

**STUDENTS' TALK IN AN ENGLISH INTERNATIONAL
KINDERGARTEN CLASSROOM: A CLASSROOM
INTERACTION ANALYSIS**



*Building
Future
Leaders*

VININDA AULIA

2215130484

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LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Vininda Aulia
No. Registrasi : 2215130484
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : **Students' Talk in an English International Kindergarten Classroom: A Classroom Interaction Analysis**

Telah berhasil dipertahankan di hadapan Dewan Penguji, dan diterima sebagai persyaratan yang diperlukan untuk memperoleh gelar Sarjana pada Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

DEWAN PENGUJI

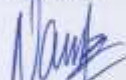
Pembimbing



Dr. Sri Sumarni, M.Pd

NIP. 196005201985032001

Ketua Penguji



Dr. Ratna Desvanti, M.Pd

NIP. 196211071988032001

Penguji Materi



Dra. Rustje Helena Damongilala, M.Pd

NIP. 195410031986032001

Penguji Metodologi



Nina Wanda Cassandra, M.Pd

NIP. 197806022005012002

Jakarta, 26 Januari 2018

Dean Fakultas Bahasa dan Seni



Dr. Liliann Muliastuti, M.Pd

NIP. 196805291992032001

LEMBAR PERNYATAAN

Nama : Vininda Aulia
No. Registrasi : 2215130484
Fakultas : Bahasa dan Seni
JenisKarya : Skripsi
Judul : **STUDENTS' TALK IN AN ENGLISH
INTERNATIONAL KINDERGARTEN CLASSROOM:
A CLASSROOM INTERACTION ANALYSIS**

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Jakarta, 26 Januari 2018



Vininda Aulia
NIM. 2215130484

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Fakultas : Bahasa dan Seni
JenisKarya : Skripsi
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Yang menyatakan,



Vininda Aulia

NIM. 2215130484

ABSTRAK

VININDA AULIA. 2018. Ungkapan Siswa didalam kelas TK Bahasa Inggris bertaraf Internasional: Sebuah Analisis Interaksi Kelas. Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Juli 2018.

Penelitian ini bertujuan untuk mendeskripsikan interaksi antara guru dengan siswa selama dikelas, yang berpusat pada ungkapan siswa. Penelitian ini bertempat di Sekolah Internasional Kristen Raffles, Kelapa Gading, Jakarta. Penelitian ini menggunakan pendekatan kualitatif dan analisis interaksi kelas yang menggunakan *Initiation-Response-Follow-up* menurut paham Halliday dan Matthiessen tahun 2004 untuk menganalisis data. Sumber data penelitian ini adalah seorang guru bahasa Inggris yang mengajar dikelas tersebut dan siswa TK Sekolah Internasional Raffles Jakarta yang didapatkan melalui observasi kelas sebanyak empat kali. Penelitian ini menemukan bahwa guru mendominasi interaksi. Guru mengharapkan siswa berbicara lebih banyak dan guru juga perlu menanyakan beberapa pertanyaan untuk memancing siswa bicara. Penelitian ini juga menemukan bahwa ungkapan siswa yang paling banyak muncul dalam menanggapi ungkapan guru yaitu dengan menjawab pertanyaan guru. Berkaitan dengan jumlah kata usia 5 sampai 7 tahun yang mampu diungkapkan dalam setiap ujaran, penelitian ini mengungkapkan bahwa sebagian besar siswa mampu menyatakan kalimat satu kata dalam setiap ujaran. Kenyataannya, pada usia tersebut, siswa diharapkan berbicara dan menanggapi ungkapan guru dalam satu kalimat penuh. Hasil tersebut menunjukkan bahwa meskipun sekolah tersebut adalah sekolah bertaraf internasional, tidak semua siswa di TK tersebut sudah menguasai struktur kebahasaan bahasa Inggris.

Kata kunci: Ujaran siswa, interaksi kelas, *Initiation-Response-Follow-up (IRF)*.

ABSTRACT

VININDA AULIA. 2018. *Students' Talk in an English International Kindergarten Classroom: A Classroom Interaction Analysis*. Skripsi. English Education Study Program, Faculty of Languages and Arts, State University of Jakarta.

This study aims at describing the interaction between the teacher and the students in the classroom, focused on students' talk. This study took place at Raffles International Christian School, Kelapa Gading, Jakarta. This study used a qualitative approach and classroom interaction analysis that used Initiation-Response-Follow-up (IRF) by Halliday and Matthiessen (2004) to analyze the data. The data sources of this study are an English teacher who is teaching in the classroom and the students of Raffles International Kindergarten School Jakarta which were taken four times classroom observations. This study found that the interaction was dominated by the teacher. The teacher expected the students to talk more and the teacher also need to ask several questions in order to trigger the students. This study also reveals that students' talk mostly appeared in respond to teacher talk by answering the teacher's question. In terms of the words age 5 to 7 years old are able to talk in every utterance, this study reveal that the students were mostly be able to state one-word sentence in every utterance. In fact, by these ages, students were expected to talk and respond to teacher talk in a full sentence. It indicates that even the school is an International school, not all the students in kindergarten level are already understand the English language structure.

Keywords: Students' talk, classroom interaction, Initiation-Response-Follow-up (IRF).

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DAFTAR RIWAYAT HIDUP

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, scope of the study, purpose of the study and significance of the study.

1.1 Background of the Study

Students' talk is a part of classroom interaction which has an important role besides the teacher talk. Students' talk itself can be defined as students' speech when students imitate their teacher's examples, express their ideas or give comments and criticism about something in the classroom related to the context of the learning (Prabhu, 1991, p.49). Nurhasanah (2013) also added that students' talk is the variety of talk that exists besides teacher talk. Halliday (1986, p.16) has pointed out that children will develop their language when they learn the language; it is also the same with students when they learn a foreign language in the classroom. Students imitate the teacher talk first and then need more time to record every teacher talk that called by 'silent period', after that start to express their own idea, having discussion and finally can get their communication competence. By performing appropriate students' talk and giving the opportunities to the students to talk, can make students learn the target language easily (Brock, 1986, cited in Shomoosi, 2008). Through the students' talk, students can practice the target language based on the input they got from the teacher (Nafrina, 2007).

The purpose of students' talk is to engage with the new information and try to understand it with their own personal frameworks through interaction both with their teacher and their friends (Harrison, 2006). The talk presents the discourse elements that give learners' current knowledge of the target language (Krashen, 1985). Students' talk supports social learning as it help students to create new language to use in a social setting. Students' talk also improves comprehension, critical thinking and overall achievement (Piazza, Rao, and Protacio, 2015). In the classroom interaction, students' talk mostly occurs when their teacher initiates the exchange first by answering the teacher's question (Bailey, 1996 p: 16). By asking the question to the students, the students will not only get the answer of the questions, but also learn how to construct the meaning (Suhardi, 2009). In the learning process, creating students' talk can make them acquire the knowledge and exchange the information through interaction between their friends and their teacher (Moore, 2008).

Recently, students' talk has become an issue in the context of foreign language learning especially for young learners because it is a part of classroom interaction. For the reason that many researchers found that teacher talk still dominates the classroom interaction. It means that teacher talk can decrease the students' opportunity in talking and practicing their target language. As Nunan (1998) has pointed out, many foreign language teachers were surprised with the amount of talk that teachers used in the classroom interaction. Teacher talk spent in the classroom about 70 to 80 percent. Edward and Mercer (1987) revealed that teacher performs 76% of classroom talk. In addition, in the research by Menegale

(2008) and Jae-Hwang (2010) found that the teaching and learning process in the classroom interaction are still dominated by the teacher. The teacher talk needs to be reduced and the students' talk need to be increase (Xiao, 2014). If the ideas of a learner-centered classroom (Van Lier, 2001, p.103), learning by doing (Scrivener, 1994, p.85) and being active learners rather than passive learners are considered, one main conclusion can be concluded that teacher talking time need to be reduced as long as students talking time is fostered. The reason of students' talk need to be increase is because students' talk plays an important role and as an essential factor for the improvement and acquisition in the learning the target language (Xiao, 2014). Harmer (2001) has explained that students are the one who need to practice the language, not the teacher. Harmer also added that teacher needs to let the students to speak, practice, use and apply the target language. Teacher has to make sure that the teacher talk is not too dominance and give some opportunity for students to talk. Scrivener (1994) has also suggested that students can learn foreign language through talk better. By talking in the target language context and becomes more relevant in English as a foreign language classroom in which students have opportunities to practice their verbal communication (Paul, 2003).

Students' talk has an essential part in the language teaching related to the communicative language teaching (CLT). Brown (2001, p.48) has pointed out that theories of communicative competence is an essential part of the communication. Thus, the communicative purpose of language triggered the students to have opportunities to talk through spoken and written discourse. In line with Brown

(2001, p.48), Pica (1994) and Hall (1993) also added that interaction creates the opportunities to negotiate, to provide learners in the target language.

Interaction happens in the classroom, when teacher and students communicate with each other. The term of classroom interaction refers to the interaction between the teacher and students, and amongst the students in the classroom (Tsui, 2001). Classroom interaction includes all of the classroom acts, both verbal interaction and non-verbal interaction. As Nafrina (2007) has explained, the verbal interaction includes the teacher talk and students' talk, while the non-verbal interaction includes gestures or facial expression. Both verbal interaction and non-verbal interaction dominates the classroom acts, and also influence students' foreign language acquisition. The non-verbal interaction could be used to represent the verbal interaction. In the classroom interaction, teachers talk and students' talk have a significant function. By using verbal language the teacher and students can exchange knowledge, feelings, and attitudes and maintain social relationship. Talk also gives benefit for teacher in improving students' understanding (Nurhasanah, 2013).

