

TEACHER TALK ADJUSTMENTS IN EFL CLASSROOMS



**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master Program of English Language Education**

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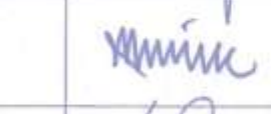



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DECLARATION

I declare that this research paper entitled *Teacher Talk Adjustments in EFL Classrooms* submitted for Magister degree is entirely the result of my own work. I am fully aware that I have quoted statements and ideas from various sources. All quotations are already properly acknowledged.

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ABSTRAK

SRI NURUL SALIMIN AFAMERY. *Penyesuaian Tuturan Guru di kelas EFL (Bahasa Inggris Sebagai Bahasa Asing)*. Tesis. Program Magister Pendidikan Bahasa Inggris, Universitas Negeri Jakarta. (Januari, 2018)

Penelitian ini bertujuan untuk menganalisa pola wacana di kelas EFL dan mengjabarkan penyesuaian terkait tuturan guru dalam interaksi kelas. Penelitian ini bersifat kualitatif dan data primernya adalah tiga transkrip kelas bahasa Inggris. Data dianalisa menggunakan model analisis wacana oleh Sinclair dan Coulthard. Struktur IRF (inisiasi, respos, tindak lanjutan) diperhatikan lebih dalam untuk menganalisa pola wacana di kelas. Pola yang paling dominan adalah inisiasi oleh guru yang terdiri dari transaksi untuk pemberian informasi (*informing*), pengarahan (*directing*) dan pancingan (*eliciting*) untuk siswa. Inisiasi ini sebagian besar diikuti oleh tanggapan siswa secara langsung, namun keseimbangan inisiasi guru dan siswa haruslah ada dalam proses pembelajaran. Penerjemahan, peralihan kode, penyederhanaan, pengulangan dan paraphrase adalah penyesuaian yang ada di transkrip SD, SMP dan SMA. Kesamaannya terdapat pada penyederhanaan yang muncul di ketiga tingkatan tersebut. Penyederhanaan cocok untuk pelajar pemula dan menengah karena kosakata bahasa Inggris siswa terbatas untuk kemampuan berpikir mereka. Perbedaan dari penyesuaian yang ada terdapat pada pengulangan yang hanya ditemukan di tingkat SD dan tingkat SMP untuk membantu siswa mengucapkan bahasa Inggris. Parafrase hanya terdapat di tingkat SMP dan SMA. Paraphrase dapat membantu guru meningkatkan perolehan bahasa siswa menengah ke atas disesuaikan dengan tingkat berpikir kritis mereka. Penerjemahan dan pengalihan kode ke bahasa Indonesia hanya ditemukan di tingkat SMP, namun, guru dapat mengintegrasikannya sebagai sumber dan strategi pengajaran bahasa Inggris khususnya bagi pelajar muda.

Kata Kunci : *Penyesuaian Tuturan Guru, Sinclair and Coulthard Analysis Mode, IRF, penerjemahan, peralihan kode, penyederhanaan, pengulangan, dan parafrase.*

ABSTRACT

SRI NURUL SA. *Teacher Talk Adjustments in EFL Classrooms*. Thesis. Master Program of English Language Education Faculty of Language and Arts, State University of Jakarta. (January, 2018)

This study aims to analyse the discourse of teacher talk use in the EFL classrooms and expose the adjustments encountered in the classroom interaction. This study is qualitative and the primary data is three transcriptions of EFL classrooms. The data were analysed by applying Sinclair and Coulthard Discourse Analysis Mode. To analyze the discourse pattern, the structures of IRF moves were highlighted. The most dominant pattern was teacher initiated exchange which consists of informing, directing and eliciting transactions. These initiations were mostly followed by students' responses directly, however, there should be a balance between teacher and students initiation in the classroom. Translation, code mixing, simplification, repetition and paraphrasing were encountered in three EFL classrooms. The similarity of the adjustments can be seen in simplification as it is found in three levels. Simplification is suitable for beginner and intermediate learners due to students' limited English vocabularies and their thinking abilities. For the differences, repetition is only found in elementary and junior level to help students with their pronunciations. Paraphrasing is only encountered in Junior and Senior High level. It can be used for teachers to increase language acquisition for intermediate to expert learners as it is suitable on their critical thinking. Translation and code-switching are only found in junior high level, thus, teachers can integrate them as resources and strategy in teaching English as foreign language especially for young learners.

Keywords : *Teacher Talk Adjustments, Sinclair and Coulthard Analysis Mode, IRF, translation, code mixing, simplification, repetition and paraphrasing*

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Jakarta, February 2018

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Teaching, as a process of helping students acquire knowledge and skills, should maintain interactive process which involves teachers-students and environment in promoting learning in classroom activities. According to Ellis (1985) study of communications in the classroom can be differ into three forms; interaction analysis; teacher talk; discourse analysis.

Classroom activities can be portrayed through teacher-students interaction which involves a lot of discourse. Discourse itself broadly means language in use which involve specific context, in other words, the capacity of language to means differently in the defining features of discourse (Rymes, 2008; 13). Moreover, study on teacher talk is important because dimension of classroom process such as giving instruction, questioning, providing feedback, are formed in teacher talk.

Language as the basic means of communication that teachers use for instruction and interaction in the classroom has been the central in foreign language learning. Sinclair and Coulthard (1974: 6) proposed teacher's talk as the nature of classroom activity, teacher's talk according SLA theories proposed by Ellis is language used by teachers in classroom activity to address students differently from the

other level. Teachers make adjustments in language form and function to facilitate communication (Ellis, 1994; 726).

In second language theory, the amount of input holds important factors in students' acquisition. Many researchers, such as Bialystok (1978) and Hasan (2008) have investigated the relationship between the quantities of input to students with the some measures of second language proficiencies. Students who received the most input from target language are able to increased greater proficiencies and able to generate more input from the sources whether it was in or outside the classroom.

In EFL context especially in Indonesia have revealed that the amount of teachers talk in classroom really matters. One of the studies by Setiawati (2012) conducted a descriptive study about teacher talk for young learners. Two from three teachers were considered successful in managing their teacher talk time in which each of them spent 20 and 40 minutes talking. These two teachers were considered successful in managing their classroom.

However, the fact that the process of learning is under many occurring of other variables such as condition in the classroom, students' factor, interactions, investigating teacher talks needs more exposure on the qualitative input of the use of language teachers used in classroom situation. Frequency of exposure to the language input needs to be related to particular linguistic structures (Butoyi, 1978;

Larsen-Freeman, 1976; Lightbown, 1980; Long, 1981). In other study, the qualitative aspect to be underlined is the particular modifications made by the teachers for students to understand their speech Krashen (1980, 1981, 1982).

The success of language learning depends in classroom activities where teachers words holds big role on maintaining communication with the students. Characteristic of classroom discourse is the teachers' role in the interaction where they control the classroom and can change the whole course by teaching and communicating with students in different ways. it could provide a view to understanding and ultimately improving classroom work. Discourse itself, over the time have changed on what purpose should be analysed.

New methods of discourse analysis were to answer the challenge of articulating of what might be seen as an adequate account of language to scaffold the performance of social activities (Gee, in Christie 2002; 2). She formulated research in pedagogic discourse as a view of classroom activity as structured experienced and the notion of classroom work as social practice adapted from systemic functional (SF) linguistic from Halliday (1994) and concerning the sociological theory from Bernstein (1990, 2000). As structured experience, the work in classroom discourse should give recognition on behaviour and language behaviour.

Christie also suggested that pedagogic discourse should consider the pattern of register work occurred in the pedagogic activity, as well as to establish goal, introduce and sequence the specific knowledge of teaching and learning in the issue discussed in the classroom and to evaluate the success of the learned knowledge as the language that teachers use in classroom determines whether a class will succeed or not

Teacher's Talk is surely the inseparable phenomenon in classroom discourse. The discourse pattern in the classroom refers to verbal language teachers use on communicating to the students involves information and ideas exchange and direct contribution given in the form of interaction. To understand the interaction analysis Flanders (1970) had come to the focus of the particular kind of teachers' talk such as Accepting Feeling, Asking Question, Giving Direction and so on.

Bellack (1966) proposed four types of *move* as units of analysis such as soliciting, responding, structuring and reacting. And then we come to what so called IRF as initiation response and feedback followed by IRE initiation response and evaluation (Mehan 1979). IRF structure from Sinclair and Coulthard (1975-1992) in discourse analysis is the basis for the interaction analysis in the classroom.

IRF pattern consists of the elements one need to understand about classroom interaction, especially the communication pattern

created on the classroom situation between teachers and students. From this pattern, teacher talk can be analysed more and gain in-depth analysis on the adjustments teacher make to facilitate comprehensible and meaningful communication to the students.

The adjustment of teacher talk is interesting to be studied considering English as foreign language in Indonesia, with multicultural background students, the kind of modification of teacher's talk on classroom discourse could be different in particular situation even level of students proficiency. Xuelian Lein (2009), on his research about communicative teacher talk in the English classroom revealed that good teacher talk lays focus on how it effectively promote genuine communication in the classroom.

Moreover, Farahian and Rezaee (2012) suggested an exploratory discourse analysis in EFL classroom on teacher talk, since the teacher questions in the classroom do not merely mean asking question only. To that matter, exploring the features of teacher talk based on the authentic classroom transcript can be a good beginning to understand how teacher language is important to the success of learning process and students' acquisition.

The pattern of teacher's talk also reveal a great deal for students to learn together and build some understanding in talk collectively, and the teachers through the kind of adjustment of their

language here can facilitate and sometimes stifling it (Barnes and Todd, 1977).

For the reasons explained above, this study focuses on teacher talk adjustments from teachers in three different level; elementary school, junior high school, and senior high school in classroom interaction context. These adjustments then are analysed through classroom discourse analysis by exposing the structure of discourse pattern that refers to different types of communication used for the students in different level.

1.2. Research Questions

1. What discourse patterns do teachers use in EFL classroom of elementary, junior and senior high school?
2. What adjustments of teacher talk are encountered in the interactions?
3. How do these adjustments show similarities and differences on EFL classrooms?

1.3. Purposes of the Study

This study has purpose to analyse teacher talk adjustments occurs in the classroom interaction. To analyse the adjustments, researcher started by analysing the discourse pattern using Sinclair and Coulthard analysis mode and revealed what was mostly occurred in the

interaction. Three levels of classes are presented to analyse the adjustment mostly used, the differences and similarities of the adjustments from the teacher talk were based on which of the adjustments encountered in each level and which is found in one level and not in the other EFL classrooms.

1.4. Significance of the Study

Analysing teacher talk is necessary since it is the crucial aspect in language learning where student's in this case foreign language learner are exposed with the target language directly. Teacher talk is also considered as language teaching facilitator to improve students' language proficiency and their motivation to learn the language itself. In EFL classroom, the language used by the teachers is not only the object of the course but also the tool to achieve teaching objectives. It also determines the larger degree whether a class will succeed or not because though their language use, teacher share knowledge and information to help students improve their skill.

The significance purposes of this study can be divided from practical and theoretical perspective. Practically, analysing the classroom interaction using Sinclair and Coulthard analysis mode can give awareness of the important of comprehensible communication from the language choices that teachers use. This analysis is expected to contribute insight for teachers to serve well in professional level and

help their students to learn better as Stubbs in Nicholson (2014) stated “it is clear that a child will be unable to display his (sic) total verbal competence if he is restricted to a passive response role, sandwiched between the teacher’s initiation and feedback”. Understanding the pattern of discourse in classroom may help teacher to better exploit the language they use in class to make their talk comprehensible for the students.

On the other hand, theoretical perspective of this study is based on the definition of teacher talk from Ellis (1994). According to Ellis, teacher talk is the adjustments of language teachers’ use when address language learners differently based on their level of learning. From this definition, teacher talk in EFL classrooms is seen as form of communication which can be studied from the perspective of language acquisition theory to provide comprehensible foreign language input for the students. More in-depth analysis on teacher talk will be useful for the teacher or teacher in training to pay attention on their talk more as one of the tool to achieve a successful learning.

CHAPTER II

LITERATURE REVIEW

2.1 Teacher Talk in Language Learning

The interest of analysing teacher language has come to attention since the successful of learning is not only determined by the choices of the right method (xiao-yan, 2006; 10). It has been investigated that despite the difference in methodological principles in grammar-translation, audio-lingualism and cognitive code.

The various methods actually led to very similar pattern of classroom communication (Ellis, 1994). From that point of view, Ellis argued that that the comparative method studies were to direct attention to the classroom interaction by collecting data from several classrooms. Gaies in Ellis (1985; 143) has determined the different forms of communication in classroom such as; interaction analysis, teacher talk; and discourse analysis.

All the process in classroom including giving instruction, questioning to disciple the students or to provide feedback involves teacher talk. According to Rod Elis (1985: 304) teacher talk is the adjustment and modification to both language form and function to facilitate communication. It can be seen through variety of language used by the teachers in trying to communicate to the students in learning process (Richard & Weber, 1985 ; 289).

Teacher talks play essential role on implementing learning plan as well as achieving teaching goals. It is important also in the processes of acquisition as the major source of target language students is likely to receive (Nunan, 1991). High quality input according to language acquisition theory leads to a successful language learning.

According to Freeman (1976) the quality of input is formed in the frequency and presentation of particular linguistic structure. Freeman investigated input in ESL classroom and found there is positive correlation between frequency order of grammatical morpheme in the speech of two ESL teachers and learners oral communication. Despite of the positive findings, there is no definite conclusion about the relationship between the input frequency and the process of second language acquisition, it is then described in correlational study only.

The other focus based on other research has been about other qualitative aspect of input to language learner, in particular the modification made by the teachers is to increase students' ability to comprehend their teachers' speech (Krashen 1980, 1981, 1982). It has been concluded that in order for this input can support language acquisition it must be comprehensible to the students and it may be achievable when the adjustment is addressed to the non-native students.

The qualitative aspects from study by Butoyi (1978) was the frequency noun phrase complement structures in which it had significant positive correlation to students language production. In other hand, Larsen-Freeman (1976) has investigated that there was positive correlation between the frequencies of nine grammatical morphemes in the speech of two ESL teachers with the learners' oral production. In other words, frequency of focusing on structures in linguistic input relate to accurate production in required communicative context.

In other studies (Clyne, 1981, Freed, 1980; Hatch et al., 1978; Henzl, 1973, 1979; Larsen-Freeman, 1976) examining interactions between native and native speakers presents a modified variety of language in more specific social context from the participants who do not have the same facility of the language in use. This subsystem or "register" of the language is originally termed as 'foreign talk'. This term was shaped as parallel expression to 'baby talk' register in which refers to speech used by adults when they're talking to babies or children who do not have comprehension in the language.

These registers are seen as family simplified registers addressed by the grown-up to those who have lack of full competence in a language. These terms of registers are convenient for a set related phenomenon. However, foreign talk doesn't necessary represent a unit type of speech accommodation; it represents a variation of language

influenced by context of situation that involve both speaker (teacher) and the listener (students) in whole process. In the context of situation of language use, the factors are in the topic discussed, the communication settings, the mode and form of the discourse (Fishman, 1972; Hymes, 1962).

The elements of communicative situations may vary as well because the interaction could be in formal and informal settings. The role of the speakers in the discourse can be different whether in the oral mode and written, from the form whether it is narrative or other type of genre, as well as the purpose of discourse whether it is educational, exchanging opinion or debate, etc. in other words, the phenomenon of foreign talk can be derived into different types based on the environment of language production and the roles of participant in the interaction. To that matter, the clearer distinction between baby talk and foreign talk as registers can be seen by comparing their similar features and also in terms of inclusion of foreign words, phonological modification, speech volume, and time orientation (Freed, 1981).

