CHAPTER IV

DATA ANALYSIS

In this chapter the researcher will discuss the data analysis; the researcher will present The Glance description of research subject, Data Presentation and data analysis, summary of research finding, discussion of research finding

A. The Glance Description of Research Subject

The subject of this study is University of Muhammadiyah Gresik, this is a favorite university in Gresik because this university occupy the tenth of the best University in Kopertis VII region Surabaya east java. There are five different Faculty in this university namely: faculty of agriculture, faculty of Economy, faculty of Islam religion, faculty of technic and the last faculty of education (FKIP).

Beside the reason that the researcher want to improve the use of target language trough classroom discourse analysis. Other reason why researcher choose this University of the study is because it is strategic University which easy to reach from many sides. Thus are the reasons why researcher choose this university as research subject. In addition, this school has many facilities such as, there are 32 rooms for teaching and learning process, there are 12 laboratory rooms, internet area, Musholla and digital library. These facilities of course support in teaching and learning process.

B. Research Findings

Models of Classroom Discourse

In examining the model of classroom discourse in speaking III class the researcher used two different kinds of model namely Rank Scale's (transaction, lesson, exchange, move and act)

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by Sinclair And Coulthard, and probing question by Change, after analyzing the data used both of models, the researcher can conclude that Sinclair And Coulthard's Rank Scale was most appropriate for model of classroom discourse in speaking III class. For more detail the data were presented and analyzed as follows:

Exchange 1[1]

S: ok everybody, good afternoon. How are you today?

H: good afternoon. I am fain (together)

S: good^

Table 5 : Data Analysis of Exchange 1

Exchange	Moves	Acts	Utterances
Initiation	Opening	Alert	S: ok everybody
		Greet	S: good afternoon
Response	Answering	question	S: how are you today?
Follow up	Follow up	Answer	H: fain (together)
		accept	S: ok...good ^

In the exchange 1, the topic of this exchange is greeting, first the speaker call the hearer's attention, then continuo with greet hearers. After that followed by hearer's respond. in answering move the speaker ask hearer's condition by utterance "how are you today" then hearers answer loudly "fain" after that the speaker reply by utterance "ok...good" in this interaction There are three acts in this exchange; elicitation, answer and evaluate.

Exchange 2[2]

SP: what do you think about plane crash? Anybody can give me explanation about plane crash?

[1] Source of Data: Plane Crash
[2] Source of Data: Plane Crash

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S1: yeah I think plane crash may be there are two planes that crash each other.

SP: ok, good.

Table 6: Data analysis of exchange 2

Exchange	Moves	Acts	Utterances
Initiation	Framing	Question	S: what do you think about flight crash? Anybody can give me explanation about plane crash?
Response	Answering	Answer	H: yeah I think plane crash may be there are two planes that crash each other.
Follow up	Follow up	Evaluate	S:ok... good

The second exchange start as the speaker display an opening move from speaker to open audience's mind on the intended topic that is about plane crash by the question "what do you think about flight crash? Anybody can give me explanation about plane crash?" Then it is continued with the audience's answering move in reply speaker's question "yes I think plane crash may be there are two planes that crash each other." The exchange end with a follow-up move consisting of evaluation by the speaker occurs as expressed "ok, good". Question, answer and evaluate are kinds of acts that appeared in this interaction.

Exchange 3[3]

SP: the last is conclusion; plane crash is the big problem for human and others. Do not be panic when there is an accident. Ok thank you that's all for me, may be you can ask me if there is a question. Any question?

S1: my question is what will the pilot do if something happen in the plane when the plane is on the air to save the passengers?

SP: thank you for your question, when the problem comes on the sky, the first we must call airport center or airport service so you as pilot can tell the problem of your plane.

[3] (Source of Data: Plane Crash)

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Table 7: data analysis of exchange 3

Exchange	Moves	Acts	Utterances
Initiation	Framing	Conclusion	S: the last is conclusion; plane crash is the big problem for human and others. Do not be panic when there is an accident.
Response	Answering	Question Question	S: any question? H: my question is what will the pilot do if something happen in the plane when the plane is on the air to save the passengers?
Follow up	Follow up	Evaluate	S: thank you for your question, when the problem comes on the sky, the first we must call airport center or airport service so you as pilot can tell the problem of your plane.