Classroom interaction includes students' talk and teacher talk happen in the teaching and learning English in primary school especially in Jakarta, Indonesia. Learning English for primary education in Indonesia has been implemented by the government as "local content" (Decree of ministry of Education and Culture, No 060/U/1993), but in curriculum 2013, the Ministry of Education and Culture will eliminate English at primary school education because the government understand that children cannot learn two or three language at the same time and teaching

English need to be postponed until children have mastered their first language which is Bahasa Indonesia. Government Regulation Number 27 on Kindergarten Education, in fact does not mention English may be taught. A debate has been going on among educators about the appropriate age to start teaching (Lauder, 2008; p: 16).

However, because of the globalization and English is also used as the International language, many private schools and kindergartens includes English in their curriculum with the reason that English is a key to innovation and competitiveness (Sutopo, 2013). Learning English at early stage will help students to have a greater confidence when they are older and will get more experience in secondary school (Supriyanti, 2016). Nunan (1989, p: 41-42) added that the great time to learn English is before ten years old. It can be concluded that it is easier to get the acquisition of language when start learning English earlier. Thus, English can be taught in the kindergarten to introduce to children for the first time. Some of the kindergartens in Jakarta teach English as a lesson, but some of the do not. Usually English is taught as an extracurricular. One of the kindergartens that teach English as the main subject in Jakarta is Raffles International Christian School.

Raffles International Christian School is a Christian school located on Kelapa Gading, Jakarta. This school adopted International curriculum that uses English as the main language. The students in this school are all Indonesian students coming from various background of family. The students still uses English outside the classroom when communicate with their friends because they already get used to use English for communicate. Raffles International Christian School became the

international wing of the education foundations in 2005 and 2010 and has grown from 136 students (2007) and now has more than 2500 students from Pre-primary to Grade 12. Pre-primary curriculum in Raffles is modeled after the Ministry of Education (Singapore), Nurturing Early Learners (NEL) curriculum framework and inspired by Reggio Emilia approaches. This school has a comprehensive and systematic Phonics programme that prepares Kindergarten 1 and Kindergarten 2 children to read and spell with confidence.

Pre-school students learn English as a foreign language usually learning those skills as an integrated whole in the foreign language classroom (Paul, 2003). Young learners need to have all five senses stimulated which can be accomplished by providing sensory aids and physical activity, such as role play, games, or Total Physical Response activities. Young learners have a short attention span as they cannot do the same thing for a long time unless it is interesting, fun, and lively (Harmer, 2001, Curtain & Dahlberg, 2010). As mandated in Government regulation number 19/2005 concerning National Standard of education, each school has to create and develop its own syllabus. The curriculum must be designed based on students; interest, level and development. The environment itself should promote students' imagination, allow the students to be independent and inspire the way they think.

Children love to play by drawing, coloring, singing, gaming and listening to a story (Sutopo, 2013). Thus, in teaching the language, teacher usually used media such as realia, flashcards, or even bring the real object. Besides, the language can be taught through stories or songs. The classroom arrangement in the pre-school is

mostly by grouping the students to sit together with their group. Young learners can be encouraged to use English in whole class activities and also while working with their peers in pairs and group (Scott and Ytreberg, 1995).

In acquiring the language, children learn the language unconsciously from their environment and in formal school. Chomsky (in Dhieni 2005; pg: 23) explained that a person was born with Language Acquisition Device and find by themselves how it works. There are two processes when a child acquires language, they are competence process and performance process. Competence process is a process of mastering grammar unconsciously and this process is a requirement to make the performance process happen. This performance process consists of understanding process and producing sentence process. Understanding process involves ability of understanding the language, while producing sentence process is a process where children can produce their own sentence (Sutopo, 2013). Language development of kindergarten children can be seen from their interest in numbers, colors and children can remember all of those names based on words they understand (Sutopo, 2013). Speech development skill program in kindergarten gives many opportunities to children to talk and share their experience in a simple word. In kindergarten, children are trained to get used to asking questions, answering questions and expressing their feelings (Suryanto, 2013). In line with aim of developing children language at 5 to 6 years old by Regulation of Minister Education Indonesia number 58 year 2009, explained that level of child language achievement year 5 to 6 which related to children speaking skill is children are able to speak verbally and have amount of vocabulary to

express their ideas with other people. In sort, children at 5 to 6 years old are able to produce words and talk with other people.

In Indonesia, there were some researches that have been done about the teacher talk and students' talk. The research done by Mulyati, 2013, found that the teacher acted as the most dominant interlocutor during the speaking activity. It also showed that the teacher's roles during interaction as director, manager and facilitator. This study was focused on the teacher talk and students' talk in order to develop speaking skill for young learners in the verbal classroom interaction. Another research by Pujiastuti in 2013 indicated that all of the teacher talk categories of Flanders Interaction Analysis Categories were found covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It also found that student's initiation plays a significant part in the classroom interaction. The tool that used in analyzed the data was Flanders Interaction Analysis Categories (FIAC). The research done by Nafrina in 2007, entitled *The Teacher and Learner Talk in The Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal*. This research showed that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this research, the writer concludes that the teacher is dominant in the classroom

interaction. This research was still focus on the teacher and students' talk but in the level of junior high school grade 8 which was taken place in Kendal. The data were analyzed by applying Flander's Interaction Analysis Categories (FIAC) focusing on the interaction between teacher and students in the classroom.

The gap of this research with the previous studies above are; firstly, the previous researches were mostly focusing on the teacher talk and students' talk, secondly, the previous research were using Flander's Interaction Analysis Categories (FIAC) as a tool analysis, thirdly the previous research has not done yet in the pre-school level. From the discussion above, it can be seen that the students' talk play an important role in the classroom interaction to learn the target language. The research that focuses on the students' talk is rarely found to observe. With regard to that issue, this research attempts to describe the interaction between the teacher and students while in the classroom, describe types of students' talk mostly occur in the classroom interaction and describe the way the students respond the teacher talk. The teacher talk also will be analyzed in order to know the reason of the students' talk comes. The teacher and students' talk will be represented by students and teacher verbal interaction in the classroom. This research taken place in Raffles International Christian School, Jakarta.

1.2 Research Questions

There are two questions that are answered through this research. They are:

1. When do the students' talk occur in classroom activities?

- 1.1 What type of students' talk do occur in classroom interaction?
2. How many words do the Indonesian kindergarten students are able to state in every utterance?

1.3 Scope of the Study

This research will be focusing on the student talk as represented in teacher's and students' verbal interaction. However, in the analyzing the data, the teacher talk also will be analyzed in order to know the reason of students' talk comes. Since English as a main subject and target language in the school that the research being taken, all of the teachers and the students are using English as the main language in the classroom. The writer will do the classroom observation in order to get the real data.

1.4 Purpose of the study

This study is aimed at describing the interaction between the teacher and students while in the classroom which more focuses on the students' talk only, when do the students' talk occur in classroom interaction, the types of students' talk do occur in the classroom interaction and the numbers of words the students are able to state in every utterance.

1.5 Significance of the study

The result of this research will be documented to contribute to the disciplinary knowledge of English Educational Program in Universitas Negeri Jakarta. For

teacher, this research could be the consideration of the classroom interaction between the teacher talk and the students' talk. For parents, this research will give brief explanation about how their children communicate in English in the classroom.

CHAPTER II

LITERATURE REVIEW

This chapter, mainly discusses some related theories in order to support this study. The related theories in this chapter are Conceptual description of the research focus and sub focus, review from previous studies and research framework.

2.1 Conceptual Description of the Research Focus and Sub-focus

2.1.1. English For Young Learners in Classroom Interaction

English for young learners has become important in recent years and it has been the introduction phase of English as a foreign language for primary students in many countries like Pakistan, Iran, Taiwan and Indonesia. Governments and private schools which are non-native English speaking countries that studies English as a second or foreign language have decided to introduce English at primary level, because young children learn languages better and more easily than older level of learners. Another reason to start learning English as a foreign language at early age is that young children seem to have a better understanding and imitating what they hear in school (Brewster, Ellis, Girard. 2003). Many scholars believe that theory of young learners learn English as a foreign language are quite different from how adults learn. As Brewster and Ellis (2003) have explained, children have different style in learning foreign language than adults.

The differences are on the motivation and effort to learn the target language. Adult learners have a long-term goal which have an effort to learn further the target language in native speaking country. This can increase the motivation and effort of the adult learners in learning the target language. Compare to the children situation, long term goals normally does not exist among young learners, because they have the responsibilities to study and could not just go to the native speaking country by themselves without their parents' permission. The effort for children in learning the target language could be by watching television program such as cartoons or television channel that is designed for children, reading story books and listening to songs in English. Children could also playing with their friends and communicate in English even only just saying one word (Wilujeng, 2013).

Young learners have their own characteristics which are different from adults. Young learners respond to meaning rather than to language form. It means children will learn better if the lessons focus on interaction, meaning, and fluency rather than on accuracy (Moon, 2000 and Harmer, 2001). There are some characteristics of pre-school students as Slattery and Willis (2009, p:4) have discussed, they are: children are developing quickly as individuals, children learn in a variety of ways for example by watching, by listening, by imitating and by doing things. Children enjoy repetition so that children can learn through imitating the sounds they hear and copy the way adults or teacher speak. Their emotional is excitable, which means they are easily get excited with new activity or something new. Children will get excited when teacher introduce new topic with new activity. Concerning the children like to play and do activity that makes their body

move, children can learn English as a foreign language through playing games, singing a song or other activities that make them interested in. Piaget in Hudelson (1991, p: 256) explained that children in elementary school learn through hands-on experiences and through manipulation objects in the environment. Hands-on experiences need some objects in order to make students easily understand the lesson. It is also important for the teacher to use media, realia or real objects/pictures in teaching the target language to attract children's attention. Children are focused on the use of new language for them that they hear at that moment. Thus, they will easily understand when learning something real or happened in their life (Septiyana, 2013).