Teacher talk is seen as the variety of foreign talk in classroom setting though it is not limited to language teachers nor spoken by actual foreigners Hatch (1983, p.64). The other researchers also distinguished the different that teacher talk is more grammatical if it is compared to reported ungrammatical varieties of foreign talk (Cazden,

1979). However, this different has been mentioned as the varieties could be found also in different situation, formal or informal. Teacher talk and foreign talk differences are in the function and circumstances of the use (Hallett, 2000: 28).

The other SLA theory to be considered in teacher talk nature is monitor theory. It is based on hypothesis that a person has two systems in developing ability in second language. These two systems are a subconscious language acquisition system and a conscious language learning system. According to Krashen (1981) these systems cannot be separated and work to support each other, even the subconscious is appeared to be more important in a person acquisition process.

Teacher talk adjustments in the other hand may change their nature in serving its purpose of supporting or promoting communication.

2.1.1 Teachers' Questions

The form of teacher talk can be seen in teachers' question, as one of the most common techniques used by the teachers to control the classroom interaction (Richard & Lockhart, 2000). Chaudron (1988) stated it has been observed in many investigations that teachers tend to ask many questions in classroom interaction. The function of teachers' question can be seen in three group areas such as

diagnostic, instructional and motivational (Donald, K & Paul D. Eggen, 1989).

In diagnostic perspective, the questions that teachers perform allow them to glimpse into student's mind to find out what they know and what they think about the topic they are talking about. The structure of students' prior knowledge is powerful to help them learn new information and by delivering strategic questions, teachers can access the state of student thinking and identify what students know as well as their gaps and misconception (Mayer, 1987; Donald, K & Paul D. Eggen, 1989).

The second is instructional functions, in which it focuses on the role of questions in helping students learn and integrate the new materials with the previous ones. The questions teachers ask provide the practice and feedback for students' development and alert students to the information existed in a lesson. Toward these questions, teacher can review the previous topics students have learned to establish a knowledge base to learn a new material. In conclusion, the questions are used to clarify relationship within the context as the new material being developed in discussion.

The third is motivational function. By giving questions teachers engage students to be more active in a lesson, and use the questions to challenge students' thinking and pose problems for them to be solved or considered. In a learning process, teacher often ask

questions as the beginning of the lesson to gain students attentions for them to focus on what they are going to learn. The frequency of the questions will encourage active participations as well as provides opportunities for students' involvements.

2.1.2 Teachers' Feedback

One of the important aspects of teaching for teacher is providing feedback to their students' performances. According to Cook (2000) feedback is evaluation of students' response from the teachers, where it can be positive or negative to let students know about their performance, motivate and build a supportive classroom environment. Feedback on students' oral performance is a response either to the content or the form of their utterances.

Students are aware of how smart they are mainly from teacher's feedback in the form of marks, comment, criticism and the type of praising then (Weinstein; 1989). According to study conducted by Weinstein, high achievers students reported to have received more positive feedback from their teachers, as well as more opportunities to perform, being challenged and chance to be leaders. On the contrary, students who have been given negative feedback tend to be low achievers.

In other words, feedback from teachers plays important part in student's motivation to study. Feedback According to Ur (2000; 242)

has two components, they are correction and assessment. Correction is teachers' feedback when students make mistakes or error in the process of learning. It is a vital part to point out students' error and provide a proper correction, whether it is through explanation, provision of better or other alternatives, or through elicitation of these from the learner (Ur; 2000).

According to Ur (2000; 249) there usually adopt several techniques to correct students error; (1) do not react at all, (2) do not provide any further information but aware there is an error, (3) present the error and provide a model of the acceptable version, this is called explicit correction, (4) eliciting acceptable version from the students' error directly, this is called self-repair, (5) teachers indicate an error and elicits acceptable version from another students, (6) teachers initiate the students to correct their error, (7) teachers provide elicitation explanation of why the error occur and how to avoid it.

In the other hand, teacher assessment refers to the techniques and procedure to collect and interpret information about what students are capable and incapable of doing in classroom (Nunan; 2001). In this case, students are informed how well or enough they have performed, praise what is good, and tell what needs to improve to promote EFL learning. Such assessment can be formed into confirmation and encouragement to students performance.

For example in confirmation is when teacher refers a good performance as “very good, “well done”, this is correct”, “you’ve got it”, “no, not really” “ I am afraid that is not quite right, but good try”, etc. As for encouragement teachers often say “ this is much better”, “you have improved”, “good pronunciation”, “ you may try again”, “ come on, you’re almost right”, etc.

2.2 Teacher Talk Adjustments

An amount of studies have investigated the conversational adjustments made by native speaker to nonnative speaker to provide comprehensible communication (Early, 1985; Gaies, 1981; Hamayan & Tucker, 1980; Long, 1981; Pica & Long, 1986). In larger scale, more global features of teachers; discourse such as conversational framing moves are also investigated.

Long (1983) has found six features for investigation. The features of the interactional structure include confirmation check, comprehension, clarification requests, self-repetition, other repetition and expanding speech. For all that matters, Elis (1985) then argued these discourse features are not necessarily presented the same way to different teacher and suggested more research to expose on modifications in teacher discourse from different teacher.

Among the investigated features, syntax adjustment has facilitated students’ comprehension and linguistic processing of

information. The syntax modification affects the length of utterances, and sentence type such as declarative forms, interrogatives, and imperatives. It also can be seen in the use of less marked linguistic structures, grammar and use of subordinate clauses (Chaudron, 1988).

Next adjustment examined by the researchers is seen from the lexical features of teacher talk. The teachers tend to use huge frequency or more vocabulary items in their discourse (Chaudron, 1982; Henzl, 1979; Kliefgen, 1985; Mizon, 1981). It is observed that lexical items often chosen by teachers are fewer idioms, proper and concrete noun, and fewer indefinite pronouns.

The other features of discourse is phonological features include the rate of speech and pauses, pitch and intonation, stress and articulating of segments Dahl, 1981; Griffiths, 1990; Hakansson, 1986; Ishiguro, 1986; Kelch, 1985; Long, 1985).

After doing investigations on teacher talk for a long time, Chaudron (1988;85) then proposed the modifications of teacher talk in language classroom. The modifications are (1) the rate of the speech tend to be slower, (2) teacher planning more speech by occurring pauses, sometimes are more frequent and longer, (3) the pronunciations are exaggerated and simplified, (4) teachers use basic vocabulary, (5) declarative s and statements are used more than questions, (6) the lower degree of subordinates, and (7) self-repeat is done more frequently.

One of the purposes of this study is to identify and analyze the adjustment of teacher talk in the classroom, so it is important to define the modifications or adjustments in teaching English that will be observed in the three classroom transcripts.

Wesche (1994) in Erazo & Salas (2011) proposed the feature of modifications and adjustment address to less proficient and less experienced language user is the reduction of words or simplification and paraphrasing. Moreover, from L2 view, translation and switching of teacher language to L1 are frequent in teaching process as well as repeating, expanding students' answer and prompting answer. These adjustments are considered as strategies to facilitate students' comprehension and conducive production to classroom management.

The features of teachers talk can be forged according to its function in classroom interaction, as it is described as collaborative exchange of thoughts, feeling, or ideas between teacher and students. According to Brown (2007) teacher talk categories can be describes as to deal with feeling, praises and encourages, use ideas of students, ask questions, give information, give direction and criticize students' behaviour.

2.2.1 Translation to L1

In general, translation is to transmit the written or oral text from one into another language (Crystal, 1987: 346). The term translation and

interpretation are often the same; however, translation refers more to the written language and interpretation more to the spoken words. So, translation can be understood as the act of interpreting the meaning of a text, as well as of production of text that communicate the same meaning or message to another language.

2.2.2 Code-switching

Code switching is defined as momentary linguistic need and useful communication resource as it is the alternative of two or more languages in the same conversation. In other words, code switching is considered as the alternate use of two languages in speech (Haugen; 1956).

This phenomenon of using two codes of language in one conversation is commonly found in bilingual communities. In one discourse there may be the speech exchange to two different grammatical system or subsystem (Gumperz; 1982). The use of different code switching occurs when a person who is bilingual uses two languages during a conversation to another bilingual person who is able to communicate to varying extents to that language.

2.2.3 Simplification

The necessity of comprehensible input for students' language acquisition in English language learning has considered seeing it more

on process and speech mechanism of speech modification by the teachers. Teachers make varieties of simplification to make their speech simpler and comprehensive for the students. This simplification is expected to make students understand easier and reflect the adaptation made by the teachers (Ferguson 1975).

It can be concluded that simplification means doing things, in this case, speaking in a simpler way to make students easier to understand in which it can lead to a more efficient learning. Teachers go on modifying their initial questions to provide more clues and comprehensible for the students. Sinclair and Coulthard (1992) also considered that an elicitation followed by another can push down to the act as a starter. This simplification is on the process where the language users (teacher) adjust their language behaviour to make effective communication.

2.2.4 Repetition and Paraphrasing

In foreign language classroom, repetition of utterances is considered as one of the most common communicative strategies. Gaies (1977) stated that repetition is a “recurrent technique thought to have potential accelerating effect in language acquisition”. It is also used as interactional resources available for the speaker, in this case, students or students, to repair the discourse when a breakdown occurs (Brown; 1969).

Paraphrasing in the other hand, with the same purpose to make input more comprehensible, is when the teacher cites their previous utterances and then formulate the utterances into more appropriate form. According to Brown (1969), paraphrasing facilitates language acquisition to young students by reshaping the first utterances, even the students' response into a more acceptable form. in other words, it can be considered as repair strategy of incomplete responses in which used for negotiation meaning and helps developing students' utterances.

2.3 Classroom Discourse Analysis

The word 'discourse' is from the Latin word *discursus*. In general, discourse means "language in-use" where the terms 'in-use" from critical perspective has been defined as language use in social practice. It is emerged from reflecting into constructing the social context. From critical discourse analysis point of view, discourse is seen as language use in social practice.

It is important to understand that from discourse perspective, language is never neutral, for it is shaped from in political, social, economic, and cultural forms. In other words, language is involved in realization of values and ideologies. This is relevance as wel for studies in classroom discourse. School work is full of work and constructed ideological positioning for its pedagogic subject.

The social context is the fundamental dimension of classroom discourse analysis where it affects what is said in the classroom. The language in-use and social contexts influence each other dialectically; in which what a person says not only depends on it but also be relevant on particular situations. In other words, the forms and function of what people say take on situated meaning (Rymes; 2008, 36).

To understand the nature of classroom talk, classroom discourse analysis can be seen from its nature as social practice in classroom activity as structured experience also. According to Christie (2002) seeing all the work in classroom discourse is to recognize behaviour and language behaviour as structures experience.

Flander (1970) as one of those to conceive classroom talk as structured experience, has termed the study as interactional analysis to understand the nature of teacher interaction with the students better. It basically concern with the analysis the influence pattern of teacher talk, and separates those factor in which it is increase students freedom to act with those that decrease it. Flander then classified the system of all events in the classroom into three category, they are; teacher-talk, students-talk and silence or confusion.

Teacher talk focuses on its indirect and direct influence to the students. Indirect influence consists of terms such accepting feeling; praising or encouraging, accepting ideas and asking questions. In the

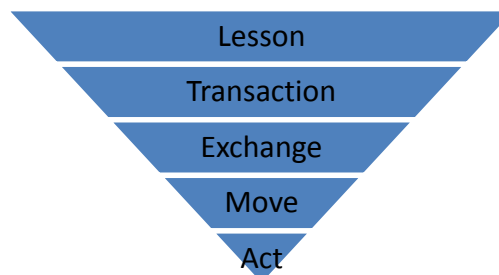
other hand, direct influences were categorized into lecturing, giving directions and criticizing or justifying authority.

Those categories are considered rather general and sometimes it is difficult to use them in different utterances. Bellack and his colleagues (1966) then focused on the issue of structured nature of classroom work in hierarchical terms. They found and formed four unit of analysis as game, sub-game, cycle and move. Move which the adopted by Sinclair and Coulthard, is formed into four types as soliciting, responding, structuring, and reacting.

2.3.1 Sinclair and Coulthard Discourse Analysis Mode

Theory from Halliday (1961) in ranking scale of grammar was borrowed and conceived by Sinclair and Coulthard to develop a model of classroom discourse which involve series of ranks and level hierarchically. The rank scale consists of language function which involve of lessons, transaction, which is comprised by exchanges and then further classified by move and in the end identified by act. The scale components can be represented as follows :

Figure 1. The Rank Scale by Sinclair and Coulthard (1992: 5)



The lesson and transaction were later eliminated by Coulthard (1985) as no defined structure in their constituent units and proved to be difficult in detail. More about this elimination can be seen through three level of Sinclair's discourse; exchange, move and acts.

Discourse is dimension of what teacher tell to students, include motivate students to get involved in interaction as well as evaluate what they have done (Sinclair, 1982). These exchanges then classified as organizational or boundary exchanges which include informing, directing, eliciting (free); and re-initiation, reinforcement, listing and repeating (bound). The bound exchanges are more to attach the process of exchange and initiation is made by the teacher and students as well to elicit or inform exchanges they need.

The boundary exchanges form the lesson and transition in teacher exchanges. One boundary may consist framing moves to mark the discourse about change direction in and sometimes occurred by focusing move in which it helps structuring transaction. A boundary is indicated by framing move and what will occur in the class next is seen on a focusing move. Move itself consists of a head and pre-head acts with optional starter (Malouf, 1995).

The informing exchange occurs when there is a need to tell students about new information or facts. The opening moves usually begin with informative act and sometimes followed by students' replies

(Sinclair and Coulthard, 1992; 26). They have labelled the structure of this exchange as I(R) in which response from students is optional and no feedback is provided.

The next is directing exchange, in which it is designed to get students to do but not to say something. In other words, students' response is to do what teachers say. The form is IR(F) in which feedback is not necessary and students' responses are most likely non-verbal as the response of teachers' direction for students to complete some sort of activity.

Eliciting exchange in the other hand is the most common exchange that occurs in the classroom (Willis, 1992; 113). The exchanges begin with questions asked by teachers, answered by students and evaluated by the teachers.

Sinclair and Coulthard classified classroom exchanges into three moves based on structured sequences in classroom discourse. These moves are marked by initiation by teachers, and then response from the students, and followed by feedback to student's response from the teachers.

Pattern of moves then known as IRF and by Coulthard was termed as opening, answering and follow-up move. The example of these patterns can be seen as follows :

T (opening move) : ok, how to say "kucing" in English?
 S (answering move) : cat
 T (follow-up move) : correct, cat. Good

The IRF pattern has been used for discussion in educational research to criticize teaching practices which involve students in the using of pattern. This pattern focuses on the exploratory pattern of talk in the classroom context. The IRF pattern is usually followed by exchanges, however, various move combination might occur, the first move though is always initiation.

The various combinations may occur depends on the pattern of interaction such as re-initiation which involves seeking clarifications from the same or other students when one student gives the wrong answer. This then gives a structure of IRF(Ib)RF (Sinclair and Coulthard, 1992). The other bound exchanges may as well occur in the process are listing, reinforcing and repeating.

The last is act, as the lowest level of discourse in the classroom which it is expressed by clauses or single words by individual (Malouf, 1995). Act is used to initiate previous discourse activity.

There are three primary head acts occur in the opening move. The acts are; elicitation, led by a question as request for linguistic response, directive, led by a command to request a non-linguistic response, and informative, led by a statement from the teacher to provide information and responded by an acknowledgement of attention and understanding (Sinclair and Coulthard, 1992; 15).

