CHAPTERIV

FINDING AND DISCUSSION

A. Research Findings

As researcher has explained in the previous chapter, SETT frame work is used as a tool to analyze the teacher's interaction. First, after transcribing the teacher's interaction in two different classes in the same grade (7th A and G), the researcher codes the transcription of teacher's interaction based on the four modes in SETT: managerial mode, material mode, skill and system mode, classroom context mode. Afterward, the researcher analyzes each mode in teacher's interaction with the interactional features used. As a result, the researcher sees the appropriateness between the interactional features used and the mode. Furthermore, the researcher analyze the connection between the teacher's interaction and the pedagogic goals of the class. In the other word, the analyses of teacher's interaction, at one hand, is based on the SETT frame work; on the other hand is from the fitness toward the pedagogic goals.

In this case, the teacher's interaction analyzed is in 7th grade A and G SMPN 13 Surabaya. The teacher that has been observed is Mrs. Karsih, English teacher in SMPN 13. She is 47 years old and has joined the 2013 curriculum training. The students in A class consist of 38; 12 malesand 26 females. The seating arrangement is traditional which the students seat in rows. This is two hours lesson time (90 minutes). Furthermore, According to the teacher in the interview, most of the students' ability in this class are adequate especially in English. The teacher was using power point as a media in presenting the lesson by showing some pictures and white board for writing the explanation.

Similarly, in the G class there are 34 students which consist of 13 males and 21 females. The seating arrangement is also traditional and within two hours lesson time. The students are beginner with only four to five students who has good ability in English (according to the teacher in the interview). In addition, during the teaching learning process the teacher was only using power point as presentation media by showing some pictures without using the board for writing.

The teacher stated goals are the same in both classes. Those are:

- 1. Students will be able to know the profession
- 2. Students will be able to describe the profession

Based on the research question the researcher, first, wants to know about how teacher's interaction in the implementation of K-13. Second, to know how the teacher's interaction based on SETT framework analysis.

1. Teacher's interaction in the implementation of K-13

In A class, at the beginning the teacher introduced the lesson by questioning the students' background knowledge dealing with pedagogic goals "do you understand about profession? Who knows? Who knows the profession? What does it mean Profession in Indonesia"(extract 1 utterance 1). Afterwards, the teacher initiated student to give some examples of profession"Give one example for me"(extract 1 utterance 3). In this class the teacher use short opening interaction which the teacher initiated the students to mention the meaning of "profession" and the examples. Then, the teacher continued the classroom activity by providing some pictures from slide to present the lesson. However, in G class the teacher started the class with the longer interaction with the student to discuss about a topic about profession: "what must someone do at the classroom?", "what must you do at the classroom?", "who studies at the classroom?" "who teaches at the classroom?" (see extract 2.1). In this beginning of the class the teacher implemented observing activity in which the teacher introduced the pedagogic goals through observation from teacher and student interaction. The teacher used the closed question as initiation to help student recognize a profession.

Then the teacher, in A class, implemented associating step of K-13 curriculum by using some pictures of one's profession and asked student to mention the profession in English:

"what do you see about the profession today?(Showing a police picture)"(extract 1 utterance 12), "The next (showing the fisherman picture)(extract 1 utterance 22), I would like you to know more, what is it?", "the next now ok please (showing the army picture in the slide). Aa...wow..."(extract 1 utterance 78). Most of the main lesson in A class used visual aid (picture) as a means of presenting the lesson. Though, in some parts of interaction the teacher used student experience to support the understanding about the pedagogic goals by using closed question. For the example: "Dewangga, what does your father do?" (extract 1 utterance 35), "what is your mother(3)?"(extract 1 utterance 39), "Who have brother(2)?"(extract 1 utterance 45), "and then, where does your brother work?".

Similarly, at G class, the teacher used some pictures to present the lesson such as "What thing do you see in the picture?", "what picture is that? Ha?", "what do you see in this picture"(extract 2 utterance 82). What made the G and A class difference in using picture was that the teacher used more detailed exploration toward the picture to make an interaction. For the example, the question "who does usually make this?"(Extract 2 utterance 200), "what he use to cut the hair?"(extract 2 utterance 126) after showing some pictures.In the other word the teacher made use a visual aid to initiate more student involvement through more communicative and detailed interaction.

The interaction occurred in associating step is commonly in traditional way of turn taking in which the teacher initiate an interaction and the students give responses.Then the teacher gives an evaluation or feedback toward students' response and answer. Moreover the teacher extended the associating activity, in A class, by giving explanation about the simple present that commonly uses in telling an occupation "I want to see, because the question is she, because the question is she, I would like you to know, the answer is "she". Right or no?"(extract 1 utterance 366). In the extending activity the teacher used more communicative interaction when the student made a mistake; the teacher wait the student to complete the answer then the teacher repaired the student mistake. Furthermore, the teacher used confirmation check to make sure that the student paid attention and understand the repair.

In the same way, the associating activity in G class, the teacher used picture as a means of elicitation to make student answer about a profession in the picture: "Next,(showing a picture of doctor and the patient) uh....what do you see in the picture?" (extract 2 utterance 148), "what is the duty of this profession?", "what picture is that? Ha?". The interaction that the teacher used in this activity is closed question derived from the picture. In addition, the teacher asked student to describe the picture after the teacher completed the question about the picture: "Ok, come on describe about this picture now..."(extract 2 utterance 215).

