because the students paid attention to the teacher, thought or waited for the turn. When the silence happened and it took too long, the teacher must handle it so the lesson could run smoothly. As it is suggested above, the teacher is better to clarify or paraphrase what he said.

(8) T : Okay, so let's begin our lesson today. First, I have this.

Ss : NV (*pay attention*)

(9) T : Okay, next!

Ss : NV (*thinking*)

Both examples above show that the silence happened in the classroom because of the students' attention to the lesson and the time needed to think about the answer. Silence might be happened because the students did not know what to do or understand the teachers' order. In this case, the researcher does not find in the data.

4.2.2 Structure of Conversation

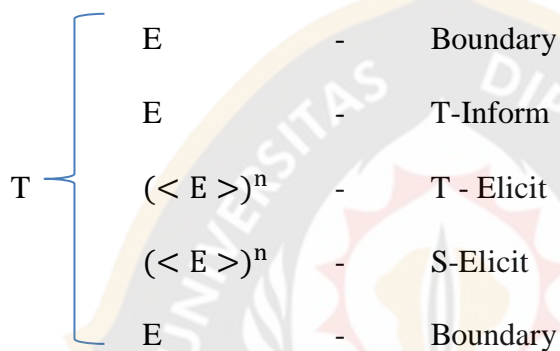
The structure of conversation will start from the biggest rank to the smallest one. It starts from the transaction, exchange, move, and act.

4.2.2.1 Transaction

The transaction is made up from exchange. Transaction normally starts with a primarily exchange and end with a final exchange. Three major of transaction types are informing, directing, and eliciting.

(1) Informing Transaction

The pattern of informing transaction is as follows,



T stands for transaction, and E stands for exchange. The round brackets indicate that the exchanges are optional. The diamond brackets indicate that the item can be happened in the previous one. It means that it is possible for the students to ask question in the teacher inform exchange. During the length of the exchange from the teacher, the students do nothing but paying attention. The teacher may give elicitation in the middle of informing the students in order to check the students' understanding and keep the students to pay attention to the teacher.

Table 4 : Example of Informing Transaction

Type of move	Example	Type of exchange
Opening	<i>Ya</i>	Boundary
Answering	NV (<i>silence</i>)	
Follow-up	-	-

Opening	<p><i>Ya</i>, it can be past continuous, past perfect, but so all of the story using past, because it's fiction.</p> <p>Usually the time is one...a long time ago, once upon a time, so how do we call that one...one day...once upon a time, one morning.</p> <p>We have time conjunction here...it's like one day, in the morning, so you will be given <i>ya</i>...time connection to show that one event is related to the previous event.</p> <p>What is the first, second, third, until the last.</p> <p>That's the characteristic of narrative text.</p>	T-Inform
Answering	NV (<i>silence</i>)	
Follow-up	-	
Opening	<p>I think you have got this with Mrs. Yetty <i>ya</i>?</p> <p>Right, Mrs. Yetty.</p> <p>Okay, so...good that you still remember about the story.</p>	T-Elicit
Answering	NV (<i>silence</i>)	
Follow-Up	-	
Opening	<p>Okay here is the narrative text, to amuse or entertain the readers to deal with imaginative experience.</p> <p>So, something is not real.</p> <p>Fiction.</p> <p>Created by people.</p> <p>And, focus on specific and individualized participant.</p> <p>So, there will be special</p>	T-Inform

	<p>character, what is the main character? Anna and Elsa. So specific on that character. Action verb, behavioral process, means <i>mmm....</i> show the act feeling of the characters in the story, past tenses and temporal conjunction, like time conjunction there. And...we also <i>ya...this is ee...</i> part of Narrative. You have, orientation, complication, complication it can be more than one, remember. And the last we have coda. It is optional. It is optional. The lesson or moral value that we can get from the story</p>	
Answering	NV (<i>silence</i>)	
Follow-Up	-	Boundary

In the informing transaction example above, the teacher started with primarily exchange as the boundary exchange, then the teacher continued with the information that he passed to the student. While giving the information, the teacher made an elicitation to the students. He checked the students if they had known the information before. The responses of the students were non-verbal and acknowledgment. The students did not make any student elicitation since it seemed that they did not have any problem with the lesson material, and it was optional. After the teacher made an elicitation and there was no students' elicit, the teacher continued the lesson. The teacher closed it with the final exchange.

(2) Directing Transaction

The structure of direct transaction occurs when it is in the head of teacher direct exchange. As we understand, in teacher direct, the teacher requests the students to do something. As the response from the students are non-verbal, but they still have opportunity to give comment, ask question about their task or ask for evaluation of their work. Usually, the teacher ends the transaction with the elicitation asking for the students' answers or result.

The pattern of directing transaction is as follows

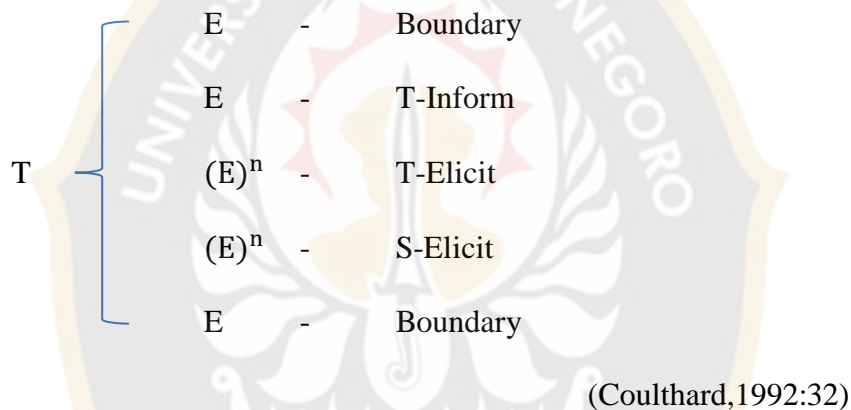


Table 5 : Example of Directing Transaction

Type of move	Example	Type of exchange
Opening	<i>Ya, okay</i>	Boundary
Answering	-	
Follow-up	-	
Opening	<i>Yeah, okay, next, eeee.... that's all ya Sorry. Ya Eeee...now ...eeee....work in group of four ya, eeee.... discuss about death penalty for the corruptor whether you agree or disagree ya.</i>	T – Inform

	Give your argument and then eeee...speak in front of the class <i>ya</i> , okay	
Answering	NV (<i>move</i>)	
Follow-up	-	
Opening	10 minutes is enough? Okay...	T – Elicit
Answering	15 minutes ma'am?	S – Elicit
Follow-up	-	
Opening	Okay, 10 minutes, do it, argument why you agree or disagree.. <i>ya</i>	T – Inform
Answering	-	
Follow-up	-	
Opening	Okay, class, one of your friends are ready with the argument.	Boundary
Answering	-	
Follow-up	-	

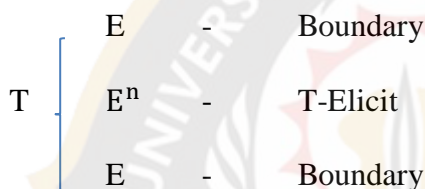
The example above describes a short transaction on directing transaction. The teacher started by asking the student to work in group four, discussing the topic given by the teacher. Then, the students moved and found their group. It was as the non-verbal response, the students did something rather than gave a word. In the middle of the directing, while the teacher checked the students' job, one of the students asked to have longer time in doing the task. Other students asked to

confirm the direct. The directing transaction was closed by checking the result of the students' discussion.

(3) Eliciting Transaction

In eliciting transaction, the teacher asks questions to the students, and they respond it verbally. They have little opportunity to produce initiate exchange. When the students make an intiation, the teacher may refuse the adequate answer or receiving the students' topic.

The pattern is as follows



(Coulthard,1992:32)

Table 6 : Example of Eliciting Transaction

Type of move	Example	Type of exchange
Opening	Okay	Boundary
Answering	-	
Follow-up	-	
Opening	What do you know about this term?	T – Elicit
Answering	S O P	
Follow-up	S O P	
Opening	Okay, in in ...eee...factory, ya, use this, okay	T – Elicit

Answering	NV (<i>murmuring</i>)	S – Elicit
Follow-up	-	
Opening	Okay	Boundary
Answering	-	
Follow-up	-	

The example above shows that the teacher asked questions to the student, then the students gave response, and there was feedback from the teacher. From the students' answer, then the teacher continued by adding information that supported the students' answer before the teacher continued to the main topic. Sometimes it is important to follow the students' answer to keep the conversation in the classroom running smoothly, to reduce the teacher's domination, and to activate the students' ability to speak up.

4.2.2.2 Exchange

Classes of exchanges consist of Boundary and Teaching. The function of boundary exchange is as the signal of the beginning or end of what the teacher considers to be a stage in the lesson. The teaching exchanges are individual steps by which the lesson progresses. Boundary consists of two moves, framing and focusing. Teaching consists of eleven subcategories. Of the eleven subcategories, six are free exchanges and five are bounds exchanges.

(1) Free exchanges

(a) Teacher Inform

The teacher inform is used by the teacher when he or she wants to deliver the facts, opinion, ideas, or new information to the students. The students may, but

not always make the verbal responses to the teacher initiations. The pattern of teacher inform is I (R).

Table 7 : Example of Teacher Inform

Type of move	Example	Pattern
Opening	So, you need a context here, <i>ya...</i>	I
Answering	N V (<i>murmuring</i>)	(R)
Follow-up	-	

The teacher explained a new word to the students. She gave new information to the students on what they needed to accomplish the teacher question. The students' response was non-verbal. They preferred to keep silent, to listen, and to pay attention to what the teacher delivered to them. It was natural that the response was non-verbal since the students got new information from the teacher. They showed their attention, interest, and curiosity by listening to the teacher. While listening to the teacher, they would process the new information with their old information. This process would increase their understanding and memory about something.

On the other side, students in class A gave a response and there was teacher's feedback. The pattern is I R F

Table 8 : Example of Teacher Inform

Type of move	Example	Pattern
Opening	Make it short instead of cover by ice... <i>mendinginkan</i> ...cooled? It is like in our refrigerator, in the upper part	I
Answering	Freeze	R

Follow-up	Freeze	F
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In the example above, at first the teacher asked something to the students. They kept silent and did not give any response because they did not have any idea what to answer. Then the teacher added some information as a hook for the student. By giving more information to the students, the students could try to guess and to answer the questions. Instead of giving more information, the teacher also gave clues to the students.

Table 9 : Example of Teacher Inform

Type of move	Example	Pattern
Opening	So, what the meaning law maker?	I
Answering	someone	R
Follow-up	Someone, a person ya, because ending with..?	F

The example above happened in class B. The teacher asked the students to find the meaning of a word. When it seemed too difficult for the students to get the answer, then the teacher led the students to get it. The teacher did not give the correct answer directly, but she let the students get the answer by themselves. She led the students step by step until they got the correct answer. By doing so, the students would use their prior knowledge to have the correct answer and the teacher gave a chance to them to talk.

When the students got stuck and had no idea to answer the questions, it was better for the teachers to clarify what they had said by repeating the question, or might be paraphrased it. A good lesson plan and good preparation are important

for the teachers to face an unpredictable condition if they want the class runs smoothly.

In fact, giving information does not activate the students to give response verbally. The students tend to keep silent, or give another nonverbal response. The teachers are supposed to develop the initiation to make the students speak up or give responses. It is better if the teacher asks for clarification after they give the information to the students. Asking clarification can be used as the control and also as the trigger for the students to say something.

(b) Teacher Direct

Teacher direct is realized by a command from the teacher. The function is to request a response, in which most of the response is non-linguistic. The students will do something rather than saying the words or sentences. It is not always to suggest the students to do what they are told to do, but it implies that the teacher has a right to expect the students to do so. The structure is I R (F).

Table 10 : Example of Teacher Direct

Type of move	Example	Pattern
1.Opening	The question, <i>tidak usah diralat ya.</i> Okay, okay...eee...five miutes to read the text	I
Answering	N V – (<i>start reading</i>)	R
Follow-up	-	(F)
2.Opening	But, we will work in groups consist of four. So, I need a group consist of four	I

Answering	N V – (<i>move, find friends to make a group</i>)	R
Follow-up	-	(F)

In the first example above, the teacher gave paper to the students and she asked the students to read the text given. It showed that the teacher gave a clear direction to the students, so the students knew what to do. The students' response was non-verbal and they started reading. On the second one, the direction was indirect. The teacher statements were as the sign to the student to do something. The teacher expected the students to work in a group of four without telling them directly. Again, the students' response was non-verbal, so that they moved to find friends to make a group of four.