CHAPTER III

METHODOLOGY

3.1 Research Design

In order to gain a comprehensive analysis of the research problems, this research used qualitative approach. Qualitative research method used to discover the meaning that people give to their experiences (Bogdan & Biklen, 2003). The nature of qualitative research is often begun with *how* or *what*, to explore the phenomenon in gaining an in-depth understanding on the problems or the topic of the research. This approach is also used to study phenomena in their natural settings to understand also social processes in contexts.

The current study is to present in-depth description of teacher talk discourse in the classroom. In addition, another purpose is to describe the adjustments teachers use in their talk to the students in the classroom and analysed using Sinclair and Coulthard Discourse analysis mode.

3.2 Data & Data Source

The primary resource of this research is the recording of three EFL classroom activities per one meeting, each of recordings is from elementary level, junior high school and senior high school. The researcher presented data of teaching learning process and eliminate

into three proper and clear recording to be analysed. The recordings then are transcribed into writing forms to make the process of analysis easier.

3.3 Data Collecting Procedure

The collection of the data on this study was started by collecting classroom activity recording from three EFL classrooms in different level. The amounts of CDs with different level EFL classrooms were watched and selected by the quality of recording to make the process of making the transcription easier.

3.3.1 Video-Tape Selection

The data were taken from the presented recording of teaching EFL classrooms. The recordings were in the CDs forms and the researcher selected three recording based on their quality of the recording. The first selected recording is teaching and learning process footage from junior high school level. The recording shows the process of teaching and learning expression in speaking. The second is from the primary school, the topic is also about expression. The last recording displayed teaching and learning process in senior high school classroom, in this recording, the learning topic is also giving expression specifically in job interview.

3.3.2 Transcribing

The recordings of classroom process were turned into transcription from the opening session until the closing using T-P (Teacher Pupil) style.

3.4 Instruments

The instruments of this research that helps researcher to answer the research questions are video recording in CD forms that transcribed into three transcription documents and the Sinclair and Coulthard Discourse Analysis Mode. Each of transcriptions describes the classroom situation in written form and the dialogue between teacher and students.

3.5 Data Analysis Procedure

After the video type being transcribed into three transcriptions, the data then were analysed using Sinclair and Coulthard's mode. The transcriptions were checked one by one with the straightforward categorized the typical of IRF exchange structure. First, researcher put the number of line on each transcription and started to analyse the transcript one randomly which is categorized as junior high level classroom. After putting the line number, the researcher categorized the I-R-F structured and put the result of frequency on each moves on the table (see table 4.1).

Since the purpose of this research focus on teacher talk, the pattern of teacher initiation and follow-up are highlighted. The most move patterns occur based on the findings were teacher initiated exchange. Researcher focused on the initiated made by the teachers and marked the categorizations occurred, they were informing transaction, directing transaction and eliciting transaction. The expression of each of these initiations then put in a table (see appendix 4). The data then derived into the scale; exchange, and moves to identify the pattern of the discourse and the reveal the adjustment or modification used by the teachers in the classroom (see Appendix 5).

CHAPTER IV

FINDING AND DISCUSSION

4.1 Sinclair and Coulthard Discourse Analysis Mode

Sinclair and Coulthard developed a model for discourse analysis based on observation of classroom interaction. This model was adapted from Halliday's rank scale classification of grammatical structure and they integrated into discourse measurement in classroom. This unit provide the basis which allows every utterance to be classified into several terms (Francis and Hunston, 1992).

Therefore, this section below provides the evidence and the analysis of Teacher Talk (TT) adjustments and classification on every script (see Appendix 4).

4.1.1 Exchange & Moves

This result presents the analysis of teacher talk with using teaching exchange indicator in IRF move pattern based from Sinclair and Coulthard (1992). Moves consist of acts and combined to form exchange. The three moves are labelled as opening, answering, and follow up. Opening has a function to passing information, to directing an action or to eliciting a fact. This statement is in line with Coulthard (1992) which passing the terms of opening as "the purpose of given

opening may be passing on information or directing an action or eliciting a fact". The answering is a response commonly from students, whether in verbal or non-verbal linguistic, based from opening.

The follow-up move, takes place after the answering moves as a reaction to the students' response. Follow up move is essential for students to measure their understanding regarding to the initiation.

Table 4.1 IRF Moves on Classroom

Moves			
	Script 1	Script 2	Script 3
Initiation (Opening)	Teacher : 25 Students : 9	Teacher : 36 Students : 1	Teacher : 14 Students : 5
Response (Answering)	Teacher : 9 Students : 20	Teacher : 1 Students : 35	Teacher : 5 Students : 11
Feedback (Follow up)	Teacher : 13 Students : -	Teacher : 1 Students : 35	Teacher : 7 Students : 4
Total	T : 47 S : 29	T : 42 S : 36	T : 26 S : 20

This result indicates that the majority of the opening (initiation) on all script was started by Teacher. The percentage of initiation 75.3%, while students' only had 26.4% initiator or opening speech on first script. On the second script showed that teacher mostly do the initiation around 97% while students' only do once opening during all lessons. The third script showed that both students' and teacher almost did initiation or opening exchange, although teacher still dominated the class but the higher percentage of opening from students' comes from third script.

The responses (answering) moves mostly occur on student during EFL classroom. The first script indicates 69% of responses were done by students, and 31% was done by teacher. Some initiation from first script was not followed by answering due to the inability of students to answer particular question. Meanwhile, almost every initiation from teacher was answered by the students and teacher also gave response on students' initiation as well. The third script indicates 78% (from 11 out of 14) students' response the initiation from teacher. On the contrary it appears that teacher responses all initiation from students' perfectly.

Follow up typically produce from teacher to give feedback on students' answer. The highest number of follow-up from teacher was from first script. On the contrary, teacher rarely gave feedback on second script (second class) although the initiation and responses mostly happens in this group. It appears students' on the third script is highly motivated because they were giving follow-up during teaching exchange.

The teaching exchange is consist of three construct which are informing, directing, and eliciting exchange. Sinclair and Coulthard stated that

“A typical exchange in the classroom consist of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher...” (1992; 3).

Coulthard and Brazil (1992), then coined the term Initiation, Response, and Feedback as IRF. Each types of exchange, however, doesn't necessary included all three parts in one session. The following subchapter describes the units of teaching exchange as occurs in classroom.

Teacher initiated Exchange initially is a classroom interaction which formally structure and controlled by teacher. As showed in the last total table of result, particularly on "moves" section, the majority of classroom speech mostly dominated by teacher. Students' speech in classroom only taking small portion in compared with teachers on first and second transcript. However, the third transcript shows the huge amount of initiation from students' since the curriculum on third class is different from first and second. The third class used project-based curriculum which encourage students' to talk more, meanwhile teacher act as initiator in class. Thus, this situation will affect teacher initiated exchange in which good for students' language learning acquisition.

After conducting the calculation from all initiations in classroom, the percentage of teacher initiated exchange for first script is 75.3%, while students' only had 26.4% initiator or opening speech. On the second script showed that teacher mostly do the initiation meanwhile students' only followed teachers opening. The third script showed that both students' and teacher almost did initiation or opening exchange equally, although teacher still dominated the class.

In the following section some examples will be presented to support the analysis. These examples were taken from both analysis made of the gathered data according to Sinclair-Coulthard IRF discourse analysis model.

1. Informing Transaction

Informing transaction in classroom include providing additional information, most of the times about grammar, content, pieces of advice, or to explain the questions and instruction written on a worksheet. The opening move will therefore begin with an informative act and can but does not necessarily need to be followed by a reply from the students (Sinclair and Coulthard, 1992).

Table 4.2 Example of Informing Transaction

Transcript 1	Transcript 2	Transcript 3
“Jadi jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal dan ada Offering secara informal”. L. 8-10	“Today, students, we are going to learn about feelings (writes “feelings” on the white board) we are going to learn about feelings”. L. 3-4	“ya, before we’re going to our material I would like to inform you what is the main objectives of this topic. Ya, the first one is students are able to mention the advantages, to use to express, asking and giving information in job interview. The second one is the students are able to use the

		utterances in real conversation or in real situation in job Interview” L. 1-5
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Informing exchange often realized by a statement. It differs from other uses of statement in that its sole function is to provide information. Informing exchange also appears to be informative acts which only response is an acknowledgement of attention, non-verbal responses, or understanding (Coulthard, 1985). In this example, response from the students is optional. Therefore, Sinclair and Coulthard often labelled this structure as I(R), whereas the aspect in brackets is optional (1992). Apparently, informing transaction exchange appears on every script due to the importance of giving information in EFL classroom.

2. Directing Transaction

Directing exchange is a command or a statement to foster students' to do something without responding. Although both directing and informative doesn't need response from students, but directing exchange mainly told students' to do what they are told. Mostly, responses occur with non-verbal language.

Table 4.3 Example of Directing Transaction

Transcript 1	Transcript 2	Transcript 3
“nah sekarang	“when I say I am	“ok, now, maybe in your

<p>make a pair (making a v sign with her fingers) pair is a group of two, dua orang, bikin cerita, yang di dalamnya ada percakapan offering accepting or refusing, minimal one person punya 10 lines, jadi dua orang berarti 20 lines berhadapan”, L. 155-117</p>	<p>happy, all of you have to follow me, ok? One, two three. Happy”, L. 62</p>	<p>friends, in your table mates, y, please discuss with your friends, what are the possible questions will be asked in job interview, ok, please do, five minutes. Five minutes, you can write down the questions will be asked during the job interview. Yak please do (approaching students to lead them to discuss in pairs) you can write as much as possible, five, ten ,what are the possible questions ya?”. L. 9-13</p>
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This example shows the teacher mostly instructed students to complete some sort of activity. Students' often responded with a non-verbal, although sometimes they responded with verbal language. The responses from students' suggesting that they have acknowledge what teacher has said. There is a possibility when students don't understand teachers' direction, as feedback may occur to clear the instruction. As Sinclair and Coulthard (1992) labeled this structure IR(F), indicating responses always follow up by initiation but feedback is optional. The example above indicates the directing exchange always occurs in every script (classroom) as a part of learning process.

3. Eliciting Transaction

Eliciting exchange is designed to get information or feedback in linguistic form from the students. As stated by Willis (1992), Eliciting transaction is the most common exchange in the classroom. These exchanges begin with the teacher asking a question which intended to measure students' knowledge regarded to particular topic. Then, an answer is given by the students as the responses from teachers' question, and finally follow-up evaluation by the teacher (Hellermann, 2003).

Table 4.4 Example of Eliciting Transaction

Transcript 1	Transcript 2	Transcript 3
<p>T : "kalau formal biasanya digunakan untuk offering kepada siapa?" (I) S : "kepada atasan" (R) T : "kepada atasan, terus guru (together with students) kepada yang lebih tua" (F), L. 10-12</p>	<p>T : "see a dog? A dog? Guk guk guk guk, kamu takut nggak?" (I) S : "yes" (R) T : "yes? Takut? (smiles and goes back in front of the class) yak good. Celia? Ya Celia is afraid when she sees a dog on the street." (F) L. 10-14</p>	<p>T : "wait for what? Ee how to solve if your staff is too slow?" (I) S : "maybe I will talk to them so they can introspect so they can fix their own work so they can work faster and more efficient" (R) T : "ok, thank you for today, I guess I will inform you the result whether you will work or not in this company, see you next time", (F) L. 114-118</p>

The examples above indicate the first script and second script provide direct follow-up from the students, however the third script is using strategic purpose. As seen in this example, all three parts of the IRF structure are included. As Coulthard (1977) argues that feedback is essential for students' to measure their understanding or appropriateness of initiation. However, Sinclair and Coulthard (1992), asserted the indirect feedback, which demonstrated in third script, as "teacher has deliberately withheld it for some strategic purpose".

The feedback from third script described as "deliberately responses" due to the teacher did not asking for another responses/answer but giving the appropriate responses/feedback based from the context. In brief, all script in table above demonstrated the usage of eliciting exchange in every classroom.

4.1.2 Acts

Acts, as the smallest units, are classified into three corresponding types, all indicators include students' and teacher utterance.

Table 4.5 Acts on Classrooms

Meta-Interactive Acts			
Act	Script 1	Script 2	Script 3
Conclusion	2	1	1
Loop	5	1	4
Marker	3	2	1
Metastatement	1	1	1
Silent Stress	3	2	2

Interactive Acts			
Accept	2	3	4
Acknowledge	2	1	1
Check	1	-	-
Clue	6	1	-
Comment	3	3	3
Directive	4	8	3
Elicitation	11	2	11
Evaluate	1	2	-
Informative	2	3	2
Prompt	1	6	-
React	3	5	1
Reply	11	2	16
Turn-Taking Acts			
Cue	-	-	1
Bid	1	1	2
Nominate	5	3	3
Total	67	47	56

Based from the table above, the acts on discourse analysis were divided into three sub-categories, namely Meta-Interactive act, Interactive Acts, Turn Taking. Meta-Interactive describe as acts that perform to describe itself. As Coulthard (1985) describe meta-interactive acts with the function “to realize framing move”. Therefore, it is safe to presume that Meta-interactive act is an indicator to identify the frame of exchange session. The result indicates that first script has the most occurrences of meta-interactive acts in compared with other script (class). Although meta-interactive act has seemingly unaffected the lesson; however, the researcher assume this structure is still needed to directing lessons toward its objectives.

Interactive acts mainly composed on elicitation, directive, and informative (Sinclair and Coulthard, 1992). Elicitation is described as opening question; Its function is to request a linguistic response. Directive is a command to request a non-linguistic responses. And, Informative is a statement which sole function is to provide information as the only response is an acknowledgement of attention and understanding (Coulthard, 1985). The other terms will be referred to in Appendix as such detailed information on other acts is too much to include here. Based from table above, the first script has the most occurrences of interactive acts in compared with other script with 47 acts, meanwhile second script has 36, and third script is 41.

Turn-Taking act is considered as optional in analysing classroom discourse analysis. Nominate, bid, and cue are describe as "...subordinate elements of the teacher's initiating move..." (Sinclair and Coulthard, 1992). As demonstrated on the result, third script and first script have 6 occurrence of turn-taking act, although the third script fulfilled all requirement or indicators of this structure.

4.2 Teacher Talk Adjustments

In the following section some adjustments' made by teachers and students will be compared and contrasted in order to figure out the differences occurs in each level. When analysing the amount of teachers talk in every language, it was evident that the transaction

relegated students' contribution mainly to answering or responding moves/opening from teacher. Besides opening moves were mainly or mostly comes from the teacher.

Since teacher acts as facilitator on learning, mostly teacher talks are mainly focused on initiating students' prior knowledge yet students' acts as receiver or responders from teachers' question. Consequently, this shows that teacher held a large degree of control over the lesson. However, it doesn't mean that students' cannot understand teachers L2, on the contrary, there was evidence that students' can engage with teachers' pace when discussing in L2.

In general, teachers' control over the lesson is inevitable but this result may depend on students' behaviour toward teacher initiation. Thus, the success of teacher-students exchange in classroom also depends on how teachers increase students' motivation on responding teachers' questions. Teacher should guide the lesson because students' do not willing to improve if the teacher shows little or no enthusiasm in learning process. However, the researcher doesn't imply that teaching and learning process always coming from teachers' side. The variation of teaching and learning should be needed tom change students' behaviour or keep the learning process interesting.