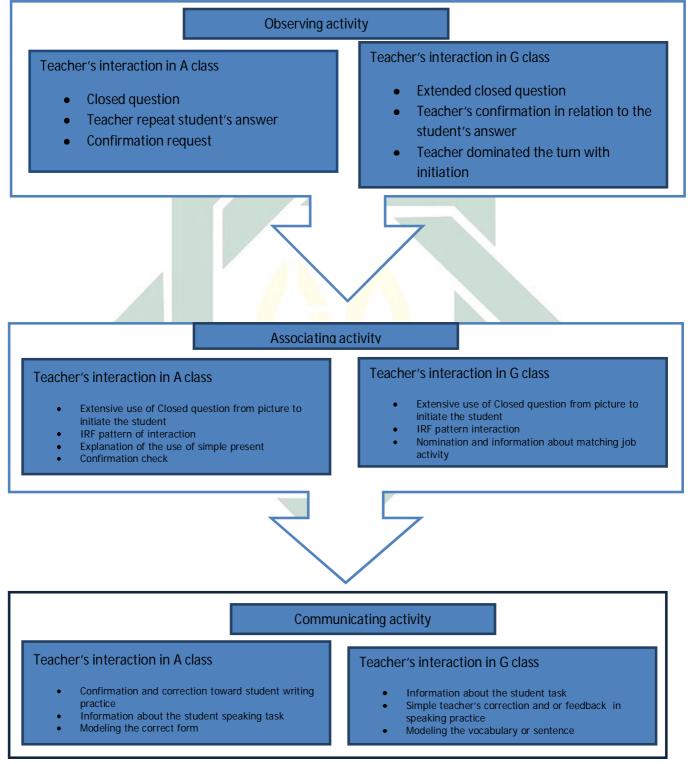
Furthermore, in G class, the extended activity of associating the teacher used list of profession and duty that the students were asked to match the duty and profession: "Next, I would like you to match the profession and the duty in the slide!"(extract 2 utterance 279). Then the teacher nominated the student to answer the question "come on who can answer number one, raise your hand!"(extract 2 utterance 290). The interaction occurred in this activity were in the form of giving information about the nomination and confirmation check from the teacher.

Thereafter, in communicating activity of A class the teacher's interaction was in the form of confirmation check and correction dealing with the student writing practice: "*pakaisaja* types, I think the types, I don't know" (see extract 1 utterance 424). In addition, the teacher giving information about students' task to describe about the students' family profession after giving an example about the way to describe: "Today I would like you to describe about your family like that. for example, he is my father, for example, he is my father. He is bla blab la"(see utterance 500 for complete expression). Unfortunately, for the limitation of the time the student could not present their description in the class.

In like manner, in the G class the teacher's interaction is similar to the A class in which the teacher told the students to describe about a profession in the form of dialogue. Fortunately, even if the student ran out of time as well as A class, but the student could still has communicating activity practice at the end of each picture explanation in the slide. Whilethis communicating activity the teacher turnsis minimal and use simple correction because the purpose of this activity is to train oral fluency.

To sum up here is the teacher's interaction schema in each activity of the K-13 activity:

The teacher's interaction schema in K-13 activity



6. Teacher's interaction analysis based on SETT frame work.

The researcher categorizes the teacher's interaction based on the mode in SETT those are: (a) managerial mode, (b) material mode, (c) skill and system mode and (d) classroom context mode.

a. Managerial mode

In the first meeting (extract one) the teacher's interaction which is categorized as managerial mode is how the teacher controlled the students participation in the class for example:

65) T: I want to give you something if you are good now. and I give you good score if you are good students. Sayaakanmemberinilaipada kalian. (managerial mode)

66)T: (move around the rows)the next, may I ask a paper?(asking to one of female students in the mid row) I want to check for you and I give about the score for you.

67)T: The next, what you see now?(showing the driver picture in the slide) Who knows/ raise your hand!

In this extract teacher explained how the teacher will give the score for the students who participate to the class. This is how the teacher way to manage the students involvement to the class. As a result, this managerial mode lets the students know how to contribute to the class and encouraged with the score given. Furthermore, the use of interactional feature of managerial mode is in the form of transmitting the information/ explanation dealing with the lesson. For the example (366)

366) T: I want to see, because the question is she, because the question is she, I would like you to know, the answer is "she". Right or no?, Right or no?, Right or no? (managerial mode)

- 367) S: right
- 368) T: what did he say?
- 369) S: why using "S"
- 370) T: kenapa? Kenapa using S?

The teacher explained about how to answer question and the reason of using "S" in the present tense. In transferring the information the teacher used clarification request as a means to make students contribution for the explanation and make sure that the students understand it (366 and 369).

Similarly, at the second meeting (extract two) the managerial mode function is to control the students contribution, giving instruction and/ or explanation (transmitting information). The interactional features that teacher used to control the students' contribution as in (112 and 114):

112) T: Ok next, because I see that only one or two students active to answer, I will make a ball from a paper. Can I ask a paper? (Asking to the students in the middle row) (managerial mode)

113) S: (Giving a paper to the teacher)

114) T: Thank you!(while pressing the paper in circle shape) and I will throw this ball, just see it as a ball to you, but, I don't know, I don't know where this ball will go because I will face like this(facing to the front, so, students behind her). If you get the ball you must answer the question? *Jadinantikalau kalian dapat bola harusjawabpertanyaandarisaya*, do you understand? Ha...do you understand?

115) S: Yes..(Nodding)

The teacher nominated the students for participation through the "ball throwing" activity which the students who got the ball should contribute to the class by answering question or explaining the picture. As a result, it is a must for the students to participate to the class when they got the ball. This is the managerial mode basic function that is the teacher authority to decide an activity based on the students need.

In a like manner, the interactional features of managerial mode in form of giving an explanation are in extract 2.34 (498)

498) T: Today I would like you to describe about an occupation like that. for example hm,,,, I am a teacher. *Kemudian* I teach many students in SMPN 13. Look at to that now(pointing the example in the slide) and I need book, projector, laptop, and marker . but in dialog form, so, you and your table mate question each other about a profession.like in the dialog just now! do you understand? (managerial mode)

499) S: yes...

500) T: and ask these (pointing the slide about the thing to be asked),,,do you understand?

501) S: yes

Identically, this is managerial mode that the teacher explained and gave example about how the dialogue is like with extended teacher turn. In addition, the teacher used confirmation request dealing with the explanation to make sure that the students understand the instruction.

b. Materials mode

This mode is the frequently used mode in the teacher's interaction since most of the class activity is mirrored through the material, in this case the teacher used power point which show picture in the slide. As a matter of fact, from extract 1.2- 1.5, 1.12- 1.19, 1.23-1.30 (except 1.24) the teacher used picture in the slide as a media of eliciting the students contribution;

Extract 1.2

12) T: Now the next, what do you see about the profession today(3)?(Showing a police picture)(Materials mode)

- 13) S: Police, fisherman, pilot
- 14) T: Apa? Police, ya, policeman
- 15) S: Yaa..
- 16) T: You know policeman and police..(2)
- 17) S: Woman

Extract 1.13

89) T: I would like to see, hm...what is this? (showing the fireman picture in the slide) (materials mode)

90) S: fireman, firefighter

91) T: fireman, why do you say firefighter? You can say fireman. What does fireman mean? (skill and system mode)

- 92) S: pemadamkebakaran
- 93) T:pemadamkebakarn, thank you, very good

In addition, the teacher way of praising was very unique in which the teacher made students give applause after the studentsanswer;

- 288) T: mechanist, thank you give applause!
- 289) S: applause

The teacher not only praised the students orally, but also with physical praise by asking the other students to make applause.

