

CHAPTER V

DISCUSSION

This chapter presents the discussion of the result on the research. The discussion is given based on the presented research findings covering the interaction between the teacher and learner conduct in the classroom, the aspects of classroom interaction, and the patterns of interaction applied during the teaching – learning process.

A. The Teacher and Learner Conduct Interaction in the Classroom

Based on the results of the finding during the teaching – learning process, it could be concluded that both teacher and students play important role in the building good atmosphere in the classroom. The proportion of the talk between teacher and learner are almost balance, its mean that although the most of the teaching-learning time was devoted to asking questions and lecture by the teacher but in other side the students also active to participate in responding the teacher question and instruction in doing the task given. In the case of asking questions means the teacher asks a question about content or procedure with the intent that a student answer, while lecturing means giving facts or opinion about content or procedure with his own ideas, asking rhetorical question.

In the other findings the teacher also employs various methods. It was done to facilitated students during the process of teaching and learning.

According to the Freeman (1989) there are eight method of foreign language teaching. Based on the research finding, the teacher used four methods from eight proposed method of foreign language teaching. They are Grammar Translation Method (GTM), the audio – lingual method, the Total Physical Response (TPR) and communicative approach.

The GTM was used by the teacher to explain the new teaching material in attempting to make the students understand it clearly. The TPR was used when the teacher wanted to practice the target language through commands and communicative approach was used by the teacher when he communicated with the students based on the real need to communicate. From the observation, the researcher found three kinds of communication as note by Dulay et al (1982: 21). They were:

1. One – way communication, in this types of communication the students' just listen the teacher without responding. This kind of communication was applied when the teacher gave lecturing to the students.
2. Restrictive two – way communication, in this type of communication the learner responded orally to the teacher, but the learner don't use the target language. The response was in the learners' first language or some other non target language and it include a nonverbal response such as nodding and shake her head. This kind of communication as used when the teacher ask the students about things related to the material of the lesson and it as used to see the students involvement in lesson.

3. Full two – way communication, in this type of communication the students spoke in the target language, acting as both recipient and sender of verbal messages. The target language used was simple and limited. In this case, the correct grammar was not the main goal, but meanings should be well understood by each communicant.

Those three kinds of methods of foreign language teaching, grammar translation method, the total physical response, and communicative approach were applied during the teaching activity. In teaching activity, the teacher did three phases of teaching activity, it is covering: pre teaching activity, while teaching activity and post teaching activity. The practice of three phases of teaching activities, based on research finding, was in accordance with Abbot et al's classification as cited in Qurota (2013: 41). Besides, the three phases of activities mentioned, there was another activity that the teacher did before teaching that was planning the teaching material. This was in line role of the teacher proposed by Oxford et al (1998) in Brown (2001:167) that the teachers' role as the one who plans lessons, modules, and courses.

From the four methods of foreign language teaching and the three phases of activities above, there were two contributions that could be gotten by the students in the classroom interactions. The first contribution was the students did not get bored during the teaching learning process. So, they were motivated to study English covering the four communicative competences they are: listening, speaking, reading and writing. The second was the students participated in group discussions. In their group, the students could share and

exchange their ideas with their friends. By encouraging students in the classroom to work together they learned the importance of working cohesively with others.

B. The Aspects of Classroom Interaction

Related to interaction, teacher – talk played an important role in classroom interaction and also the student – talk. In practicing the interactions in teaching learning process, based on the result of the observation, it was shown that the teacher and the students practiced the 14 categories of teacher talk and students talk s proposed by Flander and Moskowitz (1971) (The FLINT Model in Brown, 2001 : 170).

The 9 categories were employed by the teacher, those categories were: (1) deals with feelings, (2) praising or encourage, (3) jokes, (4) uses ideas of the students, (5) asking questions, (6) gives information, (7) gives directions, request and command, (8) criticized students behavior, (9) criticized students response. The first five categories above can be called as the indirect influence of teacher talk while the rests are the direct influence of teacher talk.