Indonesia has the goal of developing communicative competence, where children are taught to express ideas and feelings in English (Septiyana, 2013). Thus, it affects the way of teaching approach that can be focused on how the activities are run whether by teacher or learner. As explained in Paul (2003, p: 41) teacher-centered can be defined when the activities in the classroom is controlled by the teacher. In managing the learning, teacher does a lot of talking through explaining, giving directions and asking a lot of questions to students. In this technique, it does not give chance for students to do other activities besides repeating the teacher says. Students also do not have opportunities to talk, express their idea and interact with each other. Thus, could make students passive and students might not be able to work in group or pairs with their friends. Since the students feel that the teacher is running the learning, students might not confident on their learning.

While, learner-centered can be defined when students are able to deal with assignment to involve in group talk that use the target language and the teacher is less control. The assignment that designed by the teacher may make students to ask questions to each other, express their idea or give advice. In this technique, teacher design the lesson based on students' interest in order to make students independent where students can choose their own assignment and freely access to the resources they need. Students also do their assignment in pairs or group so that they have opportunities to interact and talk with each other and finish their assignment together. Students are able to ask questions to teacher, doing a role play and games. This technique also allows students to take part in their learning through learning to learn activities (Paul, 2003 p: 43).

From those two modes of teaching can create different classroom interaction. A classroom is the main part for foreign language students to use, apply and practice their target language. In the classroom, a communication between the teacher and the students is designed to create comprehensible classroom interaction (Cameron, 2008). In teaching English as a foreign language, classroom interaction is one of the essential parts that need to be highlighted (Wilujeng, 2013). Classroom interaction itself can be defined as the interaction between teacher and students or amongst students during the teaching and learning process in the classroom (Nafrina, 2007). Dagarin (2004) added that all of the interactions occur in the classroom can be said as classroom interaction. Students are encouraged to involve in the teaching and learning process. Through

the classroom interaction, students will know how much their participation at the classroom and teacher will know their quality of the talk (Putri, 2014).

Classroom interaction includes all of the classroom acts, both verbal interaction and non-verbal interaction. As Nafrina (2007) has explained, the verbal interaction includes the teacher talk and students' talk, while the non-verbal interaction includes gestures or facial expression. Both verbal interaction and non-verbal interaction dominates the classroom acts, and also influence students' foreign language acquisition. The non-verbal interaction could be used to represent the verbal interaction. In the classroom interaction, teachers talk and students' talk have a significant function. By using verbal language the teacher and students can exchange knowledge, feelings, and attitudes and maintain social relationship. Talk also gives benefit for teacher in improving students' understanding (Nurhasanah, 2013). Classroom language and interaction are more important because language is the subject of study. It happen when students listen to the teacher's instructions and explanations, when they express their views, answer questions and carry out tasks and activities, students are not only learning about the language but also putting to use the language that students are learning (Hall, 2008). Classroom interaction contributes the students being active in the learning process. It can be said that when teacher gives chance to students to talk, students will be enthusiastic to participate at the learning process (Khan, 2009).

From the young learners characteristics that have been explained above, is likely that children's communicative competence can be built through teacher talk. Teacher talk will support students' talk in practicing the language. Teacher

talk itself can be defined as a main way to transfer information, motivate students and have discussion and negotiation with students (Nafrina, 2007). In the classroom, teacher talk usually used for managing classroom activities, giving instruction to students and nurturing students' knowledge (Qican, 1999). Teacher talk is important in the classroom because through the teacher's language, the students can acquire the target language and do the learning activities (Nunan, 1991). In term of acquisition, teacher talk is essential because through the teacher talk, students get language input and it can be useful and applicable language practice which is fully communicative.

There are some scholars that interested in the study of classroom interaction. Their studies were focused on teacher talk only or teacher and students' talk. They are Mulyati, 2013; Pujiastuti, 2013 and Nafrina, 2007. Those studies will be discussed further in the review from previous studies part.

2.1.2 Young Learners Language Development

With the era of technology such as tape recording, video recording the interest of study of child language development is rising. By the use of technology, child language can be observed by recorded it then analyzed it (Suryani, 2010). Some researchers have observed about the child language, they are Miller (1964), Menyuk (1963), R. Brown (1964) and Braine (1963) cited from Sutopo (2013).

Childhood development stages have been proposed by Piaget (1954): the first one is Sensorimotor Period (0-2 years old). The characteristic in this

developmental stage is how the child understands the world which means that the child experiences their sense by doing physical activity. Children construct schemes by trying to repeat an action with their own body, like making noise by hitting their toy, throwing something or moving something around them. Children repeat actions they see from adults randomly and then experimenting it with their own bodies. Havighurst (1984) explained that by the age of 6 month, a baby start to babble and produce sounds such as “goo-goo” and “gaa-gaa”, these babble appear in different context, for example when a baby is in their bed, babble where they see vehicle and babble where they with their mom (Hetherington and Parker, 1979).

The second stage in Piaget (1954) theory is preoperational stage at age 2-7 years old. Most of the children usually start school at age about 4 years old. When schooling starts, it allows children to communicate with others in their social environment. The child will start relating to other children and people. But before this age, the interaction was generally with family. Jamaris (2006) explained that at age 4 years old, a child can participate in a simple conversation, listening to what adults said and give a respond. At age 2 to 7 years old, child will largely expand their vocabulary. The child will think based on their individual experiences which make they start thinking. Sometimes children until 6 years old will misunderstand events and will have problem expressing them. Children still do not fully understand the concept of “I” or “me” or “my”, that is why they usually talking in the third person. Children between 2 to 7 years old will be curious and often ask “why”.

At this preoperational stage, a child's vocabulary is around 150 words. Around this time, children learn around 10 new words a day and begin to understand emotions such as love, trust, and fear. Children also begin to learn through pretend play something and make it happen the real situation. In this stage, children begin to use their imaginary and memory skills and begin to develop their social interaction skills and play cooperatively with children their own age. They will begin to develop their cognitive abilities. Children learn to read, develop routines and display an increased attention span. As children get older, they learn to control their attention and use their cognitive abilities to help them solve problems and achieve their goals.

Child language development further discussed by some scholars, one of them is A.M Schaerlackens (1977) untitled Two-word Sentence Child Language Development. Schaerlackens have divided phase of child language development into four periods, they are:

1. Prelingual Period (age 0-1 years old)

In this period, a child is not be able to speak spoken language as what adults do, which means child have not followed language structure yet. A child has their own language, they only can babble as the replacement of communicate with others. A child react to a certain situation or with certain people by only say nini, nana, mama, mimi, tata, etc as a symbol of maturity at age 9-10 months old.

2. Early Lingual Period (age 1- 2,5 years old)

In this period, a child begins to speak their first word even though the word is not complete. For example in Bahasa Indonesia: nanas (panas), atoh (jatuh), atit

(sakit), some of the words combination still a bit difficult for child to say. The increase of language proficiency in this period is very fast and can be divided into three periods, they are:

a. One-word Sentence Period (Holophrase)

Based on the grammar rules, a one-word cannot be said as a sentence because it only consists of one word, but the researchers of child language development argued that first words that child said has more meaning. Those words express child complex ideas where for adults it represented in a full sentence. For example: word “mom” can be interpret as: mom please come here, mom where are you?, mom please help me, mom I’m hungry, and so forth. Basically, the ‘one word’ is used to giving their opinion, commanding, telling something, denying, asking question, answering question and so forth. In order to interpret those first words can be depend on the time the words has been said or adults can observe what the child is doing at that time. Knowing intonation when child said the words also very helpful to make the interpretation easier whether the child asking question, telling something or giving instruction.

b. Two-word Sentence Period

The increase of vocabulary that a child get from their environment and also the cognitive competence, make this two-word sentence period happen. Generally, two-word sentence appear for the first time when a child start understand scheme and structure of the language and try to express it. This happen at age 18 months old where a child determine the two combinations of words have

a certain relation but have a different meaning, such as long hair, mother's clothes, delicious cookie, etc.

c. More than Two-word Sentence Period

The ability of making a sentence is increased, it can be seen from the long of the sentence could consists of three word sentence, four word sentence, five word sentence and so forth. In this period, a child use words to communicate with others, therefore it makes real relation between a child and adults.

3. Differentiate Period (age 2,5-5 years old)

A child can differentiate the use of words in the sentence in this period.

The characteristics in this period are:

- At the end of the period, a child has already mastered their first language which mean grammatical rules from adults have mastered by the child.
- A child has developed vocabulary gradually in this period. A child starts understand and can differentiate the use of verb, adjective and noun.
- The use of communication is really works in this period. A child starts to share their ideas, give instruction, ask question, give comment, tell something based on their experience or event they just see.

4. Language Development after 5 years old

In this period, a child is considered already master syntactical structure in their first language and can make a full sentence. Smith (1979) said that a child

between 5 to 8 years old new characteristic of a child appear with the ability to understand new concept in the higher level. Then after 8 years old, the language is important to them to express their thoughts.