Furthermore, the teacher echoes occurred frequently after the students response; every time the students answer or respond a question the teacher always repeat the students answer;

- 150) S: Sailor..sailor
- 151) T: Sailor. you know sailor?
- 152) S: (chaos)...
- 153) T :hello, hello, where does he work?where?
- 154) S; sea...sea...
- 155) T: in the sea

Additionally, in extract 1.26 (254) the teacher used content-focused feedback toward the students answer dealing with a hammer picture.

- 250) T: I want to ask you, do the farmers need about the hammer too?
- 251) S: no....
- 252) T: really? really?
- 253) S: yes..

254) T: I think the farmer also need that, jugamembutuhkan, if they do something .but If you say about this origin, original It is about the carpenter. Good, give applause!

Furthermore, in this mode the use of scaffolding is very important because the scaffolding helps the students to know about the appropriate and correct use of vocabulary. For the example in extract 1.22 (203)

- 200) S: karenadia yang nyetir.
- 201) T: Because dia yang nyetir(laughing) in English?
- 202) S: chaos
- 203) T: because he can drives with a bus. give applause!

In a like manner, in extract two the teacher used power point which show

some pictures in the slide as material for teaching learning activity. For instance in number 177-184

177) T: Next, uh...what picture is that? Ha? (showing sketch picture)(material mode)

- 178) S: Painting, drawing, house, pipa...(laugh)
- 179) T: No, no, no, ayo come on, what picture is it?
- 180) S: (Chaos, unclear answer)
- 181) T: It is a sketch,...you know sketch? Ayo come on, ada yang tau..?

- 182) S:.Hm.....
- 183) T: Sketch itusketsa...apa?
- 184) S: Sketsa...

The interactional feature used in this extract is still the same as extract one those are: dominant IRF pattern of interaction, form focused feedback, and scaffolding.

Most of the interaction in this mode is in the form of IRF pattern such as in 177-179. In this pattern, the learner turn is very minimal because teacher initiations are in the form of simply answered question. Consequently the learner can only answer in the form of a vocabulary, not a sentence or more.

200) T: And I would like you to know about who does usually make this? Ayo cobaliatkedepan, who does usually make this?

- 201) S: Architect
- 202) T: What? Apa?
- 203) S: Architect
- 204) T: Yeah, architect,

Moreover, teacher used form-focused feedback dealing with the correction

of students answer as in 2.7 (127)

126) T: Good, so what he use to cut the hair?(signing with his hand as like a scissor)

- 127) S: Scissor (mispronounce)
- 128) T: Yeah,,,,what?
- 129) S: Scissor (mispronounce)

130) T: Scissor (correcting the students pronunciation), repeat after me! Scissor! come on...

- 131) S: Scissor
- 132) T: Do you understand?
- 133) S: Yes...

It is important for the teacher to make corrective repair toward the students' mistake in order to make students realize about the mistake and know the correct one. According to Van lier the correction of error is crucial for learning activity to avoid fossilizing mistake in language.

In addition, the use of scaffolding in extract two is almost the same as extract one where the teacher scaffolding is to help learner in extending the sentence as in extract 2.7 (120) and 2.17 (303).

Extract 2.7

116) T: Ok, next...(showing the picture of a child that the hair had been cut)uh...what is that? (material mode)

- 117) S: A Child...
- 118) T: A child what?
- 119) S: Cut hair
- 120) T: So, someone cut the children's hair
- 121) S: Yes..

c. Skill and system mode

This is the mode that occur extensively in the teacher's interaction at SMPN 13 whether in extract one and extract two which the teacher gives a learner chance to practice the language skill (listening, reading, writing, speaking) and sub skill (grammar, vocabulary, pronunciation). In extract one, most of the practice that the teacher involved in the skill and system mode was vocabulary practice. For the example in extract 1.1(1 and 3),

1) T: I wanna ask you about profession, do you understand about profession? Who knows? Who knows the profession? What does it mean Profession in Indonesia(4)? (Skill and system mode)

- 2) S: Profesi
- 3) T: OK. Profesi

andextract 1.6 (35),

35) T: Dewangga, what does your father do? What is your father(2)? (Skill and system mode)

- 36) S: Officer
- 37) T: Ok thank you give applause

From the extract above the teacher usedended question as elicitation for students' response. As a result the students' response is very short with only one or two word.

Only one extract that the teacher gave a students practice chance to form a sentence that is in extract 1.35 utterance 325. In this interaction the teacher

initiatedstudents to answer in written language in order to the all students know and

notify the answer.

325) T: and then a I say about the question of she,Right, I give you the explanation about she. Nah, what is she? I think, the answer is...the answer is...? (skill and system mode)

326) S: she is...is.....(students try to answer orally)

327) T: *siapa yang bisanulis? Siapa? siapa yang bisanulis?* (who can write. res)Write the answer, ayo, rise your hand, ayoo

328) S: hm...(students try to answer orally)

329) T: no, no, I want you to write in front of the class. Ya come on ayo, maju dong, ayo come on. david please. Write the answer now....

However, in extract two the teacher provided the extended learner turn by

giving the learner opportunity to practice the target language at the end of the

explanation by making the students describe about an occupation. Extract 2.7(141)

140) T: Ok, come on describe about this picture now...(still showing the picture of a child that the hair had been cut in the slide) stand up...!yeah...silent please! Listen to your friend!

