

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter focuses on presenting the data description, research findings and discussion based on the result of the process of collecting data and data analysis. In other words, it presents the process of answering the research questions.

A. Research Finding

This section presents about the data which derived from the usage of the three instruments; those are Deep Observation, Documentation, and Human Instrument. Here are the explorations: It is from the process of recording data description. It derives from what the observer heard, saw, and thought, and record when collecting the data during the film was played many times, researcher used **notes taking** which include:

1. Dialogue Reconstruction

Researcher collects the data of the dialogue reconstruction taken from the scene which related to the research questions.

Table.4.1: Example of dialogue reconstruction

Conversation at the first meeting	
T:	Sapian. Wong. Osgood. Tuffen. Pegg. Pegg? Joseph. Dare. Potter. Potter. Denham. Buckley. Purcell. Fernman. Jackson. Strong. Seales. Palmer. Campbell.
Ss:	Ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, ya, Present.

T:	I don't know how much you know, so we'll start from scratch. First, as I call your name.....will you read anything you like from one of your schoolbooks?Fernman.
S1:	Right. "Only those who.....arrived on.....horseback....or in a public coach."
T:	Thank you. Denham.
S2:	"If 14 hens lay an egg a day for 30 days.....how much are the eggs a dozen,and how many have you to sell?"
T:	Moira Joseph.
S3:	"Pete Gilroy's weight and the ever-tightening noose.....about her neck.....began slightly to impede the wild mare's speed. But Pete was only too fully aware of what his fate would be.....for he could not hope to escape death.....from being battered and crushed. "
T:	Put that away, please. Thank you. Would anyone else like to read? Your name, please.
S4:	Pamela Dare."And he had learned to love. I know not why....for this in such as him seemed strange of mood. But thus it was. And though in solitude's small part....the nipped affections have to grow. In him this glowed...when all beside had ceased to glow. "
T:	Thank you, Miss Dare. Next, weights and measures. What's avoirdupois?
S3:	Avoir de what?
T:	Avoirdupois. Weights.
S3:	oh yeah a...Heavyweight, light-heavy, cruiser weight...middle, light, bantam, fly, featherweight. Thank you very much.
T:	It's encouraging that you have a sense of humour. It seems you know so little and are easily amused...I can look forward to a happy time. Copy down the following tables.

S6:	Who does he think he is, there? The cheeky devil.
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Researcher could not put all the conversation because there were sixteen conversations in the classrooms in this movie. The dialogue above was conversation at the first meeting in the classroom. For the complete dialogue (see appendix 1).

2. Kind of Interaction

The data presented based on the theory of structure classroom discourse by Sinclair and Coulthard rank's scale. Researcher used three colors to classify language interaction, blue for move, red for act and purple for move and act by underline the utterance.

Fragment 1

T: I don't know how much you know, so we'll start from scratch. First, as I call your name.....will you read anything you like from one of your schoolbooks? Fernman.

S2 : Right. (read a book.)

T: Thank you. Denham.

S3: (read a book.)

T : Moira Joseph.

S4 : (read a book.)

T : Put that away, please. Thank you. Would anyone else like to read? Your name, please.

S5: Pamela Dare. (read a book.)

T : Thank you, Miss Dare

(Data source: Conversation at the 1st meeting)

Table.4.2: Data analysis fragment 1

Exchange	Moves	Acts	Utterances
Initiation	Framing	Invite	T : <u>I don't know how much you know, so we'll start from scratch. First, as I call your name.....will you read anything you like from one of your schoolbooks?</u> Fernman
Response	Answering	Answer Instruct Answer Instruct Answer Request	S1: <u>Right. (read a book.)</u> T : <u>Thank you. Denham.</u> S3: <u>(read a book)</u> T : <u>Moira Joseph.</u> S4: <u>(read a book)</u> T : <u>Would anyone else like to read?Your name, please.</u>
Follow up	Follow up	Answer Evaluate	S5: <u>Pamela Dare. (read a book)</u> T : <u>Thank you, Miss Dare.</u>

Fragment 2

T : Next, weights and measures. What's avoirdupois?

S3: Avoir de what?

T : Avoirdupois. Weights.

(Data source: Conversation at the 1st meeting)

Table.4.3: Data analysis fragment 2

Exchange	Moves	Acts	Utterances
Initiation	Focusing	Invite	T : <u>Next, weights and measures. What's avoirdupois?</u>
Response	Answering	Replay	S3: <u>Avoir de what?</u>
Follow up	Follow up	Replay	T : <u>Avoirdupois. Weights.</u>

Fragment 3

T : Today, let's take a look at South America.

S5: I'm sorry, Mr. Fackeray. The bloody things just slipped.

T : The name is Thackeray, and they are not "bloody things." They were a pile of books.

S9: That's a good netting score. Pam, luv, that's not a bloody pile, but it's a pile of books.

T : All right, settle down.

S9: I was only trying to help, Mr.Thackeray , Sir.

S3: That's right, Mr.Thackeray. Curley was only trying to put that little scrubber in her place.

T : I know what Curley was trying to do. Now, just settle down. We are going to study South America. Now turn to page 37 in your geography book.