Even feedback is not essential in this exchange, but it is also possible to have feedback in the teacher direct. The structure is I R F.

Table 11 : Example of Teacher Direct

Type of move	Example	Pattern
Opening	Make it short, instead of cover by ice, <i>mendinginkan</i> , cooled?	I
Answering	No.	R
Follow-up	No, what?	F

In this example, the teacher asked the students to simplify the words they offered. The teacher offered a word 'cooled?' to the students, if they thought it was appropriate with the target word. The students gave response by saying 'No'. As the result of the response, the teacher gave feedback to clarify what the students said. He kept demanding the target word by giving feedback and asking

‘what’. It became the sign that he paid attention to the students’ answer and wonders what the students were going to say.

Interrogative is not only interpreted as a question. It can be interpreted as a command too. We can find in the following example,

Table 12 : Example of Teacher Direct

Type of move	Example	Pattern
Opening	Can you turn this on?	I
Answering	NV – (<i>turn on the LCD player</i>)	R
Follow-up	-	(F)

The teacher initiate was interrogative. She used yes/no question. She started with the modals “can”. In this example, this interrogative question was interpreted as a command because the subject and the addressee of the sentence are the same person. This was a command since the sentence described an action that could be done physically at the time of speaking. The teacher used interrogative question as a command for the students to turn on the device in the classroom. The response from the students was exactly the same as the response for direct exchange. The students said nothing but non-verbal response. The action of turning on the LCD player was feasible.

(c) Teacher elicit

The teacher uses elicit exchange to move the class step by step to the conclusion. Very often teacher uses elicit in the middle of a series of inform to check that the students have memorized a fact. It is a nature of the classroom interaction that the teacher asks questions that he or she had already known the

answers. In this part, feedback is essential. The students need the reply to find out that their answers are correct. Feedback is a compulsory element, so the structure is I R F.

Table 13 : Example of Teacher Elicit

Type of move	Example	Pattern
Opening	West Java, maybe?	I
Answering	<i>Tangkuban Perahu</i>	R
Follow-up	<i>Tangkuban Perahu, yes</i>	F

The lesson discussed the narrative text. The teacher asked the student to name one or two legends from some places. He asked the students to mention a legend of West Java. The students named *Tangkuban Perahu*, and the teacher gave feedback by repeating the students' answer. Giving the feedback could give good effect to the students because it could increase their confidence. They offered a correct answer and the teacher appreciated their answer in the feedback by repeating their answer.

As we can see, the students gave short answer to the teacher's question. This was because the teacher's question did not activate the students to speak up. It would be better if after the students mentioned the answer, then the teacher offered another initiation. The next question could be used as a trigger to the students to talk more, as an example, "Can you tell the story of *Tangkuban Perahu*?" Even the question was in form of yes/no question, but it could stimulate the students to say more than one word.

The elicit exchange pattern is always followed by feedback. In some cases, the researcher finds that there is no feedback from the teacher when the students give response. It can be found in class A and B, and the structure is I R.

Table 14 : Example of Teacher Elicit

Type of move	Example	Pattern
Opening	Okay, what is the writer's purpose in writing the article?	I
Answering	To give information	R
Follow-up	-	-
Opening	Can you mention the name?	I
Answering	Elsa	R
Follow-up	-	-

In the first example, the teacher gave the student a text, and then asked the student what the purpose of the writer in writing the article was. The students' responded it in short answer and there was no feedback at all from the teacher. In the second example, the teacher discussed *Frozen* movie, and wondering if the students could mention the name of the character in that movie. The students answered by naming one of the characters and as happened in the first example, there was no feedback. This happened to both data because the students gave the correct answers to the questions and the teacher felt that he/she did not need to confirm the answer, so the teachers kept moving on the lesson.

The initiation comes from the teacher in a form of questions. The teachers use initiation to invite a form of response from the students. Elicitation act requests a linguistic response, it may also a non-verbal response as well.

Table 15 : Example of Teacher Elicit

Type of move	Example	Pattern
Opening	So, do I need to introduce myself?	I
Answering	Yes	R
Follow-up	-	-
Opening	To give information about...?	I
Answering	Death penalty for corruptor in another country	R
Follow-up	-	-
Opening	Who said yes?	I
Answering	<i>NV – (Raised hand)</i>	R
Follow-up	-	-

As we can see in the example above, we can find that the teacher used elicitation in a form of interrogative. Most questions came up as yes/no questions, and only in small numbers, the teachers asked questions using “WH” questions. The response to an elicitation was a reply. In the first example the teacher used yes/no question, so the reply to this elicitation was quite short and only in one word. In the second example, the teacher did not use a correct form of a question, but she raised her intonation in question. In fact, she wanted the students to complete her sentences. The reply was in the form of a longer phrase. In the third example, the teacher tried to find out the students who said yes from the previous question. Then, the students gave the non-verbal response by raising their hand.

When the teachers ask questions to the students, they do not mean that they are testing the students. The teachers have already known the answers and they want the students to show what they have already learnt so far.

Table 16 : Example of Teacher Elicit

Type of move	Example	Pattern
Opening	So, what is the function of narrative?	I
Answering	Entertainnn	R
Follow-up	-	

The narrative text lesson has been learnt to the students as early as the students were in the secondary school. It means when the students are in high school, they have understood the lesson. As seen in the example above, the teacher did not want to test the students. He actually checked whether the students still remember what they had learnt or not. He recalled the students' memory, and he had got the answer.

(d) Student Elicit

In many classrooms, students rarely ask questions. When they do, usually they confirm on what the teachers ask them to do. The structure is I R.

Table 17 : Example of Student Elicit

Type of move	Example	Pattern
Opening	Both agree and disagree, ma'am?	I
Answering	Just one, agree or disagree, just one, ya	R

Follow-up	-	-

The example above happened to class B. The teacher asked the students to discuss the topic given about the death penalty in their group. They had to decide whether they agreed or disagreed with that in some minutes. The student tried to clarify on what the teacher asked them to do. Then, there was student elicit. The teacher gave a response by repeating the teacher direct and there was no feedback.

Class A showed that none of the student asked questions to the teacher in student elicit, while in class B, we could find only one student asked questions to the teacher. This happened in class A because the lesson in class A was a review of a narrative text. They had the lesson before. This indicated that most students in class A understood the teacher explanation, so they did not need to clarify anything dealing with the lesson.

(e) Student Inform

It is also important for the students to deliver their ideas or opinions. When they think it is relevant or interesting, they will offer information. They usually get the evaluation or comment from the teacher. The structure for student inform is I F.

Table 18 : Example of Student Inform

Type of move	Example	Pattern
Opening	Yes, it is like Malin Kundang too, but it is Melayu one	I
Answering	-	
Follow-up	Oh, the Melayu version	F

Communication will run effectively, if there is an interaction between the speakers. In the classroom, especially for the second language learner, the teacher should give the students a chance to express their ideas or opinions about something. They will share it not only for the teacher, but also for other students. In the example above, the initiation came from the student. He shared an information to the class. The teacher did not give a response, because the response was done by the students. The teacher gave feedback. It was an accept act, in which the teacher repeated what the student said. It was as a sign that he accepted the student information and appreciated the students' effort in giving the information. The students' courage to deliver their opinion was important to support the goal of learning second language.

Both classes produced almost the same number of student inform. It seemed that both teachers were success in activating the students to speak up and shared something to the class. Compared to other exchanges, the number of student inform was small, but the communication between the teachers and the students ran smoothly. Still, the teachers in the classroom were quite dominant, but it was quite interactive because teachers and students took turns.

(f) Check

Most teachers feel that he/she needs to find out how well the students understand the lesson, whether they can follow or not, whether they listen or not. In this case the teachers use check act. It is a real question in which the teachers do not know the answer. The structure is I R (F).

Table 19 : Example of Check

Type of Move	Example	Pattern
Opening	You haven't watch?	I
Answering	<i>Sudah pak, belum lengkap tapi</i>	R
Follow-up	-	(F)
Opening	Not the complete movie, why?	I
Answering	<i>Ya...belum nglanjutin</i>	R
Follow-up	-	(F)

The lesson was about a discussion of a narrative text using a movie as the media. The teacher assumed that everybody had watched the movie since the movie was box office, so the teacher became surprise when he found that one of the students had not watched the movie yet.

In the above example, instead of checking the students' attention on the lesson, the teacher also tried to find out the real condition of the students. The teacher was trying to reveal the answer why the thing happened to the students. Here, the teacher asked a real question, because the teacher really did not know the answer.

The teacher in class A produced check exchange more often compared to the teacher in class B. It seemed that the teacher in class A really wanted to explore the students' knowledge and ability to speak up and delivered their idea, and it was more natural.

(2) Bound exchange

(a) Re-initiation (i)

Sometimes, the teacher gets the wrong answer to the questions that he/she asked to the students. He/she can stay with the same student waiting for the right one, or he/she can move to another student with the same question. The feedback is “Yes” or “No”, or a repetition of what the students said. The structure is I R F (I^b) R F.

Table 20 : Example of Re-initiation (i)

Type of Move	Example	Pattern
Opening	Aha, was forbidden Was forbidden to, to come out from...	I
Answering	Home	R
Follow-up	Home?	F
Opening	Home?	(I ^b)
Answering	The room	R
Follow-up	The room	F

In the example above the teacher asked the students to complete his statement. Unfortunately, the students failed to give the correct answer. Then, the teacher repeated the students' answer. When the teacher repeated the students' answer, the students then realized that they had made mistakes. They offered the correct one, and the teacher gave feedback by repeating the students answer as a sign that it was a correct one.

Both classes made almost the same number of re-initiation exchange. The students only made small numbers of giving the wrong answer to the teachers' questions. Here, both classes were quite ready to learn something new. The students' readiness in learning something especially in the second language would help the students learn it easier.

(b) Re-initiation (ii)

When the teachers get no response from the students, he/she will start again the questions or rephrase the questions. This is the second chance for the teacher to get the reply. This exchange is called as re-initiation, but it is different from the previous one. The structure is I R I^b R F.

Table 21 : Example of Re-initiation (ii)

Type of Move	Example	Pattern
Opening	No, your word is deter Okay. What do you need?	I
Answering	∅	R
Follow-up	-	-
Opening	Verb or noun or adjective?	I ^b
Answering	<i>Noouuunnn</i>	R
Follow-up	Noun, <i>ya</i>	F

The example above shows that it took two times for the teacher to ask questions to the students until she got the answer at the third time. Probably, the students did not understand what the teacher asks them, so they did not give response to the questions. After the teacher rephrased the question and made it

clear, then the students offered the answer. The teacher gave feedback by repeating what the students said.

The teacher in class B produced more re-initiation rather than the teacher in class A. The teacher in class B had to rephrase the question for more than one time to get the reply from the students. This happened because the teacher wanted to simplify the statement so that the students would understand the lesson easily.

(c) Listing

Occasionally the teacher will ask questions in which everybody can give the right answer. Sometimes, the teacher is making sure that more than one student knows the answer. The structure is almost the same as re-initiation. It is called listing, and the structure is I R F (I^b) RF (I^b) R F.

Table 22 : Example of Listing

Type of move	Example	Pattern
Opening	Okay, so which paragraph comes first?	I
Answering	H	R
Follow-up	H	F
Opening	Then?	(I ^b)
Answering	B	R
Follow-up	B. Okay	F
Answering	D	R
Follow-up	D	F
Answering	G	R

Follow-up	-	F
Answering	A	R
Follow-up	A	F
Answering	F	R
Follow-up	F	F
Answering	E	R
Follow-up	E	F
Answering	C	R
Follow-up	C	F
Answering	F	R
Follow-up	And F. Okay	F

The example above is taken from class A. Here, the teacher asked the students to put the jumbled paragraph into a good story. At first, the teacher gave the paper to the students and asked them to arrange them. The teacher gave sometimes for the students to finish the task in the group. After that, the teacher checked the answer.

There was more than one student trying to answer the questions. The students felt very confident to answer the questions. They had the same background knowledge due to the questions being offered by the teacher. Everybody tried to speak up because they were sure that they gave the correct answer. They did not feel afraid to make mistakes. It was important for the second language learner not to feel afraid to say the word of the language they learnt.