141) S: (Using the book for reading) he is a barber, he cuts a child's hair, he used a scissor and he works every day. Thank you

The dominant interactional feature is still IRF pattern which typically the

feedback is in the form of explanation; extract 1.9 (57)

57) T: Ok, thank you. But, Patient is not a profession. Patient is not a profession. *Seorangpasien yang tiduritubukanprofesi. Siapa yang mauprofesinyasakaitdisini? Ndakadatho?* (Patient is not a profession. Who want to have sick as a profession? Aren't you?.res)

What make the IRF pattern different among the skill and system mode and material mode is the initiation made by the teacher. In the skill and system mode the IRF pattern is formed through the practice, explanation and clarification deals with the language skill practice; extract 1.36. In this case the teacher initiated the student involvement through the language practice about the pronunciation and the answer of a question.

Extract 1.36

- 338) T: ok, I want you say together "What is she?"
- 339) S: What is she?
- 340) T: together "What is she?"
- 341) S: What is she?
- 342) T: together!
- 343) S: What is she?
- 344) T: once again!
- 345) S: What is she?
- 346) T: and then the answer is?
- 347) S: She is secretary
- 348) T: kurangapaya...?
- 349) S: A..A..

Whereas, in material mode IRF pattern is shaped from the material used; extract 1.19 in which the teacher use a picture as visual aid in eliciting a response. The teacher used chief picture and questions student about where possibly this picture work.

164) S: chief (Chaos)

165) T: ok, listen be careful, where does he work?, where does he work?, where does he work? (skill and system mode)

- 166) S: Café (Chaos)
- 167) T: ok fine, thank you. give applause
- 168) S: (applause)

Similarly, in extract two, the dominant turn-taking pattern is IRF where the teacher extended the initiation for deeper understanding toward the language sub-skill such vocabulary, grammar, pronunciation; 2.10 (239)

- 239) T: the "a" di he is a architect, seharusnyapakai "an"..... iyakan?
- 240) S: yea..
- 241) T: ayokenapapakaiharuspakai an?

In this extract the teacher initiated students to notify about an error of students answer. The interaction invites the learner to involve to the correction process that helps them to have better understanding about the grammar.

Additionally, the students opportunity in skill and system mode that teacher provided, especially in extract 1, for students turn to produce the target language is very minimal because the teacher initiation used display question deal with the vocabulary; extract 1.18 utterance 153. As a result the student only answered with one word in utterance 154.

153) T :hello, hello, where does he work?where? (skill and system mode)

154) S: sea...sea...

155) T: in the sea and then, can the sailor bring many passenger? You know passenger?

- 156) S: yes...*penumpang*
- 157) T: penumpang, right. So, can the sailor bring many passenger?
- 158) S: yes mam
- 159) T: yes ok good thank you

The direct repair strategies that teacher used are effective when the teacher found a mistake, the teacher waited the studentsto complete the answer before correcting; extract 1.9 utterance 57. The teacher let the student to express their idea or answer as in utterance 56 which indirectly create the students' learning opportunity.

56) S: Nurse, patient, security (And the teacher nodded each of students answer)

57) T: Ok, thank you. But, Patient is not a profession. Patient is not a profession. *Seorangpasien yang tiduritubukanprofesi. Siapa yang mauprofesinyasakaitdisini? Ndakadatho?* (Patient is not a profession. Who want to have sick as a profession? Aren't you?.res)

With this interaction strategy, psychologically, the students will have better confidence in participating to the class with no teacher interruption.

Moreover the teacher used confirmation check to the class as a way of correcting the error, of course after the students completing the answer; extract 1.11 utterance 73. Teacher corrected the student answer in utterance 72 by using confirmation check to elicit student correct answer (utterance 74).

72) S: sailor

- 73) T: sailor, he is a sailor,? I would like you to see, he is a sailor?
- 74) S: no, Driver
- 75) T: driver, good. Dewangga I give you score today

Similarly at extract 1.34 utterance 319 the teacher use confirmation check as a way of confirming the language use or correct answer by involving the student in the correction. Though, finally when students could not give the reason the teacher gave the answer (Utterance 323).

- 319) T: why I say she?
- 320) Ss: because...
- 321) T: because...
- 322) S: Because....hmm..

323) T: because they are woman, *diabukanlaki-laki*, *iyatho*?(she is not a boy, is she?)

The teacher used some scaffolding for extending and paraphrasing learner contribution as in 1.22 utterance 203,

- 200) S: karenadia yang nyetir.
- 201) T: Because dia yang nyetir (laughing) in English ?
- 202) S: chaos
- 203) T: because he can drives with a bus.

In like manner, the scaffolding in extract two occur for the purpose of modeling and rephrasing students use of language such as in extract 2.29 utterance 459.

456) S: what do you do for living?

457) T: yeah good...apaituartinya?

458) S: hm...(pay attention to the paper)

459) T: yang kamulakukanuntuksebuahkehidupan? Maksudnyaapa yang kamulakukanuntukbisahidup? Itusamasajamenanyakankamukerjaapa, kan? Iyakan? Right or no? (what do you do for living? Means what do you do to live? It is the same as what is your occupation? Isn't it?)

d. Classroom context mode

Classroom context mode is identic with learner freedom of selecting and developing a topic. This mode is like the "daily conversation" when the students talk to his friend about an experience and his friend is responding based on his experience as well. As a result the students will have more turn than teacher in participating to the classroom interaction. Furthermore, the teacher focused for feedback is not in the form of the language rather than the content (message) of the language and with minimal correction. In the other word, the classroom and context mode build up the "real" communication rather than the practice of linguistic knowledge.

The teacher's interaction of the first meeting (VII th Grade A), only view of classroom context mode is implemented and it occurs only at the end of the class; for the example in extract 1.51 utterance 512 and 1.52 utterance 521. In these utterances the teacher asked students about their perception about the class activity and the reason of the student answer.

514) T: and then I want to give a reflection. Reflection about this. About this lesson today. Is it interesting? (classroom context mode)

- 515) S: Yes
- 516) T: why?
- 517) S: because.....
- 518) T: because ... ayo why? Come on why? In Indonesia is ok
- 519) S: it's fun.
- 520) T: it is fun. Yeah ok.