(Data source: Conversation at the 4th meeting)

Table.4.4: Data analysis fragment 3

Exchange	Moves	Acts	Utterances	
Initiation	Framing	Inform	T : <u>Today.</u>	
Response	Opening	Invite	<u>let's take a look at South America.</u>	
	Informing	Statement	S5: <u>I'm sorry, Mr. Fackeray. The bloody things just slipped.</u>	
Follow up	Answering	Evaluate	T : <u>The name is Thackeray, and they are not "bloody things." They were a pile of books.</u>	
	Answering	Replay	S9: <u>That's a good netting score. Pam, luv, that's not a bloody pile, but it's a pile of books.</u>	
	Follow up	Follow up	Evaluate	T : <u>All right, settle down.</u>
			Statement	S9: <u>I was only trying to help, Mr.Thackeray , Sir.</u>
			Replay	S3: <u>That's right, Mr.Thackeray. Curley was only trying to put that little scrubber in her place.</u>
Evaluate			T : <u>I know what Curley was trying to do. Now, just settle down.</u>	
		Framing	<u>We are going to study South</u>	
		Instruct	<u>America. Now turn to page 37 in your geography book.</u>	

Fragment 4

T : All you boys, out! The girls stay where they are.

S3: What's the matter?

T : Out! Out at once!

S10: All right.

T : I am sick of your foul language.. your crude behavior and your sluttish manner.

A decent woman keeps some things private. Only a filthy slut would have done this! Those who encouraged her are bad too! I don't care who's responsible! You're all to blame! I'm leaving for five minutes, by which time...that disgusting object had better be removed! And open the

windows to clear the stench! If you must play these filthy games, do them in your homes...and not in my classroom!

(Data source: Conversation at the 6th meeting)

Table.4.5: Data analysis fragment 4

Exchange	Moves	Acts	Utterances
Initiation	Directing	Instruct	T : <u>All you boys, out! The girls stay where they are.</u>
Response	Answering	Question	S3: <u>What's the matter?</u>
		Instruct	T : <u>Out! Out at once!</u>
		Answer	S10: <u>All right.</u>
Follow up	Follow up	React	T : <u>I am sick of your foul language.. your crude behavior and your sluttish manner.</u>
		Inform	<u>A decent woman keeps some things private. Only a filthy slut would have done this! Those who encouraged her are bad too!</u>
		React	<u>I don't care who's responsible! You're all to blame!</u>
		Request	<u>I'm leaving for five minutes, by which time...that disgusting object had better be removed!</u>
		Instruct	<u>And open the windows to clear the stench!</u>
		Disagree	<u>If you must play these filthy games, do them in your homes...and not in my classroom!</u>

Fragment 5

T : Those are out. They are useless to you. I realized you are not children.

You will be adults in a few weeks, with all the responsibilities. From now on, you will be treated as such by me and by each other....as adults.

Responsible adults. Next, we'll be reasonable with each other. We are just going to talk, you and I. You will listen without interruption. And when I am finished, one of you may have your say..without interruptions. Next...

S5 :What a morning! Everything's gone wrong. The alarm didn't go off. Then I had to wait hours for a bus. I must've stood there three bleeding hours...

T : Example: There are two ways to enter a room. One is like an adult, a lady with dignity. The other is like a brat. Miss Dare's shown the second way. Perhaps you'd demonstrate the first?
 S5 :I'm sorry I'm late.

(Data source: Conversation at the 7th meeting)

Table.4.6: Data analysis fragment 5

Exchange	Moves	Acts	Utterances
Initiation	Informing	Statement	T : <u>Those are out. They are useless to you. I realized you are not children. You will be adults in a few weeks, with all the responsibilities.</u>
		Acknowledge	<u>From now on, you will be treated as such by me and by each other...as adults. Responsible adults.</u>
	Focusing	Statement	<u>Next, we'll be reasonable with each other. We are just going to talk, you and I. You will listen without interruption. And when I am finished, one of you may have your say..without interruptions. Next...</u>
Response	Opening	Statement	S5 : <u>What a morning! Everything's gone wrong. The alarm didn't go off. Then I had to wait hours for a bus. I must've stood there three bleeding hours...</u>
Follow up	Informing	Acknowledge	T : <u>Example: There are two ways to enter a room. One is like an adult, a lady with dignity. The other is like a brat. Miss Dare's shown the second way.</u>
	Follow up	Request Answering	<u>Perhaps you'd demonstrate the first?</u> S5 : <u>I'm sorry I'm late.</u>

Fragment 6

T : Next...we are all going to observe certain courtesies in this classroom. You will call me Sir or Mr. Thackeray. The young ladies will be addressed as Miss the boys by their surnames.

S7: Why should we call them Miss? We know them.

T : I beg your pardon?

S7 : I said, why should we call them Miss, Sir? We know them.

T : Is there a young lady you feel does not deserve to be addressed as Miss?
 S7 : No, Sir.
 T : Good.