2.1.3 Students' Talk in Classroom Interaction

Students' talk refers to ways of students share their ideas in the classroom (Imbertson, 2017). Prabhu (1991, p.49) explained that students' talk can be defined as students' speech when students imitates their teacher's example, expresses their idea or gives comments and criticism about something in the classroom related to the context of the learning. Students' talk includes dialogue between teacher to student, student to student or amongst students as well as verbal discourse relating to academic materials (Imbertson, 2017).

Students' talk plays an important role in classroom interaction. By performing appropriate students' talk and giving the opportunities to the students to talk, can make students learn the target language easily (Brock, 1986, cited in Shomoosi, 2008). Through the students' talk, students can practice the target language based on the input they got from the teacher (Nafrina, 2007). Harmer (2001) has explained that students are the one who need to practice the language, not the teacher. Harmer also added that teacher need to let the students to speak, practice, use and apply the target language. Teacher has to make sure that the teacher talk is not too dominance and give some opportunity for students to talk. Scrivener (1994) has also suggested that students can learn better a foreign language through talk. By talking in the target language context and becomes

more relevant in an English as a foreign language classroom in which students have opportunities to practice their verbal communication (Paul, 2003). In line with Vygotsky's (1978) theory, students' talk is essential because social learning is important in education.

Students' talk has benefits in both academic and social function (Bourdage & Rehark, 2009; Boyd, 2015; Piazza, Rao, & Protacio, 2015; Michaels, O'Connor, & Resnick, 2007; Michaels, et al., 2010; Smart & Marshall, 2012). Gillies (2014) stated that the verbal interactions promoted both critical thinking and problem solving. Students' talk supports social learning as it help students to create new language to use in a social setting. Students' talk also improves comprehension, critical thinking and overall achievement (Piazza, Rao, and Protacio, 2015).

Students' talk appear when they response to teacher talk by answering teacher question as happened in elementary school English classes in Milan, Italy (Bailey, 1996 p: 16). Teacher indicates to ask questions in order to know their students' prior knowledge. Some purposes of asking questions to students are to create students' interest in the topic, to engage students in the lesson, and to create students' critical thinking (Cashin, 1995). In order to know students' prior knowledge through asking question, teacher usually asks prompting question or inviting students to talk (Mulyati, 2012). In the research done by Katz in Bailey (1996, p:68), teacher started the exchange by asking a question to students about if there was anything in particular anybody liked about previous lesson they were to discuss. The questions ask for information designed by teacher as of immediate

concern to the agenda for the lesson. The extract below showed the example of interaction that happen between teacher and students in the classroom:

T: Any comments about that sentence: "A woman's place is in the home"?

S: Half correct

T: Half correct? Why did you say that Henry?

S: Em, woman's place not just at home. She should be go out and go work.

T: Yeah? What about the man?

S: Man is the same, I think

From extract above, it can be seen that teacher who initiates the exchange first, and then students response. Katz (1996) stated that those periods could be called as question-and-answer- sequences, designed to deliver the content of everyday lesson. The voice of the teacher (teacher talk) as well as students' talk must be heard in order to understand the learning process in language classroom (Nunan, 1996 p: 55).

Students' talk cannot be separated with teacher talk, because the teacher mostly initiates the interaction first. Both of those talks are the factors that create classroom interaction. The quantity of teacher and students' talk should be balance. When teacher talk too much in the classroom, will make students passive in initiating and responding the teacher talk and cannot improve their English. It also will be bad when teacher has too little talk, students will not get enough knowledge from them. The important thing is the quality of the teacher talk itself (Nafrina, 2007). The quality means that how well the teacher in delivering the lesson so that the students understand it easily and to invite students to be an active learner in the classroom. The domination of the teacher talk in classroom interaction is not really brings advantage for improving students' ability to talk in target language. Thus, the teacher needs to manage their talk into appropriate

quantity, means that teacher have to make students' talk more than the teacher do (Septinigtas, 2016).

Thus, the study of the teacher talk and students' talk belong to classroom interaction. Classroom interaction itself belongs to classroom discourse analysis which focuses on the analysis of spoken language between teacher and students in classroom.

2.1.4 Classroom Discourse Analysis

Discourse analysis studies the use of language in written and spoken language. The written language could be from all kind of texts, while spoken language could be from conversation as well as formal talk (McCarthy, 1991). Discourse analysis identifies linguistic features which characterize different genres, social and cultural factors. It also helps in interpreting and understanding different types of text and talk (Setyarini, 2014).

Discourse analysis has been used in recent times as a design for analyzing foreign and second language teaching and learning in classroom. The main source of data is spoken language in classroom interaction. Studies of classroom language have been studying in the area of discourse analysis and it called as Classroom Discourse Analysis.

Classroom discourse analysis refers to the language that teacher and students use to communicate in classroom (Setyarini, 2014). Natalia (2013) described the aim of classroom discourse analysis is developing the understanding about classroom talk. Classroom discourse analysis presents how teacher and

students interact in classroom as well as the implication of their talk to develop understanding about the use of language in classroom interaction. Benham, Pourian (2008) explained that classroom discourse can be seen as particular feature of discourse that occurs in classroom. Particular features of discourse of classroom discourse include turn taking at speaking, patterns of interaction, so forth.

Classroom discourse analysis has been classified by Van Lier (1988) into some classification based on the teacher controls the topic (what is being talked about) and activity (the way the topic is talked about). From those classification identified four basic types of classroom interaction, those are: classroom interaction takes place when neither the topic nor the activity is controlled by teacher. The next time of interaction happens when the teacher controls the topic and not the activity and in this type, teacher transmits information or explains an issue. Then, it happens when teacher controls both activity and topic. The type four happens when teacher controls activity and not the topic, in this type, teacher sets up small group work gives rules but let students to choose the topic freely (Ellis, 1990).

In classroom discourse analysis and classroom interaction analysis, there are several methods that used in analyzed the data. Some of them are Flanders' Interaction Analysis Categories (FIAC), Foreign Language Interaction Analysis (Flint) System, Brown Interaction Analysis System (BIAS), Fanselow's Foci for Observing Communication Used in Setting (FOCUS), Initiation-Response-

Follow-up (IRF) as Ulfah (2013) has described. In this research, the researcher chooses IRF as a tool in analyzing the data.

2.1.5 Initiation-Response-Follow-up (IRF)

In analysing spoken language in classroom interaction, Sinclair and Coulthard (1975) were developed Initiation-Response-Follow-up (IRF) which focused on interaction between the teacher and the students. This tool has been used by most researchers that focused on classroom interaction. The reasons are because IRF is the basic structure to common all classroom interaction. It also can be used to calculate teacher and students moves in the classroom interaction. After calculating the teacher and students moves, through IRF can be found the data who the most initiates in the classroom interaction (Natalia, 2013). In IRF, the teacher follows up more on the review and asks students to clarify it (Wells, 1993 cited in Hall and Walsh, 2002 p: 190).

In IRF, Sinclair and Coulthard (1975) explained that 'F' move refers to the 'Follow-up' or 'Feedback' move. This 'F' move is the follow up comment that the teacher gives in the classroom interaction and this is the third or the last move in IRF pattern. In IRF pattern, the exchange begins with a question. Usually teacher asks questions to find out something students do not already know, but in classroom interactions teacher generally know the answers already. The teacher asks questions so that students can display what they have learned. The student replies by answering teacher's question. The teacher responds by affirming the

correctness of the response and by commending it (Mickhan, 1997). Below here is the example of IRF pattern happen in classroom:

Turn 1 (Initiation) *Teacher initiates the first move by asking students a question: "How do you read this word?"*

Turn 2 (Response) *Students responds by answering teacher's question: "Book"*

Turn 3 (Follow-up) *Teacher follows up students' response: "Good".*

From the example above, it can be seen that teacher initiates the interaction first with question and ask students to answer it. After students respond it, the teacher gives feedback to students' answer by giving reinforcement to students.

There are also several exchanges in IRF pattern as Halliday and Mathiessen (2004) explained. The four main functions in the exchange of information, there are offer, statement, command and question. Each of the functions represented in different speech role. Those four primary functions appear in the 'initiation' move. In 'offer' function represented the goods and services commodity in giving role, in 'statement' function, represented the information commodity and giving role, in 'command' function deals with demanding goods and services, and in 'question' function deals with the exchange of information in demanding role. Those 'initiation' of move above are expected to 'response' move to appear. The speech functions that exist in the response move are acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer, and disclaimer. To respond the 'initiation' move above, the response that might be occur are accept or reject the offer, undertake or refuse the command, acknowledge or contradict the statement, and answer or disclaim the statement.

2.1.6 Structuring the Lesson in Episodes

Department for Education and Skills (DfEs) (2004) proposed learning episodes in organizing lesson to be effective. The DfEs defined an appropriate lesson plan should be with a beginning consist of teacher input, a middle stage which is the activity for the students and a fast check for students understanding before going to the next episode until the end of the learning process. Students remember more at the beginning of the learning activity than in part of students' activity. Sometimes some of the students did not learn so much in the students' activity and some of them will be more understand when doing the task or in the students' activity. Thus, it could be considered with the students who learn a bit slower than other students and it is more useful to create activities in the beginning of the lesson. When teacher decide how many episodes to applied in a lesson, and how long each of the episodes should be, try not to go beyond the students' concentration span.

There are several learning episodes designed by DeFs (2004). The most common learning episodes in the learning activities consist of four learning stages: episode 1 (starter activity), episode 2 teacher input or whole-class exploration), episode 3 (students' activity), and the last is episode 4 (reviewing the class).