Extract 1.52

521) T: The next, I would like you to. Do you have any difficulties in studying the job?do you have any difficulties? (classroom context mode)

- 522) S: No
- 523) T: no, *baik*.(ok)

In the contrary, the teacher's interaction of the second meeting (VII th Grade B) implemented extensive classroom context mode especially at the beginning of the class; extract 2.1 (1-50) and 2.2 (51-68). The teacher initiated the student with some questions dealing with the student understanding and background knowledge to introduce the students about the objective of the class that is about profession. In elicitation the teacher used a "teacher" and "student' profession as an example for introducing the lesson.

- 1) T: Classroom...if i ask you, what does someone do in the classroom? (classroom context mode)
- 2) S: Study(unclear voice)
- 3) T: Hah...? i listen for you, what must someone do at the classroom?
- 4) T: Hah...?

- 5) S: Study(all student)
- 6) T: Study... who is studies at the classroom? Hem...? Hem...? Teacher maybe? Hah...? Teacher? Teacher? And then what must you do at the classroom? Hah...? playing football?
- 7) S: No..(Together)
- 8) T: The next, what must you do in the classroom, now?
- 9) S: Study...(together)
- 10) T: Study...and then I ask you, who studies in the classroom?
- 11) S: Unclear voice..
- 12) T: Hah...? Hallo student,
- 13) T: ok please say, please, who studies at the classroom?

B. Discussion

In this discussion the researcher analyze the teacher's interaction of the implementation of K-13 by using SETT frame work. SETT is one of classroom discourse analysis technique which focuses on teacher's interaction proposed by Steve Walsh. There are four modes in SETT that each mode has particular purpose and interactional feature; 1) Managerial mode, 2) Material mode, 3) Skill and system mode, and 4) Classroom context mode. For this reason the discussion is classified based on the mode in SETT framework.

1. Managerial mode

In extract 1 the teacher used managerial mode to manage the students' involvement to the class. According to Walsh the managerial mode functioned as organization for the learning process including the learning behavior, time, students'

involvement, class activity and so on⁴⁵. For example "I want to give you something if you are good now", "Rise your hand!". To this purpose, the teacher's interaction used in this extract is coincided with the managerial mode function.

In the contrary, theoretically managerial mode occurs at the beginning of the class because it is the teacher turn to tell how the class activity will be⁴⁶. Yet, in this extract the managerial mode occur after some turn-taking interaction among teacher and students (which just occurred at utterance number 65). In the other word, the teacher started the class without telling the students how the class setting and students involvement. Consequently, only few students participated to the class because most of students did not understand about how the class management and how to contribute before the teacher clearly manage the contribution. (see extract 1.11 and 1.21). Thus, the teacher should realize that management of the student involvement is very important especially at the beginning of the class.

The interactional features of managerial mode in the form of transferring the information in which the teacher used clarification request as a means to engage students contribution for the explanation and make sure that the students understand it (utterance number 366 and 369) *"*I want to see, because the question is she, because the question is she, I would like you to know, the answer is "she". Right or no?, Right

⁴⁵Steve Walsh, *Exploring classroom discourse: language in action*(USA and Canada: Routledge, 2011)

⁴⁶SteveWalsh, *Developing interactional awareness in the second anguage classroom through teacher self-evaluation*. London: Routledge, 2010)

or no?, Right or no?. In like manner, Cullen assumes that it is more crucial for teacher to create communicative opportunities during the explanation⁴⁷. With this way of interaction the teacher allowed the students to have turn in the mode which usually dominated by the teacher. As a result, the students would have fully understanding toward the teacher explanation because they are involved in that process. (See extract 1.38 for the complete interaction).

Similarly, at the second meeting (extract two) the managerial mode function is to control the students' contribution, giving instruction and/ or explanation

"Ok next, because I see that only one or two students active to answer, I will make a ball from a paper. Can I ask a paper? (Asking to the students in the middle row)", "and I will throw this ball, just see it as a ball to you, but, I don't know, I don't know where this ball will go because I will face like this(facing to the front, so, students behind her). If you get the ball you must answer the question?" (Utterance number 112 and 114).

From the interview the researcher found that according to the teacher, the G class (extract two) has lower proficiency of English and self-efficacy than A class. Therefore, the teacher used different strategy in organizing the students contribution in order to make fair spread of learning activity. However, in A class the learning involvement is fair among the students because almost all students actively participated to the class activity. (See in extract 2.6)

At the same time, the interactional features of managerial mode in form of giving an explanation are in extract 2.34

⁴⁷Robert Cullen. '*Teacher talk and the classroom context*', English Language Teaching Journal, 1998.

"Today I would like you to describe about an occupation like that. for example hm,,,, , I am a teacher. Kemudian I teach many students in SMPN 13. Look at to that now(pointing the example in the slide) and I need book, projector, laptop, and marker . but in dialog form, so, you and your table mate question each other about a profession.like in the dialog just now! do you understand?" (utterance number 498).

This is suitable with what Sinclair stated that the transaction among teacher and students will decide how the class will be⁴⁸. Thus, the teacher should pay attention to the interaction used in this mode in order to make students can absorb the information or explanation.

In this extract the teacher used the combination between mother language and target language to explain about what the students should do for the task (498 and 500). This is very important for the teacher to know how far the students can understand the target language used in explanation that the teacher can use mother language as a support for the students to understand. The use of mother tongue can be a helpful aid for the students since they can know the general purpose of the explanation by guessing some targets language words that they do not know the meaning. Moreover, with the help of visual aid such as pictures and examples of the task will help the students to not being lost in managerial mode.

Based on above explanation, something that is different between the extract one and extract two in transmitting and explaining information is about the thing transmitted. In extract one most of the thing transmitted are linguistic

⁴⁸JohnSinclair and Malcolm Coulthard, *Toward an Analysis of Discourse* (Oxford: Oxford University Press, 1975)

knowledge: how to answer question and the reason of using "S" in the present tense, giving an example of the lesson etc. In the contrary, in extract two the teacher only transmitted the explanation how the thing work in the classroom activity; explained about how the ball throwing mechanism, what should do with the conversation and so on.