(Data source: Conversation at the 7th meeting)

Table.4.7: Data analysis fragment 6

Exchange	Moves	Acts	Utterances
Initiation	Framing	Inform Instruct	T : <u>Next...we are all going to observe certain courtesies in this classroom. You will call me Sir or Mr. Thackeray. The young ladies will be addressed as Miss the boys by their surnames.</u>
Response	Answering	Question Replay Answer	S7: <u>Why should we call them Miss? We know them.</u> T : <u>I beg your pardon?</u> S7 : <u>I said, why should we call them Miss, Sir? We know them.</u>
Follow up	Follow up	Question Accept Agree	T : <u>Is there a young lady you feel does not deserve to be addressed as Miss?</u> S7 : <u>No, Sir.</u> T : <u>Good.</u>

Fragment 7

T : Next, general deportment. First, the young ladies. They must prove worthy of the courtesies we'll show them. Soon boyfriends and marriage will concern you. No man likes a slut for long. Only the worst type will marry one. And the competition for men on the outside is rough. Next, men. I've seen garbage collectors who are cleaner. Toughness is a quality of the mind...like bravery, honesty and ambition. If you want to wear your hair long, clean it else you'll soon get lice and smell. Soon your principle interest will be girls. You will be more attractive with clean clothes, shoes...hands, face, teeth, et cetera. Any questions? Miss Pegg.

S6 : What about Mr. Weston, Sir? He's never tidy, his shoes is never brushed and his hair's a mess.

S11: It's filthy.

T : Mr. Weston is not your teacher. We won't discuss him. I'm the one to criticize if I fail to maintain the standards.

S3: That's not fair.

T : Sir or Mr. Thackeray. Didn't you understand?

S3: That's not fair...Sir.

T : I agree. But it's an example of things you'll have to put up with as an adult. You'll just have to take it.

(Data source: Conversation at the 7th meeting)

Table.4.8: Data analysis fragment 7

Exchange	Moves	Acts	Utterances
Initiation	Opening Focusing	Inform Invite	T : <u>Next, general deportment.</u> <u>First, the young ladies. They must prove worthy of the courtesies we'll show them. Soon boyfriends and marriage will concern you. No man likes a slut for long. Only the worst type will marry one. And the competition for men on the outside is rough.</u>
		Acknowledge	<u>Next, men. I've seen garbage collectors who are cleaner. Toughness is a quality of the mind...like bravery, honesty and ambition. If you want to wear your hair long, clean it else you'll soon get lice and smell. Soon your principle interest will be girls. You will be more attractive with clean clothes, shoes...hands, face, teeth, et cetera.</u>
Response	Summoning Response	Question Question	<u>Any questions? Miss Pegg.</u> S6 : <u>What about Mr. Weston, Sir? He's never tidy, his shoes is never brushed and his hair's a mess.</u>
	Eliciting	Agree Answer	S11: <u>It's filthy.</u> T : <u>Mr. Weston is not your teacher. We won't discuss him. I'm the one to criticize if I fail to maintain the standards.</u>
		Disagree Evaluate Question Answer	S3: <u>That's not fair.</u> T : <u>Sir or Mr. Thackeray. Didn't you understand?</u>
Follow up	Follow up	Agree Statement	S3: <u>That's not fair...Sir.</u> T : <u>I agree.</u> <u>But it's an example of things you'll have to put up with as an adult. You'll just have to take it.</u>

Fragment 8

S9 : What are we gonna talk about,Sir?

T : About life, survival, love, death, sex, marriage, rebellion, anything you want.

(Data source: Conversation at the 7th meeting)

Table.4.9: Data analysis fragment 8

Exchange	Moves	Acts	Utterances
Initiation Response/ follow up	Opening Answering/ follow up	Question Answer	S9 : <u>What are we gonna talk about,Sir?</u> T : <u>About life, survival, love, death, sex, marriage, rebellion, anything you want.</u>

Fragment 9

S3: Last night on the telly, there was this travelogue picture. You know, a lot of black women dancing around with no tops. Don't they ever dress proper?

T : What's proper varies throughout the world depending on customs and climate. For their climate and customs, they were dressed properly.

S7 : Are you from South Africa?

S3: Of course not. South Africans is white, isn't they?

T : A South African is a native of South Africa, regardless of colour. I was born in British Guiana.

(Data source: Conversation at the 8th meeting)

Table.4.10: Data analysis fragment 9

Exchange	Moves	Acts	Utterances
Initiation	Opening	Question	S3: <u>Last night on the telly, there was this travelogue picture. You know, a lot of black women dancing around with no tops. Don't they ever dress proper?</u>
Response	Answering	Answer	T : <u>What's proper varies throughout the world depending on customs and climate. For their climate and customs, they were dressed properly.</u>
		Question	S7 : <u>Are you from South Africa?</u>
		Answer	S3: <u>Of course not. South Africans is white, isn't they?</u>
		Question	
		Answer	T : <u>A South African is a native of</u>

Follow up	Follow up	Statement	<u>South Africa, regardless of color. I was born in British Guiana.</u>
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Fragment 10

S12: What did you mean the other day about rebellion, Sir?

T : Change. Take your hairstyles. That's a form of rebellion, isn't it?

S13: What, Sir?

T : Don't you do it to be different from adults?

S12: They've messed up the world, haven't they?

S6: You can say that again.

T : So you rebel. Even the way you dress is a form of rebellion, isn't it?

S6: It's just the new fashion, Sir. Of course, the adults look proper stupid in our gear.