Episode 1 is the episode where a starter activity designed to engage students and used to set students up for the main part of the lesson. Episode 2 involves significant teacher input and mostly begins with the whole-class exploration which acquires the features of the knowledge or skill or

understanding. The strategy of questioning and answering could also use in developing a new concept of learning, a new skill to be improved and a new knowledge to be learnt by the students. Episode 3 is the episode when students usually do their task or activity in pairs, in small groups or sometimes individually. Students apply their understanding, with their early input from the teacher in episode 1 and 2. In the last episode which is episode 4, before ending the lesson, the teacher reviews the topic that has been learnt by the students with the whole class. Teacher also can also invite students in order to check their understanding.

2.2 Reviews from Previous Studies

The study of teacher talk and students' talk in classroom interaction has been conducted by many researchers in Indonesia. Many of the researches were mostly focused on both teacher talk and students' talk or only on teacher talk. The research that focuses only on students' talk is rarely found to be observed. Below here are the reviews from previous studies.

The research done by Mulyati in 2013 revealed that the teacher acted as the most dominant interlocutor during the speaking activity. It also showed that the teacher's roles during interaction as director, manager and facilitator. This study was focused on the teacher talk and students' talk in order to develop speaking skill for young learners in the verbal classroom interaction. The level of this research was young learners.

Another research that focused on the teacher talk and students' talk in the level of young learners is done by Pujiastuti in 2013. This study indicated that all of the teacher talk categories of Flanders Interaction Analysis Categories were found covering giving direction, lecturing, asking questions, using student's ideas, praising, criticizing student's behavior and accepting feelings. However, giving direction and lecturing were found as the most frequently used categories among all. In addition, the teacher mostly adopted a role as controller in the classroom as she frequently led the flow of interaction. In terms of student talk, student's response and initiation were revealed in this study. It also found that student's initiation plays a significant part in the classroom interaction. From the result it can be seen that the researcher was used FIAC in analyzed the data. The data itself was taken place in private primary school in Bandung.

The research done by Nafrina in 2007, entitled *The Teacher and Learner Talk in The Classroom Interaction of Grade VIII.A SMP N 2 Cepiring Kendal*. This research showed that the teacher was more active (or the superior) in this interaction. Meanwhile, the learner was less active than the teacher (or the inferior). After getting the result of this research, the writer concludes that the teacher is dominant in the classroom interaction. This research was still focus on the teacher and students' talk but in the level of junior high school grade 8 which was taken place in Kendal. The data were analyzed by applying Flander's Interaction Analysis Categories (FIAC) focusing on the interaction between teacher and students in the classroom.

2.3 Research Framework

This research comes with the problem of the condition in which teacher dominates the talking time in classroom interaction which does not give the chance to students to talk more and practice the target language in the learning process. Another problem is most of the researches only focused on teacher-students' talk or only on teacher talk. The research questions which appear from those problems try to reveal what the students' talk categories dominantly occurs in the classroom interaction and how the students respond to teacher talk in an English classroom interaction.

As reviewed in previous studies above, in which FIACS lets the researchers to know the quantity of Teacher Talking Time through the categories of teacher's and students' initiation; response; and silence, this study will use Initiation-Response-Follow-up (IRF) as the theoretical framework as it allows this study to reveal the pattern of turn taking, identify the situation of students' talk occur in classroom interaction, the categories of students' talk through teacher's and students' initiation, response and follow up. The components in IRF which include two speech role; giving and demanding, two commodities; goods and services and information, and four primary speech function; offer, command, statement and question. The response which is deal with the agreement to do action from what have been initiated for expected type: acceptance, undertaking, acknowledgement, and answer while discretionary are involving rejection, refusal, contradiction and disclaimer as a disagreement to response an initiation.

CHAPTER III

METHODOLOGY

This chapter discusses methodology used in this study. The discussion of this chapter includes research design, data and data source, place and time of the study, research instrument, data collection techniques and data analysis technique.

3.1 Research Design

This study employs descriptive qualitative in order to analyzes and describes the real classroom interaction happens in classroom especially in the primary school. Descriptive research provides an answer to the questions of how something happened and who was involved. Descriptive research also provides a detail information of an event, condition or situation using either quantitative, qualitative or combination of methods (Strider, 2001). While a qualitative approach can be defined as an approach used to describe life experiences and situations (Burns and Grove, 2003). Qualitative research focuses on the social context which sees from the way people interpret of their experience (Holloway and Wheeler, 2002).

This study describes when the students' talk occur in classroom interaction and to find out how many words the Indonesian kindergarten students are able to state in every utterance. In order to achieve those goals, this study was conducted into some stages: doing classroom observation, transcribing, categorizing and analyzing the data. Classroom observation is a suitable instrument to get the data

for categorizing into which relevant talk. Means that this study would observe teacher and students' talk during the teaching and learning process (Kumpulainen, 2009). In analyzing the data, the study uses Initiation-Response-Followed-Up by Halliday and Mathiessen (2004). This study describes the result of this study by showing the total number of teacher and students' talk, students' talk categories appears in classroom and also shows the number of words the students used in classroom.

3.2 Data and data sources

The data of this study is the talk itself. The data sources are an English teacher who teaches in the classroom and the students of Raffles International Kindergarten School Jakarta. In fact, the school has regulation that each class in the kindergarten, there are two teachers in the classroom, the main teacher and the assistance of the teacher who helps the main teacher in teaching and learning processes. For this study, it focuses on the main teacher. The classroom itself is Kindergarten 2 which consists of 16 students in age 5 to 7. There were four times classroom observations.

3.3 Place and Time of the Study

This study was taken place at Raffles International Christian School, Kelapa Gading, Jakarta. This study was conducted for one week in April 2017 which consists of four meetings.

3.4 Research Instrument

The instrument used to gather the data was classroom observation as well as video recording. The using of video recording was meant to record the whole interaction between the teacher and the students in the classroom. In analyzing the data, the study used Initiation-Response-Follow-Up (IRF) which has further developed by Halliday and Matthiessen (2004) that can identify students' talk and teacher talk.

3.4.1 Classroom Observation

This study observed the classroom for a week in order to get the factual data and wants to see the interaction between the teacher with students during the teaching and learning process. While doing the observation, it is also need to record the whole learning process using video recording. The video recording itself was meant to support in transcribing the interactions.

3.5 Data Collection Techniques

The data collection procedure was adapted from Douglas (2001):

1. Records the teaching and learning process

This study chose the class from Raffles International Christian School Jakarta to be observed and to be recorded. After that, the next is put the video recorder at the back of the classroom to see and to record the whole teaching and learning process. The process of recording the data took four times in one classroom.

2. Views the video recording

After getting the data from the classroom observation, the next is viewed the whole videos observation to get the information for analyzing the data.

3. Transcribes the recording

The third step is transcribed the recording of each meeting.

4. Analyzes the data transcription

The last step in collecting the data is analyzed the data found in the transcription. Before analyzing the talk into the IRF table, it is needed to divide the learning process into some episodes based on the principle of Department for Education and Skills (DfEs) (2004). Then, this study categorizes the teacher and students' talk in the classroom interaction into IRF table.

3.6 Data Analysis Procedures

After gathering the data, then analyzes the data in order to achieve the purpose of this study. Below here were the steps in analyzing the data adapted from Miles and Huberman (2014):

1. Transcribes the data
2. Reduces the data by dividing the learning process into some episodes based on Department for Education and Skills (DfEs) (2004).
3. Classifies the classroom interaction of the teaching and learning processes in the IRF table.

4. Numbers the amount of teacher talk and students' talk
5. Categorizes the teacher talk and the students' talk.

Table 3.1 Table of Utterances

No	Teacher Talk	No	Students' Talk	Initiation				Responses								Followed up	Comment	
				GG	DG	GI	DI	GG		DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer			

6. From the IRF table, it is counted to reveal the number of teacher talk and students' talk occurred in classroom interaction, the number of words the students were able to state in every utterance and then drawing the conclusion.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions of the research questions:

1. When do the students' talk occur in classroom interaction?
 - 1.1 What type of students' talk do occur in classroom interaction?
2. How many words do the Indonesian kindergarten students are able to state in every utterance?

This study analyzes the interaction between the teacher and the students during the English classroom in kindergarten B. The students are about five to seven years old. To answer the research questions, not only the students' talk that has been analyzed, but the teacher talks also to put the clear contexts of the students' talk.

4.1 Data Description

The data of this study were the teacher and the student's talk which were gathered from the classroom observation. There were four classroom observations that have been analyzed. All the classroom observations were analyzed by using Initiation-Response-Follow up which has been known as IRF from Halliday and Matthiessen (2004) to figure out who initiates the interaction, what responses

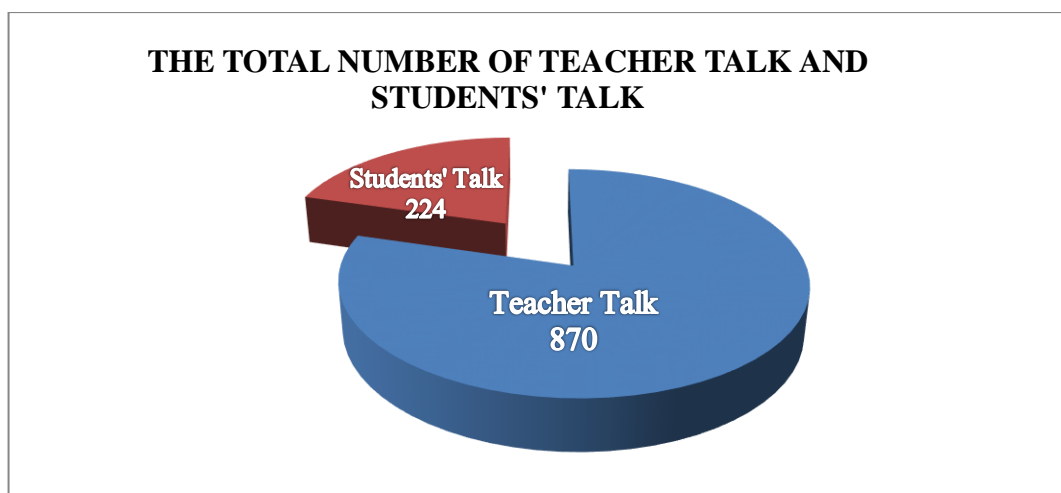
were given, how was the feedback and how teacher gave the reinforcement as the follow up.