Please keep in mind that, every teacher has their own adjustments in learning, and those adjustment always followed by students' behaviour on it. Some teacher prefers repetition over

paraphrasing, and most teachers prefer discussion over lecturing. As the teaching and learning style are different from each level of EFL. Thus, the researcher was trying to sum up the differences of adjustments on each level on EFL.

Table 4.6 Adjustment on Each Level EFL Classroom

Adjustment(s)	Elementary Level	Junior High	Senior High
Repetition	√		
Simplification	√	√	√
Translation		√	
Code Switching		√	
Paraphrasing		√	√

Based from the table above, junior high EFL level almost cover all adjustment in teachers talk, including simplification, translation, code switching/mixing, and paraphrasing in this study. Meanwhile, elementary and senior high only covers two adjustments on each EFL level. The researcher only spotted repetition and simplification on elementary whereas senior high only covers simplification and paraphrasing. There is a possibility that this result did not represent the condition of teachers' interaction in classroom accurately due to limited source on each level. Therefore, future research needs to fill the gap in

this study as it will provide accurate result of teachers' talk in each level of EFL classroom in Indonesia.

The following subchapter will present the analysis of each adjustment based on the teaching context.

4.2.1 Adjustments on Elementary School

The elementary school adjustment mostly dominated by repetition and simplification. The amount of these adjustments can be seen as follow:

Table 4.7 Adjustments on Elementary School

	Elementary School					
	Exchange	Adjustments				
		T	CS/CM	Simp	Rep	Par
I	Teacher : 36		1 (L.150)	2 (L.7,96)	4 (L.96, 121, 135, 146)	-
R	Teacher : 1	-	-		2 (L.79, 125)	-
F	Teacher : 1	-	1 (L. 13)	1 (L. 58)	10 (L. 69, 73, 104, 109, 112, 119, 127, 129, 144, 152,	-
Total	T : 42		2	3	16	0

Based on the table, it only has 3 adjustment occurs which are Code Switching/Mixing, Simplification, and Repetition. Code mixing can be found only in teachers' initiation and follow-up. Based on the calculation, Code mixing on teacher initiation was found only one time,

it has a similar number on follow-up. Moreover, Simplification was only found once in initiation and follow-up. Repetition was found 4 times in initiation, one time in response, and the highest number of repetition found in follow-up. Therefore, based from the calculation above, repetition is the most common adjustment which found in elementary, whereas teacher do follow-up in repetition in 10 times.

These adjustments mostly occur in teacher initiation exchange. In classroom, repetition is done by the teachers many times to attract their attention of what teacher wants the students to understand. Teacher does the repetition with the change of intonation and doing funny expression to make the students as young learner, interested with the topic the teacher is delivering.

Since repetition is needed from beginners, it is common to see this structure appears on elementary school. As for reminders, repetition is needed to force students' accepting new vocabulary with practicing the words so the learners know the information by default. This situation was not found in junior high or senior high EFL's level when critical thinking is priority.

Table 4.8 Repetition in each level EFL

Repetition		
Elementary	Junior High	Senior High
T : borrowed S : borrowed T : (points the third word) announced	n/a	n/a

S : announced T : announced S : announced, L. 31-36		
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As presented above, repetition mostly found in elementary level rather than in junior high and senior high. Around more than 50% of teacher talks in class was included repetition on this level. This situation happened because students' was learning basic vocabulary, adjective precisely, so the researcher ought that repetition is the most suitable adjustment on elementary school.

Another common adjustment which the researcher found in elementary was simplification. Simplification means how the teachers modify their utterances thus it will become easier for students' to comprehend. Simplification was perceived suitable for beginner and intermediate learners due to learners' limited vocabulary with their thinking abilities. Yet simplification also found in every level EFL in this study since all learners' English skills ranged from beginner to intermediate level.

Table 4.9 Simplification in each level EFL

Simplification		
Elementary	Junior High	Senior High
T : "how do you feel when you see a dog on a street? Are you afraid?"(I)	T : kalimatnya kalau mau nawarin cheese sandwich apa? Ke pak Adrian? Would	S3 : are you the best person to aply to this job? T : a? are you?

T: “see a dog? Are you afraid?” (r1) S: “yes” (R) (Second Script, L. 5-9)	you...? S : would you like some cheese sandwich? T : ya, would you like cheese sandwich? (L. 80-83)	S3 : the best person for this job T : ya, are you the best person in this job? Why?, (Third script, 37-40)
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As on the table above, simplification means how the teacher changes the utterances become simpler for students to accept. This kind of adjustment available on every each EFL classroom as simplification will help student' by giving a practice which intended to make learning more efficient by adjusting teachers' language behaviour.

4.2.2 Adjustments on Junior High School

The junior school adjustment mostly dominated by translation and Code-switching. The translation to L1 has a function to help students' recollect their prior knowledge on certain vocabulary.

Table 4.10 Adjustments on Junior High School

		Junior High School (Transcript 1)				
		Adjustments				
Exchange		T	CS/CM	Simp	Rep	Par
I	Teacher : 25	7 (L. 6, 37, 90, 92, 94, 96, 98)	6 (L. 2, 5, 20- 21, 25, 37, 115-118)	-	1 (L.35)	2 (L. 32, 106- 113)

R	Teacher : 9	3 (132, 137, 141)	-	-	-	-
F	Teacher : 13	-	4 (L.41, 45- 47, 51, 55- 59)	1 (80- 83)	4 (L.8, 12, 25, 39)	10 (L. 8- 10, 12, 15, 35- 37, 39, 65-66, 75-76, 82-84, 100)
Total	T : 47	10	10	1	5	12

Based on the table, all types of adjustment has found in junior high, starting from translation, repetition, code-switching, simplification, repetition, and paraphrasing. Translation has found in initiation in seven times, whereas it has spotted in 3 times on responses. Code mixing was found mostly in teacher initiation with 7 times, and it found in follow up in 5 times. Simplification is available only in follow-up with only once. Repetition has found mostly in follow-up in 4 times, in contrast with initiation only found once. Last, paraphrasing mostly found in follow-up with 10 times, meanwhile it also spotted in initiation with 2 times. Therefore, based from the calculation, paraphrasing, code-mixing, and translation is the most common adjustment which happen in junior high level.

Translation on high school level is intended to increase students' range of vocabularies, thus they will implement those new

vocabularies into new sentences. Since high school as develop their language acquisition more advance than elementary school; therefore, it is safe to assume that translation and code switching is more appropriate to implement on intermediate level such as junior high level.

Table 4.11 Translation in each level EFL

Translation		
Elementary	Junior High	Senior High
n/a	<p>T : “ada yang tau Bahasa Indonesianya offering apa? (I)</p> <p>S : “menawarkan” (R)</p> <p>T : “nah menawarkan, bagus, jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal dan ada offering secara informal”. (F), L. 6-10</p>	n/a

As presented above, translation to L1 mostly found in intermediate level rather than in elementary and senior high. Around 30% of teacher talks in class was included translation on this level. This situation happened because students' was expected to create new simple sentence suitable with their daily life. Moreover, teacher told students' to find new vocabulary for their sentences.

The other common adjustment which the researcher found in junior high was code-switching. It revealed mostly when teacher was checking students' comprehension, or precisely asking in English yet students answered in Bahasa Indonesia.

Table 4.12 Code Switching in each level EFL

Code Switching/ Mixing		
Elementary	Junior High	Senior High
n/a	T: "would you like to go to cinema, cinema apa?" (I) S : "Bioskop" (R) T : "bioskop, jadi biasanya ada yang nawarin, mau ngg pergi ke bioskop, jawabannya apa?" (I) S : "yes" (R), (Second Script, L. 37-40)	n/a

4.2.3 Adjustments on Senior High School

Code-mixing, simplification, and paraphrasing are the only adjustments which available in senior high level. Code-mixing was spotted only once in initiation. Simplification found both in initiation, 2 times, and in follow-up is only once.

The most common adjustment, paraphrasing, found in follow up with 6 times of occurrences. In addition, paraphrasing only found once in initiation on senior high level. Based from the data above,

paraphrasing is the most common adjustment in senior high level. The senior school adjustments can be seen in the following table:

Table 4.13 Adjustments on Senior High School

	Senior High School (Transcript 3)					
	Exchange	Adjustments				
		T	CS/CM	Simp	Rep	Par
I	Teacher : 14	-	1 (L. 35)	2 (L. 11, 60-61)	-	1 (L.9-10)
R	Teacher : 5	-	-	1 (L.40)	-	-
F	Teacher : 7	-	-	-	-	6 (26-29, 33-34, 40-42, 50-51, 54-57)
Total	T : 26	0	1	3	0	7

The adjustments mostly dominated by paraphrasing. Paraphrasing is used when teacher cites the previous information and formulates it into other more appropriate form, more commonly by adding new information. This strategy is believed to have the potential for language acquisition. Paraphrasing also used in intermediate or expert learner as it's needed.

Table 4.14 Paraphrasing in each level EFL

Paraphrasing		
Elementary	Junior High	Senior High
n/a	T : nah menawarkan, bagus, jadi offering itu dimana kalian menggunakan ekspresi	S1 : how do we handle depression T : how do we? S1 : how do we handle

	<p>atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal dan nada offering secara informal, (First script, 5-10)</p>	<p>depression Other students are correcting him : how do you T : how do we handle depression. How do you. The same ya, ok, maybe in real situation that high pressure, the company should be well applied for high pressure, maybe to fulfill their management of the time, so their workers could fulfill this ya. Of how do you handle the pressure, ya, high pressure, ini adalah the high pressure. (Third script, 22-29)</p>
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As on the table above, paraphrasing indicates how the teacher changes the utterances into another word without omitting the context. This adjustment is available on intermediate or expert learners because they had already developed their high critical skills.

Based on the table of adjustments encountered in interactions on EFL classrooms (see Appendix 5), conclusion can be made as elementary school only provides 3 adjustments which are repetition, simplification, and code switching. Meanwhile, junior high covers all types of adjustments with paraphrasing are the highest number of adjustment found. Senior high only covers 3 adjustments called

simplification, paraphrasing, and code mixing. With the highest number of adjustment was dominated from paraphrasing in senior high school.

4.3 Adjustments As Resources and Teaching Strategies

According to Richards (1992) ‘teachers often simplify their speech, giving it many of the characteristics of foreigner talk and often simplified styles of speech addressed to language learners’. As stated by Richard, it is expected for teachers to simplify their speech for helping learners to learn L2. It is presumed that using complicated speech with sophisticated language for beginners will only increase students’ anxiety in learning L2.

Therefore, to describe, to identify, and to analyse the adjustment made by the teacher talk from elementary to high school will give a full insight of students’ and teacher’ interaction during learning second language.

The analysis of the adjustment will be helpful for teachers when they adopt some of the strategies in the classroom situation to make input comprehensible for their students, at the same time, to increase the students’ motivation to utilize English into their daily life. This research is willing to provide additional information for teachers with sources for self-reflection and open new possibilities for modification of teaching strategies in ELT teacher education curriculum. The following

subchapter will present the analysis of each adjustment based on the teaching context.

4.3.1 Translation

The exchange where teacher used translation to students' mother tongue was present in first script (junior high school). The translation to L1 has a function to help students' recollect their prior knowledge on certain vocabulary. For example, teacher was asking the translation of certain words for the students' and the students' responded to those words correctly. Then, teacher elaborates the students' answer and gave the feedback for students'. The mentioned example is represented in the analysis below

T : "ada yang tau Bahasa Indonesianya offering apa? (I)

S : "menawarkan" (R)

T : "nah menawarkan, bagus, jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal dan ada offering secara informal". (F), L. 6-10

Based from the example, teacher intended to ask the question to students in L2, and teacher asked students' to translate the question into L1. This phenomenon seems to be used in order to reinforce the recognition and understanding the topic had given that day.

In addition, there was also an example where students' did not comprehend teachers' question (elicitation) because they have not understood the question. Students' responded the elicitation with full hesitation due to their lack of knowledge. Teacher was giving the clue of the answer for the students'. However, students' still did not respond to the question properly. Hence, the teacher translates the question into L1 in order to receive a right reply. The mentioned example is represented below.

T : "semua? Would you like something to drink? (students answer at the same time creating unclear noises) do you have a bottle of water?" (I)

One student hands on a bottle of mineral water to the teacher

T : (while approaching and picking one of the students) "should I speak to... siapa? (Re-Initiation, rl)

S : "Radika," (R)

T: (the teacher then offers a bottle of water and asks) "would you like something to drink? (I)

Students are laughing and Radika sounds like he doesn't know what to answer

T: "kalau kalian misalnya ditawari makan atau minum kan pilihannya cuma dua, mau apa ngga, nah, would you like something to drink?" (I)

Radika understands and answers steadily : "yes!" (R) . L. 25-34

From the examples above, teacher repeated her question after students' response with his name. Hence, teacher repeat the question with giving a clue in L1 thus the students can understand the meaning or context of the question, as firstly teacher ask in L2 and then in L1. This phenomenon seems to be used in order to reinforce the recognition and understanding of the question in foreign language.

It is understandable for teacher to use translation during learning process after students' giving a signal although teachers are seemingly reluctant to give the translation. Therefore, we believe this aspect to be an adjustment or modification during learning process. As aforementioned above, the researcher concluded that translation from L2 to L1 during learning process is needed, in some point suggested, for helping students' to increase their knowledge on L2. However, this adjustment or modification only occurs on first script.

4.3.2 Code-Switching

Code switching is a practice for alternating between two or more language in conversation. Ovando and Collier (1987 in Marin 2001) stated that code-switching is useful in classroom interaction if teacher uses it and accept it as a part of teaching strategy and learning EFL on classroom.

Practice of changing the discourse from L2 to L1, otherwise, was applied in several cases on this study. Both students' and teacher often change the code from L2 to L1 or from L1 to L2 to achieve the objective of the study.

T: "would you like to go to cinema, cinema apa?" (I)

S : "Bioskop" (R)

T : "bioskop, jadi biasanya ada yang nawarin, mau ngg pergi ke bioskop, jawabannya apa?" (I)

S : "yes" (R), (First Script, L. 37-40)

As seen from the example above, code-switching from L1 to L2 or from L2 to L1 happened in classroom. Teacher was checking students' comprehension, or precisely asking in English yet students answered in Bahasa Indonesia. Meanwhile, teacher was giving an initiation with from L1 yet students responded the question in L2.

Another one is when the teacher wanted to reinforce a direction or information to students. The following example, we can identify that the wants to emphasize the direction for students.

T: "nah sekarang make a pair (making a v sign with her fingers) pair is a group of two, dua orang, bikin cerita, yang di dalamnya ada percakapan offering accepting or refusing, minimal one person punya 10 lines, jadi dua orang berarti 20 lines berhadapan",

(First Script, L. 115-117)

T : (continues teaching) "ok, ada thank you, yes please, I like it very much, thank you that would be very nice, I'm pleased with that and with pleasure. Kalau refusing ada beberapa contoh, bisa keluar dari itu ya, ngg harus contoh itu, no thanks, not for me thanks, no I really won't, thank you, I'd like to but I can't, thanks anyway, it would be pleasure but I'm afraid I can't" (First Script, L. 106-110)

This example demonstrated how code-switching or mixing works on giving direction or information toward pupils. The adjustment is intended to help students for understanding the direction and information clearly.

On the contrary, although most code switching cases had found in the lesson mainly promoting communication, yet Weinrench (1953) argues that mixing languages in an utterance would be considered a

mistake. Mixing two or other languages randomly without proper composition within the same language was not suggested among linguist expert. The researchers do agree with Weirench but sometimes know it was unintended for this adjustment occurs in classroom.