S5 : Do you think it's wrong to be different, to rebel?

T : It is your duty to change the world, if you can. Not by violence.

Peacefully, individually, not as a mob. Take the Beatles. They started a huge social revolution. The fashions they set in dress and hairstyles are worldwide now. Every new fashion is a form of rebellion. There's an exhibit of costumes through the ages... at the Victoria and Albert Museum. I think you should see it. Also, you should see the Museum of Natural History.

(Data source: Conversation at the 8th meeting)

Table.4.11: Data analysis fragment 10

Exchange	Moves	Acts	Utterances
Initiation	Opening	Question	S12: <u>What did you mean the other day about rebellion, Sir?</u>
Response	Answering	Answer	T : <u>Change. Take your hairstyles. That's a form of rebellion, isn't it?</u>
		Replay	S13: <u>What, Sir?</u>
			T : <u>Don't you do it to be different from adults?</u>
		Answer	S12: <u>They've messed up the world, haven't they?</u>
		Question	S6: <u>You can say that again.</u>
		Request	T : <u>So you rebel. Even the way you dress is a form of rebellion, isn't it?</u>
		Replay	S6: <u>It's just the new fashion, Sir. Of course, the adults look proper stupid in our gear.</u>
		Answer	S5 : <u>Do you think it's wrong to be</u>
		Question	

Follow up	Follow up	Answer	<u>different, to rebel?</u>
		Evaluate	T : <u>It is your duty to change the world, if you can. Not by violence. Peacefully, individually, not as a mob.</u>
		Statement	<u>Take the Beatles. They started a huge social revolution. The fashions they set in dress and hairstyles are worldwide now. Every new fashion is a form of rebellion. There's an exhibit of costumes through the ages... at the Victoria and Albert Museum.</u> <u>I think you should see it. Also, you should see the Museum of Natural History.</u>

Fragment 11

S9: What, us lot go to a museum?

T : Sure.

S12: You're joking.

T : You'll discover that your hairstyles are 200 years old and that your costumes or your dress is right out of 1920.

S4 : Shut up! Look, Sir, when can we go? There's no time after school, and I've got to look after the kids.

S6 : I have to do the housework and get the supper for the lodgers.

S8: Me mum's expecting a baby any day, and I got to babysit

S5 : Why don't you take us? We could go in the morning.

T : Who would like that?

S3: What a drag!

S14: Don't you want a day off? Put your hand up. Put both hands up.

S3: Fat chance!

(Data source: Conversation at the 8th meeting)

Table.4.12: Data analysis fragment 11

Exchange	Moves	Acts	Utterances
Initiation Response	Opening Answering	Request Confirm Inform Acknowledge	S9: <u>What, us lot go to a museum?</u> T : <u>Sure.</u> S12: <u>You're joking.</u> T : <u>You'll discover that your hairstyles are 200 years old and that your costumes or your dress is right out of 1920.</u>
		Question	S4 : <u>Shut up! Look, Sir, when can we go? There's no time after school, and I've got to look after the kids.</u>
		Statement	S6 : <u>I have to do the housework and get the supper for the lodgers.</u> S8: <u>Me mum's expecting a baby any day, and I got to babysit</u>
		Question	S5 : <u>Why don't you take us? We could go in the morning.</u>
Follow up	Follow up	Answer/confirm Statement Question Answer	T : <u>Who would like that?</u> S3: <u>What a drag!</u> S14: <u>Don't you want a day off? Put your hand up. Put both hands up.</u> S3: <u>Fat chance!</u>

Fragment 12

T : Good morning. What would you like to talk about today? Ladies first.
Miss Joseph.

S4 : Marriage, Sir. You know, boyfriends and things. How do you know he's the right one? What to look for.

S5 : How to avoid divorce.

S15: Don't get married.

T : Well Now, marriage. First, let us lay some ground rules. I've never been married, so what I say is as an outsider.

(Data source: Conversation at the 9th meeting)

Table.4.13: Data analysis fragment 12

Exchange	Moves	Acts	Utterances
Initiation	Opening	Request	T : <u>Good morning. What would you like to talk about today? Ladies first. Miss Joseph.</u>
Response	Answering	Answer	S4 : <u>Marriage, Sir. You know, boyfriends and things.</u>
		Question	<u>How do you know he's the right one? What to look for.</u>
Follow up	Follow up Focusing	Question	S5 : <u>How to avoid divorce.</u>
		Answer	S15: <u>Don't get married.</u>
		Accept Evaluate Statement	T : <u>Well Now, marriage. First, let us lay some ground rules. I've never been married, so what I say is as an outsider.</u>

Fragment 13

T : Now, what should a girl look for in a man? I think first we ought to determine what is marriage. Miss Joseph.

S4: Holy wedlock. Potter, be serious. You'll get your turn.

T : Miss Pegg.

S6 : It's life, isn't it, Sir? Everyone gets married. I mean, sometime.

S5 : Why didn't you?

S3: No one would have him.

T : I was very poor. There was something in me that wanted an education...so I put all of my energies into that. Well, I got started later. Just never met the right girl. What should a girl look for in a man? We were discussing marriage. To my mind, marriage is no way of life for the weak the selfish or the insecure.