The third exchange is opened with a focusing move that initiated by the information of speaker's conclusion from the presentation as he inform. "the last is conclusion; plane crash is the big problem for human and others. Do not be panic when there is an accident" then, he invite audience asks some question with the aim to engage them in participating in the discussion .After that followed by question move it is indicate that speaker emphasizing what he was said before by "any question?" then, the audience takes an answering move which does not include a real answer. Instead of that the audience give a question to the speaker by utterance "my question is" it was showed the response of speaker's question in focusing move. the teacher's directing move follow as he thanks the audience for their participation "thank you for your question". Then it followed by answering move by utterance." This answer move is the respond of the audience's question. In that utterance there are three kinds of acts; conclusion, question and evaluate.

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Exchange 4[4]

S: ok, that's all, any question?

H: (raise her hand)

S: ok, Febrianti please!

H: in your presentation baby, woman and young children easier to get dengue fever, why can be like that?

S: woman and young children easier to get dengue because their immune, their immune actually is low than man

H: so, baby and woman immune's are lower than man?

S: yes

Table 8: data analysis of exchange 4

Exchange	Moves	Acts	Utterances
Initiation	Framing	Conclusion	S: ok, that's all
		Question	S: any question?
Response	Answering	Bid	H: (raise her hand)
		Nominate	S: ok, febrianti please!
		Starter	H: in your presentation baby, woman and young children easier to get dengue fever
		Question	H: why can be like that?
Follow up	Follow up	Answer	S: woman and young children easier to get dengue because their immune, their immune actually is low than man
		Question	H: so baby and woman immune's are lower than man?
		Accept	S: yes

The fourth exchange is opened by conclusion move "ok, that's all" this is indicating that speaker closed the presentation, then following by asking for confirmation "any question?" Then followed by answering move which does not include a real answer but by Bid move or

[4] (Source of Data: Dengue fever)

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with non verbal item "raise her hand", means that audience desire to contribute in the discussion, then this move followed by repeating speaker's statement "in your presentation baby, woman and young children easier to get dengue fever" after that audience give question "why can be like that?" and continued with answer move by speaker SP: woman and young children easier to get dengue because their immune, their immune actually is low than man. In this interaction there are seven different acts namely conclusion, question, bid, nominate, bid, starter, answer and accept.

Exchange 5[5]

SP: next?

S3: you have explained to us about dengue virus type 1, type 2 and others, so what are the differences between them?

SP: I think they are same, if someone infected by dengue virus at least two kinds of dengue virus, in our life style if someone infect by dengue virus and then they infect the dengue virus again their immune become strong, so human infect dengue virus at least two viruses

Table 9: data analysis of exchange 5

Exchange	**Moves**	**Acts**	**Utterances**
Initiation	Opening	Question	S:next?
Response	Focusing	Statement	H: you have explained to us about dengue virus type 1, type 2 and others.
Follow up	Answering	Question Statement	H: so what are the differences between them? S: I think they are same, if someone infected by dengue virus at least two kinds of dengue virus, in our life style if someone infect by dengue virus and then they infect the dengue virus again their immune become strong, so human infect dengue virus at least two viruses

[5] (Source of Data: Dengue fever)

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In exchange 5, in this exchange speaker open with simple question "next?" and the hearer give respond with give statement before she deliver her question the use of statement is to be reference hearer question, then hearer give question related with the statement she explained before. The acts in this interactions are Statement, Question, Statement.

Exchange 6[6]

S: is there any question?

H: is there is food that must be avoided for lung cancer disease?

S: avoid spices food or Jung food that is very dangerous for you, and if you want better you have to eat sea food.

Table 10 : data analysis of exchange 6

Exchange	**Moves**	**Acts**	**Utterances**
Initiation	Opening	Question	S: is there any question?
Response	Answering	Elicitation	H: is there is food that must be avoided for lung cancer disease?
Follow up	Follow up	Answer	S: avoid spices food or Jung food that is very dangerous for you, and if you want better you have to eat sea food.

In exchange 7, the topic is about the food that must be avoided for lung cancer disease. First, the speaker give question to the hearers, then followed by hearer's question, then the speaker answer the question clearly. In this transaction there are three acts: question, elicitation and answer.

Exchange 7[7]

S: ok others question?

[6] (Source of data: Lung Cancer Disease)

[7] (Source of data: Lung Cancer Disease)

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H: you said that the symptoms of lung cancer are coughing. So how we know this is coughing because of lung cancer or just usual coughing?

S: if coughing in others diseases usually happen one week or two week but for coughing in lung cancer are cronies coughing, your body will be thin and thin and take long time to get better. I think the different is about the time. if usual coughing it maybe one week or two week but for lung cancer the coughing can several years.