They found it was fun and easy to learn second language. This indicated that the students in class A were more active.

(d) Reinforce

Not all students are a fast learner, especially in a heterogeneous class. The teacher has told the students to do something and sometimes one student is slow or reluctant or has not fully understood. Here, the teacher has to reinforce to make sure that the reluctant student knows what to do. The structure of reinforce is I R I^b R.

There is no reinforce exchange can be found either in class A or B. It inferred that the teachers gave a clear explanation to the students so that they quite understood on what the teachers were talking about, what they had to do, and the students' ability in the second language was almost the same.

(e) Repeat

In every communicative situation, there will be times when someone does not hear what other speaker say. In this case then there will be a repetition. The teacher can do this exchange when they have heard what the students said, but want the reply repeated for another reason. The structure is I R I^b R F.

Table 23 : Example of Repeat

Type of Move	Example	Pattern
Opening	And how about this one, the next one. We have the problem and solution, problem and solution. The problem?	I
Answering	Complication	R

Opening	How do we call problem?	I ^b
Answering	Complication	R
Follow-up	<i>Ya</i> , complication	F

The teacher gave background knowledge before he asked something to the students. The teacher led the students to catch the word or recall the students' memory. The teacher tried to make sure that the students quite understood and paid attention to him. Once the teacher asked question and the students gave the answer, then the teacher repeated the question with the different sentence not because the teacher did not hear the answer, but he recalled the students' memory. In fact, the teacher then gave the feedback to the students as a sign of agreement that the students gave the correct answer.

Repeat exchanges do not need to be done by the teachers if they can speak clearly and understandable. This can be happened if the students in the class have the same ability in the language skill. The situation will be different if the teacher is a native speaker. The repeat exchanges might be happened more than one time along the lesson because the students may get difficulty in catching the words and understand the speech. For the lower level students with different share knowledge in the second language learner class, the teacher may also produce more repeat exchanges.

4.2.2.3 Move

Move is made up by acts. There are five classes of moves under two classes of exchanges. Boundary exchanges consist of framing and focusing

moves, while Teaching exchanges consist of Opening, Answering, and Follow-up moves.

Framing moves are an indicator that one takes in a lesson has ended and the teacher starts to another stage. All spoken discourse produces framing moves as it is structured by one participant. It is usually realized by the pause, ‘right’, ‘OK’, ‘now’. Framing moves are always followed by focusing move to talk about discourse, to tell the students what is going to happen or what has happened.

Table 24 : Example of Move

Class of Moves	Example
Framing	Okay ^
Focusing	Good afternoon class
Framing	So ^
Focusing	Today, I am replacing Mrs. Yetty to deliver about the material, and ... we still have many minutes.
Framing	Okay, <i>eee..</i> ^
Focusing	Because this is review let's start by showing one picture

The examples above show that the framings are always followed by focusing. Framing move cannot stand alone. There is always silent, before the teacher moves to focusing. The silence is as the sign of what the teacher is going

to say, to do, or to ask something to the students. It may be as a kind of stimulating to continue the conversation. It can be seen that after framing there is silent as a sign to change the topic of the conversation. After greeting the students, the teacher told the students that he replaced other teacher. There was silent before the teacher told what kind of lesson they were going to have. The teachers from both classes produced a lot of framing and focusing along the classroom conversation.

Opening and answering moves are complement moves. It functions to cause others to participate in an exchange. When the teacher gives an opening move, the teacher passes on information or directs an action or elicits a fact. Opening moves are not always in form of question. It can be in form of statement and imperative too. Answering move becomes the appropriate response to the opening moves.

Table 25 : Example of Move

Class of Move	Example
Opening	Where are you from?
Answering	Pekanbaru

As we can see, the teacher asked question to the student as the opening move, and the student, in the answering move, gave response that was appropriate with the elicitation.

Follow-up move is a move that is delivered by the teacher, which is used to let the students know how well their performance is. After the students give answering move, there is follow-up.

Table 26 : Example of Move

Type of moves	Example
Opening	Okay, good. How about this one?
Answering	Dragon Ball
Follow-up	<i>Ya</i> , all of you must know this one.

The example above shows us that the teacher gave an opening move, by asking something to the students. The students answered it as the response to the teachers' elicitation in answering move. The teacher then gave feedback to the lesson as the follow-up move, and let the students knew that their answer was correct.

4.2.2.4 Act

Act is the lowest rank of spoken discourse. Three major acts occurring in the spoken discourse are elicitation, directive, and informative. Those three acts are under the head of initiating move. The Initiation move is done by the teacher.

Table 27 : Initiation Move

MOVE	ACT	CLASS A		CLASS B	
Initiation	Elicitation	140	53,43 %	87	37,66 %
	Directive	25	9,54 %	22	9,52 %
	Informative	97	37,02 %	122	52,81 %
TOTAL		262	100 %	231	100 %

Elicitation comes up as questions in spoken discourse and requests a linguistic response both verbal and non-verbal. From the table above, it can be seen that both classes produce more questions compared to others act. It can be inferred that teachers in both classes were quite dominant.

Both teachers ask questions again and again. The questions may be in real questions as the teacher does not know the answers or the questions that the teacher has already known the answers.

- (10) T : Anyone from West Sumatera?
Ss : On duty...
- (11) T : What is meant by the word fracture power?
Ss : Uncomplete power

In the example (10), the teacher asked the real question because he did not know the answer. He wanted to know if one of the students came from West Sumatra. In fact, there was, but the student was on duty at that time. On the other hand, the example (11) shows that the teacher actually knew the answer, but she tried to find out whether the students knew it or not.

The classroom conversations are actually artificial conversation. The conversation is artificial because the teachers speak the language that is deliberately created for a specific purpose. They have already prepared the lesson with a lesson plan, and they have prepared what to say in front of the class.

In the elicitation, the teachers use all kinds of questions in order to activate the students to speak up. “WH” questions are said to be the best question type to use to get good response from students. By using “WH” questions, the teachers can gain a lot of information from the students. Those kinds of questions develop students’ ability to speak. “Yes/No” questions do not really attract the students to say something, because the teachers give a small opportunity to the students by giving choices. The same things happen when the teachers offer questions using “or”. The teachers provide the answers, so that the students will only give short answers as their responses to the questions. The teachers try to get the reaction

from the students with any rhetorical questions that they have already known the answers. When they use tag questions to the students, they limit the students' opportunity to talk.

- (12) T : So what is special in the new Disney's version of the Cinderella?
S : Cinderella is beautiful..
- (13) T : So, do I need to introduce myself?
S : Yes
- (14) T : *Hm..hmmm...ya*, he or she?
S : She
- (15) T : So, this is the first time I enter your class, right?
S : Yes

The examples above show that "WH" question gives trigger to the student to produce longer words or sentence compare to "Yes/No" question, "or" question, and tag question. On those kinds of questions, the students gave a very short answer. They only said "yes" or a single word.

Directive act is in a form of imperative sentence and it requests non-linguistic response. As stated in table 27, class A and B produced the similar number of directive act. Even though the number was almost the same, but the directive act of both classes was different. This can be happened because the power and hierarchy of the teacher in class A are different from class B. The characteristic of the class in class A gave effect to the directive act in the classroom. With the semi-military background, the teacher in class A tended to give more order to the students. It was different from the class B, in which it was a public class. Even the power of the teacher was still dominant, but the teacher did not produce a lot of direct acts to the students.

- (16) S : Report, class X-6 total 31, absent 7, present 24, explanation 2 are sick, 5 are on duty, ready for English Class.
T : at ease

S : at ease

This example happened in class A. Before the class began, the chief of the class had to give report to the teacher about the condition of the class. So, the chief would report how many students should be in the class, how many students were absent, how many students were present, and the explanation why some of the students were absent. The teacher would answer it by saying “at ease”, and the response was “at ease”. What the teacher said to the student was a kind of directive act, in which it was a command. When giving a command, we could see that there were power and hierarchy in the classroom. The teacher was more powerful and had authority to the students. This kind of directive act could not be found in class B.

Other imperative forms are instruction, request, warning, and advice. The instructions are dominant among others. All of these imperative forms can be found in both classes.

(17) T : Okay? Okay, you may guess from the sentence.

S : *(thinking) menyebabkan*

(18) T : Okay, guys, listen please.

S : NV *(silence)*

(19) T : Don't point your friend.

S : NV *(stop pointing)*

(20) T : Okay. Don't corrupt.

S : NV *(laughing)*

Example (17) is a kind of instruction. The teacher gave a clue to the students to find out what the meaning of a word. After a while, the student gave answer in his own language. This seemed that the student was not quite sure with his answer, so he made code switching. The next example is a request. The teacher used the word “please” to make it sound polite and it was a key word for a

request. The example number (18) is a warning. Along the lesson, sometimes students played jokes with others. When they went too far in joking with others, then the teacher should remind them. That was what happened in example (19). In the example (20), the teacher gave advice to the students.

When the teacher wants to deliver ideas, facts, opinions, or information, the teacher conducts informative act. The response to this act is simply listening. The teacher in class B produced more informative act compared to class A. It was in line with the lesson given. Class A had a review of narrative text, so that the teacher gave small numbers of information along with the lesson. On the other hand, the teacher in class B gave the vocabulary lesson. The teacher had to explain the lesson more to the student. She provided a lot of information about the new words to the students so the students could get the idea what the similar meaning of the English words in Indonesian, and also how to use the words correctly.

The students give response to the teachers' initiation. The responses can be in form of acknowledgement, reply, react. The response can also be in form of linguistic and non-linguistic, verbal and non-verbal utterances.

Table 28 : Response Move

MOVE	ACT	CLASS A		CLASS B	
Response	Acknowledgement	30	14,77 %	21	14,38 %
	Reply	148	72,90 %	103	70,54 %
	React	25	12,31 %	22	15,06 %

TOTAL		203	100 %	146	100 %
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Acknowledgement, as the students' response to the teachers' initiation, is realized by 'yes', 'OK', and certain non-verbal gestures and expressions. In the elicitation, the response is in form of some expressions, in the directive and informative the response is in form of non-verbal gestures. The students in both classes showed that they gave good response in teachers' initiation. This act was simply to show that the teachers' initiation had been understood. If the initiation is under the head of direct act, the students intend to react.

The responses on the reply were quite good. It seemed that the students were quite enthusiastic during the lesson. It could be seen that students in class A were more active in giving reply compare to students in class B. The students expressed the reply in the form of statement, question or mood less item and non-verbal, such as nod. The main function of the reply response was to provide a linguistic response.

React is realized by non-linguistic action. The students tend to respond in a form of non-verbal when the teachers ask them to do something. When the teachers give direct, the students do not give the answer but they act.

Table 29: Feedback Move

MOVE	ACT	CLASS A		CLASS B	
Feedback	Accept	158	31,22 %	150	42,37 %
	Evaluate	164	32,41 %	90	25,42 %
	Comment	129	25,49 %	80	22,59 %
	Clue	55	10,86 %	34	9,60 %
	Prompt	0		0	

TOTAL		506	100 %	354	100 %
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The feedback is done by the teacher. The teachers give feedback as the response to the students. The feedback can be used as the detection of the mistakes or as the correction of the students' mistakes. Feedback acts consist of accepting, evaluating, commenting, clueing, and prompting.

Accepting is realized through some items such as 'yes', 'no', 'good', 'fine', or a repetition of the students' reply. Both classes produced the same number of accepting acts. It indicated that the teachers had heard or seen the information from the students, and the teachers found that the reply or react was appropriate.

In doing evaluating act, the teachers will give the statement, tag questions, some words or phrases that give comment on the quality of the reply, react, or initiation. High-fall intonation is also important to present the positive evaluation, whereas a rise shows the negative evaluation. The table presents that the teacher in class A gave more evaluative acts rather than it in class B. It also indicated that the teacher controlled, dominated, and spoke more in the classroom conversation.

The teacher, sometimes, needs to exemplify, expand, justify, or provide additional information. In doing so, the teachers will make a statement or tag questions. If the teachers give a pause, it is a beginning of a new initiation with an informative as a head, but if it is not, then it is comment act. Teacher in class A was quite dominant in giving comment to the students.

When the students need a help to answer the elicitation or comply with the directive, then it is the teachers' task to provide additional information. The

teachers may give a statement, question, command, or mood less item as the feedback. It is what we call as clue act. The clue act in class A was quite dominant. The teacher seemed to try to activate the students to make them speak up.