4.2 Findings

4.2.1 When do the students' talk occur in classroom interaction?

In order to be able to make the categorization of the students' talk, it is needed to present the total classroom interactions. In doing so, the data from classroom interactions were transcribed, then, reduced the data by divided the classroom into episode or stage of learning which were commonly belong to three episodes. Then, used IRF table to classify which ones was the teacher talks and which ones was the students' talks, numbered the teacher talks and the students' talks and categorized the teacher talks and the students' talks. The number of teacher talks and students' talk is concluded in this chart below.

Chart 4.1 The Total Number of teacher talk and students' talk



The chart above presents the total number of teacher talks and students' talk from the whole classroom interactions. From the classroom observations and

the analysis of IRF table, this study found that there is a different number between teachers talk and students' talk. It reveals the classroom interaction was dominated by the teacher talk. The data were taken from four-meeting English class with 60 minutes in each meeting. From the chart above, it was found that from 1094 talks there were 870 teacher talks while there were 224 students' talk. On the first day of observation, this study found that the students' talk appears 58 times, which consists of 1 acceptance, 1 rejection, 2 acknowledgment, 1 undertaking, 2 disclaimer and 51 of answer. There were only 46 talks appear on the second day which consist of 3 contradiction, 4 acknowledgement, 8 undertaking and 29 of answer. On the third day, the number of students' talk appears the most with 66 talks. These talks consist of 1 disclaimer, 2 undertaking, 2 acknowledgment, and 61 of answer. On the fourth and also the last day of classroom observation, this study found there were 54 of students' talk which consist of 1 undertaking, 1 contradiction, 4 follow up and 45 of answer. In this case, the follow up did by the students because the students were singing the song together with the teacher. From the chart above, it is shown the chart rate based on the total interaction.

In the learning episode 1 which is starter activity, teacher prepares the students before starting the lesson such as checks their seating group, ask them to be ready and ask them about previous study. The students' talk occurs in this episode only in a few talks when the teacher asks them whether they ready to start learning or not. The students' talk in this episode also occur when the teacher prepare them before starting the lesson. The teacher usually ask the students to go

to the toilet first before starting the lesson, when the teacher ask the students whether they already go to the toilet, the students' talk appear.

Extract 1

Teacher : Okay can we start now?

Students : Yes

Extract 2

Teacher : If you wanna drink you better drink now, have you pee?

Students : Yes

Another situation that makes students' talk occur when the teacher ask the students about the previous lesson they have learnt and the students answer the teacher's question.

Extract 3

Teacher : Okay, do you still remember the song one two make shoe?

Students : Yeah

Students' talk also occurs in learning episode 2 which is whole-class exploration. In this episode, the students' talk mostly occur as the contribution in the learning process because the teacher usually ask each students to answer the teacher's question and make a sentence consist of the word that has been taught by the teacher.

Extract 4

Teacher : Jerix, how about you?

Student : A giant

Teacher : What color?

Student : I see Tyrex

Teacher : Oh you see Tyrex?

Student : Yes

Some of the students do not talk clearly and loudly when the teacher asks to answer to the teacher's question, those students whispers their answer to the teacher. In this episode, the students' talk occurs when they do not understand to

the teacher's command and ask to the teacher in order to make it clear, but not all the students, only few of the students do it.

Extract 5

Teacher : Okay now you can choose between where, wish, last and been

Student : Only one sentence?

Teacher : Only one sentence

Another situation that makes students' talk occur is when they volunteer themselves and competes with their friends to answer the teacher's question, can be seen from the extract below.

Extract 6

Teacher : Class think about another word, okay

Students : Me me me me

Teacher : If you know just raise your hands

In learning episode 3 which is students' activity, students' talk occur only a few talks. Students' talk occur in this episode when they do the task from the teacher and they get confuse with the answer. Students' talk also occurs when they do not know the answer and ask the teacher to help them. Students' talk that occur in this episode can be seen from the extract below.

Extract 7

Teacher : Yes number 4 been, good. And then number 3? Did you see him this night or did you see him last night? Which one?

Student : Last

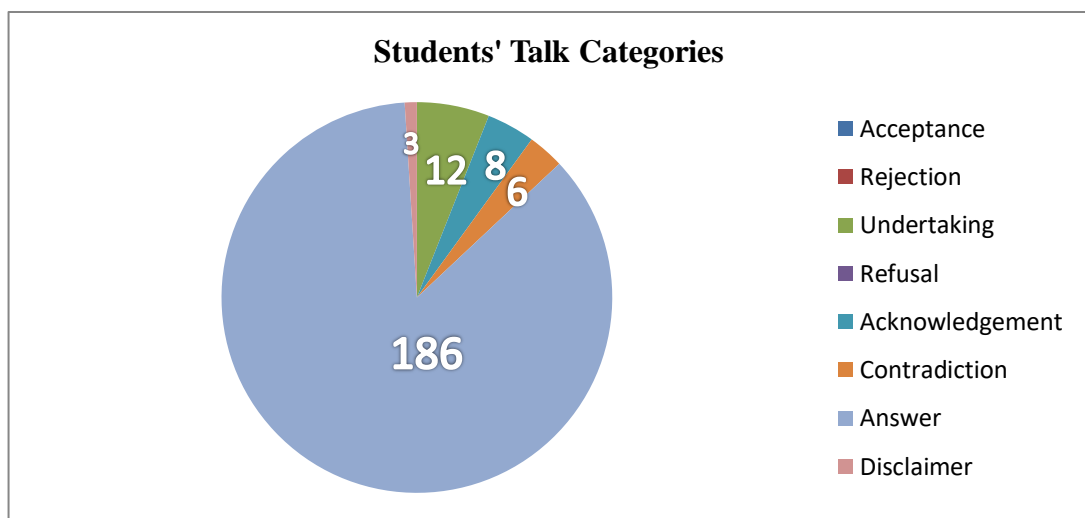
Teacher : Yes, next

Student : Miss Erma, the first one I don't know the answer

In order to answer the first sub research question, it is needed to categorize the students' talk into its functions and also answering the sub first research question. In categorizing the students' talks into each functions, this study used

IRF table as a tool. The categories of talk itself were accepting, rejection, undertaking, acknowledging, contradicting, answering, refusing, and disclaiming. From those eight categories, found there were only five categories of students' talks occurred in the interactions. The number and frequency of each talk could be seen in the chart below.

Chart 4.2 The Number of Students' Talk Categories in classroom observation



From the chart above, it was found the number of students' talk occurred in the classroom interaction. Most of the students usually did 186 answering from the teacher, 12 of undertaking, 8 talks of acknowledging, 6 talks of contradicting, and only 3 talks of disclaiming. Answering is the dominant category of students' talk that occurred in students' talk. The students usually answered what teacher said or asked. Sometimes, it took some of teacher talk initiations to make students speak or answer the question. When the teacher asked, the students answered. The students hardly to initiates the classroom interaction first, rather than the teacher. The students mostly respond to teacher talk by answering the question.

The second category of students' talk occur in classroom interaction is undertaking. In learning and teaching process, the teacher sometimes asked students to do what the teacher said. After answering the question from the teacher, the students were asked to write down the answer in the white board.

The next category of students' talk occurs is acknowledging. In this part, the students asked question to the teacher in order to make sure their answer or asked something they did not know yet related to the topic. This talk category also used in order to response to the teacher talk.

Contradicting is the fourth students' talk category occurs in classroom interaction. Contradiction is the talk category where the students denying the teacher talk or teacher statement. When students response by denying what the teacher said, it seems that students understand the lesson so that they brave to clarify it because it does not same with what they understood.

The least students' talk category occur in classroom interaction is disclaiming. Disclaimer is the talk category when students response to teacher talk and do not know the answer when the teacher asked a question.

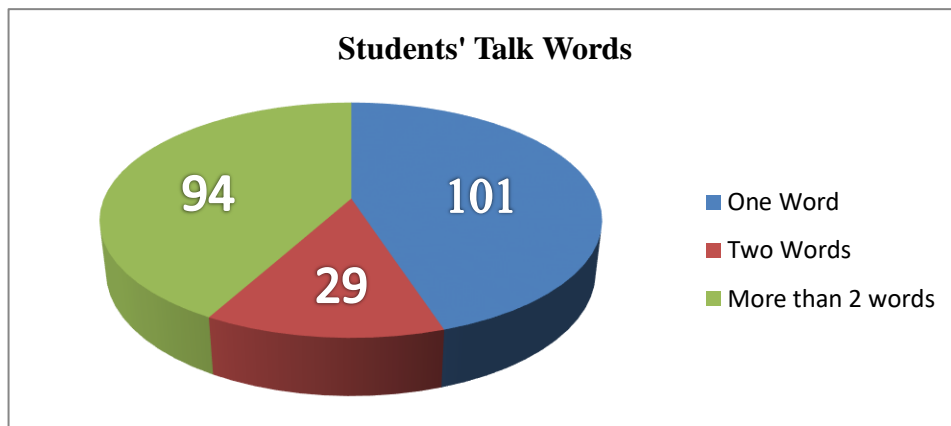
Those students' talk category occur in the starter activity, whole-class exploration and in students' activity. This study reveals that there were only three episodes in the classroom observation from four episodes that has been discussed in chapter 2. There is no fourth episode which is closing found in this study. The teacher only done the three episodes, and did not review the lesson and close the lesson appropriately. It happened because the English subject is the subject right before the students have a lunch break.