In the researcher point of view, the reason why the teacher did not include extended transmission of linguistic knowledge in extract two because the linguistic knowledge is transmitted through the corrective feedback/ direct repair toward the students mistake in forming the target language (the examples are in skill and system mode). According to the teacher from the interview, the transmission of the linguistic knowledge will be better implemented in the repair when students produce in appropriate form of target language especially for simple correction. Additionally, it would give students more involvement and consciousness of what teacher explained through the feedback.

Furthermore, dealing with the pedagogic goals the interactional features used in this mode is coincided with the goals of the study for the reason that the teacher's interaction whether in the form of transmitting information (explanation) and controlling the students involvement is determined from the goals, especially the first goal. For the example, how teacher managed the class and explained about the linguistic knowledge by providing some interactions that lead students to know about the occupation with students actively involve in the interaction. Additionally, teacher also provided an example on how telling the description of an occupation which help students to practice in describing an occupation.

2. Materialsmode

The dominance interaction in this mode is IRF with pictures as visual aids. It shows that the teacher extensively used materials (picture) as a main tool to conduct turn-taking, as a result, only limited interactional features and topic used in the interaction. Furthermore, the teacher only used closed question in eliciting students' response from the picture "I would like to see, hm...what is this? (showing the fireman picture in the slide)", "Now the next, what do you see about the profession today(3)?(Showing a police picture)"(utterance number 12, 89). Consequently, students only had minimal turn in participating to the class. Even tough, the teacher considered that this way of questioning was useful for students to memorize or recall the vocabulary.

In addition, the teacher used a unique way of praising by asking an applause "thank you give applause!". According to the teacher this way of praising had two purposes; first, the all students in the class will know that the answer made is correct and can be as reference for them if they asked with similar question. Second, the students will be more motivated because his answer is praised by the other students. Furthermore, the teacher used echo every time after the student respond (utterance number 151, 154 and so on). The teacher assumed that this repetition (echo) has two purposes: as a feedback and confirmation toward the students answer besides as a vocabulary drill process for the students. The more students listen to the vocabulary the more familiar the vocabulary will be. It will ease them to memorize and use the vocabulary for a language skill practice. In the contrary, there is a suggestion that reduced echo might make students listen carefully to each other and extend the students involvement⁴⁹. Thus, the teacher should be able to decide when to use the teacher echo in order that it will not disrupt the students' contribution for the class.

In utterance number 254 "I think the farmer also need that, if they do something. But If you say about this origin, original It is about the carpenter" the teacher made a repair toward students answer about an occupation. However, according to interactional feature of SETT the content-focused feedback only occurs in classroom context mode which deals with students belief, experience in the real life, opinion and so on. At the same time, the teacher considered that this content-focused feedback as additional information for students about the function of a tools. From this point of view, the researcher assumes that in classroom activity there will be some interaction that might be urgent to delivered, though it is not included in the interactional feature that commonly use. To sum up, As long as the interaction still

⁴⁹SteveWalsh ,. *Construction or Obstruction: Teacher Talk and Learner Involvement in the EFL classroom.* (Language teaching research, 2002)

coincides with the pedagogic goals, it is a must for the teacher to create the interaction for students' better understanding.

Furthermore, the scaffolding in extract 1 utterance 203 "because he can drive with a bus. give applause!" will let the students know about how the correct English sentence from their answer. Nevertheless, the teacher did not provide a time for students to repeat the teacher scaffolding that will enable the students practice the correct form. In the researcher view, it will be better for the teacher to invite students repeat the teacher scaffolding to make students familiar with the correct form of a sentence.

Similarly, the interaction features is dominated by IRF pattern in which the teacher mostly used display question; "Next, uh...what picture is that? Ha? (showing sketch picture)", "you know sketch?". In this pattern, the learner turn is very minimal because teacher initiations were in the form of simply answered question. Consequently, the learner can only answer in the form of a vocabulary, not a sentence or more. Whereas, some expert assume that the use of question must be considered with the goals of the study⁵⁰.

In addition, the teacher echoes always occurred in each students' response before or after the teacher gives a feedback (extract 2 utterance number 204). It was because the teacher assumption that through the teacher echo, the students will get

⁵⁰DouglasA Demo., *Discourse analysis for language teacher*(Washington DC: Center for applied linguistic, ERIC, 2001)

used to be familiar with the vocabulary used. However, Walsh warns that in some context the overuse of echo may hinder students' involvement to the class⁵¹. According to the researcher, the teacher echo is not categorized as dangerous echo that can minimize the students' opportunity of learning because the teacher repeated the finished students answer and followed with a feedback as a sign that the answer was correct. For this reason, the researcher agree with the teacher assumption that teacher echo can be a means of vocabulary drill.

Besides, in correcting error the teacher asked a confirmation to the students about the correct form such as in "Scissor (correcting the students pronunciation), repeat after me! Scissor! come on..." extract 2.7 (utterance number 130) when the teacher asked the students to create a correction before the teacher. With this way of correction, the teacher gave a students' turn to have larger contribution to the class. On the other hand, the student who was corrected may feel blamed with the all class, yet Seed house confirms that this (repair) is what students want in whatever way the teacher correct them. Thus, the correction is very crucial for students in learning a language. For this, reason the researcher suggests that it will be better for the teacher to use suchlike interaction for correcting the students' error because it provides more involvement for students.

⁵¹SteveWalsh ,. *Construction or Obstruction: Teacher Talk and Learner Involvement in the EFL classroom.* (Language teaching research, 2002)

The scaffolding in utterance number 120 "So, someone cut the children's hair" is in the form of extending students answer in 119 that use incomplete word (see extract 2.7). The scaffolding will make students notify about how is the correct form of their answer⁵². Yet, after the teacher scaffolding, the teacher did not give a learner turn to practice or even notify the teacher scaffolding. The students' response usually is in the form of nodding after the teacher scaffold the learner sentence. Indeed, it is a big chance for the students to know the more "sophisticated" construction of a sentence. To this purpose, it is urgent for the teacher to give students turn to repeat the scaffolding.

Furthermore, dealing with the connection between the interaction used and the pedagogic goals in this mode, the teacher stuck on the purpose of the class especially number one that is to make students were able to know the occupation through the classroom interaction and activity which were mirrored from the material. Repair, for example, always deals with the students' error in answering about the occupation. The purpose is to make learner know about what is the correct form or pronunciation of the language in context of occupation. In addition, the material helps the teacher to have more systematic way of interaction with the visual aid from the material that support teacher in focusing to the pedagogic goals.