Prompt act is shown by some expression like ‘go on’, ‘come on’, or ‘hurry up’. It is used to reinforce a directive or elicitation. The teachers in class A and B did not produce prompt act, since the students quite understand on the teachers’ direction.

4.2.3 Pattern of Exchange

The data were transcripts from two different classes in different school. The subjects taken were English. Class A has a review of a narrative text, while class B has a vocabulary lesson. The pattern of the classroom exchange from two different classes can be seen in table 30.

Table 30 : Classroom Interaction Pattern from two different classes

NO	EXCHANGE	PATTERN	CLASS A		CLASS B	
1	Elicit	I R F	71	30,34 %	46	26,74 %
		I R	56	23,93 %	44	25,58 %
2	Direct	I R (F)	23	9,82 %	22	12,79 %
		I R F	2	0,85 %	11	6,39 %
3	Inform	I (R)	22	9,40 %	22	12,79 %
		I R F	5	2,13 %	0	4,06 %
4	Listing	IRF(I ^b)RF(I ^b)RF	18	7,69 %	7	0,58 %
5	Check	I R (F)	15	6,41 %	1	6,39 %
6	S - Inform	I F	11	4,70 %	11	0,58 %

7	Repeat	IRI ^b RF	6	2,56 %	1	1,16 %
8	Re-initiation (ii)	IRF (I ^b) RF	3	1,2 %	2	2,32 %
9	Re-initiation (i)	I R I ^b R F	2	0,85 %	4	2,32 %
10	S - Elicit	I R	0	0%	1	0,58 %
11	Reinforce	IRI ^b R	0	0 %	0	0 %
	TOTAL		234	100 %	172	100 %

Table 30 shows us the teaching exchanges and the classroom interaction patterns from two different classes. There are eleven subcategories that can be found in the two classes. The six free exchanges are inform, direct, elicit, student elicit, student inform, and check. The five bound exchanges are re-initiation (i), re-initiation (ii), listing, reinforce, and repeat.

The table above is ordered based on the most pattern to the least. The patterns used the most are teacher elicit, teacher direct, and teacher inform. The table infers that the teachers in class A and class B were quite dominant in the class. Most of initiation exchange came up from the teacher. Only once initiation exchange came from the student, and it is in class B. The students gave response to the teachers' initiation in the form of verbal or nonverbal. The reinforce exchange could not be found at all in both class A and class B.

The communication is said to be effective, if there is feedback. The exchange pattern that gives the feedback is IRF. This pattern became as the highest number of patterns among other exchange patterns in both classes.

Communication is effective only when it receives some feedback as it completes the loop of communication.

Feedback will give a good effect to the students since they will get triggered to speak. It becomes as the form of appreciations to the students when the teacher gives feedback. Feedback can activate the students to produce verbal response. Even other pattern also gives response, but the responses are non-verbal, it means the initiations do not activate the students to speak up. It is better for the teacher to develop and modify this pattern since it is a good for the student to speak more in the language class.

4.2.4 Teacher's Talk

The teachers prefer to use simple sentences along the lesson in both classes rather than using compound or complex sentences. This is because English is as the second language, and both teachers and students are not native. By using the simple sentences along the lesson, it is easier for the teachers to deliver their idea. The students also feel comfortable to learn second language. The teachers mostly use simple sentence with a purpose of simplifying the utterances to increase the student understanding of the lesson.

- (21) T : This one is from Indonesia.
This is about the story.
Famous to everyone.
S : *Ooooo.....Malin Kundang*

The example above shows us that the teacher used some simple sentences to give the clue to the students. He showed a picture on the board and let the students guess it. It was clearly seen that by using the simple sentences, the students could guess the picture easily and correctly.

Because the teachers produced a lot of simple sentences along the lesson, no wonder if the students also created short answer. The teachers offered the question to all the students. Every student had the same chance to answer the question. The responses were both in verbal and non-verbal, depended on the exchange of the teachers. The responses for the teacher inform and direct were nonverbal, while the responses for teacher elicit were verbal. Their answer was in single word or phrases. If they has to make sentences, they would produce simple sentence. Even though the teachers used “WH” question that requires longer answer and activates them to speak up, they preferred to give a short answer. One or two students could make compound or complex sentence, but it was under the teachers’ direction. They would produce compound or complex sentences only if they had to give an explanation.

(22) T : What skill you use?

S : Guessing

(23) T : Okay, and last paragraph?

S : Capital punishment should apply to all.

(24) T : Okay, guys, listen please.

S1 : ..*eee*...we agree with the argument that death penalty should apply to all the corruptor because ...our argument that with death penalty or death sentence, the corruptors can’t do corruption anymore because he or she was already dead. That will make another corruptor afraid to do corruption because they know that they death if doing some corruption.

S2 : Oh ya, I will give some fact to answer you all about this death penalty. In China ...*eee*...since the first president is changed to the...to Xi Jin Ping in 2008, there are significant decrease of the corruptors amount, because when the...when Xi Jin Ping *eee*...take controls *eee*...the death penalty become unusual *eee*...the death penalty usually *eee*...did in the close area and *eee*...like there is...They only do death penalties to...*eee*...in *opo*...a certain area. They do the death penalties in a...isolated place so there is no one can watch but now... But in Xi Jin Ping era ...*eee*...the death penalty is ...

T : is?

S2: more...scary... (*laughing*)...because do it in front of many people and...*eee*..many people can see it freely. And also not only the corruptors punished. And *eee*....but also the family of the corruptors ...*eee*...being poor (*laughing*). And all....all of the assets are freezed and took by the government. And it is the decrease so...*eee*...significant amount of the corruptors in China since 2008 when Xi Jin Ping being president.

The example (22) shows that the student gave the short answer in a single word. In the example (23) the student produced a simple sentence. The example (24) shows that the students could produce longer sentences, not only in a simple sentence, but in the form of compound and complex sentences. They could make longer answer and sentences because the teacher asked them to present their discussion in front of the class. They shared their opinion to their friends, in their own words. They tried to make their friends understand their opinion. Even there were some back channels happen, but they could deliver their opinion smoothly. As the second language learners, they succeeded to make their idea accepted by their friends, even there were some grammatical errors in it.

The teacher in class A offered a question to a student after almost half lesson ran. At first, the question was offered to a group, but then, the teacher called one student from the group to answer the questions. It took some times for the student to give verbal responses. The teacher then asked the same question for the second time, and he paraphrased the question. He did not move to other students, waiting for the chosen student to give the answer. He paraphrased the question because he wanted to make sure that the student understands the questions. The teacher made question using wh question to activate the student's ability to speak more. When there was silence, the teacher clarifies the question by

giving more information to lead the student to get the answer. This hint worked well, because finally the student could give the answer in a simple sentence.

- (25) T : Group this one...group four. One of you.
Ss: Jordan...Jordan
T : What can you learn? It must be something that you can take from the story.
S : *eeee...*
T : Okay, Jordan. Come on...this one, right? Which one Jordan? Jordan. This one. *ah*, come on. What can you learn, what can you get from the story? The lesson? Because it's not stated on the text, so we need to conclude by ourselves.
S : Don't...
T : *Ya*, don't...?
T : What is inside, what is the moral value, what is the lesson from the story?
S : Don't marry someone...
T : Don't marry someone...?
S : Easily.

The example above shows that it took time, patience and effort for the teacher to make the student say something. As we can see, at first the student kept silent, said a word, and finally could produce complete sentence. The teacher paraphrased the questions and statements that he had made to keep the environment of second language learning and teaching. It inferred that the teacher did not want to switch the language. It would force the students to catch what the teacher said and answered it in the same language. If the teacher kept using the second language as he teaches it, the students would learn it faster.

The same things also happen to class B. The teacher nominated the student, after half of the lesson. At the end of the students' presentation, she asked whether other students from the chosen group wanted to add something or not. If in class A the teacher made question using "WH" question, in this class, the teacher made question using y/n question. As the result, the student gave the short

answer. The students in class B produced more sentences than the students in class A because the teacher asked the students to present the result of their group discussion.

- (26) T : Okay. Osy and Rifki want to add?
S : No
T : No? That's enough? Okay, thank you, very good. *Ya*, okay.

After two or three members of the chosen group delivered their opinion, the teacher nominated other students to participate. Because the teacher uses yes/no question, and continued with the tag question, the students gave a short answer. The tag question limited the discussion. That was why the students did not continue to share their ideas.

It cannot be denied that teachers play an important role in the classroom. As we can see from the data, teachers are dominant in the classroom conversation. This happens in almost all of classroom conversation, in any subjects. It becomes bad ideas, if the teachers are too dominant in the language classroom. When teaching a second language, students' involvement in the classroom is very important to make the students learn the target language easily.

The teachers become dominant in both classes because the curriculum does not accommodate the students to have good speaking skill. The curriculum demand on the students' ability in speaking is quite high. On the other hand, the time allotment for the English lesson is low. English lesson only gets two hours in a week. With this low hour, the teachers find difficult to make students have a good mastery learning of English. This condition becomes as the main reason for

the teacher to be dominant in the classroom. They try to accomplish what the curriculum asks but ignoring the students' chance to develop their speaking skill.

To make the students to speak up in the classroom, the teachers should provide themselves with lots of ideas. When the students come to class, they bring their great deal knowledge with them. The teachers' task is to activate the knowledge and use it constructively. The teachers will teach new knowledge based on what the students have known. Self-discovery will help students have information more memorable. To help students get self-discovery, the teachers can use elicitation.

Elicitation has the biggest part along the classroom conversation. It is a technique that can be used by the teachers to get the students to provide the information. Eliciting is used to ask students to come up with the vocabulary and language forms and rules, and to brainstorm a topic at the start of a skills lesson. Elicitation can change the old fashion of teaching from teacher-centered into students-centered. Elicitation also can stimulate the environment in language class. By using elicitation, the students can link the old information with the new one.

Because elicitation is used to activate the students to get self-discovery, so the teachers should aware in using it. There are some cultural considerations that the teachers should understand. Some teachers come to class with the assumption that the students are lack of knowledge. They forget that students come to class with their knowledge with them. The teachers feel that they are the sole provider of the knowledge. Some students also shy to express their ideas in the class

because of the culture. The teachers tend not to encourage the students to volunteer the information or ask questions. The lesson material sometimes leads the students to make grammatical and pronunciation error that it can make them lose face in front of classmates. They are afraid to make mistakes. They prefer to keep silent, waiting for others idea or teachers' instruction. Another problem is, some students think that a group is more important than individual, either for succeed or failure. This cultural problem will give effect to the teaching learning activity. As the result, the teaching objective to make students talk in the classroom is failed.

Facing those problems, teachers can use some tools to help them produce elicitation. The teachers may provide stimulus using visual or the board. They may be used the picture or drawing combined with mime to elicit something. The teacher may also model the new structure before it is introduced as the target language. It helps the students a lot to understand the lesson. A situational dialogue may provide the context of the target language. The teachers may ask the students to notice how particular function is expressed, and eliciting is combined with concept question. The teachers' input, a story, a text, a picture, a video, sharing experience between teachers and students, may use as a stimulus for eliciting.

The teachers may also use some strategies to break down the attitudes and beliefs. It is suggested to the teachers to nominate the students rather than waiting for volunteers. By nominating, the student is not responsible to the group that

he/she is being stand out. He/she can perform his/her ability without the guilty feeling to the group. He/she speaks up because of the teacher.

The teachers are advised to give students time to prepare an answer. Some teachers are not impatient enough to wait for students to answer. Spontaneity may be ideal, but not all students can do that. They need some time to think before they deliver their answer. It makes them more confident if the teachers give a moment to think about or to write down their answer.

General questions such as “What is your favorite color?” or “What kind of music do you listen?” are better to offer to the students. General questions are more likely to produce answers. If the teachers offer a right or wrong answer, the students tend to give short answer and it requires specific knowledge.

Encouragement is better rather than correct. The students will feel comfortable and confident if the teachers give comments such as “nearly right” or “try again” rather than say “no” when they make wrong answers. Those comments are more constructive to the students. The teachers should be more patient too, not to correct the students’ answers directly when they are volunteering background information about a topic. It is important to build their confidence first, then continue to the accuracy.

As a basic technique, elicitation should be used regularly, not only in the beginning of the lesson, but whenever it is necessary and appropriate. The teachers should give input when they find silence is too long or incorrect answers. When they find incorrect answers, they have to ask a variety of students to give a good answer. Acknowledgement or feedback is important for the students. Give

them feedback for each answer with gestures or short comments. This develops the students' confidence.