1. Deals with feelings

In this categories were used by the teacher when he asked the students about their feeling in learning English during the teaching learning, and the students' response were satisfied. The used of deals with feeling shown in data 1 using utterance: “*students, did you enjoy my class?*”. Here the teacher gives stimulation to the students by asking question to the students about their feeling

during learning English. In order he can assess him self when they teach his students.

2. *Praising and Encourage*

In this category, the teacher (1) praises, compliment, and tells the students what they have said or done is valued, (2) encourage the students to continue, tries to given them confidence, and confirm that their answer are correct.

The data 1 of praising and encouraging the teacher ask some students to come forward and after that he asked other students to give praising to her students by saying “*okay, good job guys. Give applause for us!*”. Here his praising made the students felt happy and make the students more feel confidents if they asked to come forward in the other time. Meanwhile, in the data 2 and 3 indicate that the teacher praise the students by saying “*yes very good*” and “*excellent*”. These aims were made the students big heard with their job and the teacher encouragement gave a good effect for the students.

3. *Jokes*

The data 1 identified that the teacher create some humorous and made intentional joke with his students. His joke was shown by his expression: “*I got breakfast by using SATE, do you know what I mean by SATE it is sambel tahu guys*” from this utterance can be identified that the teacher create some joke to make the class cozy and cheerful.

4. *Uses ideas of students*

The use ideas of the student to clarify their ideas. Data 1 indicated that when teacher interacted or communicated with the students, she clarified used and summarized the students' ideas. For example in the utterance'' ***yes right, any addition?***'' this utterance showed that the teacher give stimulus to the other students to complete the answer of the students before. After some students give addition of the previous answer the teacher clarify and summarized these all the students answer by saying'' ***Good, so expression is a think that people say, write or do to show their feeling, opinion or ideas***''. This utterance are the teacher talk that gotten from many ideas of the students about what is expression and than the teacher summarized all of from the students opinion.

5. *Ask question*

The data 1 and 2 clearly indicate that the teacher asked questions to the students. The data 1 '***ok now, what is description?***'' and the data 2 '***and how is the pattern of simple present tense?***'' these two utterance indicate that the teacher asked question to the students. Questioning plays important role in which it can stimulate the students' thinking to produce language. According to Ur (1996) there are several reason for questioning, they are to provide a model for language or thinking, to find out something from the learner (facts, ideas, or opinion), to get learner to be active in their learning, and to direct attention to the topics being learned.

Whereas the 4 categories were identified as the direct influence of teacher talk, they are:

6. *Gives information*

The data 1 and 2 (see no.6 in the data presentation of direct influence of teacher talk) identified that the teacher give additional information from the students answer. Such as in data 2 the teacher give addition to the students answer about what is ‘ to infinitive’. In this case the students only explain the pattern but the teacher clarify by giving addition information such as the used of to infinitive and the function of it. Henning (2008: 66) stated that the additional information is often important for giving direction to the discussion and helping students achieve the learning goal.

7. *Gives Direction*

For the giving direction was shown in the data 1 **“ now please make group consist of 5 or 6 person”** data 2 **“ you have to submit your wok!”** and data 3 **“now lets make the example”** from all those data gotten it was identified some direction or command by the teacher to the students. Here, the teacher instructs the students to do the teacher command.

8. *Criticized Students Behavior*

In the classroom condition sometime the students not concentrate with the lesson or may be they made noise with the class. And in this situation of course the teacher will be criticized to the students’ behavior, may be he would remind them or reprimand them. Because the teacher was dissatisfied with the students were doing.

In the data finding, the researcher found that during done the observation in the classroom, such as in data 2 *''so that when I explain to you, please pay attention to me, don't joke by your self!''*. It happened when the teacher asks the students to answer the question but she still confused to answer it, in this case the teacher was little annoyed and criticized the students' behavior by saying these utterances.

9. *Criticizes Students Response*

The data 1 *'Are you sure only one? It is still far answer, others may be?''*. It is clear seen that the teacher criticize on the students response, he felt unsatisfied with the students answer because it still far from the correct answer.