(Data source: Conversation at the 9th meeting)

Table.4.14: Data analysis fragment 13

Exchange	Moves	Acts	Utterances
Initiation	Opening	Question	T : <u>Now, what should a girl look for in a man?</u>
		Statement	<u>I think first we ought to determine what is marriage. Miss Joseph.</u>
Response	Answering	Answer	S4: <u>Holy wedlock. Potter, be serious. You'll get your turn.</u>
	Summoning	Instruct	T : <u>Miss Pegg.</u>
	Answering	Answer	S6 : <u>It's life, isn't it, Sir? Everyone gets married. I mean, sometime.</u>
		Question	S5 : <u>Why didn't you?</u>
		Answer	S3: <u>No one would have him.</u>
Follow up	Follow up	Answer	T : <u>I was very poor. There was something in me that wanted an education...so I put all of my energies into that. Well, I got started later. Just never met the right girl. What should a girl look for in a man?</u>
		Replay	<u>We were discussing marriage.</u>
		Evaluate Statement	<u>To my mind, marriage is no way of life for the weak the selfish or the insecure.</u>

Fragment 14

S14 : What work did you do, Sir?

T : I waited tables. I cooked in a hamburger joint. I washed dishes for a time, cars. For a year I was a janitor in an apartment block. Lots of jobs.

S16: You washed dishes?

T : I did.

S13: But you talk posh.

T : That wasn't easy. If you work hard, you can do almost anything. You can get any job you want. You can even change your speech if you want to. After I got my degree, I worked in South America for an oil company. The only women in that region were jungle Indians who carried blowpipes and poison darts.

(Data source: Conversation at the 9th meeting)

Table.4.15: Data analysis fragment 14

Exchange	Moves	Acts	Utterances
Initiation Response	Opening Answering	Question Answer	S14 : <u>What work did you do, Sir?</u> T : <u>I waited tables. I cooked in a hamburger joint. I washed dishes for a time, cars. For a year I was a janitor in an apartment block. Lots of jobs.</u>
Follow up	Follow up	Replay Answer Statement Answer Statement Evaluate	S16: <u>You washed dishes?</u> T : <u>I did.</u> S13: <u>But you talk posh.</u> T : <u>That wasn't easy. If you work hard, you can do almost anything. You can get any job you want. You can even change your speech if you want to. After I got my degree, I worked in South America for an oil company. The only women in that region were jungle Indians who carried blowpipes and poison darts.</u>

Fragment 15

S17: You didn't always talk like that?

T : When I was your age, I used a patois, a kind of simple English. I going bust your booby if you don't get up off of this...

S13: I didn't understand a word.

T : Well, I don't always understand what you say either.

(Data source: Conversation at the 9th meeting)

Table.4.16: Data analysis fragment 15

Exchange	Moves	Acts	Utterances
Initiation Response	Opening Answering	Question Answer Statement	S17: <u>You didn't always talk like that?</u> T : <u>When I was your age, I used a patois, a kind of simple English. I going bust your booby if you don't get up off of this...</u>
Follow up	Follow up	Statement Replay	S13: <u>I didn't understand a word.</u> T : <u>Well, I don't always understand what you say either.</u>

Fragment 16

T : Today, I'm gonna show you how to make salad.

S18 : You mean we've to cook and all?

T : Sure, why not?

S3: My old man never cooked in his life. He says that's women's work, the kitchen and all.

T : But suppose you're on your own, as you certainly will be shortly. You'll have to do it for yourself sometimes, won't you?

T : This is survival training. A normal English salad...not fit for human consumption, even if you remove the slugs...and add a dash of the extraordinary, a bit of mayonnaise.

T : Okay, come on. Never be afraid to experiment. And remember that you can eat well even though you're broke. See?

S6 : You ever been broke, Sir? Real broke, skint?

T : Many, many times.

S20: I don't understand you a bit, Sir. I mean... you're a toff and you ain't.

S4 : What he means is..Blimey, I can't sort of put it into words or anything.

S6 : Well, Sir..you're like us, but you ain't. I mean, you're not. It's kind of scary but nice.

You know what I mean, don't you?

T : I don't know how to answer you, except to say I teach you my truths. It is kind of scary, dealing with the truth. Scary and dangerous. Have you ever had a salad with almonds and grapes...and tomatoes and lettuce and pineapple?

(Data source: Conversation at the 12th meeting)

Table.4.17: Data analysis fragment 16

Exchange	Moves	Acts	Utterances
Initiation	Framing Opening	Inform Statement	T : <u>Today,</u> <u>I'm gonna show you how to make</u> <u>salad.</u>
Response	Answering	Question Accept	S18 : <u>You mean we've to cook and all?</u> T : <u>Sure, why not?</u>
	Responding	Statement Answer	S3: <u>My old man never cooked in his</u> <u>life. He says that's women's work,</u> <u>the kitchen and all.</u> T : <u>But suppose you're on your own,</u> <u>as you certainly will be shortly.</u> <u>You'll have to do it for yourself</u> <u>sometimes, won't you?</u>
	Re-open	Inform	T : <u>This is survival training. A</u>