During brainstorming activity, the students can elicit from each other. This will help their confidence as they ask each other and change information. This can also shift the focus of the lesson from teacher-centered to student-centered. At lower level students, it is suggested to give more guided questions. Open-ended questions should be avoided because it can break their motivation to learn second language.

The success of elicitation depends on the attitudes of teachers and students in their role. It should encourage an exchange of information, break down the traditional teacher-centered, and establish the variety of interactive patterns in the classroom. This can be used as a simple and effective way of getting students to produce language.

The environment itself does not support the students to speak English. The teachers still switch the language when the students find difficulty in understanding the meaning. The students themselves also switch the language when they do not feel confident to produce the language. They are too afraid to make mistakes. When the teachers stick to the rule that they will only use English along the lesson, and force the students to speak English too, it can develop the students' speaking ability. Of course, there will be some risks follow, such as the class will be silent because students are afraid to say a word, and the lesson will take longer than it has to. Once again, the teachers must be creative to make them speak up and can speed the lesson.

Even the students learn reading skill or vocabulary, it is better for the teacher not only focusing on reading ability, but also improving the speaking ability. This is because learning second language cannot focus on one skill only, but should cover all language skill. It is possible for the teacher to activate speaking ability in all skill being taught by having good interactive communication with the students, using good technique in making elicitation, giving direction, and informing.

4.2.5 Communicative Teaching

Both teachers in class A and class B tried to use communicative teaching along the lesson. The teacher in class A grouped the students by asking them to count, and the students moved to find their friends who had the same number as they. This is a good idea, to make the students move from their seats, so that the students do not feel bored along the lesson. The teacher in class B also grouped the students. She asked the students to have a group from the one who closed to them. By asking the students to work in groups, the students have a chance to use the target language in the small circle without being afraid of making mistakes.

The activity was guided by the teachers. The teacher in the class A asked the students to put some jumbled sentences into good paragraph. On the other hand, the teacher in class B gave the topic to the students to discuss in the group before they present the result of the discussion in front of the class. Along this activity, the teachers in both classes became as the facilitators. They just walked around the class to see how the group discussion runs. When help was needed, they were ready.

Both teachers applied the communicative teaching along the lesson. They tried to switch the paradigm from teacher-centered into student-centered. The teachers encouraged the students to use their ability in producing the second language. By doing so, the goal of teaching second language could be reached.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the findings and discussion stated above, the study arrived at the conclusion. The following conclusion is also the answers to the research problems stated in chapter I.

5.1 Conclusion

First, in the terms of turn-taking patterns, the teachers preferred to select the next speaker in the classroom. Only once or twice, the students are self-select, and the teachers controlled the turn-taking.

In terms of structure of conversation, most of initiations came from the teachers. The teachers dominated the conversation along with the lesson. There was an unbalanced power between teacher and students. The trigger from the teachers did not activate the students to speak up. They only produced short answers to the questions given. The teacher domination in the classroom can be reduced if the teachers can explore more when they make the elicitation. Furthermore, the findings are similar to the theory. It states that one of the characteristics of classroom discourse is teachers' domination.

5.2 Suggestion

In turn taking pattern, it is needed for the teachers to encourage and give more space to the students, so the students feel free to express their ideas. From the teachers' questions, the students are supposed to develop and expand their vocabulary within the topic. The students' response and the teachers' feedback can be used as an input for the students to develop their proficiency in speaking.

The teachers are supposed to develop a better classroom environment to support the students to speak up.



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APPENDIX

Transcript Class A – Taruna Nusantara High School

- Student : (*getting ready for class*)
Report, class X.6. Total, 31. Absent, 7. Present 24. Explanation, 2 are sick, 5 are on duty. Ready for English class.
- Teacher : At ease.
- Student : at ease. Before we start our lesson, pray together.
(*praying*)
(*finish praying*)
Good morning.
- Teacher : Okay, good morning everyone. Glad to see you again this morning. So, this is the first time I enter your class, right?
- Student : Yes.
- Teacher : So, do I need to introduce myself?
- Student : Yes.
- Teacher : Or you...have you already known my name?
So, today, I'm replacing Mrs. Yeti to deliver about the material. And.....we still have many minutes.
Okay.....eee.....because this is review, let's start by showing one picture.
Can you turn this on?
Okay, so let's begin our lesson today. First, I have this. Can you see this one? Clearly?
- Student : No.
- Teacher : No?
Ya, because I hide it. Okay.
So, behind this white screen I have pictures. Okay.
What you need to do is to guess, what is the picture about.
Okay?
So, I'll give the clue, and I will open the picture gradually. Not the whole at once. Okay.
This one. This one is from Indonesia. Ya, what?
- Student : Heroes.
- Teacher : Heroes. Heroes?
- Student : Madura.
- Teacher : Madura?
- Student :
- Teacher : No idea?
- Student : Reog.
- Teacher : Reog?
- Student : from East Java.
- Teacher : Oh, Reog from East Java.
This is about a story, famous to everyone.
- Students : ooooo.....Malin Kundang

Teacher : yaaa, okayyy....right. So, I open all, and....Malin Kundang.
Where is it from?

Student : eee....Sumatera Barat

Teacher : Sumatera Barat

Student : West Sumatera.

Teacher : West Sumatera, yes, great.
Anyone from West Sumatera?

Students : On duty.

Teacher : On duty.
How about the study in your province, or your place?
Where are you from?

Student : Pekannbaru.

Teacher : Pekanbaru. Is there any story, legend, folk tale.

Student : yes.

Teacher : yes? What is it? Title?

Student : mmm....it is...Rancang Kuning.

Teacher : Lancang Kuning...?

Student : Rancang

Teacher : Rancang?

Student : Yes, it's like Malin Kundang too, but it's Melayu one.

Teacher : Oh, the Melayu version. Okay. Great. Hoe about others? From central Java maybe, the nearest one. Can you mention, just the title.

Student : ee....it's about Borobudur Temple.

Teacher : Borobudur Temple? Is there any story about Borobudur temple?

Student : ee....Prambanan I mean...

Teacher : Prambanan, ya...Roro Jonggrang?

Student : Yes.

Teacher : Okay, what else? West Java may be?

Student : West Java

Teacher : Ya?

Student : Tangkuban Parahu.

Teacher : Tangkuban Parahu, yes. What else?

Student : It's like legend...

Student : Siliwangi

Teacher : Siliwangi...ya...Prabu Siliwangi, Tangkuban Parahu, what else?
There are so many...

Student : Yes

Teacher : okay, good, ya...Lutung Kasarung, may be....eee

Student : Sangkuriang

Teacher : Sangkurinag...

Student : Lutung (*pointing a friend*) Kasarung

Teahcer : Don't point your friend. Okay, that is the first picture. Next one.
But this is not from Indonesia.

Student : ohh...Cinderella.

Students : Cinderella

Teacher : oh...how can you guess?
 Students : The shoessss
 Teacher : From the ...
 Students: : Shoes
 Teacher : Shoe? Women? Women's....?
 Students : heels
 Teacher : Okay, ya, heels.
 Students : Glass heels.
 Teacher : Glass heels, ya, okay, great. That (*showing the full picture*).
 Students : Whoaaaaa...
 Teacher : Have you watched the new version of this story?
 Some students : Yes
 Some students : No
 Teacher : Yes? Who said yes? You?
 Student : Yes.
 Teacher : So you have watched the new version? So what is special in the new Disney's version of the Cinderella?
 Student : Cinderella is beautiful..
 Teacher : Yaa....she is always beautiful...
 Students : (*laughing*)
 Teacher : In the story is always beautiful because that's the main character.
 Okay, good. How about this one?
 Students : Dragon Ball...
 Teacher : Ya, all of you must now this one.
 This is?
 Students : Gokuuuuu
 Teacher : Yes, Son Goku.
 This one?
 Students : Krillin
 Teacher : Yes. This one?
 Students : Dajjaaall
 Teacher : Dajjal? Because one-eyed? No no no no, not Dajjal...
 Student : eeee....Gogeta
 Teacher : Gogeta? Noo. Still in Dragon Ball in the past. Hmm?
 Student : Yamcha
 Teacher : Yamcha, yes.
 Student : itu Tien itu Tien
 Teacher : Tien this one, right?
 Students : Kura-kura
 Teacher : (*laughing*)
 Student : The teacher...
 Teacher : ya ya...the teacher of the Goku. This one...eee...if you still remember this one....Tenshin Han, right?
 Students : ohhhhh
 Teacher : aahhh....Tenshin Han

Student : Dajjal
 Teacher : Dajjal? Not Dajjal. So it's the end of the world if you said Dajjal, okay.
 Next one.

Students : Candle light dinner..
 Teacher : Candle light dinner? No, it's from British
 Students : British...oh!
 Teacher : Oh?
 Students : Harry Potter
 Student : Mr. Bin!
 Teacher : Harry...
 Students : whooaaa....Potter...
 Teacher : okay...what is her name?
 Students : Hermioneeee.....
 Teacher : Okay...the real name?
 Students : Emma Watson!
 Teacher : Emma Watson ya....can you guess which serial is this?
 Students : mmmmm.....
 Teacher : ; The first, second, third?
 Students : eee....the second
 Teacher : The second?
 Students : Ada Mrs. Malfoy ini...
 Students : Ketiga
 Students : Kedua
 Teacher : The title? Number three?
 Students : Prisoner of Azkabaann
 Teacher : Prisoner of Azkaban? Okay...okay....all of you still remember. Great. So you follow the story of this one...eee...the last one, I have this one.

Students : whoaaa.....
 Teacher : Whaat?
 Students : Frozennn
 Teacher : Okay great. So, I'm sure all of you have watched this one. Can you mention the name? From the left one.

Students : Elsa
 Teacher : this one?
 Students : Kristoff
 Teacher : Kristoff, ya. This one?
 Students : Olaaff
 Teacher : Ya, Olaf the snowman. This one?
 Student : Ahok
 Teacher : Ahok? We don't have Ahok in this movie...this one?
 Students : Annaa
 Teacher : Anna. And the last?
 Student : eeeeeee
 Teacher : eeeeeee?

Students : Hans...Hans...
Teacher : Prince Hans. Okay. So we'll talk about this story. Frozen. You still remember, right? The story? Okay.
But, we will work in group consist of four. So, I need a group consist of four. How many of you today?

Students : 24
Teacher : 24. So, we'll have six groups. Okay?
Let's start (*moving around the class, pointing each studnets while mentioning numbers*) 1,2,3,4,5,6....remember your number...1,2,3...you got 3...4,5,6....1,2,3...4...5 and 6. Okay, remember your number. 1,2,3,4,5 and the last 6.
Okay, got number one.....okay now move move....six on the corner...and five...one there.
Please, combine two tables...ya...and you sit faace to face to your friends, okay.
This one group....?

Student : three..
Teacher : Three. You gather....combine the group, okay. Combine this table. Nah, (*moving on to the next group*). Group?

Student : Four
Teacher : Four, right, four...this one. You face your friends face, ya...oaky. Come on, two table is enough. Two are enough...two are enough...you don't need to have four...okay. Two tables are enough.
But, it's already eee....it's okay.
(*while distributing pieces of papers*)
You face your friends, okay. Group two, right?

Student : One.
Teacher : Oh, one. This one group two, then?
Student : yes.
Teacher : Oh okay...it's okay, group one and two.
(*moving on to the next group*)
Okay, two boys and two girls, this is for your group. Group?

Students : Four
Teacher : Four. (*moving on to the next group*). This one group....three right?

Students : Yes.
Teacher : Clean this one. I put it on the middle. Okay.
(*moving on to the next group*)
Clean this one, please. Nah...okay, so....okayy.
(*moving on to the next group*)
What are you writing? Stop it. Okay.
Okay, so everyone, I have given each of the group some pieces of paper, there are 9 pieces of paper, 9 paragraph. What you need to do in your group, you work with your friends to arrange.

So, you which come first, which the first paragraph until the ninth paragraph. Okay. Until the story become meaningful.

If you have finish, you raise your hand and I will check to your group. Whether it's a;ready correct or no.