From the finding above it can be concluded that students' talk occurs mostly in episode 2 when the teacher ask them to make a sentence related to the topic of the learning. Students' talk also occurs when they compete with their friends to answer the teacher's question. Another situation is when students ask to the teacher to clarify the teacher's command. Students' talk also occur when they did not know the answer of task and say that to the teacher. The students' talk types that occur in the classroom are answering, acknowledging, undertaking, contradicting and disclaiming, while the most students' talk type occur is answering. By answering to the teacher questions, it indicates that the students are more passive than the teacher. The students seem hardly to initiates the interaction first (Bailey, 1996 p: 16).

4.2.2 How many words do the Indonesian kindergarten students are able to state in every utterance?

As young learners, the students usually do not give much response in the interaction with the teacher and most of the learning process is focused on the teacher centered. Thus, make the classroom interaction in this case was dominated by the teacher, not the students. Young learners actually response in a short word, only one word, two words or could be longer than 2 words. As has been discussed before, it is because young learners only know the words, the vocabulary and not really know the structure and the grammar in making a sentence. This chart below presents the number of words found in the analysis.

Chart 4.3 The number of Students' Talk Words



The chart above shows the number of words the students used in response to the teacher talk based on the students' talk. From the 224 number of students' talk which, it was further analyzed the words students said in every utterance. There were 101 of one-word, 94 of more than two-words and 29 of two-words.

The students usually used one-word to the respond of teacher talk. When the students were saying only one word could have more than one meaning because one word represents their feeling and their ideas while for adults are represented in full sentence. Basically, the 'one-word' is used to giving their opinion, commanding, telling something, denying, asking question, answering question and so forth.

The second amount of the words that the students used in students' talk is 'more than two-words'. In this stage, the ability of making a sentence is rising, it can be seen from the long or the words that used in one sentence consists of three words, four words, and so forth. The students already used this sentence to communicate with each other, their friends, their teacher and their parents. This

stage represents the students understand and know their foreign language so that their express it in a sentence.

The next category is ‘two-words’, commonly the ‘two-words’ come up when the students know a concept and try to express it. The use of this ‘two-words’ found where the students determine the two combinations of words have a certain relation but have a different meaning. The use of this ‘two-words’ in this case also have some functions, such as the students try to express the concept they know, try to make a full sentence but not complete it, and so forth.

4.2 Discussions

In this part, this study discusses the finding with related theory of classroom interaction. In classroom interaction, this study found that the teacher talk dominate the classroom interaction rather than the students’ talk. Nunan (1998) explained, many foreign language teachers were surprised with the amount of talk that teachers used in the classroom interaction. Teacher talk spent in the classroom about 70 to 80 percent.

Extract 8

Teacher : Elaine, are you or not? Katherin? How about you William?

*Students : *not focus**

Teacher : I am waiting

Teacher : Okay, read

Students : Give

Teacher : Anyone can tell me how to make sentence to give?

Teacher : Yes, Valerie

Students : I give present to my mom

Teacher : Well done

From the evidence in extract above, can be seen that the teacher had to say and initiates more than one and then the students respond to the teacher talk. The teacher had to trigger the students to talk first. When the students did not answer the teacher question, the teacher initiates again to make the students heard her and answer the question. In the research by Kunau (1993), Musumei (1996), and Caudron (1998) they explained that teacher still dominates the talking time in the classroom. In this research and from extract above, the teacher applied the Initiation-Response-Follow-up in the classroom observation. The teacher mostly initiated the interaction first, after the students respond, the teacher gave reinforcement to the students or gave the feedback when the answer was false.

From the whole classroom observation, the students did not talk too much and only spent 20 percent in classroom interaction. From the 20 percent, the students' talks were further analyzed based on its function and found that Indonesian kindergarten students' talk in English mostly by answering the teacher question. According to Bailey (1996, p: 16), students' talk appear when they response to teacher talk by answering teacher question and it also happened in this research.

Extract 9

Teacher : Okay Timothy! What is behind the door?
Student : Toy
Teacher : What kind of toy, what kind of toy? Is it a gun toy? Is it a doll toy?
Student : A gun toy
Teacher : Only a gun toy?
Student : Yeah

From the extract above, the teacher called the name of the student and asked a question, the teacher kept asking some questions to the student after the student answered the first question. The teacher tried to make the student talk more and elaborated the answer, because the student only said a simple word and did not give specific or more detail to his answer. The student only talked what they wanted to say. In this case, the student knew what the teacher meant even he only said a short word.

According to Cashin (1995), teachers indicate to ask questions in order to know their students' prior knowledge. Some purposes of asking questions to students are to create students' interest in the topic, to engage students in the lesson, and to create students' critical thinking. In order to know students' prior knowledge through asking questions, teachers usually ask prompting questions or invite students to talk (Mulyati, 2012). The extract above also shows the teacher started the interaction by asking a question to the student.

From the finding above, the number of words the Indonesian kindergarten students are able to state in every utterance is one-word with the amount 101. The Indonesian kindergarten students are also able to state more than two-words in every utterance with the amount 94. The last number of many words the Indonesian kindergarten students are able to state in every utterance is 29. According to Piaget (1954), a child's vocabulary in this age 2-7 years old is around 150 words. Around this time, children learn around 10 new words a day and begin to understand emotions such as love, trust, and fear. Children also use language to communicate with their friends and others. While, Schaerlackens (1977) divided

child language development into some categories and there is also the amount of words the child are able to state. The many words the child are able to speak is further divided into 3 periods: one-word sentence period, two-word sentence period, and more than two-word sentence period by the age of 1-2,5 years old. In this research the age of the students are 5-7 years old and most of the students' talk one-word in every utterance.

Extract 10

Teacher : *Do you still remember this word?*
Students : *Yes*
Teacher : *Read*
Students : *Give*

The extract above shows the used of one-word sentence in students' talk is for answering the question of teacher. It also used to do the teacher command. It also found in the analysis the one-word sentence also used for questioning. This extract below will show how the students used one-word in questioning:

Extract 11

Teacher : *Usually if we have cookies, we will put cookies in the?*
Student : *Store?*
Teacher : *We put cookies in the?*

The extract above shows the student used one-word sentence in asking a question. The student did not use the full sentence in questioning. The student seems not sure with the answer and he/she asked to the teacher whether it was true or not. The teacher understood it was a question from the student even he/she only used one word. The finding of the use of one-word sentence is in line with Schaerlakens (1977) which explained that those one-word sentence express child

complex ideas where for adults it represented in a full sentence. For example: word “mom” can be interpret as: mom please come here, mom where are you?, mom please help me, mom I’m hungry, and so forth. Basically, the ‘one word’ is used to giving their opinion, commanding, telling something, denying, asking question, answering question and so forth.

The next finding reveals that Indonesian kindergarten students are also able to use more than two-word sentence in every utterance with the amount of 94. According to Scharleakens (1977), children at this age are expected to understand the grammatical rules and developed their vocabulary, can differentiate the use of noun, adjective and verb. Children are also expected to use the language to communicate with other and represent their feeling in a full sentence. The use of more than two-word sentence in the classroom observation will be presented in these extracts below.

Extract 12

Teacher : Okay Kenneth, what is your imagination behind the door?
Student : My room is super big and have a toilet. Like my mom’s room
Teacher : My room is super big and have a toilet like your mom’s room
Student : And my house is super big
Teacher : Aaa I see there is a swimming pool. Good imagination

The extract above shows the students used more than two-word sentence in a full sentence in order to answer the teacher question. The student can explain about her/his imagination clearly.

Extract 13

Teacher : Yes Sheryl
Student : I cannot hear it
Teacher : Okay I cannot hear. Yes Oliver?
Student : Bag and Bags the sounds is different

- Teacher* : *The sound is different, good.*
Teacher : *This one the sound is different, this sound is bag and this one is bags.*
Teacher : *Any other reasons? Yes Kenneth?*
Student : *The bag is one bag, if bags are have more than one bag*
Teacher : *Very good, Kenneth*

From the extract, it can be seen that the students gave his opinion about the difference between bag and bags. More than one student answer the teacher question and respond with a long sentence. This indicates that some of the students in the classroom are known the structure of the language they used and also indicates that they understand the topic has been taught by giving the answer in a full sentence.

The number of the use of two-word sentence in this kindergarten is only 29. According to Schaleakens (1977) the use of two-word sentence happen at age 18 months old where a child determine the two combinations of words have a certain relation but have a different meaning, such as long hair, mother's clothes, delicious cookie, etc. In the classroom observation, the use of two-word sentence is still found where the students are about 5 to 7 years old. These extracts below will show how the use of two-word sentence used in the observation:

- Extract 14*
Teacher : *What car? How many cars?*
Student : *10 cars*
Teacher : *10 cars. How about the colors? Any specific color?*
Student : *Blue cars*

Extract above shows the student respond to the teacher talk and used two-word sentence because the student know the concept of numeral and an adjective. Even the teacher had to ask and dig deeper about the student's imagination, the

student gave a good respond to the teacher talk. Another function of the using of two-word sentence in the students' talk represent in this extract below:

Extract 15

Teacher : I wish my mommy (laughing). Okay good sentence, Oliver
Student : I wish
Teacher : I wish
Student : I could
Teacher : I wish I could
Stuudent : Eat Weasly

The extract above shows the student uses two-words to make the sentence but the student could not complete the sentence at once so that the student only said two-word until he complete the full sentence. This indicates the student in making a sentence by said it step by step within two-words in a sentence.