	Focusing	Statement	<u>normal English salad...not fit for human consumption, even if you remove the slugs...and add a dash of the extraordinary, a bit of mayonnaise.</u>
	Opening	Question	T : <u>Okay, come on. Never be afraid to experiment. And remember that you can eat well even though you're broke. See?</u>
	Answering	Answer	S6 : <u>You ever been broke, Sir? Real broke, skint?</u>
		Statement	T : <u>Many, many times.</u>
		Replay	S20: <u>I don't understand you a bit, Sir. I mean... you're a toff and you ain't.</u>
		Statement	S4 : <u>What he means is..Blimey, I can't sort of put it into words or anything.</u>
		Question	S6 : <u>Well, Sir..you're like us, but you ain't. I mean, you're not. It's kind of scary but nice.</u>
Follow up	Follow up	Answer Evaluate	<u>You know what I mean, don't you?</u> T : <u>I don't know how to answer you, except to say I teach you my truths. It is kind of scary, dealing with the truth. Scary and dangerous. Have you ever had a salad with almonds and grapes...and tomatoes and lettuce and pineapple?</u>

Fragment 17

T : Potter, I can't think of anything that excuses your behaviour.

S7 : But it was him! He made Fats do it. Fats said he couldn't do it. The bully always had it in for him.

T : I am not concerned with Mr. Bell's behaviour, but yours. What if a gun or knife had been handy?

S3: Potter was narked. We was all narked. That bleeder was wrong and you know it.

- T : You're missing the point. You all are. Soon you will be out in the world.
 Will you use a weapon every time someone angers you? You're supposed
 to be learning self-discipline. Potter You owe Mr. Bell an apology.
 S3: Why? Just because Bell is a teacher?
 T : You better answer that, Potter.

(Data source: Conversation at the 13th meeting)

Table.4.18: Data analysis fragment 17

Exchange	Moves	Acts	Utterances
Initiation	Opening	Statement	T : <u>Potter, I can't think of anything that excuses your behaviour.</u>
Response	Answering	Inform	S7 : <u>But it was him! He made Fats do it. Fats said he couldn't do it. The bully always had it in for him.</u>
		Answer	T : <u>I am not concerned with Mr. Bell's behaviour, but yours. What if a gun or knife had been handy?</u>
Follow up	Follow up	Statement	S3: <u>Potter was narked. We was all narked. That bleeder was wrong and you know it.</u>
		Evaluate	T : <u>You're missing the point. You all are. Soon you will be out in the world. Will you use a weapon every time someone angers you?</u>
		Inform	<u>You're supposed to be learning self-discipline. Potter You owe Mr. Bell an apology.</u>
		Question	S3: <u>Why? Just because Bell is a teacher?</u>
		Answer	T : <u>You better answer that, Potter.</u>

Fragment 18

- T : Do you think you behaved like an adult?
 S3: How about Bell apologizing to Buckley?
 T : My business is with you, not Mr. Bell.
 S3: It's easy for you to talk. No one pushes you around.
 T : so.. Potter, Are you a man or a hoodlum?
 S3: Do it, Potts! Or Bell will call the law if you don't. You all know Bell's
 been after old Fats for years. Go on, Potts.
 T : If you apologize because you're afraid then you're a child, not a man.

(Data source: Conversation at the 13th meeting)

Table.4.19: Data analysis fragment 18

Exchange	Moves	Acts	Utterances
Initiation	Opening	Question	T : <u>Do you think you behaved like an adult?</u>
Response	Answering	Question	S3: <u>How about Bell apologizing to Buckley?</u>
		Answer	T : <u>My business is with you, not Mr. Bell.</u>
		Inform	S3: <u>It's easy for you to talk. No one pushes you around.</u>
Follow up	Follow up	Evaluate	T : <u>So.. Potter, Are you a man or a hoodlum?</u>
		Instruct	S3: <u>Do it, Potts! Or Bell will call the law if you don't.</u>
		Statement	<u>You all know Bell's been after old Fats for years. Go on, Potts.</u>
		Evaluate	T : <u>If you apologize because you're afraid then you're a child, not a man.</u>

Fragment 19

T : What are you doing, Jackson?

S13: It's for Seales. For flowers and a wreath.

T : That's wonderful of you. May I be permitted to contribute something?

S3: No, thank you, Mr. Thackeray.

(Data source: Conversation at the 14th meeting)

Table.4.20: Data analysis fragment 19

Exchange	Moves	Acts	Utterances
Initiation	Opening	Question	T : <u>What are you doing, Jackson?</u>
Response	Answering	Answer	S13: <u>It's for Seales. For flowers and a wreath.</u>
Follow up	Follow up	Evaluate	T : <u>That's wonderful of you.</u>
		Request	<u>May I be permitted to contribute something?</u>
		Confirm	S3: <u>No, thank you, Mr. Thackeray</u>

Fragment 20

- T : Send it? Aren't you going to take it?
 S3: You don't think girls could take it, do you?
 T : Well, why not?
 S4: It's what people would say, Sir. What the family would say...if they saw us going into a coloured person's home.
 S6: We've got nothing against you, Sir. Honest. But if one of us was to..You can't imagine the things be said.
 T : Thank you, Miss Pegg, for making it clear.