- Student : Aku bingung, belum pernah nonton Frozen.
Teacher : You haven't watched?
Student : Enggak kok, pernah.
Teacher : nah, you have....(*looking at the other student*) you haven't watched?
Student : Sudah, Pak
Teacher : nah...all of you?
Student : Belum lengkap tapi..
Teacher : Oh, not the complete movies, why?
Student : ya...belum nglanjutin....
Teacher : Oh, you watched in the laptop?
Student : Computer
Teacher : Computer, ya. So, same with me.
(*moving on to the next group*)
Which one the first?
Student : This
Teacher : Okay, H. Then? You help her.
Student : Engga tau...
Teacher : So, you haven't watch the movie?
Student : Enggak, ga suka kartun...
Teacher : Hmm? You don't like the cartoon film. So what kind of movie that you....do you like?
Student :
Teacher : Action?
Student : Ya
Teacher : (*moving on to the next group*)
Which come first? Ya, that's right. Already correct. Go on.
(*moving on to the next group*)
Ya, this is correct, go on.
(*moving on to the next group*)
This is already correct, but still wrong.
Has everyone watched the movie?
Student : Yes.
Teacher : Yes, all of you?
Students : Yes
Teacher : Okay, great. So at least...
Student : Except me.
Teacher : Except you? I see. You'd better watch it.
(*moving on to the next group*)
Ya, almost. It's already correct. Ah. Arrange the rest.
Students : Finish!
Teacher : Finish? Which group is this?

Students : Three.
Teacher : Okay, group three has finish corectly. The first group finish. Then, Group?
Student : Six
Teacher : Six. And then group six.
(moving on to the next group)
Group two. Yes.
Group 1 right. So Group one, two, three, six have already finished. How about group four and five?
(moving on to the next group)
No, not this mmm...right.
(moving on to the next group)
It's not this one. Ah...this already correct.
From the story not from the paper, right. Okay. Ya, that's correct. The last part? Which group are you?
Students : Four.
Teacher : Okay, group four has finished. And the last one? Okay...
(moving on to the next group)
No...not this one, not this one, okay. Still wrong. So, you haven't watched? It's still new, 2014., right?.
No, ya...ya...mm...it's not that. Which one the last?
No. Well..the last is usually the conditionokay...oh no, not this one. Okay, yes..yes...then the...time for Elsa to be the queen? Ya...the coronation day...yes...and ...what happen in the coronation day? What Happen in the coronation day?...Nah...then? She ran away to the mountain..eh hm...then, Anna try to find...yes....okay, yes, finally, group five...you have finished this one.
Okay, great.
Okay, so which paragraph come first?
Students : H
Teacher : H. Then?
Students : B....
Teacher : B or D?
Students : B
Teacher : B, okay. Then?
Students : D
Teacher : D. Then?
Students : G.
Teacher : G...
Students : A
Teacher : A
Students : F
Teacher : F
Students : E...
Teacher : I not E.

Students : C
 Teacher : C
 Students : E
 Teacher : and E. Okay. Group two, where is group two? Group two, this one, right? So, what do you find in the paragraph H?
 Student : There live...
 Teacher : Okay...once...so there live
 Student : in a Kingdom...
 Teacher : What Kingdom?
 Student : Arendell
 Teacher : Arendell. So Arendell is name of?
 Students : Kingdom
 Teacher : Kingdom. It means, place, right? Ya. Right. Place. Kingdom Arendell. What else?
 Student : They have two daughter..
 Teacher : Ya, who?
 Student : Elsa and Anna
 Teacher : So, who are they?
 Student : They are, the King and Queen daughters.
 Teacher : The King?
 Student : The Princess.
 Teacher : Ya, so we have the King, the Queen, Elsa and Anna. So, who are they? Ya the Cha....?
 Students : ...racters
 Teacher : Characters...not karakter..okay...cha...rac...ters. What else? We have place, character....and also? One thing, the last one? The first, very first?
 Student : Time
 Teacher : Time. Great. Okay, we found this three things in the first paragraph. Place, characters, and time. Now group....last group...group?
 Student : Six
 Teacher : Six, that's right, six...six....group six? Okay, what is the problem?
 Students :
 Teacher : The very first problem.
 Students : Elsa heard Anna....
 Teacher : Elsa heard Anna....is it in purpose?
 Student : No.
 Teacher : No. So?
 Student : Accidentally
 Teacher : Accidentally. That's the problem. And, is there any solution for this problem? Group five? That's group five right? So what is the solution when Anna....Elsa heard Anna accidentally
 Students : Elsa ran away from the castle..

Teacher : No, still in the beginning of the story. SO, Elsa ran away after heard Anna? No.

Students : *(trying to find answers on the paper)*

Teacher : the solution?

(Bell ringing)

Teacher : What bell is that?

Student : Pergantian jam, Sir.

Teacher : Oh, I see.

Hm..hmmm...ya, he or she?

Student : She

Teacher : She, ya. She who? Elsa or Anna?

Student : Eee....Elsa.

Teacher : Elsa?

Student : eh...Anna...Anna...

Teacher : oh, Anna...okay. Anna....Anna what?

Student : eh...Elsa...Elsa...

Teacher : oh, Elsa...okay.

Student : Elsa had to...

Teacher : Had to?and what happen to Anna first? And can she come back to the normal life again? Anna...No?

Student : Oh, yes.

Teacher : Yes. Okay, so Anna? Hey group....group five..? Anna was...?

Student :

Teacher : Group five?

Student : Anna was cured....

Teacher : Anna was cured but....

Student :but Elsa...

Teacher : But Elsa?

Student : Was forbidden

Teacher : aha...was forbidden....was forbidden to...to come out from....

Student : home

Teacher : Home?

Student : The room.

Teacher : The room...her room, okay. Her room. Okay. Ya, that's the solution. Okay...this one the....is this big problem in the story? Or only the small one?

Student : Small one..

Teacher : Small one. So this one, only small problem.

So, how about the big one? Group three there? What is the climax, the conflict, the peak of the problem there.

Student : Ya, well...on the coronation day...

Teacher : Ya? On the coronation day, what happen on that day?

Student : Anna fell in love with...Prince Hans....

Teacher : e....hm

Student : ...but Elsa...
 Teacher : Elsa...?
 Student : ..didn't..
 Teacher : didn't approve?
 Student : didn't agree...
 Teacher : didn't agree ...yes
 Student : with their relationship
 Teacher : hm hm
 Student : and then...use her power...and then she ran away...
 Teacher : before ran away?
 Student : Shethe castle...
 Teacher : Only the castle?
 Student : The whole Kingdom
 Teacher : Alright, so Elsa....what...the whole Kingdom? What happen with the whole Kingdom?
 Student : covered by ice
 Teacher : So? Make it short instead of cover by ice...mendinginkan...cooled?
 Student : No.
 Teacher : No, what?
 Student : eeee.....
 Teacher : It's like in our refrigerator. In the upper part...
 Student : Freeze
 Teacher : Freeze. Verb two of of freeze?
 Student : Froze.
 Teacher : Froze. Elsa froze the whole Kingdom and ...the whole kingdom okay...this one the big problem...okay.
 Group two. Okay, group two have you got the turn? Or group one? That. This one group one, right?
 Okay, group one. So, what is the solution? Elsa froze the whole kingdom. So, that's the climax of the story. So, how the whole kingdom could be melted?
 Student : Anna try to find...
 Teacher : Try to find Anna. Then?
 Student : then eee...ask
 Teacher : Yes, so they ask Anna...eh Elsa to come back...
 Student : To melt the ice...
 Teacher : and what happen to the kingdom, I mean...how the kingdom, the whole entire kingdom was melted? What make the whole kingdom melted?
 Student : (*discussing answers with the group*)
 Teacher : Ya, make it short..that's too long
 Student : eee....
 Teacher : What things that make the ice melted?
 Student : ee....love.
 Teacher : Ya, love, between?

Student : Elsa and Anna
Teacher : Ya, okay. Is it only love? Usual love? But the....?
Student : True love.
Teacher : ya, true love of...?
Students : sisters.
Teacher : of sisters, ya....sisters...Anna and Elsa, right? Anna and Elsa melted the ent...the entire kingdom. Okay, this is the solution. And what finally happen in the kingdom after the ice melted? The last condition?
Student : Better new life.
Teacher : Better new life....so better new life? Okay....it's okay...so Arandell...Arandell had a better ...
Students : New life.
Teacher : New life, okay...new life....actually the people in Arandell ya...but ...okay...better new life.
Okay, so we have this story. We have the plot of the story here. So this in general. So what we call for the first....very first part of the story? We include....
Students : Orientation
Teacher : okay, orientation.O...rientation. So, when everyone...everytime you have story...so usually the first paragraph...it will consist of ya...place...
Student : Introduction
Teacher : Introduction...ya place, about the setting, the time and also the characters which will involve in the story like in the first, very first paragraph. And how about this one, the next one? We have the problem and solution, problem and solution? The problem? How do we call problem?
Student : Complication
Teacher : ya, complication. If it is, this is small right? So, what complication?
Student : Small
Teacher : Small complication.
Student : Mini
Teacher : Mini, okay. Mini so, mini mini problem. Mini solution, I like that. Start with M, but?
Student : Minor
Teacher : Minor...okay...minor. Nah, this one?
Student : Major
Teacher : Major...major, okay. Major complication. So everytime you have story, so it...it's not just about one problem, it is solved then it's over. But it can be more than one before it reach the peak and until it ee....has the solution and it ends. So n....more than problem in a story okay.
And solution. How we call solution, how about this one?
Student : Resolution

Teacher : Ya?

Student : Resolution

Teacher : Re...so...lu...tion. Resolution. Okay. And...resolution so this is how the conflict, how the problem in the story among the character is solved. Okay, how the problem in the story, become solved by the character itself. And the last one?

Student : Reorientation

Teacher : Re..orientation. or? Re...o....rientation. Or sometime we call this one as Coda. So it tells the last condition after the characters had the conflict, the problem, and the last condition of the character in the end. It can be, ususally it's happy ending right? If it is story. But sometimes it can also be sad ending, or bad endings. So, what text is this?

Student : Narrative

Teacher : Narrative. Okay, Narrative. So what is the function of narrative?

Students : Entertaainn...

Teacher : Entertain or..?

Students : Amuse

Teacher : Amuse the readers. Do you think the story in this...ya on your table is it true, really happen in our life?

Students : Noooo

Teacher : No. So? What kind of story this is?

Students : Fictioonn

Teacher : Okay, fiction. Fiction story. How about the Malin Kundang, and then other? How do we call?

Students : Legeend..

Teacher : Ya, so, for example we have legend, what else?

Students : Fairy tale

Teacher : Fairy tale, ya Cinderella

Students : Myth

Teacher : Ya, Myth, Fable, what else?

Students : Folktale

Teacher : Folktale, okay. So any fiction story which is aim, which is the goal is to entertain the readers we call that as a narrative text. And how about the tenses use there?

Students : Past tense

Teacher : Past, okay, past.Past. Past using..hmm..it uses..using past tense. What else? The characteristic?

Student : Past continuous

Teacher : Ya, it can be past continuous, past perfect, but so all of the story using past, because it's fiction. Usually the time is one...a long time ago, once upon a time, so how do we call that one...one day...once upon a time, one morning? We have time conjunction here...its like one day, in the morning, so you will be given ya...time connection to show that one event is related to the previous event. What is the first, second, third, until the last.

That's the characteristic of narrative text. I think you have got this with Mrs. Yeti ya? Right, Mrs. Yeti.

Okay, soo..good that you still remember about the story. Okay here is the narrative text, to amuse or entertain the readers to deal with imaginative experience. So, something is not real. Fiction. Created by people.

And, focus on specific and individualized participant. So, there will be special character, what is the main characters? Anna and Elsa. So specific on that character.

Action verb, behavioral process, means mmm....show the act feeling of the characters in the story, past tenses and temporal conjunction, like time conjunction there. And...we also ya...this is ee...part of Narrative. You have, orientation, complication, complication it can be more than one remember. Not just one and solved and finish, but we can have more than one. And the last we have coda. It is optional. It's optional. The lesson or moral value that we can get from the story. What is, what can we take from Frozen? The value or lesson?

Student : True love.

Teacher : True love.

Student : We have to for get the past.

Teacher : ha? We have to forget the past. Why?

Student : Because it's not good.

Teacher : (*laughing*). If the past is good we need to still forget it?

Student : Ya

Teacher : Yes?

Student : No..no...no..no..