⁵²SteveWalsh.,*Investigating classroom discourse*(USA and Canada: Routledge, 2006)

3. Skill and system mode

In both extract, especially in extract 1 the teacher use skill and system mode in form of vocabulary practice by using ended question as an elicitation; "What does it mean Profession in Indonesia(4)?"(extract 1 utterance number 1). As a result the students' response was very short with only one or two word. Furthermore, the teacher did not provide follow up question for the purpose of extending learner involvement turn. The teacher, for example, can use open question that likely produce longer answer than closed question. For instance, the teacher can ask "how could you know that profession?" after students turn in 36. This question will at least giving more turn to students to involve in the classroom activity by having longer answer.

Only one extract that the teacher gave a students practice chance to form a sentence that is in extract 1.35 utterance number 325 " what is she? I think, the answer is...the answer is...?". In the writer point of view, it will be better for the teacher to not only use the question that engage students to have vocabulary skill practice, but also engage the students to form the vocabulary into a sentence whether in oral or written expression; such as asking students to describe the picture after the teacher explanation, making a sentence, or even repeat the vocabulary for the class. As a result, the students will have more turn to practice the new linguistic knowledge for the better understanding and use. This is what Tardif states that it is very

important for the teacher to consider the language use in engaging students' participation by using some speech modifications⁵³.

However, in extract two the teacher provided the extended learner turn by giving the learner opportunity to practice the target language at the end of the explanation by making the students describe about an occupation; extract 2.7 utterance 141"Ok, come on describe about this picture now..."The students' opportunity to practice the knowledge will enable the students to understand more about the real use of the knowledge. Therefore, the teacher should realize that the students extended turn to practice the language is very important for wholly understanding about linguistic knowledge and practice.

In the IRF pattern the teacher used supportive feedback in which teacher give a evaluation after the students completely answer the teacher initiation; extract 1.9 utterance 57 "Ok, thank you. But, Patient is not a profession. Patient is not a profession. Seorangpasien yang tiduritubukanprofesi. Siapa yang mauprofesinyasakaitdisini? Ndakadatho?".The feedback that the teacher gave enabled learner to notify whether or not the answer is right. The way how the teacher give feedback was supportive in which the teacher did not overlap the learner turn rather the teacher lets the students to answer completely and giving a feedback in form of evaluation toward students answer. This way of evaluation, as Musumeci propose,

⁵³Tardif .'*Classroom teacher talk in early immersion*'. Canada (Canadian Modern Language Review, 1994)

can make students feel good with the feedback because the teacher freely gives the students turn to answer before the feedback⁵⁴.

What make the IRF pattern different among the skill and system mode and material mode is the initiation made by the teacher. In the skill and system mode the IRF pattern is formed through the practice, explanation and clarification deals with the language skill practice; extract 1.36 utterance 346 " and then the answer is?". Whereas, in material mode the interaction is shaped from the material used; 1.19 utterance 165 "where does he work?".From these two utterances, it is clear that the theme or topic that used in skill and system mode is wider since the language skill practice is not mirrored from the material rather the teacher initiation itself. For this reason, Walsh suggests that it is important for the teacher to create interactions that support students in reaching the goals with some initiations to provide language practice space⁵⁵. In the contrary, the theme or topic in material mode is narrowed by the materials used as a means of initiating the interaction.

Similarly, in extract two, the teacher initiated students to notify about an error of students answer; extract 2.10 utterance 239 "the "a" di he is a architect, seharusnyapakai "an"..... iyakan?". The interaction invited the learner to involve to the correction process that helps them to have better understanding about the grammar.

⁵⁴Musumeci, D. 'Teacher–learner negotiation in content- based instruction: communication at cross- purposes?', -. (Applied Linguistics. 1996)

⁵⁵Steve Walsh, *Exploring classroom discourse: language in action*(USA and Canada: Routledge, 2011)

Additionally, the students opportunity in skill and system mode that teacher provided, especially in extract 1, for students turn to produce the target language was very minimal because the teacher initiation used the display question deal with the vocabulary; extract 1.18 utterance 153 "where does he work?where?". The initiation that the teacher made in 153,155, and157 was open question which consequently the students will response with only one or two words. Thus, the teacher should pay attention to the initiation made that can vary the students response. As an example, the teacher can use referential question after the students answer; "why do you answer that profession?", "can you describe the profession please?" etc.

The direct repair strategies that teacher used were effective when the teacher found a mistake, the teacher waited the students to complete the answer before correcting; extract 1.9 utterance 57 "Ok, thank you. But, Patient is not a profession. Patient is not a profession". With this repair strategy, the students will have better confidence in participating to the class with no teacher interruption. Walsh states that it is very important for teacher to know the "right timing" to correct the students in order to avoid the possibility of hindering students turn. To this purpose, the teacher should be able to manage his interaction in repairing the students. Moreover, the teacher used confirmation check to the class as a way of correcting the error, of course after the students completing the answer; extract 1.11 utterance 73 "sailor, he is a sailor,? I would like you to see, he is a sailor?".

purpose of repair which exactly this is teacher time to correct the mistake and give explanation. Though, in some chances the students could not response for the correct answer and finally the teacher does this part; extract 1.34 utterance 323 "because they are woman, *diabukanlaki-laki, iyatho? Bukanlaki-laki*,(She is not a man, is not she?. res)*tapi*(but) she is a woman, *iyatho? Iyaenggak?*"(isn't she?). At the same time, the students recalled the information from the explanation that may deals with the repair. This process facilitated the learner to elaborate the linguistic knowledge they have with the real use of language. In short, the teacher used repair as way of encouraging student participation for the classroom activity.

The teacher used some scaffolding for extending and paraphrasing learner contribution as in extract 1.22 utterance 203 "because he can drives with a bus" as well as in extract 2.29 utterance 456 "what do you do for living?" for the purpose of modeling and rephrasing students use of language. The scaffolding in both extracts enabled the learner to know about what the correct utterance in English that may be difficult for student to produce. Thus, the scaffolding is very crucial to help learner in producing a target language. Furthermore, in extract two the teacher scaffolded the students' answer from the text that with the scaffolding the students will know about an expression that they may use in the practice. From those facts, it is vital for teacher to have scaffolding in some teacher turn as a support and example for the student in creating sentences in target language.