(Data source: Conversation at the 14th meeting)

Table.4.21: Data analysis fragment 20

Exchange	Moves	Acts	Utterances
Initiation	Focusing	Question	T : <u>Send it? Aren't you going to take it?</u>
Response	Answering	Answer Question Answer Statement	S3: <u>You don't think girls could take it, do you?</u> T : <u>Well, why not?</u> S4 : <u>It's what people would say, Sir. What the family would say...if they saw us going into a coloured person's home.</u>
Follow up	Follow up	Inform Confirm	S6: <u>We've got nothing against you, Sir. Honest. But if one of us was to..You can't imagine the things be said.</u> T : <u>Thank you, Miss Pegg, for making it clear.</u>

Fragment 21

- T : All right. Let's line up here in the centre.
 S3: Could we box first today, please?
 T : Why?
 S3: It would make a change.
 T : Just sort yourselves in pairs now.
 S3: Do you mind having a go with me? Sapiano's hurt his wrist.
 S19: That's right. I sprained it.
 T : I think you ought to wait and have a go at Potter or one of the others.
 S19 : He'll be done in, Sir.
 S3: I don't mind having a punch out with you.
 T : I think you'd better forget that for today.

(Data source: Conversation at the 15th meeting)

Table.4.22: Data analysis fragment 21

Exchange	Moves	Acts	Utterances
Initiation	Farming	Inform	T : <u>All right.</u>
Response	Focusing	Instruct	<u>Let's line up here in the centre.</u>
	Answering	Request	S3: <u>Could we box first today, please?</u>
Follow up	Re-open	Question	T : <u>Why?</u>
		Answer	S3: <u>It would make a change.</u>
	Instruct	T : <u>Just sort yourselves in pairs now.</u>	
	Question	S3: <u>Do you mind having a go with me? Sapiano's hurt his wrist.</u>	
	Answering	Replay	S19: <u>That's right. I sprained it.</u>
	Follow up	Statement	T : <u>I think you ought to wait and have a go at Potter or one of the others.</u>
		Answer	S19 : <u>He'll be done in, Sir.</u>
		Statement	S3: <u>I don't mind having a punch out with you.</u>
		Inform	T : <u>I think you'd better forget that for today.</u>

B. Discussion

Derived from the table of classification analysis, the result of analysis shows that the teacher and students language interaction in the film “*To Sir With Love*” are boundary; frame and focus, repetition, pupil informing, informing, directing and eliciting. Teacher and students does implement the language interaction which related with Sinclair and Coulthard’s IRF Structure, which are initiation, response and feedback. The teacher does build a good interaction.

Mr. Thackeray as a teacher manages his language interactions which can Help Students to Reach Better Achievement. Mr. Thackeray implements the language which appropriate with students need. Instead, in this film students need someone

who able to suggest, to advice, help, console and understands what their expectations are.

1. Boundary Exchanges

Boundary exchanges mark an end or a beginning to a stage of the lesson, and can be implemented either with a framing move or a focusing move. Typical framing and focusing moves are indicated by acts such as ‘well’, ‘good’, ‘okay’, in addition to an extended pause, and/or comments by the teacher which summarize the preceding or following discourse.

From that classify, researcher found several boundary exchanges on the movie, one of them as seen in the following:

- T : I don't know how much you know, so we'll start from scratch. First, as I call your name.....will you read anything you like from one of your schoolbooks?
Fernman.
S2 : Right. (Read a book)
T : Thank you. Denham.

(Appendix 1)

2. Repeating Exchanges

The function of this exchange is to get the students to repeat after the teacher. It seems that the teacher to form the opening move. The students' response is a repetition and the teacher follows up with positive feedback.

- T : Thank you, Miss Dare. Next, weights and measures. What's avoirdupois?
S3 : Avoir de what?
T : Avoirdupois. Weights.

(Appendix 1)

Thus, researcher has labeled it as a repetition exchange. The head act in the opening move, researcher have termed model (mo), which functions as the example of what the students are to repeat. There can also include an optional directing act in the move, but the head act is the model. The answering move needs to include the repetition of the model from the students. As the response suggests, researcher have labeled this act repetition (rpt)

3. Pupil Inform Exchanges

Other utterances that researcher had difficulty categorizing were when a student would produce language that did not follow the structure.

- T : Today, I'm gonna show you how to make salad.
 S18 : You mean we've to cook and all?
 T : Sure, why not?
 S3 : My old man never cooked in his life. He says that's women's work, the kitchen and all.
 T : But suppose you're on your own, as you certainly will be shortly. You'll have to do it for yourself sometimes, won't you?

 T : Okay, come on. Never be afraid to experiment. And remember that you can eat well even though you're broke. See?
 S6 : You ever been broke, Sir? Real broke, skint?
 T : Many, many times.
 S20 : I don't understand you a bit, Sir. I mean... you're a toff and you ain't.
 S4 : What he means is..Blimey, I can't sort of put it into words or anything.
 S6 : Well, Sir..you're like us, but you ain't. I mean, you're not. It's kind of scary but nice. You know what I mean, don't you?
 T : I don't know how to answer you, except to say I teach you my truths. It is kind of scary, dealing with the truth. Scary and dangerous. Have you ever had a salad with almonds and grapes...and tomatoes and lettuce and pineapple?