Teacher : No. Oh, because of the soundtrack? Let it go...let it go..so we need to forget the past. Okay. What else? We need to forget the past if it is bad. Okay. Move on, okay. Move on, okay. What Else? Group this one...group four. One of you.

Student : Jordan...jordan

Teacher : Jordan, okay, Jordan. What can you learn? It must be something that you can take from the story. Okay Jordan? Come on...this one right?

(*two students pointing at each other*)

Which one the Jordan? Jordan. This one.

Student : eeee

Teacher : ah, come on. What can you learn, what can you get from the story? The lesson? Because it's not stated on the text, so we need to conclude by ourselves. What is inside, what is the moral value, what is the lesson from the story.

Student : Don't..

Teacher : ya, don't...?

Student : Don't marry someone...

Teacher : Don't marry someone?

Student : easily
Teacher : Easily. Don't marry someone easily. What does it mean easily? Oh, don't marry someone in the first time we met? In the first meeting. As a student, it's not about marriage. As a student, as a family. It's not marriage.

Student : don't play with the snow.
Teacher : ya, because we don't have the snow here. Ya, because we don't have the snow in Indonesia.
As a sister...what is...what can you get from Anna and Elsa? No one? Nothing?

Student : Beautiful
Teacher : May be you want to say that, ya, don't marry someone in the first time we meet, it means don't trust anyone or don't easily trust anyone that we haven't known very good, very well, right?

Student : yes
Teacher : Okay. Ya. That's good. Okay, good that you still remember the story and you can infer the lesson. You still remember the song? The song of Frozen? Can you mention? Mention the title.

Student : Let it go
Teacher : Let it go. Then?
Student : Do you wanna build a snowman.
Teacher : Ya, do you wanna build a snowman. Hello?
Student : It's over now.
Teacher : It's over now.
Student : For the first time.
Teacher : For the first time. So I have video, ya, related to
Student : (*cheering happily*)
Teacher : Related to frozen. So start from the first until the last one. Any singer in this class?
(*Playing the movie video of the songs*)
Okay, how is the video? Do you think it's the real voice?
Ya..ya...what is the group?

Student : Pentatonix
Teacher : Ya, pentatonix, anyone have a very good voice like that?
Students : (*teasing each other*)
Teacher : Okay, here is...ya..ya..next time I will bring you another video which is amusing and also entertaining. Okay, so, that's all of our meeting today. So we have talked about narrative, the purpose, the part of the narrative and also the characteristics of the narrative. Next time we'll talk more about narrative like for example and may be also create the narrative one. Okay. Any question about narrative one? Oh, last week you have song, right? Last week with Ms. Yeti do you have any song?

Students : Tip toe
Teacher : Tip toe, okay. May be next time you will have song with me, okay. So, yes. So any question? No? So that's all of our class

today. Hopefully you can get eee...the material today well. And thank you for your cooperation. And good bye. See you.
Students : See you.

Transcript Class B – SMA NEGERI 1 MAGELANG

Teacher : Okay, good afternoon class.
Students : Good afternoon, ma'aaaaam.
Teacher : Is everything gonna be alright?
Students : Yesssss....
(*laughing*)
Teacher : Okay. Today is very special. You know why?
Students : Nooooooo
Teacher : Okay, eeee....I never use this media before ya....during my class. That's special. And the second special is....eee....For the first time and I hope for the last time...okay...eee...an actress for one day....and....(*laughing*)....okay...eeee....the previous class is in a...the...eeee....IPS...ee....Sos...4...and today in Science 2...and after this I will have a shooting with....(*pointing at one of the student in the classroom*)....he eh...okay..ya..shooting film. Can you imagine how to be?
(*laughing*)
Student : It's so *groggi*
Teacher : Ya.... (*laughing*)...nervous. Okay, don't worry I am with you. Okay, eeee class...eee...when you read a text and you find a problem with a new vocabularies...ya...eee....problem understanding the new vocabularies, do you want to consult with the dictionary everytime you meet the problem?
Students : Yes
Teacher : Yes
Students : No
Teacher : Okay, yes and no..okay...okay...why no? Not always consult with your dictionary? Why no?
Students : (*no response*)
Teacher : Everytime you..eee...meet new vocabulary and you don't know the meaning..ya....you will always consult with your dictionary?
Students : Nooooo
Teacher : No. Okay, it's good. If no, ya. Why no?
Students : (*joking*) No reason
Teacher : Can't say no reason.
(*laughing*)
Teacher : Okay, why you don't need to consult dictionary everytime you have a problem?
Students : (*murmuring answers*)
Teacher : Why? What skill you use?
Students : Guessing...

Teacher : Guessing..ya...At least you know this term mean negative or positive, mean good or not....ya at least..ya, okay, to do...today we'll guess the meaning eee...okay, so sentence..law makers..ya...in this sentence..eee...can you guess..eee...the meaning of law makers without the ..eee....the complete sentence?

Students : Can't...no

Teacher : No. So you need a context here...ya...you need a complete sentence to guess the meaning, okay, ya....and as he spoke there are the law maker listen in silence till the darkness begin to fade and the sky grew bright again. Okay, guessing from this context, what do you think the meaning of the law maker?

Students :(thinking)

Teacher : Actually, it's not clearlyclearly seen the meaning..ya. So, what the meaning law maker?

Student : someone

Teacher : Someone, a person ya, because ending with..?

Students : errrr

Teacher : e r, ya. E R, okay, ya at least you know it's someone ya, okay, and loweeeeee....and maker, ya, so what the meaning law makers?

Students : (murmuring answers)

Teacher : Penegak hukum? Okay, the Indonesian term for this is penegak hukum. Okay, that's okay. Now, how about the second? Okay, mmmmmm.....slide show....next

Students : (laughing)

Teacher : I don't mean to be a racist.

Student : (still laughing) It's okay, it's okay.

Teacher : Okay, okay, antigraf, what the meaning?

Students : Gravity, graffiti...

Teacher : Okay, graffiti like something written on the walls? Okay, to antigraph, what the meaning graf?

Students : (murmuring answers)

Teacher : anti, anti mean you like it or something that you don't like it?

Students : don't liiikeee

Teacher : Okay, something that everybody don't like it ya. How about graf?

Student : anti korupsi!

Students : woooooooooooooooooo

Teacher : Okay

Students : (keep booing)

Teacher : Okay,
(more chaos in the classroom)

Teacher : Okay, next sentence, okay...eee.eeee...I mean the word is containers, containers..okay, there was two, there was two persons or two things?

Students : persoonsss...

Teacher : Person, okay...who do campaign okay, next..okay, okay, you know all exept eee...eee...I'm not sure about the word 'fracture

power', okay, what does it ...what is meant by the word fracture power?

Students : (*murmuring answers*) uncomplete power

Teacher : uncomplete power, strength, ya...okay..okay...okay...okay...then clear...okay...okay....okayyyy...ya, the person?

Students : suspected

Teacher : suspected...suspect okay...suspect okay...ya, commit?

Student : melakukan

Teacher : do, okay...the error, okay....what is next? Okay...

Student : shoplifting

Teacher : shoplifting

Students : mencuriiii

Teacher : okay, someone steal stuff in a...?

Student : shop

Teacher : shop, okay, ...fraud

Student : penipuan

Teacher : penipuan

Student : hukuman

Teacher : a year sentence, sentence means?

Student : hukuman

Teacher : Okay, punishment, okay, for fraud.Eeeee...the example for this case is...eee....if you take somebody's idea..may be the...eee...the...thesis or the writing and you name the article...

Student : pemalsuan

Teacher : ya, pemalsuan, okay...ya the example...okay...okay, no matter with this ya

Student : proseduuurrr

Teacher : okay, what do you know about this term?

Student : S.O.P

Teacher : S.O.P, okay, in in ...eee...factory, ya, use this, okay

Students : big size....big size..big size...

Teacher : Okay, what is big size? Okay

Students : Deter

Teacher : Deter, it is the lack of awareness and fear that deter people from getting themselves examined. Deter?

Students : (*murmuring answers*)

Teacher : eeeee.....dominate?

Students : (*joking and laughing*)

Teacher : Okay? Okay, you may guess from the sentence.

Students : (*thinking*) menyebabkan

Teacher : cause? Okay, ya, eee...is it like...eeee...determine or different? Or close meaning with the determine?

Students : may be....close

Teacher : Okay, okay, ya, next. What is strict?

Students : tegas

Teacher : ya, okay, rule...

Students : Capital punishment
 Teacher : Capital punishment?
 Students : hukuman
 Teacher : Okay, eee, and all of this was done to teach them a lesson, a capital punishment. Do you think it is the same asmmmm....death penalty?
 Students : Nooooo
 Students : May be?
 Teacher : Okay, capital punishment is same with the death penalty
 Students : ooooooooooooo
 Teacher : ya, escape?
 Students : Melarikan diri
 Teacher : Okay. Bribe?
 Students : me...me...menyuap
 Teacher : Okay, bribe. Ya, okay, restrict?
 Students : (*murmuring answers*) forbid...
 Teacher : mmm...yaa...okay...forbid? Melarang?
 Students : recuse
 Teacher : Recuse?
 Student : Limit
 Teacher : Okay, limit. Embezzle?
 Student : Collect
 Teacher : Collect?
 Student : Wasting, spend.....
 Teacher : It's a negative meaning
 Student : Negative?
 Teacher : He eh.
 Student : Korupsi!
 Teacher : Ya, something like corrupt ya..
 Students : ooooooooooooo
 Teacher : Steal, okay. Okay...
 Students : Institusiiiiiiiiiiii
 Teacher : encourage
 Students : Encouragement, menyemangati..
 Teacher : stimulate? Okay. Communicate of?
 Students : (*murmuring answers*)
 Teacher : Okay, yak. Okayyyy...soooo...ya, the fact about our countries. Indonesia is one of the most corrupt country in the world today, which is the third most corrupt country in the world.
 Students : Wohoooooo
 Teacher : Ya, actually, may be, may be not the third, may be the first, because our country bribe, so, hehehehe...
 Students : (*laughing*)
 Teacher : No, it's only a joke. Ya, okay. Ya...eee...eeee do you care with corruption in Indonesia?
 Students : mmmmmmmmm

Teacher : Care enough?

Students : Yes...but...

Teacher : Yes, I care, but?

Student : I can't do anything.

Teacher : I can't do anything. Okay. What you can do at least to minimize the corruption in Indonesia?

Student : Belakar PKn!

Student : Praying....praying....*(laughing)*

Teacher : Praying can solve all the problem?

Students : Yesssss...!

Teacher : Ya, okay. Okay, now...eeee...I have prepare...eee vocabulary, and all these vocabulary have been familiar to you, because we have discussed before, okay, and one for....one dictionary...one vocabulary for one student. Okay, you get this word. Aaand you get this. Okay. And this for you. *(continues distributing the pieces of papers with vocabularies on it)*

So, every..ee...every student...eee...have to be responsible with their...the work. One word only. Ya.

Student : Thank you very much, ma'am.

Teacher : Ya, you are welcome. Okay. *(continues distributing)*

Okay, soo...eee...There are only twelve, twelve missing word ya, and each of you have one word and may be your friend have the same word . Ya? Okay. But only one word is eeee...correct for filling this sentence. Okay? So...eee..read the sentence if you are sure that your word fits to these sentence, just raise your hand and show the word. Okay?

Students : Okaaayyy

Teacher : Okay, ya. Okay...eee...want to make sure whether it is the first word. Previous. *(checking laptop screen)*. Okay, betul ya. Okay, this is the first sentence. Sorry, very long. Ya? Okay? Eeee..so look at your word and read the text. Whether your word is fix with this. Ya. Okay? Your Word?

Students : *(discussing)*

Teacher : Okay, whose words? Okay who bring this? Okay, why you are not responsible? Okay your word is?

Student : eee...

Teacher : Okay, do you think law maker is ...eee...the right word for this sentence?

Student : eee....I think so.

Teacher : I think so. Okay, really good. Ya, thank you. Okay, okay. Actually not only you who bring the law maker, okay, yaa. Okay, next sentence.

Students : *(discussing)*

Teacher : Okay, first you have to identi...identify whether it is noun or verb or adjective. Ya. Okay. However no difference should be made whereokay, what is use in this?