Another aspect of classroom interaction is students' talks. In this aspect of interaction the students employed five categories of talks such as:

1. *Students Response Specific*

Most of the students talk affected from the teacher talk, such as from the teacher talk that asking question then the students answer the teacher question by used the specific response such as in the data 1 and 2. In the data 1 *''expressing belief, expressing agree and disagree, surprised expression''*. This response happen when the teacher asked the students about some kinds of expression that they know and some students answer based on the data gotten above. And in the data 2 *'' not only I but also you love him''* this students response specific happened when the teacher asked the students to make the example of correlative conjunction. From these two response indicated that the students want to get themselves involve in the teaching and learning process. It

was proven by their responses to the teacher question stated in limited and simple way. It can be called unintentional response from the students.

2. *Students Response, Open Ended or Students Initiated*

This aspect of the students talks happened when some of the students really intend ask some question to the students after they got some explanation from teacher, such as in the data 1 and 2. In the data 1 **“is it describe about everything sir?”** in this case the students intended to ask clarification about her understanding after got explanation from the teacher about the descriptive text.

3. *Silence*

During the process of teaching learning time of Silence of course occurred. Such as in the data 1 (see point C in the students talk). In this time when the teacher asked the students to give more explanation they only keep silence and look at the teacher. It indicates the class interaction was paused and there is no interaction both of them.

4. *Nonverbal*

Such as in data 1 (see point E in the students talk) it clearly shown the used of nonverbal communication in the classroom interaction when the teaching learning process was going. Here, the students responded with gesture of facial expression without using word in responding the teacher question.

According to Bellack (1996), Mehan (1978) in Henning (2007:122), the entire students – to students’ interaction occur within a framework created by the teachers’ talking. From the teacher and the students talk, interaction in the classroom created and developed. When the teacher asked question to the

students, teacher – students' interaction was created, and when the teacher asked them to work in group, student – students' interaction was created although just in a simple interaction according to their needed.

C. The Patterns of Classroom Interaction

During conducting teaching learning process, the teacher tended to perform her teaching in group work than in individual work. The students work individually when they got test and homework from the teacher. The teacher decides that the group consists of 2 and 3 person, and sometimes consists of 5 or 6 persons in a group. Harmer (2007:43) stated that in pairs and groups, students tend to participated more actively, and they also have more chance to experiment with the language than is possible in the whole class arrangement. Both pair work and group work give the students chance for greater independence, because the students are working together without the teacher controlling every move, they take some their own learning decision, and the last advantage of grouping is that they give the teacher more opportunity to focus attention to the particular students.

The pattern of interaction occurred during the group discussion were student – students' interaction, teacher – whole class interaction, teacher – whole group interaction, teacher – individual students' interaction or individual – teacher interaction. First for the student – students' interaction this pattern happened such as when the students find some difficulties in understanding the material or don't know the meaning of a word in English, the chose to discuss with their friend, rather than ask to the teacher, it is also occur during the small

group work discussion, where every group offered their product to their friend. Second for teacher – whole class interaction happened when the teacher covers the topics discussions such as telling about expression, and questioning the student around some expression and also gives instruction to the students to make a group discussion and ask the students to do with the task given. Third for teacher – whole group interaction happened when the teacher comes to the small group discussion and asks the students is there any difficulties to in doing their work. And the last pattern is teacher – individual students' interaction or individual students' – teacher interaction this pattern of interaction happened the students ask the teacher about the difficult word and they don't know the meaning in English.

Those four patterns of classroom interaction were frequently occurred during the class teaching. By teaching the students in the group work, the teacher expected that the students were more active to interact and communicate each others. The teacher expectations were in line with Ur (1996) who said that in group work learners perform in learning task through small – group interaction. It is a form of learners' activation that is of particular value in the practice of oral frequency. In group discussion, the students tend to interact in a simple way with English mostly in mother tongue.