4.3.3 Simplification

Simplification occurs in classroom interaction in order to simplify teachers' speech when they are conveying information. Thus, it needs to be taken into account that teacher make the speech more simple for helping students to understand. Simplification simply means a practice which intended to make learning more efficient by adjusting teachers' language behaviour. Simplification is also included on how the teacher can reduce redundant grammar in students' utterance, as presented below.

S3 : are you the best person to aply to this job?

T : a? are you?

S3 : the best person for this job

T : ya, are you the best person in this job? Why?, (Third script, 37-40)

In this example, we found simplification happens after teacher omitted the redundant adverb In order to make the statement more efficient and grammatically correct. Simplification is also presented if

the teacher was using simple sentence instead giving a complex sentence. The example is presented below.

T : “how do you feel when you see a dog on a street? Are you afraid?”(I)

T: “see a dog? Are you afraid?” (rI)

S: “yes” (R) (Second Script, L. 5-9)

The example above depicts how simplification happens after teacher change the sentence from complex to simple. On the first initiation, teacher did not get a feedback or respond from the pupils as students' mostly don't understand what teacher means. On the next initiation; (re-initiation), teacher decided to make the sentence simpler from “how do you feel when a dog on street? Are you afraid?” to “see a dog? Are you afraid?”, in order to get responses from students.

This adjustment is actually a periodic process in the constant search for better teaching and learning procedures. As the nominated learner in the classroom are having difficulties to answer properly, teacher modify her initial question and to provide clue to the pupil or class in order to make it more comprehensible for learners. The simplifications are perceived more common in EFL classroom than another major (Chaudron, 1988, in Xiao 2006) and it is taken into account by Sinclair and Coulthard (1992). Therefore, it is safe to presume that simplification presents in EFL classroom as an adjustment for teacher talk in classroom.

4.3.4 Repetition and Paraphrasing

The most common communicative strategies employed by teachers in their verbal interaction with their pupils is the repetition of Utterances. Gaies (1977, in Hasan, 2008) states that repetition is “a current technique thought to have potential accelerating effects on language acquisition”. Thus, repetition is a practice to drill students’ to recognize the meaning of several words.

Another communicative strategy employed by the teacher to make the input more comprehensible to learners is the use of paraphrasing. Paraphrasing is used when teacher cites the previous information and formulates it into other more appropriate form, more commonly by adding new information.

This strategy is believed to have the potential for language acquisition. Brown et al. (1969) posits that paraphrasing often facilitates language acquisition in young learners. Furthermore, teacher can give a feedback to learners’ responses into a more acceptable form. By paraphrasing, teachers help students’ to fix their incomplete responses. This practice usually helps the development of learners’ utterances.

The repetition on this study happened when teacher wants to drill students’ for remembering particular words with the appropriate context. The following exchanges are an example if this kind of adjustment during the session.

T : when I say I am happy, all of you have to follow me, ok?
 One, two three. Happy
 All students : happy (with the same expression)
 T : I am happy
 S : I am happy
 T : once again, happy
 S : happy
 T : don't forget to smile, where is your smile?
 S : happy, smile, smile
 T : once again, happy?
 S : happy, (Second Script, L. 62, 66-74)

From the example above, teacher was intended to help students' for recognizing new vocabulary with its usage on daily life. As aforementioned, repetition is necessary for students' to acquire new information as it helps pupils to remember the word by practicing to say it more than once. Another example if repetition can solve students' pronunciation problem will be demonstrated below.

T : this is difficult word to say, ok? And please repeat after me.
 Borrowed
 S : borrowed
 T : not borowet, but borrowed
 S : borrowed
 T : borrowed
 S : borrowed, (Second Script, L. 117-122)

Repetition in this example was intended to help students' for recognizing and saying new 'difficult' vocabularies for them. This adjustment, presumed, occurs more commonly when particular skill is learned, for example listening and speaking. Although, repetition may do happens sometimes on reading and writing, yet the frequencies of using repetition in class is mostly dominated when pupil's learning speaking and listening.

Another adjustment that needs to be taken into account for this study is paraphrasing. Paraphrasing or restatement strategy is often used on giving feedback to the students'. For instance, it happens when teacher was giving information to students. After students' responding the initiate opening from teacher, and students' was giving a correct answer, teacher then gave a further feedback from students' respond by paraphrasing the answer. The following examples will be demonstrated below.

T : so in page 3 we have coloumn, di,, ee, under your book, offering yang secara formal, dan offering secara informal, ada yang tau bahasa Indonesianya offering apa?

S : menawarkan

T : nah menawarkan, bagus, jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal dan menawarkan secara informal, (First script, 5-10)

Based from the example, teacher accepted pupils' respond as correct or reinitiate the question by repeating the answer and giving further detail on students' answer. Therefore, the paraphrasing or restatement strategy is often used in third part of the teacher initiated exchange, i.e feedback, in order to reinforce, to emphasize, complete, to elaborate, or to summarize pupils' responses, including further details, examples and evidence.

S1 : how do we handle depression

T : how do we?

S1 : how do we handle depression

Other students are correcting him : how do you

T : how do we handle depression. How do you. The same ya, ok, maybe in real situation that high pressure, the company should be well applied for high pressure, maybe to fulfil their management of the time, so their workers could fulfil this ya. Of how do you handle the pressure, ya, high pressure, ini adalah the high pressure. (Third script, 22-29)

In terms of use, paraphrasing was used more often than repetition because paraphrasing is a part of giving information, feedback, and directional statement to pupils. It is common for teacher to paraphrasing students' statement as it will help students' to receive their feedback and as a practice to increase their knowledge.

In brief, repetition and paraphrasing are appeared as adjustment or modification in this study. As proved by several examples above, the researcher makes a conclusion that repetition and paraphrasing can help teacher to achieve the objective faster, as this adjustment is needed to implement on every teacher strategy.

4.4 Discussion

Teacher talk is considered as an input which given to the students' during learning process. It occurs in the spoken discourse in educational format environment where foreign language learning is the main objective and is different from the natural environments in which communication is the goal (Erazo, N.Y & Salas, C.H., 2011). Teacher use teachers' talk to communicate with students as it promotes L2 in EFL classroom. This strategies used are intended to establish

communication between teacher and students'. Thus, students' practice the language and develop their language proficiency.

Those arguments are in line with the result of this study. Teacher was intended to communicate with student' and improving their language proficiency through teacher talk as teacher talk was a part students' input on learning foreign language. Therefore, the researcher was intended to compare teacher talk and their adjustment' in each level of EFL classroom. The researcher was using Sinclair and Coulthard discourse analysis model to analyse the discourse pattern of teacher talk in classroom. Since Sinclair and Coulthard are known linguist and pioneers in the field of discourse analysis, then it is reasonable to utilize the model for analysing what kinds of discourse pattern in every level of EFL classroom.

Based from Sinclair and Couthard model, this study was involving teaching exchange which is the classroom interaction was formally structured and controlled by the teachers. From this study the researcher come up with a conclusion that the discourse pattern in classroom interaction was initiation started by teacher. Although some students' started the initiation in classroom, however, most of the interaction was coming from teacher. This result is in line with Sinclair and Coulthard (1992) assumption on typical exchange in classroom where teacher mostly acts as initiator on conversation. This result of the study is in line with Sunderland (2001) and Rashidi & Mahshid

(2010) about teacher initiation exchange, where teacher mostly do the initiation although some students' did the initiation first. The previous study aforementioned also covers on how the IRF patterns mostly found in every classroom especially in EFL classroom (Puliastuti, 2008; Faruji, 2011; Rohmah, 2010).

Additionally, the discourse pattern on this research was divided into three parts namely exchange, moves, and act which taken from Sinclair and Couthard model. In addition, the exchange was divided into 3 part Informing, directing, and eliciting transaction. Informing is a transaction based on providing information, Directing is a command or a statement, and eliciting is a transaction to get information or feedback from students. Those models of exchange was originally formed from Sinclair and Coulthard (1975), yet Macedo (2000) and Erazo, NY., and Salas, CH. (2011) simplified, analyzed, and implement those term into EFL classroom. Those recent dissertation aforementioned also covers the example of expression pattern which used as references in this study.

Furthermore, this study covers all those kinds of transaction on every EFL level. Every teacher talk in classroom transcript has informing, directing and eliciting transaction on it. These types of exchange are essential for increasing students' competence as it promotes communicative purpose for pupils. As Nurhidayati (2006) and Rita & Dewi (2014) also proved that teachers' question in EFL

classroom can be beneficial for students' to learn target language. The researcher also believe This result is in line with Sinclair and Coulthard (1992) assumption on typical exchange in classroom where teacher mostly acts as initiator on conversation.

Another important aspect is moves. Move is a discourse act from exchange. Based from Sinclair and Coulthard model, moves is divided into three parts namely, opening, answering, and follow up. Opening is intended to pass the information, answering is a responses from opening, and follow up is a feedback after responses.

Based from the result, the majority of the initiation was performed from teacher in every EFLs' level. Follow up moves also was fully conducted from teacher toward students' answer. And, the majority of responses was mostly come from students. In brief, this study covers all moves where teacher dominated initiation and follow-up in lesson while students' is answering teacher opening exchange. The result of this study is in line with Ma (2008) which points out on how the question from teacher can increase students' critical thinking. This aspects is important to consider in discourse analysis since analysing moves will help to evaluate teacher-and students' communication behaviour in EFL classroom.

Despite being the smallest indicator in discourse classroom pattern, act is also divided into three sub-construct which are Meta-interactive, interactive, and turn taking. Meta-interacting is an acts that

performs to describe itself, where the researcher was trying to identify the frame of exchange session. In other words, the researcher can recognize teachers' objective during learning process by utilizing acts. Interactive acts mainly composed on elicitation, directive, and informative, as the definition is similar with teacher exchange. Turn taking is also considered as subordinate elements of the teacher's initiating moves. It is including nominate, bid and cue. Based from the result, all aspects on act is covered from this study. To provide the full insight of acts in every EFL classroom, the result will appear on appendix.

After analysing discourse pattern, this study was intended to sought the adjustment in teaching strategies. (Richards, 1992) argues that teachers often simplify their speech, and integrating several characteristics of foreigner talk which is suitable for learners competence. The statement is in line with the result on this study where teacher often modify and change their speech pattern thus students' can easily understand teachers' intention. Adjustment in classroom occurs after teacher saw the students' behaviour toward lesson. Chaudron in Xiaou (2006) and Ellis (1994) also investigated teacher talk in terms of simplification and the study come up with the conclusion that teacher talk in EFL classroom tend to be slower, vocabulary use is basic, and the pronunciation tends to be simplified.

The previous study that mentioned earlier was proven that teacher adjustment talk was intended to make it simpler for students.

The analysis of adjustment which occurs in this study is intended to provide additional information for teacher as it will serve for self-reflection and open new possibilities for modifying teaching strategies in ELT curriculum.

Based from the data, the adjustments are divided into five categories; namely translation, code-switching, simplification, repetition, and paraphrasing. Translation has a function for helping students' to understand the target language by translating certain vocabulary. In this study, teacher instructed students' to find the vocabularies so students' can integrate the new vocabularies into new sentences. Translation is beneficial for increasing students' comprehension on target language but not every level EFL classroom utilize this adjustment. Only junior high EFL teacher utilized this method due to the limited vocabularies of students on intermediate level. The other common adjustment which the researcher found in junior high was code-switching. Code-switching from L1 to FL or from FL to L1 often happened in classroom. A study from Erazo and Salas (2011) showed the similarity with the current study. The study sought the types of teacher adjustment in EFL classroom in spanyol. The result demonstrates that simplification, code switching and code mixing, paraphrasing, translation, and repetition occurs in EFL

classroom. In addition, Xiaou (2006) also conducted a study on teacher talk analysis by using Sinclair and Coulthard model, and the result also shows the similarities with the aforementioned.

Teacher checked students' comprehension, or precisely asked questions in English yet students answered in Bahasa. This structure alone was found only in junior high because teacher utilizes code switching/mixing a lot. It is presumed that the use of code-mixing in classroom has similar reasoning with the usage of translation in this learners' level. Another adjustment occurs in classroom are simplification, paraphrasing, and repetition. Simplification has been found in every level of EFL because simplification is the process whereby language users adjust their language behavior in the interest of communication effectiveness. As Bedoya, Jaramilo, Luz (1997), Erazo & Salaz (2011), Xiaou (2006), Nurhidayati (2006), Rashidi & Mahshid (2010) had the similarity result that teacher talk in EFL classroom tends to; a) simplified with using simple sentences, b). Teachers initiation is dominant in every form of classroom, c). Discourse pattern in Sinclair and Coulthard IRF move always occurs between teacher and students. Those previous study also helps reseracher to create the framework of this study. As the previous study pinpoints the similar result in which the researcher found in this study.

It is important to simplify teachers' utterance as it makes students' can understand the teacher intention. Repetition is only

found in elementary due repetition is needed to force students' accepting new vocabulary with practicing the words so the learners know the information by default. As Hasan (2008) argues that repetition is a current technique to have potential accelerating effects on language acquisition for beginners. Another statement comes from (Long in Hasan 2008) which argues that repetition either by teacher himself or by someone else are "interactional resources available to the teacher and pupils to repair the discourse breakdown" which found in many elementary level. This arguments also in line with the study where beginners in language learner needs repetition to repair their language acquisition.

Another adjustment which only found on intermediate and experts learner is paraphrasing. Paraphrasing is used when teacher cites the previous information and formulates it into other more appropriate form, more commonly by adding new information. Brown et. Al. (1969 in Hassan, 2008) posits that paraphrasing somehow facilitates language acquisition in young learners. By that means paraphrasing can facilitate junior high and senior high. Erazo and Salas (2011) also find that paraphrasing often occurs in language class to help students' as reminders on their learning objective. The findings on this study is line with several previous study aforementioned.

The similarities of teacher adjustments on every EFL classroom is simplification. As simplification can be found in every EFL classroom (see table 4.7), the researcher can assume that simplification is needed to implement in every teaching and learning strategies especially in foreign language classroom because simplification can help students' to understand the content of language learning and make teaching process become more efficient. This finding also has a similar result with several previous study in teacher talk adjustment, Bedoya, Jaramilo, Luz (1997), Erazo & Salaz (2011), Xiaou (2006), Nurhidayati (2006), Rashidi & Mahshid (2010).

The differences of teacher adjustment among EFL classroom levels are repetition and paprahrasing. Repetition only found in beginners levels especially in elementary and junior high school, where "practicing" or "adjustment" is needed on younger learner as this result has shown similar result with Hasan (2008). And another differences among EFL classes is paraphrasing, where this adjustment only suitable on students' with high critical thinking such as junior high and senior high students. This result is also found in Erazo & Salas' (2011) research on teacher talk adjustments.

CHAPTER V

CONCLUSION AND RECOMENDATION

5.1 Conclusion

This study discusses the discourse pattern and adjustments of teacher talk in EFL classroom, and how these adjustments differ between each EFL level. From all of the above theories and analysis, a general conclusion can be drawn that teacher talks in the EFL classrooms have the following features:

1. Using Sinclair and Coulthard analysis, it can be concluded that the pattern of discourse in the classroom is the interaction between teachers and students which is dominated by the initiation from the teacher called “teacher initiated exchange”. This term was coined from Sinclair and Coulthard to describe on how classroom exchange was mostly conducted from teacher to develop students’ response toward teachers’ opening.
2. For the adjustments encountered, elementary school only provides 3 adjustments which are repetition, simplification, and code switching. Meanwhile, junior high covers all types of adjustments with paraphrasing are the highest number of adjustment found. Senior high only covers 3 adjustments called simplification, paraphrasing, and code mixing. With the highest number of adjustment was dominated from paraphrasing in senior high school.

