

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

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

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)

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

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?”. Consequently, the students were actively involve to the classroom interaction for

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.

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 questions were 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.