Table 11 : data analysis of exchange 7

Exchange	Moves	Acts	Utterances
Initiation	Opening	Question	S: ok others question?
Response	Opening	Elicitation	H: you said that the symptoms of lung cancer are coughing.
		Question	S: So how we know this is coughing because of lung cancer or just usual coughing?
Follow up	Answering	Clue	H: if coughing in others diseases usually happen one week or two week but for coughing in lung cancer are cronies coughing, your body will be thin and thin and take long time to get better.
		Reply	H: I think the different is about the time. if usual coughing it maybe one week or two week but for lung cancer the coughing can several years.

In exchange 8, speaker invite hearers to participate more, related with this the speaker ask hearer " ok....others question? Then followed by question from the hearer. After that speaker explain using her idea and also the fact in the environment. In this transaction there are 4 acts: question, elicitation. Clue and reply.

Exchange 8[8]

S: ok that's all any questions?

[8] (Source of data: Juvenile delinquency)

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H: first is there is positive effect from discussion juvenile delinquency? And second why control from bad environment? , I think the control is not from environment. Can you explain again?

S: ok for the first question, you are the candidate of parents, right?

H: right (together)

S: someday we will be parents, so if we discuss about juvenile delinquency, so that will prevent our children to be a criminal by doing juvenile delinquency, this is the good effect from discussion this juvenile delinquency. Do you get it?

H: yes

Table 12: data analysis of exchange 8

Exchange	**Moves**	**Acts**	**Utterances**
Initiation	Focusing	Conclusion	S: ok that's all S: any question?
Response	Answering	Question Disagree Loop	H: first is there is positive effect from discussion juvenile delinquency ? and second why control from bad environment? H: I think the control is not from environment
Follow up	Follow up	Evaluate Marker Answer Evaluate Acknowledge	H: Can you explain again? S: ok for the first question, you are the candidate of parents, right? H: right (togother) S: someday we will be parents, so if we discuss about juvenile delinquency, so that will prevent our children to be a criminal by doing juvenile delinquency, this is the good effect from discussion this juvenile delinquency. H: do you get it? S:yes

In exchange 9 the topic is discussing the positive effect of Juvenile delinquency, and discuss about the influence of bad environment. After the speaker answer the question, the hearer express of disagreement with speaker's answer. Then, the hearer ask the speaker to explain

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more. In this exchange there are many acts: Conclusion, Question, Disagree, Loop, Evaluate, Marker, answer, evaluate and acknowledge

Exchange 9[9]

S: ok let's talking about teenagers, they are unstable they are easy to influence, so if they are in bad environment they will be easy to influence by environment but if teenagers can avoid the bad impact from bad environment it is ok. There is possibility, and also impossibility that is they will be a prostitute. So there are two side, good side and bad side

H: from internal factor, when the family have so much money and the parents busy with their business, so the children ignore sometimes the children want try to use as like drugs, free sex and others. So how to prevent this?

S: actually it is belongs to external factor family, there is weak control from the parents. So they will become juvenile delinquency such as doing free sex, using drug it is because of the weakness of family's

Table 13: data analysis of exchange 9

Exchange	Moves	Acts	Utterances
Initiation	Focusing	Evaluate	S: ok let's talking about teenagers, they are unstable they are easy to influence, so if they are in bad environment they will be easy to influence by environment but if teenagers can avoid the bad impact from bad environment it is ok. There is possibility, and also impossibility that is they will be a prostitute.
Response	Eliciting	Starter	So there are two side, good side and bad side H: from internal factor, when the family have so much money and the parents busy with their business, so the children ignore
Follow up	Follow up	Question Reply	sometimes the children want try to use as like drugs, free sex and others. H: So how to prevent this? S: actually it is belongs to external factor family, there is weak control from the parents. So they will become juvenile delinquency

[9] (Source of data: Juvenile delinquency)

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			such as doing free sex, using drug it is because of the weakness of family's control. So as the parents we have to give maximize control to them, we have to give a guidance, to prevent the children do juvenile delinquency.

In this exchange the speaker open with focusing move, which evaluate the previous Hearer said. Then followed with question from another hearer, before giving question she gives statement first, this statement refers to the hearer's question. After that the speaker answer briefly. In this interaction the acts are evaluate, starter, question and reply.

Exchange 10[10]

S: any question, maybe Faisal?

H: can someone who get lung cancer swim?

S: I thing you can swim but not too long because there is something happen in your breath you will difficult to breath because the condition of your lung.