All adjustment can be found in every types of interaction, starting from initiation, response, and follow-up. There was no specific adjustment has found in particular interaction. These situations draw the conclusion that every adjustment can be found in every types of interaction.

3. The similarities and differences of the adjustments can be seen on what adjustments encountered in three classrooms. Based on the finding (see table 4.7) simplification was found in three classrooms. Simplification is in every level EFL transcripts as it helps students' to understand the context. As for the differences, repetition only found in elementary and junior high to provide a practice for younger learner in helping their pronunciation. Translation was only found in Junior High School. Meanwhile, paraphrasing is commonly found in intermediate and advance learners (in Junior and Senior High level) because students' at this stage has already developed their critical thinking.

3.2 Recommendation

In the following section the researcher would like to give some recommendations without the intention of evaluating teachers talk in terms of looking for constant self-reflection by recognizing their main adjustments and being consciously be able to evaluate, modify and increase their spoken discourse in order to facilitate both English

language teaching and learning. Thus some recommendations are as follow:

1. English teachers need to integrate all adjustment into their lesson as it will increase the success rate of learners' in learning new language.
2. A classroom with a small amount of teacher talk is not certainly one that most teacher and students would approve. Conversely, a class where the teacher seems over talking is not attractive either. Good teachers should use their common sense and experience to get the right balance. Therefore, teacher should know when to use the right amount of teacher talk in classroom.
3. Therefore, the researcher is suggesting that teachers on every EFL classroom degree can implement simplification on teaching and learning strategies. Meanwhile, teachers who taught in elementary level can utilize repetition in teaching and learning foreign language. In contrary, teachers on senior high may use paraphrasing as this study suggested as this adjustment is appropriate to utilize students' critical thinking.
4. Further analysis is needed to make this research more robust, although this study covers all levels on EFL however; this study only took one sample per level. Thus, next research is expected to fill this gap.

5. The longitudinal study is needed to integrate the next research as it will draw a more accurate data of overall EFL levels.

Finally, the researcher hopes this study contributes to the languages teaching area. Though it was just a small scale exploration and the findings may reveal only small portion of classroom research, it gives insight to the study of teacher talk in EFL classroom, and promotes the awareness of teacher toward how they use language in classroom.

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Appendix 1

Classroom transcript 1

- (1) Teacher opens the teaching process by asking student attendance
 T : we are going to learn about exspresion, buka LKSnya, halaman 3, page three, please open your LKS page 3, page 3.
 Students keep asking what page so the teacher repeats the page number several times
- (5) T : so in page 3 we have coloumn, di,, ee, under your book, offering yang secara formal, dan offering secara informal, ada yang tau bahasa Indonesianya offering apa?
 S : menawarkan
 T : nah menawarkan, bagus, jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal da nada offering secara informal, kalau formal biasanya digunakan untuk offering kepada siapa?
- (11) S : kepada atasan
 T : kepada atasan, terus guru (together with students) kepada yang lebih tua, kalau yang offering informal?
 S : kepada teman
- (15) T : kepada teman sebaya, atau ke bawah, orang yang di bawah (bawahan, junior) ok, so I will... (pause for a moment looking at the students) so aku kasih contoh ya how to pronounce it nanti giliran satu-satu.
 Teacher then gives examples the expression of formal offering : To offering formal, would you like something to drink, would you like to go to a cinema, could I offer you a
- (20) glass of juice, would you mind joining us, kalau didengerin sambil dilihat, could I get you a bottle of water. Itu adalah offering for?
 S : Formal
 T: dari kalimat tadi yang ngg tau artinya yang mana?
 S : semua
- (25) T : semua? Would you like something to drink? (students answer at the same time creating unclear noises) do you have a bottle of water?
 One student hands on a bottle of mineral water to the teacger
 T : (while approaching and picking one of the students) should I speak to... siapa?
 Radika, (the teacher then offers a bottle of water and asks) would you like something to
- (30) drink?

Students are laughing and Radika sounds like he doesn't know what to answer

T: kalau kalian misalnya ditawari makan atau minum kan pilihannya cuma dua, mau apa ngga, nah, would you like something to drink?

Radika understands and answers steadily : yes!

- (35) T : nah, would you like something to drink, mau ngg minum sesuatu (teacher gives back the bottle) would you like to go to a cinema, yang sudah punya pacar biasanya suka janjian ini, would you like to go to cinema, cinema apa?

S : Bioskop

T : bioskop,jadi biasanya ada yang nawarin, mau ngg pergi ke biosko jawabannya apa?

- (40) S : yes

T : Yes or No, terus yang ke tiga, could I offer you a glass of lemonade?

One of students : lemonade?

T : kalian sering liat ada yg jual ini ngg, es

S : lemon

- (45) T ; es lemon, kalau disini tu sama menawarkan, misalnya kalau aku bawa a glass of lemonade, trus I offer you glass of lemonade, jadi nawarin air. Nah yang ke empat, would you mind joining us?

S : apakah kamu mau gabung bersama kita?

T : nah contohnya apa?

- (50) S : discussion

T : ya, discussion, so you have a discussion disitu ada satu orang ngga punya group jadi kamu nawarin would you?

S : would you like joining us

- (55) T : (correcting the students) would you mind joining us? Kalau orang baik sih nawarin kalau ngg ya, gimana ya.. yang terakhir, shall I get you a bottle of water? Misalnya kita kehausan nih, trus nawarin, haruskan aku ngambilin kamu water? Selanjutnya offering informal, what can I get you? Nah bagus tuh, apa yang bisa aku ambilkan buat kamu, what you have for pancake? (walking around) aku punya pancake trus nawarin, aku

- (60) punya pancake nih, terus aku nawarin siap (pointing one of the students) nawarin siapa namanya?

S : raden, kanda

T : lha kok semua namanya kanda ya? (students are laughing)

S : itu pramuka bu

- (65) T : oh Pramuka.... Jadi nawarin zulfikar (pointinh another student) aku buat pancake nih, terus nawarin si zulfikar, would you have a pancake?
 One of students : I have a pen.. (the others then lauging)
 T : itu pen (then continue) jadi si zulfikar ini suruh nyobain, rasain gitu, terus sambil mengisi sandwich, kalau sesame teman kan “mau ngg lo?” kan?
- (70) S : yaa
 T : jadi kayak gitu (making a move as if she’s giving a plate of pancake to her friend)
 S : kayak ngasih barang doing gitu ya
 T : ya
 S : jadi klo minum jg gitu ya
- (75) T : minum iya, jadi itu kalau sama teman sebaya atau yang dibawahnya (junior) kalau situasinya non formal, kayak misalnya, kalau sama pak Adrian, mau nawarin cheeseburger, pak cheeseburger (making a gesture of handing a thing over quickly) kan ngg mungkin, so, untuk pak Adrian pakai yang?
 S : formaaal
- (80) T : kalimatnya kalau mau nawarin cheese sandwich apa? Ke pak Adrian? Would you...?
 S : would you like some cheese sandwich?
 T : ya, would you like cheese sandwich? Gitu, ngg mungkin kan ke pak Adrian “pak Adrian, nih, cheese sandwich”... have some? Mau nggak? Kita punya makanan dan minuman, Mau ngga? Have some? Mau ngga? Tapi ngg semuanya kan? Beberapa aja
- (85) S : (making an example to his friend) have some?
 The sound is not clear but from the appearance we can see one of the students asks something from the worksheet and teacher looks like she’s giving an explanation to her and moving to next student to do the same thing.
 Teacher then asks students to open the next page of their worksheets
- (90) T : Accepting an offer, Refusing an offer, accepting berarti?
 S : menerima
 T : refusing?
 S : menolak
 T : (pointing students in the back) accepting artinya apa?
- (95) S : accepting?? (the others help him anwer “ menerimaa”)
 T : accepting an offer apa??
 S : menerima sebuah ajakan
 T : refusing??

S : Menolak

(100) T : oke, tolong jangan ngobrol yaa... jadi untuk accepting an offer itu ada kalimat how to accept an offer, itu ada thank you, yes please, (pause a moment and point a student in the back) tolong siapa namanya??

S : andri,

T : andri? Ke depan sini. Di depan apa disitu?

(105) S : disini aja bu

T : (continues teaching) ok, ada thank you, yes please, I like it very much, thank you that would be very nice, I'm pleased with that and with pleasure. Kalau refusing ada beberapa contoh, bisa keluar dari itu ya, ngg harus contoh itu, no thanks, not for me thanks, no I really won't, thank you, I'd like to but I can't, thanks anyway, it would be pleasure but

(110) I'm afraid I can't (interrupted by a student asking for a permission) ya, itu contoh-contohnya, tolong dipraktikkan (pointing students) yang accepting an offer Students practice it by reading it aloud one by one : I like it very much, lanjut, thank you I would, (next student) that would be very nice, with pleasure and so on. (they continue to read the expression of refusing an offer)

(115) T : nah sekarang make a pair (making a v sign with her fingers) pair is a group of two, dua orang, bikin cerita, yang di dalamnya ada percakapan offering accepting or refusing, minimal one person punya 10 lines, jadi dua orang berarti 20 lines berhadapan

S : yaa

(120) T : ada cerita ya, jadi di dalam percakapan itu nggak hanya Tanya would you like tapi diceritain

Students asks and teachers agrees with their illustration

T : jadi 15 menit dari sekarang, jadi jam setengah sebelas, 15 menit, 1 orang 10 lines berarti 2 orang 20 lines, udah ada kelompoknya kan?

S : udaah

(125) T : jadi saya tunggu 15 menit

Students form pair groups, students choose the comforting position for them to discuss in pair, some of them discuss on the chair, some of them sit on the floor, and teacher keeps monitoring their discussion by approaching each group to see how far they go. In the process students ask the teacher some of words they do not understand and ask for help to

(130) translate them in English, teacher helps them.

S : bu bahasa inggrisnya karpet apa bu?

T : Karpet? Carpet , tapi pake C, C-A-R-P-E-T

S : bacanya?

T : karpet juga

(135) Others students ask the same help

S : kalau pemberi utang?

T : Debt...

Another student : Debt collector

T : debt collector itu orangnya, kalau yg punya utang... apa ya

(140) S : klo dia punya utang tapi ngga bisa bayar gitu

T : ooh, klo itu she has a debt

Teacher also teaches students to independently find the translate by using technology, for it shows that they allow students to bring smartphone,

(145) S : kalau bahasa inggrisnya sajadah apa bu?

T : Sajadah apa ya? Sajadah sepertinya, coba cari di google.

After the discussion teacher writes students number on paper and pick one of them as the one who shows up will be the first presenting the story they have developed in pair group.

(150) In the video the length of one pair group presenting is 1 minutes more

Appendix 2

Classroom transcript 2

- (1) T : Assalamualaikum Wr. Wb
S : Waalaikumsalam Wr. Wb
T: Today, students, we are going to learn about feelings (writes "feelings" on the white board) we are going to learn about feelings (approaches one of the students in the back seat) how do you feel when you see a dog on a street? Are you afraid? (making gesture of afraid people by crossing his hands on his chest, and making scared expression on his face) see a dog? Are you afraid?
Other students are laughing
S : yes
- (10) T : see a dog? A dog? Guk guk guk guk
Students are feeling funny and laughing : kamu takut nggak
S : yes
T : yes? Takut? (smiles and goes back in front of the class) yak good. Celia? Ya Celia is afraid when she sees a dog on the street. Guk guk
- (15) S : guk guk afraid
T : ya, as you see a dog, you will, you will, afraid hii (making a scared people expression) or run away
S : takuuut
T : (smiling) ok last one, the last one. Ok, when mm (approaches one of the students on the other side of the classroom) what's your name?
- (20) S : Alif
T : a?
S : Alif alif
T : Alif, ok, mm, how do you feel when someone, when your friend tear your book (takes Alif book and make a gesture as if he tears it into two pieces) your book is tear by him (pointing a student next to Alif)
Other students : laughing, haha, happy happy happy
Alif : marah
T : are you angry? (making expression of angry people) how do you express when you're
- (30) angry?

Alif mimics the teachers' expression, the teacher and the whole class are laughing s the teacher goes back in front of whole class) alif? Alif apa Arif?

S : Alif

(35) T : naah, Alif is (making angry expression) angry when his friend tear (making gesture of tearing a book) his book. Your friend take your book and tear it and you? Angry ggrrh (making angry expression and the students are enjoying) you? Tear my book! Naah Teacher put four pieces of papers on the board, there are four cartoon with different expression and it is written under the drawing

(40) T : ok, I have four pictures here. This is happy, sad, afraid and angry. And now I will give you example to express the feelings, ok? How to express the feelings. How I express my feeling when I am happy. Ok, I will express it like this, I am happy (mimics the drawing of happy people)

S : yehee

T : are you going to follow me? I am happy. Just like this picture. Happy.

(45) S : happy

T : when I am sad, I will be like this. I will express it like this (making sad expression like the one in the drawing and show it to the students) I am sad. I am sad
Students are laughing

(50) T : ok, so, you have to express your emotions, ok? So when I am sad I will act like this, ooooh I am sad, I got low score in the desk, my score is three
Students are laughing as the teacher continues acting like he is so sad

T: ok, (pointing the third drawing) so when I see dog I will, afraid (suddenly jumps like a scared people) this is my expression
Students continues laughing

(55) T : when I go home, aduh a dog, so this is my expression, I am afraid

S : (laughing) a dog, guk, afraid

(60) T : last one is angry (pointing the fourth drawing) ok, for example, my friend, takes my book and tear it. My friend, tear my book, and I will ggrrrh angry! You tear my book, I'm angry. Like this (pointing his eyes as he open them wide like an angry persons' eyes)
look at my eyes. This is how to express when I am angry

Teacher asks students to stand up

T : when I say I am happy, all of you have to follow me, ok? One, two three. Happy (making happy people expression)

Some of students follow but still hesitate : hapyyy

- (65) T : all of you, one two three, happy
 All students : happy (with the same expression)
 T : I am happy
 S : I am happy
 T : once again, happy
- (70) S : happy
 T : don't forget to smile, where is your smile?
 S : happy, smile, smile
 T : once again, happy?
 S : happy
- (75) T : ok, (points second drawing) second is sad, sad, come on (making sad people expression) saad
 S : sad (mimic their teacher's expression)
 One of the students on the back : pak kayak gini pak?
 T : haha, yeah it's good, it's good. I am sad, I am sad
- (80) S : I am sad nggg
 T : ok (pointing third picture) when I see a dog, I will, afraid (making expression and students follow his expression)
 S : guk guk
 T : ok, one two three, a dog
- (85) Students are then making scared people expression
 T : ok, last one, angry gggrrrh, put your hands on your hips
- Students are back on their seat. The teachers shows a drawing figure of a little boy holding a pencil.
- T : ok, this is our new friend, this is Andi. Say hello to Andi. Hello Andi (waving at the drawing/Andi)
- (90) S : hello Andi, haaii
 T : haaii. And today, Andi will tell you about his feelings, ok? Today, Andi will tell you about his feelings.
- Video is cut and show the next session a teacher shows a piece of paper to the students
- (95) T : I will read this text and you will repeat after me, and follow my expression, ok? So, mm, I want all of you to stand up, stand up again.
 Students are standing up