Students : Nouun...noun
 Teacher : Okay. Now, look at your word.
 Student : Corruption.
 Teacher : Ya. Corruption, very good!.
 Students : *(applause)*
 Teacher : Okay, corruption, ya, should be made where corruption...okay, ya. Okay, this is how to identify. Next. Okay. What do you need...eee...noun? or verb? Or adjective?
 Students : Veerrbb
 Teacher : Verb! Okay, whose....? Show your word, okay. Con...vict..okay, those who convict the crime should face the consequence. Okay. Very good. Ya, okay.
 Students : *(applause)*
 Teacher : Next sentence.
 Students : *(discussing)* The length?
 Teacher : The length. The...the..the noun of long. The lengthy...eee...adjective ya the lengthy. Okay. Okay, Jo! Okay, very good.
 Students : *(applause)*
 Teacher : Okay, next!
 Students : *(thinking)*
 Teacher : Okay, corruption criminal only serve a two to five yearokay? what?
 Student : King size
 Teacher : Okay really good.
 Students : *(applause)*
 Teacher : Okay, King size. Okay.
 Student : All size *(joking and laughing)*
 Teacher : Okay, next!
 Students : *(thinking and discussing)*
 Teacher : Okay? Will..?
 Student : Deter
 Teacher : Okay, very good! Deter.
 Students : *(applause)*
 Teacher : Okay, next. Okay, your word?
 Student : wicked
 Teacher : Okay, China is quite wicked. Okay, next!
 Students : *(thinking and discussing)*
 Teacher : King size? We have this. Okay. Apa?
 Student : Deter
 Teacher : No, your word is deter. Okay. What you need? What do you need? Verb or noun or adjective?
 Students : Noouunnn
 Teacher : Noun, ya. At least should be noun. Ya, okay. Okay? Noun.
 Student : *(mention the answer)*
 Teacher : Okay, very good!

Students : *(applause)*
 Teacher : Okay, next!
 Student : Escape
 Teacher : Okay, very good, escape.
 Students : *(applause)*
 Teacher : Ya, escape. Okay. Next! Should be, okay. From the structure. Apa? Your word?
 Student : Restricted
 Teacher : Restricted. Okay. Very good, okay. Should be? Passive ya, okay. Next!
 Students : *(thinking and discussing)*
 Teacher : Okay?
 Student : Encourage
 Teacher : Encourage. Very good! Ya. Okay
 Students : *(thinking and discussing)*
 Teacher : Okay?
 Student : Culprit
 Teacher : Culprit. Okay, okay. Whose word? Oh, your word is King size. Okay. Okay, whose word? *(walking around the classroom)*. Any any voc...any vocabulary that you bring but haven't been discussed in this? What your word, Dito?
 Student : Commit
 Teacher : Commit? Eeee..... okay, apply to all draft ...okay...not not fit ya. Okay, apa? Siapa lagi?
 Students : Aji...aji
 Teacher : Commit? Okay. *(while walking around the classroom)*. You have, you have. Okay, convict?
 Student : Sudah dipakai tadi, Bu.
 Teacher : Sudah? Okay.
 Student : Missing word.
 Teacher : Missing word. Okay.
 Students : *(laughing)*
 Teacher : Okay, I think there is no word you bring fits with this, ya, okay, so I made mistake here. Okay, sorry. Okay, ya eeee...question ya. Okay. Now, this is the full text. I want you to read the text ya. Okay, this is the full text. *(distributes the text sheets to each student)*. What number it is? Okay, ya.
 Student : Thank you, ma'am.
 Teacher : Okay, pass this to...
 Student : *(helps passing around the papers)*
 Teacher : The question. Tidak usah diralat ya. Okay. Okay...eee...five minute to read the text.
 Students : *(start reading)*
 Teacher : There is no supporter from this class?
 Students : Sudah Buuu
 Teacher : Oh, has return back home.

(five minutes later)

Students : Okay, finish reading?

Teacher : Yes

Teacher : Okay, do you find some problem with the vocabularies?

Students : No

Teacher : No, because we have discussed ya, the new vocabulary. Okay, now, look at the questions. What is the writer's position about the case?

Student : Agree with...

Teacher : Agree?

Students : with capital punishment

Teacher : Agree death penalty for ...?

Students : Corruptors

Teacher : For the corruptor. Okay, for corruption, okay. Very good! Next. Okay, what is the writer's purpose in writing the article?

Student : to give information

Teacher : To give us some information about ...?

Student : Death penalty for corruptor in other country

Teacher : About death penalty in...?

Student : Other country

Teacher : Other country like China. Okay. Good. Eeeeh...any other purposes? To...?

Student : To convince the people that eeee....the implementation of this law is only...eee...is the only way to deter the corruption in Indonesia.

Teacher : Okay, really good. Ya, to convince people. To convince eeee....the reader that death penalty is the best choice ya, to overcome our country's. Ya, okay, next!. Okay, what argument used by the writer to convince his idea or her idea? Okay.

Students : *(thinking)*

Teacher : Okay? First argument?

Student : No difference should be made when corruption is ...

Teacher : Okay, no difference should be made...okay...what do you mean no difference, what difference?

Student : Ya, whether the corruptor is a small or...

Teacher : Whether the corruption is small or big ya. No difference should be made. Okay, same. Okay. Okay. Next argument ?

Student : *(thinking)*

Teacher : Sorry?

Student : If it is quite easy to escape from Indonesian prison.

Teacher : Okay, because the fact ya, many corruptor eee in Indonesia easily escape from the case ya, okay. Eeee...next? Okay. Other argument?

Students : *(thinking)*

Teacher : Okay?

Student : *(gives answer in such a low voice)*

Teacher : What paragraph?

Student : Last paragraph. Okay, ya. Okay. Capital punishment should apply to all convict ya as only this will deter corruption. Okay, do you still have other argument used in this article?

Students : *(thinking)*

Teacher : What about the statement eee....from Gayus Lumbun?

Students : *(thinking)*

Teacher : Okay, what is Gayus Lumbun opinion about the punishment?

Student : Selective punishment

Teacher : Selective punishment, what is meant by selective?

Student : Eee...capital punishment only implement for the people who steal the money from thefrom money that will use...eee...will distribute to the poor.

Teacher : Okay, ya eeee....Gayus give the idea that capital ponish...punishment eee...should be applied for those who steal money for the poor ya, for the people who experience disaster ya, okay, do you think the writer agree with eee... Gayus Lumbun?

Students : Noooooo.

Teacher : No, why no?

Student : Because he want capital punishment to be implement to all the corruptors

Teacher : Okay, if the capital ee...punishment is only applied to those who steal money for the poor okay, so what they will do?

Student : Steal from another

Teacher : Steal? From bank ya, from other places, ya, okay that's why the writer eee...doesn't agree with Gayus Lumbun. Okay next. Okay, paragraph one, what main...what is mainly discussed in paragraph one.

Student : statement made by law makers

Teacher : The statement made by the law makers, ya, okay ...eeee...law makers official and also antigraf activist, okay very good. Ya. How about paragraph two? Mainly discussed in paragraph two?

Students : *(thinking)*

Teacher : Okay. What is mainly discussed in paragraph two? Ya? I can't hear the student from this. Ya? Paragraph two?

Students : No difference should be made...

Teacher : No difference should be made in big or small corruption, okay, very good. And paragraph three?

Students : *(thinking)*

Teacher : Okay, what is mainly discussed in Paragraph three?

Students : *(murmuring answers in a low voice)*

Teacher : Sorry? Okay, the length procedure, paragraph three ya,, okay, yak okay, the problem ya. Okay, and last paragraph?

Students : *(thinking)*

Teacher : People punishment?

Student : Capital punishment should apply to all

Teacher : Okay, this is like a conclusion ya, okay conclusion last paragraph. Okay. Why do the writer.....why does the writer mention Gayus Lumbun and Agung Laksono in this text? Why?

Student : To strengthen his argument

Teacher : To strengthen the argument okay, eee...do you think this people is a very...eee...important people in Indonesia?

Students : Yess...

Teacher : Ya, okay, next, eeee...that's all ya. Sorry. Ya. Eeee...now ...eeee...work in group of four ya, eeee.... discuss about death penalty for the corruptor whether you agree or disagree ya. Give your argument and then eeee...speak in front of the class ya, okay , 10 minute is enough? Okay...

Students : 15 minutes ma'am

Teacher : Okay, 10 minute, do it, argument why you agree or disagree. Ya, he?

Student : Both agree and disagree, ma'am?

Teacher : Just one, agree or disagree, just one, ya. Okay, group group, okay okay (*walking around the classroom assigning groups*. Will you make your own group or join another group?

Student : Join

Teacher : Join ya, please. Ya, okay okay...ya

Students : (*starting the group discussion activity*)

Teacher : okay, thanks for the laptop. Shut down? Will you shut down this laptop? Tadi saya belum shut down kok sudah mati? Sleep?
(*minutes later*)
Okay, class, one of your friend are ready with the argument. Okay, please. Okay. All of you. All of you . Okay. Okay, okay class. Now just listen to your friends, and stop your discussion. Okay. Okay.

Student 1 : We are agree for the death penalty of corruptor because ..

Student 2 : Because, corruption is ...is opo...eh...corruption spend a lot of money of this country. And that money could be used development of the country. If taken by the corruptor, this country cqn't be developed.

Teacher : Okay. Want to add your friend?

Student 3 : The other statement is eee....I...we think that eee....corruptor ..eee...afraid of...eee by poor...so...eee...so...it because....so the punishment can be death penalty or...eee...throw all...eee....exile to the ...eee...small island.

Teacher : Okay

Student 3 : Until die

Teacher : Until they die. Okay. Any other?

Student 1 : that's all

Teacher : Okay, thank you, very good team argument, okay.

Students : (*applause*)

Teacher : Okay, next group will be?

Student : Theodore

Teacher : Okay, guys, listen please.

Student 4 : Okay good afternoon Mrs. and friends

Teacher : good afternoon

Student 4 : ..eeee...we agree with the argument that death penalty should apply to all the corruptor because ...our argument that with death penalty or death sentence, the corruptors can't do corruption anymore because he or she was already dead. That will make another corruptor afraid to do corruption because they know that they death if doing some corruption.

Teacher : Okay

Students : (*applause*)

Student 5 : Oh ya, I will give some fact to answer you all about this death penalty. In China ...eee...since the first president is changed to the...to Xi Jin Ping in 2008, there are significant decrease of the corruptors amount, because when the....when Xi Jin Ping eee....take controls eeee....the death penalty become unusual eee....the death penalty usually eee...did in the close area and eee...like there is...

Student 4 : They only do death penalties to....eee...in opo...a certain area. They do the death penalties in a....isolated place so there is no one can watch but now...

Student 5 : But in Xi Jin Ping era ...eee...the death penalty is

Teacher : ..is?

Student 5 : more ...scary...(laughing)...because do it in front of many people and...eee..many people can see it freely. And also not only the corruptors punished. And eee....but also the family of the corruptors ...eee...being poor (laughing). And all....all of the asset are freezed and took by the government

Teacher : Okay.

Student 5 : And it is the decrease so...eee...significant amount of the corruptors in China since 2008 when Xi Jin Ping being president.

Teacher : Okay. Osy and Rifki want to add?

Student 6 : No

Teacher : No? That's enough? Okay, thank you, very good. Ya, okay.

Students : (*applause*)

Teacher : Next group? Whose group? Okay, group?

Student 7 : Good afternoon

Teacher : Good afternoon, Dita. Okay.

Student 8 : Today we will present about our argument.

Student 9 : (*reading answers on a piece of paper in such a low voice*). That's all.

Students : yeaaaayyyyyy (*applause*)

Student 7 : Good afternoon

Teacher : Okay.

Student : Luar biasa. Sungguh penampilan yang luar biasa.

Teacher : Okay, ya. Okay, class, sorry ...eee...all the group can't deliver the....

Students : It's okay! (*cheering*)
Teacher : (*laughing*) so I don't need to say sorry. Okay, now, now, okay...eeee....just remember this ya, eee...today you say that ...eee...death penalty should be implemented for the corruption ya...for the corruptor. Ya, remember this ya. You agree with this. And I want you to be consistent in the future ya

Students : Yess
Teacher : Okay. Don't corrupt. Don't bribe. Don't stole the...eee.. people money. And also your father's money.

Students : (*laughing*)
Teacher : Okay, class...eee...just remember this ya, okay you remember this moment, you say it ya, okay...eee...class eee....before you go home...eee Bu Naning...eee... will ask your time for some minute to have a questionnaire. Ya, Okay. Bu Naning.