Table 14 : data analysis of exchange 10

Exchange	**Moves**	**Acts**	**Utterances**
Initiation	Opening	question nomination	S: any question? S: maybe Faisal?
Response	Answering	Question	H: can someone who get lung cancer swim?
Follow up	Follow up	Answer	S: I thing you can swim but not too long because there is something happen in your breath you will difficult to breath because the condition of your lung.

[10] (Source of data: Lung Cancer disease)

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In exchange 11, the exchange is consisting of initiation, respond, and follow- up. The speaker opening the interaction with giving question, then followed with nominating a hearer named Faisal, and then continued with Faisal's question. The speaker gives opinion to answer Faisal's question. The acts that appear in exchange 11 are question, nomination, and answer.

Exchange 11[11]

S: I will explain about Aids, have you ever heard about it?

H: yes (together)

S: ok...good thank you

Table 15 : data analysis of exchange 11

Exchange	Moves	Acts	Utterances
Initiation	Focusing	Starter	S: I will explain about Aids
		Elicitation	S: have you ever heard about it?
Response	Answering	Acknowledge	H: yes
Follow up	Follow up	Thank	S: ok.....good thank you.

In this exchange the speaker start with the statement that bring the audience into the topic. Then followed by question which to know their background knowledge related with topic that will be explained. The Hearer then understood what the topic is, with simple answer "yes". In this interaction there are four acts; starter, elicitation, acknowledge, thank.

Exchange 12[12]

S: ok that's all my presentation, do you have question?

H: my question, if the pregnant mother infected by HIV virus, so what should she do should she take a abortion or not?

[11] (Source of data: Aids)

[12] (Source of data: Aids)

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S: ok thank you, as we know that if the mother get infection of course the baby will get this disease also. So if the mother still thinks care of the baby. But there is treatment that can press spreading of the virus.

Table 16 : data analysis of exchange 12

Exchange	Moves	Acts	Utterances
Initiation	Initiate	Conclusion	S: ok that's all my presentation
		Question	S: do you have question?
Response	Focus	Statement	H: my question, if the pregnant mother infected by HIV virus
		Question	H: so what should she do should she take a abortion or not?
Follow up	Follow up	Thank	S: ok....thank you
		Answer	S: as we know that if the mother gets infection of course the baby will get this disease also. So if the mother still thinks care of the baby. But there is treatment that can press spreading of the virus

In the 13 exchange, the first utterance was done by speaker who inform that the presentation is finish, after that in discussion section the hearer ask a question, but before he explore question, he deliver statement related with question. Then the answer of hearer's question is given by speaker. There are five acts in this interaction they are; conclusion, question, statement, thank, and answer

Exchange 13[13]

S: ok that's all from me, thank you for your attention. Any question? Ok Mbak adila first!

H: can you explain what the differences between drama and role play?

S: I think the differences between drama and role play is role play Is part of drama, in role play we do not need equipments just ask students to act like in the story.

[13] (Source of data: Teaching Speaking using Role Play)

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Table 17: data analysis of exchange 13

Exchange	Moves	Acts	Utterances
Initiation	Framing	Conclusion Thank Elicitation Nominate	S: ok that's all from me S: thank you for your attention H: any question? H: ok...Mbak Adila First!
Response	Focus	Question	S: can you explain what the differences between drama and role play?
Follow up	Follow up	Answer	S: I think the differences between drama and role play is role play Is part of drama, in role play we do not need equipments just ask students to act like in the story.

In exchange 13, the topic is about the speaker explain the differences between drama and role play, it is open with express gratitude to hearer as he said "thank you for your attention" then continuo with nominating one of hearer named Adila, then follow with Adila's question, in the last transaction the speaker then answer the question with give long statement. In this transaction there several acts: conclusion, thank, elicitation, nominate, question and answer.

C. Summary of Research findings

Based on Sinclair and Coulthard the structure of classroom discourse model which is categorized by rank scale model was built from exchanges which is consist of initiation, respond and follow-up. Moves combine from exchanges and the acts made up the moves. Act is the lowest rank, and usually it expressed by sentence, clause or single word. And Moves consist of acts and combine to form exchanges. In the research the researcher found the moves made up these exchange; initiation, response and follow up. To make clear description of the move, the researcher will describe in the following table:

Table 18 : Model of Moves of Classroom Discourse In Speaking III Class

No	The Model of Moves	Table data analysis
1.	Opening, answering, follow up	(5), (10),(14)
1.	Framing, answering, follow up	(6), (7), (8)
2.	Opening, focusing, answering	(9)