- T : don't forget to follow my expression just like before, ok. Let's start now. Andi's feeling
- (100) S : Andi's feeling
- T : yesterday, Andi went to school by bike (rolling his hand and feet like people ride a bike)
- S : Andi went to school by bike
- T: do it like this. Andi went to school by bike
- (105) S : Andi went to school by bike
- T : ok, good. He was so happy
- S : he was so happy
- T : (approaches students on the back line) come on every one, stand up, stand up, all of you, all of you, he was so happy
- (110) S : he was so happy
- Students are now on their seats again
- T : ok, now, students. Please, read the text, and work in pair. Work in pairs, ok? You and youm with your partner, you and you, work in pairs and read this text. When you read, your friend will listen to you
- (115) Students start the activity and teachers goes around to groups to check their activity
- Teacher writes some words from the text on the whiteboard
- T : this is difficult word to say, ok? And please repeat after me. Borrowed
- S : borrowed
- T : not borowet, but borrowed
- (120) S : borrowed
- T : borrowed
- S : borrowed
- T : (points second word)
- S : bike, bek, bike
- (125) T : Bike
- S : bike
- T : bike
- S : Bike
- T : bike
- (130) S : bike
- T : borrowed
- S : borrowed

- T : (points the third word) announced
 S : announced
- (135) T : announced
 S : announced
 T : Bintang? (points second words) bike.
 One student : bintaaang,
 Other student : dia lagi sakit kepala
- (140) T : oo ya oke. Announced
 S : announced
 T : highest
 S : highest
 T : not haygest ok? But highest
- (145) S : highest
 T : highest
 S : highest
 T : mm, please, Rifky, where is Rifky?
 S : here
- (150) T : ayo Rifky, read this, highest
 Rifky : highest
 T : good, highest, again
 Rifky : highest
 T : ok, good
- (155) T : ok, I call you by your name, you come here in front of the class to read the text, ok?
 One of the students reads the text carefully and the teacher asks the other to be quite and listen to his student, and correct some of her mispronunciations
 T : ok, thank you very much students. In the end let's say Al??
 S : Alhamdulillah
- (160) T : Assalamualaikum Wr. Wb (waving his hands to say good bye)

Appendix 3

Classroom transcript 3

Teacher is greeting the class and tell the students about their topic today (speaking, job interview) and tell them their activity will be recorded, he then asks for students attendance. He presents the material on the power point presentation

(1) T : ya, before we're going to our material I would like to inform you what is the main objectives of this topic. Ya, the first one is students are able to mention the advantages, to use to express, asking and giving information in job interview. The second one is the students are able to use the utterances in real conversation or in real situation in job

(5) interview And then now, I would like to know, who maybe who have experience, or maybe from your friend, or your brother, or your sister of what are the questions used in job interview.. raise hand... what kind of the questions, ya, what kind of the questions will be asked for the interview to the applicants to the interview. Anybody knows?

T : ok, now, maybe in your friends, in your table mates, y, please discuss with your
(10) friends, what are the possible questions will be asked in job interview, ok, please do, five minutes. Five minutes, you can write down the questions will be asked during the job interview. Yak please do (approaching students to lead them to discuss in pairs) you can write as much as possible, five, ten ,what are the possible questions ya?

Students are discussing after that.

(15) T : ok, class, the first maybe the name, ya, the name, the address, the educational background. What others questions? Ya, name, address, educational background belong to? Personal information. What are other questions will be asked during job interview, you can discuss, five minutes, the time is five minutes.

Students continue discussing

(20) After discussion one of the students mentions the possible question he has discussed while teacher is writing it on the board

S1 : how do we handle depression

T : how do we?

S1 : how do we handle depression

(25) Other students are correcting him : how do you

T : how do we handle depression. How do you. The same ya, ok, maybe in real situation that high pressure, the company should ee well applied for high pressure, maybe to fulfill

- their management of the time, so their workers could fulfill this ya. Of how do you handle the pressure, ya, high pressure, ini adalah the high pressure. Ok, another questions
- (30) S2 : what can you contribute to the company
 T : what... what can you?
 S2 : contribute to the company
 Teacher then writes it on the board : ok, how can you contribute to the company, ya, so the applicant, maybe, can bring more to get benefit for their company, of course, right.
- (35) Yang berikut? Another?
 Students raise their hand and the teacher points one in the front line
 S3 : are you the best person to apply to this job?
 T : a? are you?
 S3 : the best person for this job
- (40) T : ya, are you the best person in this job? Why? (writes it on the board) the questions are
 to be answered by yes or no, but it should be completed by the reason. Why? Why are you the best person for this position or the job, ok, you can apply this question. Ok, another??
- (45) Students raise their hand again
 T : yes please
 S4 : do you prefer to work alone or on the team?
 T : do you prefer?
 S : to work alone or on the team
- (50) T : ya, (writes in on white board) ya, ok, what do you think about this question? Do you prefer to work alone or on the team, or on the group? What do you think about this questions
 Students are thinking : emmm
 T : ya, maybe based on this job, the answer is based on the job, maybe, should work in
- (55) team, of course, you will answer in team, but maybe as a researcher maybe, you should answer alone, because maybe, you must be afraid of certain circumstances with another person, so it should depend on the circle of the job. Ok, now I think enough ya. This is to prepare yourself to answer your job interview, in ten minutes ya, how do you answer these questions. I already make a list of what are the questions will be presented in job

- (60) interview (move the power point slides), like this, ya, there are ten questions will be presented in Job interview. No.1 are you the best person for this job? Why? And then, describe a difficult experience at work and how you handle it. The second describe yourself, this is personal information, how would you describe yourself, the same, and then no. 4 describe your career goals no.5 do you prefer to work alone or on a team, and
- (65) then no. 6 how do you handle high pressure, the same with your opinions. No7 how long do you expect to work for this company, for how long, ya and then no 8 tell me why you want to work here, no9 what can you contribute for this company, the same with your opinion, the last one, what is your greatest strength and weakness, this is also the important questions the last one, what is your greatest strength and weakness, I'd like to
- (70) remind you that, for weakness, ya, please, although it's a weakness but this is the important thing ya to promote your company, although this is a weakness. What is your weakness? I think everybody has a weakness, but this is a positive for the company ya, for the example , I can't wait longer for the result of a certain job, I can't stand it for a long time to wait, maybe, the report from my staff, ya, so, this is my weakness ya,
- (75) because I want directly know about the good and the bad from the staff or system, this is my weakness, I need the answer as soon as possible, I need the result as soon as possible, this is my weakness, I can't wait longer before, maybe one, one week, but if this will be one hour finish, I want the report only one hour, this is my weakness, I can't longer before one time, but if you, my weakness is I will get sick yaa, I am easy get tired, not
- (80) positive, this negative, so don't say like this, although, that actually you are easy to get sick or maybe so tired at work? Negative situation, don't, don't answer this question, ok? Ok? I give ten minutes. Prepare and then I will ask you one by one ee, to answer, maybe these questions will be, ee presented in your job interview, ok? Ten minutes, start now
- (85) After ten minutes teacher calls one of the students to do a simulation of job interview, the teacher will be the interviewer and one student as a job seeker
 T : ok, what is your name?
 S : my name is
 T : please tell me about your address
- (90) S : I live with my parents, I am the only daughter
 T : ok, please tell me about your educational background

- S : I graduated from Bandung, so I can cook and do something attending (serving?) a guest
- T : ok, are you the best person for this job?
- (95) S : yes, I do think so
- T : why?
- S : because I graduated the best in my class, I'll develop myself for the sake of your company, so your company will be successful
- T : ok, how long do you expect to work in this company?
- (100) S : ee, I expect to work on behalf, that will be until I retire (thinking) at least ten years
- T : do you prefer to work alone or in a group?
- S : I prefer to work in the teams, because, as the jobs more, you know, you can make it faster to work with an unit, you can make the work better
- T : what can you contribute to this company?
- (105) S : as I said before I would develop myself, my work and my time, and my ... to work to this company, so your company will be successful in the future
- T : ok, what is your strength, and what is your weakness?
- S : ee, based on my, my greatest weakness is probably, I'm impatient, I can't wait long so it's gonna make uncomfortable waiting for the other coming or when they're late but, my
- (110) greatest strength, I can work in a team, it means, I appreciate team work, so I can work in a team very well
- T : so what is your weakness
- S : my weakness is I am impatient, I can't wait long
- T : wait for what? Ee how to solve if your staff is too slow?
- (115) S : maybe I will talk to them so they can introspect so they can fix their own work so they can work faster and more efficient
- T : ok, thank you for today, I guess I will inform you the result whether you will work or not in this company, see you next time
- They shake their hand as the interviewer and job applicant would do in the end of
- (120) interview session
- T : ok, based on your presentation about job interview, I think all of you can beat the questions based on your job vacancy. I would like to analyze, of course, in telling about your personal identity or personal information, for example, what is your hobby, hobby should be related to kind of your job, in job vacancy, if stated that willing to, ee,

(125) traveling, go around the Indonesia, maybe when they're asking you about your hobby, maybe (you can say) my hobby is traveling, so your hobby and your job is matched ya. This is will be more better that telling my hobby is cooking or other activities ya?

T : ok, I think this is the last session today, I hope you, maybe you can improve your English, practice your English everyday, so after you graduate from this school, you will

(130) have your job interview successful, thank you for your attention, see you next meeting

Appendix 4 Table of Exchange, Move and Acts in EFL Classrooms

	Transcript 1 (Junior High)	Transcript 2 (Elementary)	Transcript 3 (Senior High)
	Exchange		
Directing Exchange	<p>1. (Line 1-4) Teacher instruct students to open their worksheet as the beginning of learning session.</p> <p>2. (Line 115 – 118) Teacher instruct the students to create a pair which consist of 2 people. Each pairs are expected to create a conversation about offering or refusing.</p> <p>3. Line (147-149) After the discussion teacher writes students number on paper and pick one of them as the one who shows up will be the first presenting the story they have developed in pair group.</p> <p>4. Line (142, 143, 146) Teacher instructed students' to utilize technology for finding the word translation independently.</p>	<p>1. Line (44) Teacher instructed the students' to follow her mimic while she was demonstrating human emotion.</p> <p>2. Line (62), (75), (82), (86) Teacher instructed the students' to demonstrate certain human expression when teacher mentioned the several adjective words.</p> <p>3. Line (95-96) Teacher instructed the students' to repeat and follow her expression while to stand up.</p> <p>4. Line (112-114) Teacher instructed students to read the text with their partner for peer teaching.</p> <p>5. Line (155-157) Teacher called the students' in front of the class to read the text</p> <p>6. Line (89-90) Teacher informed the students' to greet a fictional figure</p> <p>7. Line (98-110) Teacher instructed students' to follow her with non-verbal expression when a certain verb was mentioned</p> <p>8. Line (158-160) Teacher closed the class that day</p>	<p>1. Line (9-13) Teacher instructed the students to discuss what possible question will be asked on job interview with their classmates.</p> <p>2. Line (83-87) Teacher instructed students to prepare several question about job interview. Then, teacher called one students' to do a simulation of job interview in front of the class.</p> <p>3. Line (128-130) Teacher closed the class that day.</p>
Informing	1. Line (8-10)	1. Line (3-4)	1. Line (1-8)

<p>Exchange</p>	<p>Teacher explain briefly what is the function of offering for daily conversation, both offering expression can be used both in formal and informal situation.</p> <p>2. Line (18-20) Teacher was explaining an example of formal offering to students.</p> <p>3. Line (35-37) Another example of offering which related with students' daily situation was demonstrated in front of the class</p> <p>4. Line (55-60) Teacher was demonstrating how offering expression works both in formal and formal situation to students</p> <p>5. Line (82-84) Teacher gave further explanation what situation would be ideal to use formal offering expression</p> <p>6. Line (100-111) Teacher was explained the responses of offering to the students</p> <p>7. Line (105-113) Teacher extended her explanation about offerings' responses to the students</p> <p>8. Line (131-134), (136-139), (145-146) Students' asked the teacher about the translation of certain words in English. Teacher answered students' question.</p>	<p>Teacher informed the students' that they were learning about feelings.</p> <p>2. Line (39-41), (57-59), Teacher demonstrated few pictures that shows human emotions.</p> <p>3. Line (46-53), (60-61), Teacher demonstrated the example of human emotion: sadness.</p> <p>4. Line (34-36) Teacher demonstrated to other students' if one of their students' felt angry if their belonging is damaged</p>	<p>Teacher explained the objective of the asking and giving information on job interview.</p> <p>2. Line (15-18) Teacher informed the students several hints about possible question on job interview</p> <p>3. Line (26-29) Teacher informed students' the cause or the trigger of depression</p> <p>4. Line (33-34) Teacher answered the students' question on how the intern can contribute to the company</p> <p>5. Line (40-43) Teacher answered the students' question whether the intern are qualified or not to enter the company</p> <p>6. Line (54-82) Teacher gave a long explanation on how to answer certain question from job interview.</p> <p>7. Line (121-127) Teacher gave conclusion on the lessons today</p>
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Eliciting Exchange	<p>1. Line (6-8) Teacher was asking students' a question about what offering is in Bahasa Indonesia</p> <p>2. Line (10-16) Teacher was asking to the students' when formal and informal offering used in daily situation</p> <p>3. Line (20-26) Teacher gave an example of offering to the students, and students was responding teachers' question</p> <p>4. Line (37-55) Teacher gave few explicit case of offering to students, and teacher gave responses toward students' answer.</p> <p>5. Line (77-83) Teacher was asking to the students' when formal expression is used in offering dialogue</p> <p>6. Line (90-99) Teacher justified what's the definition of accepting and refusing offer toward the students'</p>	<p>1. Line (5, 7, 9-10, 12-14) Teacher was asking students' whether they felt afraid or not if they met a dog in the street</p> <p>2. Line (18-23, 28-29) Teacher had a conversation with one of the students' about his feelings when their classmates damaged his belongings</p> <p>3. Line (67-74) Teacher was talking to a students' about emotion named 'Happy)</p> <p>4. Line (117-154) Teacher instructed students' to repeat the pronunciations of certain word.</p>	<p>1. Line (22-26) Students' were having a questions on how to deal with depression with students.</p> <p>2. Line (30-33) Students' were asking whether the interviewer asked on how the intern can contribute to the company</p> <p>3. Line (37-40) Students' were asking whether the interviewer asked on how qualified the intern to enter the company</p> <p>4. Line (46-54) Students' were asking whether the intern prefers to ask alone or on the teammates.</p> <p>5. Line (87-120) Teacher conducted a small role play with one of the students' about job interview, he acted as interviewer and the students' acted as the intern.</p>
Act			
Meta Interactive Act			
Conclusion (con)	<p>1. "jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal dan ada offering secara informal" L. 8-10</p> <p>2. "Jadi untuk accepting an offer itu</p>	<p>1. "Ok so, you have to express your emotions, ok So when I am sad I will act like this, ooooh I am sad, I got low score in the desk" L. 49-50</p>	<p>1). L. 121-127</p>

	ada kalimatnya how to accept an offer, itu ada thank you, yes please". L. 100-101		
Loop (l)	1. <i>semua?</i> (Everything?), L.24 2. "Would you...?", L.80 3. "Carpet?", L. 131 4. "Accepting?" L. 95 5. "sajadah apa ya?", L. 146	1. "see a dog? <i>A dog?</i> ", L. 10	1. "How do we?" L. 23 2. "What...what can you?". L. 31 3. "a? are you?", L. 38 4. "Do you prefer?", L. 48
Marker (m)	1. <i>bagus</i> (good), L. 8 2. Ok, L. 15, 106 3. Yes, L. 51	1. "Ok, (Points second drawing)^" L. 75 2. "Ok, (Points third drawing)^" L. 81	1. "ya (writes on the white board), ya, ok^". L. 50
Meta-statement (ms)	1. "we are going to learn about expression", L. 2	1. "Today, students, we are going to learn about feelings". L.3	1. Line 1-8
Silent stress (^)	1. Line (15) = "so I will ...^" 2. L. 65 = " <i>oh pramuka ...^</i> " 3. L. 101 = "yes please (long pause) ^"	1. "(Points second drawing)^" L. 75 2. "(Points third drawing)^" L. 81	1. "Interview ...^ And then" L. 5 2. "...^ what kind of" L. 8
Interactive Acts			
Accept (acc)	1. "ya, would you like...", L. 83 2. " <i>nah</i> , would you like something to drink?", L.35	1. "... <i>yak good</i> , Celia is afraid when...", L. 13 2. "ok, good. He was so happy", L. 106 3. "good, highest..." L. 152	1. T: "how do we handle depression. How do you. The same ya". L. 26 2. "Ok, how can you contribute to the company" L. 33 3. "Ya, are you the best person in this job?" L. 40 4. "ya, do you prefer to work alone or on the team" L. 51
Acknowledge (ack)	1. <i>bagus</i> (good), L. 8 2. "yes, discussion...", L. 51	1. "haha yeah it is good..." L. 79	1. "ya" L. 50, 54
Check (ch)	1. " <i>udah ada kelompoknya kan?</i> ", L. 123	-	-
Clue (cl)	1. " <i>kalau formal biasanya digunakan offering kepada siapa?</i> ", L. 10 2. " <i>Kalau yg offering informal?</i> ", L.	1. "How do you feel when you see a dog on a street? Are you afraid?" L. 5	-