However, the teacher's scaffoldings, whether in extract two and extracts one, were not followed by the students' repetition. In the writer point of view, the students' repetition dealing with the teacher's scaffolding will drill and introduce students to the correct and appropriate form of language. Indeed, Walsh assumes that the purpose of scaffolding is modeling the student for the correct or even more sophisticated language use⁵⁶. To sum up, it is important for the teacher to make students practice the teacher's scaffolding to give the students turn to practice the correct form.

From the researcher analysis, the teacher's interaction in skill and system mode in extract one and two are coincided with the pedagogic goals since the teacher's interaction sticks to the purpose of the class that is to make students know and be able to describe the profession. Even though, in extract one, the teacher's interactions mostly were in the form of closed question that give short students' opportunity in practicing the language. In the other word, in extract one the teacher only focused on the first pedagogic goal that is to know the vocabularies about occupations. However, in extract two the teacher gave extended students turn by making the students describe about the profession being discussed. In short, the teacher's interaction in skill and system mode is effective because the teacher always sticks to the pedagogic goal in each of the interaction; especially in extract two where

⁵⁶SteveWalsh, *Developing interactional awareness in the second anguage classroom through teacher self-evaluation*. London: Routledge, 2010)

the teacher not only gave vocabulary drill but also extended students turn to practice the language.

4. Classroom context mode

Classroom context mode is identic with learner freedom of selecting and developing a topic. This mode is like the "daily conversation" when the students talk to his friend about an experience and his friend is responding based on his experience as well⁵⁷. As a result the students will have more turn than teacher in participating to the classroom interaction. Furthermore, the teacher focused form feedback is not in the form of the language rather than the content (message) of the language and with minimal correction. In the other word, the classroom and context mode build up the "real" communication rather than the practice of linguistic knowledge.

In extract one of classroom context mode, the students turn was very short by only answering the teacher question which asks about how the students feel during the lesson; extract one utterance 514 "and then I want to give a reflection. Reflection about this. About this lesson today. Is it interesting?" and the students answer is "yes (interesting)" utterance 515.

Furthermore, the teacher tried to extend the students turn by elicitation in the form of questioning the students' reason for the answer or even the teacher allows the

⁵⁷SteveWalsh,.*Developing interactional awareness in the second anguage classroom through teacher self-evaluation*. London: Routledge, 2010)

students to use the students' mother tongue language extract one utterance 518 "because ...ayo why? Come on why? In Indonesia is ok". Unfortunately, the students' response was still minimal where the students' answer only with one clause 519; "it's fun". However, Walsh suggests that in the classroom and context mode the teacher should be able to provide wider space of interaction for the student⁵⁸. To this purpose, the teacher should be aware about the language use in inviting student to participate. The writer proposes that in this case the teacher can use speech modification to invite the students share their experience or background knowledge dealing with the lesson. As an example the can ask student opinion about one of the occupation presented; "what do you think about this occupation? Why?"

On the other hand, in extract two the classroom and context mode occurs at the beginning of the class which the teacher built up the context of what going to learn through the interaction with the students by giving some questions to elicit the students' response. Most of the teacher turns used more than one clauses whether for eliciting or repairing. However, the students turns was responding with only one word; *yes, no, study, siapa*(who?.res) such in utterance 7 and 9. This is what make the classroom context mode is ineffective where the teacher turn is exactly short since the function of this mode is to invite students, as Walsh suggests, to share their experience and practice oral fluency.

⁵⁸Steve Walsh, *Exploring classroom discourse: language in action*(USA and Canada: Routledge, 2011)

From the interview that the researcher made, the teacher assumed that students will not be able to contribute more if the teacher did not give them elicitation because most of the students are in the low proficiency level of English. Furthermore, the students were lack of confidence in expressing their idea or experience to the class by using English. It is acceptable that the teacher extend his turn by providing the elicitation because the students tend to not giving a response if the teacher gives them the turn without giving elicitation. In the other word, the teacher function is as mediator for wider student involvement by deciding the topic and turn for student.

In the researcher point of view, something need to improve here is how the teacher gives a question. Most of the teacher questionswere in the form of closed question which automatically gives short involvement for the students for example: "What is mom karsih?", "who teach in the class" what do you do in the class" and so on. The teacher can use open question to extend the students turns in sharing their idea such as "what is your opinion about being a students?", "what are your activities of being a students in the classroom/school?". The open question will engage the students to extensively express their experience rather than closed question. In addition, the teacher can nominate the students by signing with hand to make spread contribution of the class.

Furthermore, the classroom context mode in extract 2.1 always used the same question as an elicitation before the students answer correctly. For the example, the question "what must you do in the classroom" is uttered for six times (in utterance

1, 3, 6, 8, 23, and 25) and the utterance "who studies in the classroom" is uttered 7 times (6, 10, 13, 19, 39, 41 and 46). From these repetitions, the researcher concludes that the students are difficult to understand the teacher question. As an alternative, in this mode the teacher can use scaffolding as a way of reformulating the question to ease the learner in understanding the initiation. Moreover, the teacher tended to give minimal wait time for the students to answer after the question uttered. However, according to Nicola Woods the extended wait time will give students valuable time to process the response and enhancing the quality of the respond as well.

To sum up, the classroom and context mode whether in extract one or two is less effective to engage student involvement by expressing their idea and experiences dealing with the topic in the pedagogic goals. For the example, the teacher only asked about how the students feeling about the lesson at the end of the study "is very interesting?" whether at extract one or extract two. Though, in extract one; teacher tried to initiate students for the more expression of students feeling by questioning the reason of their answer. In fact, with beginner level it needs more effort to make students express their idea in English. For this reason, the teacher should be able to facilitate initiation and ask confirmation to students such as in the beginning of extract two. In extract two, the teacher made interactions that led students to the topic of the pedagogic goal at the beginning of the class. Even though, there will be some interactional features that must be corrected for the improvement, for the example; wait time, speech modification turn taking and so on.