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3.	Opening, opening, answering	(11)
4.	Framing, focus, follow-up	(17)
5.	Focusing, eliciting, follow-up	(13)
6.	Initiate, focus, follow up	(16)
7.	Focusing, answering, follow-up	(12), (15)

This table shows the interaction between student as speaker and others students as hearer in classroom has eight models of Move in one exchange. All the interaction in the classroom can be found in the table analysis of model classroom discourse. These all moves made up of initiation, respond and follow up. Model in no 1 was found in the table of exchange (5), (10) and (14) and also for model in no 2 was found in the table (6), (7), (8) and also for the next model until the last it was explained clearly in the table.

Every move in the exchange consists of many acts. In this case to make clear description, the researcher was described into following table:

Table 19,: The Acts That Made Up of Moves In Classroom Discourse of Speaking III Class

No	Moves	Acts
1.	Opening	Alert, greet, Elicitation, question, statement, nominate
2.	Framing	Question, conclusion, thank, elicitation, nominate
3.	Answering	Question, answer, Bid, nominate, starter, statement, elicitation, clue, reply, disagree, loop, acknowledge,
4.	Follow up	Evaluate, answer, question, accept, marker, acknowledge, question, reply, thank.
5.	Focusing	Conclusion, statement, question, evaluate, starter, elicitation
6.	Eliciting	Starter
7.	Initiate	Conclusion, question

This table shows that move was made up by many acts. Every move maybe have different act. Because not all the acts can be categorized in each move, it is depends on the context and also the topic in classroom. Sometimes in one utterance can be categorized more

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than one act in the structure of classroom discourse. These exchanges come from table of different exchange. The total table of exchange is 13 tables, this data taken from first, second, third and fourth meetings. And to make clear the researcher the following table about the total of table and the topics.

Table 20 : Total and The Topics of Table

No of table	Topics
Table 5	The speaker greeting the hearers and ask hearer's condition
Table 6	The speaker ask hearer about Plane crash
Table 7	The speaker explain about what the pilot will do when there is something wrong with the plane while the position is on the air to save the passengers.
Table 8	The speaker explain the reason why baby, woman and young children easier to get dengue fever
Table 9	The speaker explain the differences among dengue virus type 1, type 2, type 3 and type 4.
Table 10	The speaker explain about avoid food for someone who get lung cancer disease.
Table 11	The speaker explain the differences between usual coughing and coughing that caused by Lung cancer disease
Table 12	The speaker explain about the effect of bad environment for juvenile delinquency.
Table 13	The speaker explain how to prevent teenager from juvenile delinquency
Table 14	The speaker answer question about can someone who infected by lung cancer swim
Table 15	The speaker explain about Aids
Table 16	The speaker explain what the pregnant mother do when she infected by HIV virus, should she take an abortion?
Table 17	The speaker explain the differences between drama and role play.

D. Discussion of Research findings

The interaction between student and student in speaking III class is to achieve the goal of teaching and learning, especially in speaking class. They must speak more to practice their target language. In the speaking III the students is more active than the teacher, the teacher is as monitoring students, so he do not involve in interaction. He just

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checks student's attendance list in the first, then in the conclusion teacher give feedback about student's performance.

In speaking III the course is focus on presentation class, so in every meeting there are one student who perfume as speaker, and others students are the hearer. After the speaker give explanation briefly about the topic, the speakers then open discussion section which the hearer and speaker able to ask question related with the topic or maybe share their ideas.

Based on Sinclair and Coulthard, the structure of classroom discourse in classroom is initiation-response-follow up exchange. Related with this the three exchanges are initiation by the speaker, response by Hearer and follow up by speaker. In this case, based on research finding the classroom discourse structure the exchange in Speaking III class are made up from many moves based on theory of Sinclair, Coulthard and Sternstrom . The moves in this research are farming, focusing, opening, answering, summons, initiate, respond, re-open, backchanel and follow up. In this case farming is to frame the conversation, focusing is focus the conversation of the talk, opening is to open the interaction, answering is to answer hearer question, and follow-up is to respond speaker/hearer.

All these exchange in speaking III class are made up by many various acts. These acts that appeared were Alert, greet, Elicitation, question, statement, nominate, conclusion, thank, answer, Bid, starter, clue, reply, disagree, loop, acknowledge, accept, marker, evaluate. This research applies the theory of Sinclair, Coulthard and Anna-Brita Stenström's about classification of the act in classroom discourse.

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