	<p>12</p> <p>3. “could I get you a bottle of water, <i>itu adalah offering for?</i>”, L. 20-21</p> <p>4. “...<i>jadi kamu nawarin</i>, would you?”, L. 51-52</p> <p>5. “if you offer chesseburger for pak Adrian, <i>jadi pakai yang?</i>”, L. 78</p> <p>6. “<i>kalimatnya kalau mau nawarin cheese sandwich apa? Ke pak Adrian? Would you...?</i>”, L. 80-81</p>		
Comment (com)	<p>1. “<i>jadi offering itu dimana kalian menggunakan ekspresi atau kalimat untuk menawarkan sesuatu, jadi di kolom itu ada offering secara formal da nada offering secara informal</i>”, L. 8-10</p> <p>2. “would you like cheese sandwich? Gitu, ngg mungkin kan ke pak Adrian “pak Adrian, nih, cheese sandwich”... have some? Mau nggak? Kita punya makanan dan minuman, Mau ngga? Have some? Mau ngga? Tapi ngg semuanya kan? Beberapa aja”, L. 82-83</p> <p>3. “Jadi, untuk accepting an offer itu ada kalimat how to accept an offer, itu ada thank you, yes please”, l. 100-101</p>	<p>1. “Celia is afraid when she sees a dog on the street”. L. 14</p> <p>2. “not borrowet, but borrowed”. L. 119</p> <p>3. “not hygest ok? But highest”. L. 144</p>	<p>1. Line 26-29</p> <p>2. “ya, so the applicant can bring more to get benefit for their company”, L. 34</p> <p>3. “the questions are to be answered by yes or no, but it should be completed by the reason. Why? Why are you the best person for this position or the job, ok, you can apply this question.” L. 40-42</p>
Directive (d)	<p>1. “buka LKSnya, halaman 3, page three, pleaseopen your LKS page 3”, L. 2-3</p> <p>2. “nah sekarang make a pair (making a v sign with her</p>	<p>1. “Are you going to follow me?, I am happy”. L. 44</p> <p>2. “When I say I am happy, all you have to follow me, ok? One, two, three. Happy”, L.</p>	<p>1. Line 9-13</p> <p>2. Line 15-18</p> <p>3. “I give ten minutes. Prepare and then I will ask you one by one ee, to answer,</p>

	<p>fingers) pair is a group of two, dua orang, bikin cerita, yang di dalamnya ada percakapan offering accepting or refusing, minimal one person punya 10 lines, jadi dua orang berarti 20 lines berhadapan”, L. 115-117</p> <p>3. “jadi 15 menit dari sekarang, jadi jam setengah sebelas, 15 menit, 1 orang 10 lines berarti 2 orang 20 lines”, L. 122-123</p> <p>4. “Coba cari di google”, L. 146</p>	<p>62</p> <p>3. “All of you, one two three, happy”. L. 65</p> <p>4. “Last one, put your hands on your hips”, L. 86</p> <p>5. “Say hello to Andi. Hello Andi”, L. 89</p> <p>6. “I will read this text and you will repeat after me, and follow my expression, ok? So, I want all of you to stand up”. L. 95-96</p> <p>7. “Ok, now, students. Please, read the text, and work in pair. You and with your partner, when you read, your friend will listen to you”. L. 112-114</p> <p>8. “Ok, I call you by your name, you come here in front of the class to read the text. One of the students read the text and other students listen and correct some mispronunciation”. L. 155-158</p>	<p>maybe these questions will be, ee presented in your job interview, ok? Ten minutes, start now. After ten minutes teacher calls one of the students to do a simulation of job interview, the teacher will be the interviewer and one student as a job seeker” L. 82-86</p>
Elicitation (el)	<p>1. “dari kalimat tadi yang ngg tau artinya yang mana?”, L. 23</p> <p>2. “cinema apa?”, L. 37</p> <p>3. “nah contohnya apa?”, L. 49</p> <p>4. “lha kok semua namanya kanda ya?”, L. 63</p> <p>5. T: “accepting berarti?” T: “refusing?” T: “accepting an offer apa” L. 90, 92, 94</p>	<p>1. “See a dog? Are you afraid?” L. 7</p> <p>2. “ok, how do you feel when someone, tear your book”. L. 24</p>	<p>1. Line 87, 89, 91, 94, 96, 99, 101, 104, 107, 112, 114</p>

	6. S: "Bu bahasa inggrisnya karpet apa bu?" S: Bacanya? S: Kalau pemberi utang? S: Kalau bahasa inggrisnya sajadah apa bu?, L. 131,133, 136, 145.		
Evaluate (e)	1. " <i>bagus, jadi offering...</i> " L. 8	1. "Yak good" L. 13 2. "ok good", L. 154	-
Prompt (p)	1. "andri? Ke depan sini. Di depan apa di situ?" L. 104	1. "all of you have to follow me, ok? One, two, three". L. 62, 65 2. "Once again, happy", L. 69 3. "Second is sad, sad, <i>come on</i> ", L. 75 4. "Stand up again". L. 96 5. "come on everyone, stand up", L. 108 6. " <i>Ayo, Rifky, read this</i> ", L. 150	-
React (rea)	1. (while approaching and picing one of the students), L. 28 2. (teacher gives back the bottle), L. 35 3. (making a move as if she's giving a plate of pancake to her friend), L. 71	1. Other students are laughing. L. 8 2. Making a scared people expression. L. 16 3. Takes alif's book and make a gesture as if he tears it into two pieces. L. 24-25 4. Teacher making expression of angry people. L. 29 5. Waving his hands to say good bye. L. 160	1. "They shake their hand as the interviewer and job applicant would do in the end of interview session". L. 119-120
Reply (rep)	1. S: "Semua", L. 24 2. S: "Bioskop", L. 38 3. S: "discussion", L. 50 4. S: "itu pramuka bu", L. 64 5. S: menerima	1. S: "yes". L. 9 2. S: "angry", L. : 28	1. Students : Line 88, 90, 92, 95, 97, 100, 102, 105, 108-111, 113, 115-116. 2. Teacher : 23, 26, 31, 38, 48,

	<p>S: menolak S: menerima sebuah ajakan, L. 91, 93, 97</p> <p>6. T: Carpet T: Karpét juga T: Debt T: Sajadah sepertinya, L. 132, 134, 137, 146</p>		
Informative (i)	<p>1). "To offering formal, would you like something to drink. Would you like to go to a cinema, could I offer you a glass of juice, would you mind joining us", L. 18-20</p> <p>2). "ada thank you, yes please, I like it very much, thank you that would be very nice, I'm pleased with that and with pleasure. Kalau refusing ada beberapa contoh, bisa keluar dari itu ya, ngg harus contoh itu, no thanks, not for me thanks, no I really won't, thank you, I'd like to but I can't, thanks anyway, it would be pleasure but I'm afraid I can't" L. 106-110</p>	<p>1). "Ok, I have four picture here. This is happy, sad, afraid, and angry> and now I will give you example to express the feelings, How to express". L. 39-41</p> <p>2). "So you have to express your emotions, ok? So when I am sad I will act like this..." L. 46-48</p> <p>3). "Last one is angry, ok for example, my friend, takes my book and tear it. My friend, tear my book, and I will angry. Like this)". L. 57-59</p>	<p>1. Line 1-8 2. Line 54-81</p>
Turn-Taking Acts			
Cue (cu)	-	-	1. "Raise hand", L. 7
Bid (b)	1. (one student hands on a bottle of mineral water to teacher), L. 27	1. "One of the students' on the back : Pak kayak gini pak?". L. 78	<p>1. "Students raise their hand and the teacher points one in the front line", L. 36</p> <p>2. "Students raise their hand again", L. 45</p>
Nominate (n)	<p>1. (pause a moment and point a student in the back) "tolong siapa namanya?", L. 101-102</p> <p>2. (while approaching and picking one of the students) "should I</p>	<p>1. "celia? Ya celia is afraid when she sees a dog on the street". L. 13</p> <p>2. "Alif, ok, mm, how do you feel When someone...". L.</p>	<p>1. "Anybody knows?" L. 8</p> <p>2. "another question?", L. 29</p> <p>3. "yang berkut? Another?", L. 35, 44</p>

	<p>3. speak tosiapa?", L. 28-29 (pointing one of the students) "nawarin siapa namanya?" Raden. L. 60-62</p> <p>4. "Jadi nawarin zulfikar (pointing another student) aku buat pancake nih terus nawarin si zulfikar, would you have a pancake?", L. 65-66</p> <p>5. (pointing students' in the back) "accepting artinya apa?", L.94</p>	<p>24</p> <p>3. "... this Is Andy", L. 89</p>	
Moves			
Initiation (Opening)	Teacher : 25 Students : 9	Teacher : 36 Students : 1	Teacher : 14 Students : 5
Response (Answering)	Teacher : 9 Students : 20	Teacher : 1 Students : 35	Teacher : 5 Students : 11
Feedback (Follow up)	Teacher : 13 Students : -	Teacher : 5 Students : -	Teacher : 7 Students : 4

Appendix 5

Table of Teacher Talk Adjustments

	Elementary School					Junior High					Senior High				
	Adjustments					Adjustments					Adjustments				
	Trans	CS/CM	Simp	Rep	Par	Trans	CS/CM	Simp	Rep	Par	Trans	CS/CM	Simp	Rep	Par
I	-	1 (L.150)	2 (L.7,96)	4 (L.96, 121, 135, 146)	-	7 (L. 6, 37, 90, 92, 94, 96, 98)	6 (L. 2, 5, 20- 21, 25, 37, 115- 118)	-	1 (L.35)	2 (L. 32, 106- 113)	-	1 (L. 35)	2 (L. 11, 60- 61)	-	1 (L.9- 10)
R	-		-	2 (L.79, 125)	-	3 (132, 137, 141)	-	-	-	-	-	-	1 (L.40)	-	-
F	-	1 (L. 13)	1 (L. 58)	10 (L. 69, 73, 104, 109, 112, 119, 127, 129, 144, 152,	-	-	4 (L.41, 45-47, 51, 55- 59)	1 (80- 83)	4 (L.8, 12, 25, 39)	10 (L. 8- 10, 12, 15, 35- 37, 39, 65- 66, 75- 76, 82- 84, 100)	-	-	-	-	6 (26- 29, 33- 34, 40- 42, 50- 51, 54- 57)
Total	0	2	3	16	0	10	10	1	5	12	0	1	3	0	7

Note :

Trans = Translation

CS/CM = Code-Switching/Code-Mixing

Simp = Simplification

Rep = Repetition

Par = Paraphrasing

Appendix 6 - Acts and their Definitions

Definitions and symbols as per Coulthard (1992: 19-21)

Types I - III as per Coulthard (1985: 126)

Type IV as per Brazil (1985)

I. Meta-interactive Acts		
Act	Code	Definition
conclusion	con	Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so', or 'then'. In a way it is the converse of metastatement. It's function is again to help the pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of discourse was about.
loop	l	Realized by a closed class of items -- 'pardon', 'you what', 'eh', 'again', with rising intonation and a few questions like 'did you say', 'do you mean'. Its function is to return the discourse to the state it was at before the pupil spoke, from where it can proceed normally.
marker	m	Realized by a closed class of items: 'well', 'OK', 'now', 'good', 'right' 'alright'. When acting as head of a framing move it has a falling intonation, [1] or [+1], as well as a silent stress. Its function is to mark boundaries in the discourse.
metastatement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help the pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
silent stress	^	Realized by a pause, of the duration of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.

II. -Interactive Acts		
Act	Code	Definition
accept	acc	Realized by a closed class of items -- 'yes', 'no', 'good', 'fine' and repetition of pupil's reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply, or react was appropriate.
acknowledge	ack	Realized by 'yes', 'OK', 'cor', 'mm', 'wow', and certain non-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, if the head was a directive, that the pupil intends to react.
check	ch	Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. They are 'real' questions, in that for once the teacher doesn't know the answer. If he does know the answer to, for example, 'have you finished', it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.

clue	cl	Realized by a statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.
comment	com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However, teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.
directive	d	Realized by a command. Its function is to request a non-linguistic response.
elicitation	el	Realized by a question. Its function is to request a linguistic response.
evaluate	e	Realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yea', 'no', 'good', 'fine', with a high-fall intonation, and the repetition of the pupil's reply with either high-fall (positive) or a rise of any kind (negative evaluation)

II. -Interactive Acts

Act	Code	Definition
informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.
prompt	p	Realized by a closed class of items -- 'go on', 'come on', 'hurry up', 'quickly', 'have a guess'. Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
react	rea	Realized by a non-linguistic action. It's function is to provide the appropriate non-linguistic response which is appropriate to the elicitation.
reply	rep	Realized by a statement, question, or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response which is appropriate to the elicitation.
starter	s	Realized by a statement, question, or command. Its function is to provide information about or direct attention to or thought towards an area <i>in order to make a correct response to the initiation more likely</i> .

III. Turn-taking Acts

Act	Code	Definition
cue	cu	Realized by a closed class of items of which we so far have only three exponents, 'hands up', 'don't call out', 'is John the only one'. It's sole function is to evoke an appropriate bid.
bid	b	Realized by a closed class of verbal and non-verbal items -- 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. It's function is to signal a desire to contribute to the discourse.

nominate	n	Realized by a closed class consisting of the names of all the pupils, 'you', with contrastive stress, 'anybody', 'yea' and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of nomination is to call on or give permission to a pupil to contribute to the discourse.
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Source : Nicholson, S.J., et.al. (2014). An Impetus for Change : Classroom Analysis Using Sinclair and Coulthards Model of Spoken Discourse. *International Journal of Linguistics*. 6(2).

CURRICULUM VITAE

Sri Nurul Salimin Afamery was born in Kendari, 2nd June 1989. She started her formal education in 1995 at SDN 7 Kendari and continued her junior high school in SMPN 1 Kendari in 2001. Then, she was accepted in SMAN 1 Kendari at 2004. After that, in 2007, she was qualified to study at Halu Oleo University majoring English Education and was graduated in the middle of 2013. During her college she developed her own business in art and at 2014, she continued her study in the state university of Jakarta majoring English Language Magister of Education.