(Appendix 1)

Researcher have considered these to be *pupil inform exchanges*. Sinclair and Coulthard describe these exchanges as students "...offer[ing] information which

they think is relevant, or interesting [and] usually receiv[ing] an evaluation of its worth...”⁴⁸. Even though the students have only a minimal knowledge of the language, it seems that they understand and are voicing relevant phrases following the model.

4. Informing Exchanges

Informing exchanges take place when the teacher needs to tell his/her students about new information, facts, or just simply say something to them. The opening move will therefore begin with an informative act and can but does not necessarily need to be followed by a reply by the students.⁴⁹ For instance,

- T : Good. Next, general deportment. First, the young ladies. They must prove worthy of the courtesies we'll show them. Soon boyfriends and marriage will concern you. No man likes a slut for long. Only the worst type will marry one. And the competition for men on the outside is rough. Next, men. I've seen garbage collectors who are cleaner. Toughness is a quality of the mind...like bravery, honesty and ambition. If you want to wear your hair long, clean it else you'll soon get lice and smell. Soon your principle interest will be girls. You will be more attractive with clean clothes, shoes...hands, face, teeth, et cetera. Any questions? Miss Pegg.
- S6 : What about Mr. Weston, Sir? He's never tidy, his shoes is never brushed and his hair's a mess.
- S11 : It's filthy.
- T : Mr. Weston is not your teacher. We won't discuss him. I'm the one to criticize if I fail to maintain the standards.

(Appendix 1)

⁴⁸ Sinclair, J. and Coulthard, M. (1992) “Towards an analysis ofp.28

⁴⁹ Sinclair, J. and Coulthard, M. (1992) “Towards an analysis ofp.26

In this example, the student is giving response, its okey if the students giving response because Sinclair and Coulthard label the structure of this exchange as I(R), whereas the aspect in brackets is optional.⁵⁰

5. Directing Exchanges

Other examples of these exchanges contain directing acts in the opening move. Researcher tried to classify them as directing exchanges since the teacher wanted the students to do something, repeat. As discussed earlier Sinclair and Coulthard define directing exchanges as intentions to get the students to do something not say something⁵¹.

- T : Sit down. Take your proper places.
 Ss : NV (all students walk to their desk)
 S3 : We can move around here, you know, Sir.
 Ss : NV (all students sit on wrong places)
 T : Take your proper places.
 Ss : NV (all students change to the right places)

(Appendix 1)

6. Eliciting Exchanges

- S12 : What did you mean the other day about rebellion, Sir?
 T : Change. Take your hairstyles. That's a form of rebellion, isn't it?
 S13 : What, Sir?
 T : Don't you do it to be different from adults?
 S12 : They've messed up the world, haven't they?
 S6 : You can say that again.
 T : So you rebel. Even the way you dress is a form of rebellion, isn't it?
 S6 : It's just the new fashion, Sir. Of course, the adults look proper stupid in our gear.
 S5 : Do you think it's wrong to be different, to rebel?
 T : It is your duty to change the world, if you can. Not by violence. Peacefully, individually, not as a mob. Take the Beatles. They

⁵⁰ Sinclair, J. and Coulthard, M. (1992) "Towards an analysis ofp.26

⁵¹ Sinclair, J. and Coulthard, M. (1992) "Towards an analysis ofp.26

started a huge social revolution. The fashions they set in dress and hairstyles are worldwide now. Every new fashion is a form of rebellion. There's an exhibit of costumes through the ages... at the Victoria and Albert Museum. I think you should see it. Also, you should see the Museum of Natural History.

S9 : What, us lot go to a museum?
T : Sure.

(Appendix 1)

Researcher originally designated these types of exchanges as eliciting because following the opening move by the teacher; the students produced verbal responses, usually followed by teacher feedback. The head act of an eliciting exchange is an elicitation act, which according to Sinclair and Coulthard is “[r]ealized by a question”⁵² and is “...designed to obtain verbal contributions from pupils”⁵³. Since the students were producing verbal responses triggered by the teacher’s opening move researcher initially termed them as eliciting exchanges.

7. Follow-Up Move

Researcher also noticed instances during the eliciting exchanges where the teacher leaves out the feedback. As discussed before, linguists find it to be an important step in the eliciting exchange and go as far as saying if it is left out then something is wrong. However, there are times when once receiving the correct response from the students, the teacher skips the follow-up move and continues to the next exchange.

⁵² Sinclair, J. and Coulthard, M. (1992) “Towards an analysis ofp.19

⁵³ Ibid,p.26

- S6 : You ever been broke, Sir? Real broke, skint?
T : Many, many times.
S20 : I don't understand you a bit, Sir. I mean... you're a toff and you ain't.
S4 : What he means is..Blimey, I can't sort of put it into words or anything.
S6 : Well, Sir..you're like us, but you ain't. I mean, you're not. It's kind of scary but nice. You know what I mean, don't you?
T : I don't know how to answer you, except to say I teach you my truths. It is kind of scary, dealing with the truth. Scary and dangerous. Have you ever had a salad with almonds and grapes...and tomatoes and lettuce and pineapple?

(Appendix 1)