From the finding and discussion above, it can be concluded that Indonesian kindergarten students' talk in English when they answered the teacher asked questions. The number of words the students used and able to state in every utterance is one-word, even the students age 5-7 years old were expected to understand the grammatical rules, developed their vocabularies and also able to make a full sentence.

CHAPTER V

CONCLUSION

5.1 Conclusion

This study has shown the classroom interaction between the teacher and the students at Raffles International Christian School. The interaction between the teacher and the students uses English since the school is adopted International Curriculum. Although the interaction used English as the main language in classroom for communication, the interaction was still dominated by the teacher which was shown from the classroom observation. However, the teacher expects students to talk more and speak more and the teacher need to asked several question in order to dig deeper and trigger the students.

Students' talk occurs mostly in episode 2 when the teacher asks them to make a sentence related to the topic of the learning. Students' talk also occurs when they compete with their friends to answer the teacher's question. Another situation that makes the students' talk occur is when students ask to the teacher to clarify the teacher's command. Students' talk also occurs when they did not know the answer of task and say that to the teacher.

The students' talk type that mostly occurs is answering the teacher talk and teacher question. It indicates that the students seem hardly to initiate the classroom interaction first. Another types of students' talk that

also appears in the classroom interaction, are undertaking, acknowledgement, contradiction and disclaimer. Those types of students' talk were appeared in three episodes (starter activity, whole-class exploration and students' activity).

In terms of the words age of 5 to 7 years old are able to talk in every utterance, this study reveals that students were mostly be able to state one-word sentence in every utterance. In fact, by the age of 5 to 7 years old, students were expected to talk and respond to teacher in a full sentence that consists of more than two-word sentence, it could consist of three-word four-word and more than that. However, some of the students were able to talk with more than two-word in every utterance. It indicates that even the school is an International school and uses English as the main language, not all of the students especially in kindergarten level are already understand the structure, have not developed the number of vocabulary yet and cannot share their ideas clearly.

5.2 Suggestions

The study about students' talk and teacher talk in level of primary school in Indonesia has become an issue. Referring to the result of this study and from the previous research that only focused on both teacher talk and students' talk or only focused on the teacher talk, it is recommended for further study to more focus on the students' talk only. Moreover, it is also recommended to analyze how many words the

students are able to talk in every utterance in English at the different level, could be in secondary school or high school. This study took place in International School that uses English as the main language, therefore it is recommended for further study to do the observation in public school that not use English as the main language.

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APPENDICES

APPENDIX 1

DAY 1

Teacher : Okay I want to see all of us answer the table please, okay red table almost done, yellow table is still playing and blue table I am still waiting. Okay William put that eraser

Student : Not mine

Teacher : Put it that, give me that eraser then. Thank you. Ah learning this first this one yeah this page and you have to read this one two three four. All read this read this. Okay can we start now?

Student : Yes

Teacher : Do you still remember this word?

Student : Yes

Teacher : Read

Student : Give

Teacher : Elaine, are you or not, Katherin how about you William?

Students : *not focus*

Teacher : I am waiting

Teacher : Okay, read

Students : Give

Teacher : Anyone can tell me how to make sentence to give

Teacher : Yes, Valerie

Students : I give present to my mom

Teacher : Well done

Teacher : Okay don't say me me me just raise your hand. I will call your name

Students : Me me *while raising his hand*

Teacher : Okay Kevin

Students : I give my pen to my big sister

Teacher : Good sentence. Next sentence I don't want to hear I again as a subject. Okay you try another subject. Yes Timoti

Students : I

Teacher : Oui. Not I anymore. Yes, Sheryl.

Students : My big sister give me a book

Teacher : Good. Yes Rendra

Students : My mom give me money

Teacher : My mom give me money wow. Okay another gift, this one what word is this

Students : There. Me me me

Teacher : Sheryl already, Kevin already. Lin?

Students : There are a lot of money

Teacher : There are a lot of money, good Lin there are a lot of money. Next Beverly.

Students : There are lots of flowers

Teacher : There are lots of flowers. Okay good sentence. Okay next sentence I don't want to hear "there are" find another sentence of there. Yes.

Students : There is a key

Teacher : Wow good job

Students : There is a train

Teacher : Wow, good job. Okay next words hands off

Students : There is

Teacher : Next word, next word. What word is this?

Students : Want

Teacher : Okay, William

Students : I want that cat

Teacher : I want that cat. Okay Carla

Students : I want that eraser

Teacher : I want that eraser. Next sentence, I don't want to hear I want I want. Use another subject. Yes Jerix

Students : I

Teacher : No I. Raise your hand if you know. Okay Valencia.

Students : I

Teacher : No no. Yes Sheryl

Students : We want to go to school

Teacher : We want to go to school. Good job.

Students : *khdftawhd*

Teacher : Okay now this is a new word. When, wish, last

Students : Last

Teacher : This one?

Students : Been

Teacher : Been. Okay I want you to read start from the blue table

Students : Where, wish, last, been

Teacher : Okay yellow table.

Students : Where, wish ,last, been

Teacher : Okay red table. Oh I don't want to see like that. Sit properly sit properly. Okay read

Students : Where

Teacher : What is this?

Students : Wish, last, been

Teacher : Okay, now you think again for the sentence from four words and then I will come to you one by one

Students : Me

Teacher : Just wait, I will call your name one by one. Hazel, sentence. Okay I will skip you, later on ya. Kevin

Students : I wish I had pencil

Teacher : I wish I had pencil good. Okay now you can choose between where, wish, last and been

Students : Only one sentence?

Teacher : Only one sentence.

Students : Where have you been?

Teacher : Where have you been, yeah good, a good question.

Students : I wish I could go to the restaurant

Teacher : I wish I could go to the restaurant. Yes

Students : I wish the flowers would grow

Teacher : Okay, William

Students : I have been there

Teacher : I have been there. Good. Next Yohan.

Students : Me me

Teacher : Later on lets your friend first

Students : Yohan sentence please

Teacher : Okay skip first. Carla your sentence.

Students : I wish my mommy could go to the hotel.

Teacher : I wish my mommy could go to the hotel. Good sentence. Okay?

Students : *speak slowly*

Teacher : I wish my mommy (laughing). Okay good sentence. Oliver

Students : I wish

Teacher : I wish

Students : I could

Teacher : I wish I could

Students : Eat Weasly

Teacher : I wish I could eat Weasly

All : Laughing

Teacher : Ssttt, Okay??

Students : I wish I could go follow holiday out from Indonesia for a long time.

Teacher : Long sentence, I wish I could go follow holiday out from Indonesia for a long time. Wow, okay very good

Students : *noisy*

Teacher : Okay nama- sssstttt no no no listen to Weasly sentence sit down please. Charlene are you raedy, if you are not ready I will not continue. William. Yes Weasly. Carla, it is Weasly time now, okay?

Students : I wish my dad could go to hotel.

Teacher : I wish my dad could go to hotel, okay good sentence Weasly. Valerie?

Students : I wish

Teacher : Sssh

Students : I wish my mom could give present for me

Teacher : Okay, I wish my mom could give present for me. Now is your turn Timothy

Students : There are many people in the mall

Teacher : There are many people in the mall. You now go to words where, wish, last and been. Okay keep first.

Students : Silent

Teacher : Later on. Sit down sit down.

Students : I wish

Teacher : I can't hear you. Sssh Let us talk

Students : Where is the school. Okay good

Teacher : Beverly, I am talking to Beverly now, wait first to your turn

Students : *silent*

Teacher : Still don't know. Okay Joanne. Joanne is your turn to make sentence. Okay Joanne and Beverly we are waiting. While waiting I will divide you into two groups. Jonah and Beverly you have to read this sentence.

Students : My turn

Teacher : Okay Gerald, your sentence from words where wish last and been, choose

Teacher : Still don't know? If you still don't know you can give it to me next week. I will divided into two groups yaa. *distribute the paper and grouping all students*. For this group you have to wait for Ms. Wi and Oliver. Oliver will come and Ms. Wi will sit here. I want you to read this in your hall, after that I want you to read this okay then no voice

Teacher : No voice waiting for Miss Wi, okay can you do it for me because I have to go back. Okay can you do it for me? Yes. And You have to do section A B CB D and E

Students : Everything?

Teacher : Yes all, okay you can do this. Hey that group Thank you Wait for your friends wait for Oliver wait for Miss Wi.

learning process

Teacher : This group the answer part is look at this picture, look at the picture okay.

Teacher : For those on the table please be quiet and for those on the mat please be quiet too.

Teacher : William its time to work! Don't be care careless ya

Students : I don't know what the answer Miss

Teacher : Okay, I do not been to see her, I do not where to see her, I do not wish to see her, I do not last to see her, which one.

Students : This

Teacher : Again. I do not been to see her, I do not where to see her, I do not wish to see her, I do not last to see her, which one.

Students : *thinking*

Teacher : Hmm okay, next to the number three. Did you see him been night? Did you see him where night, did you see him last night? Which one?

Teacher : Yes number 4 been, good. And then number 3? Did you see him this night or did you see him last night? Which one

Student : Last

Teacher : Yes . Next

Student : Miss Erma the first want I dunno

Teacher : If you don't know you can pass okay. Okay it did wish it did last it did been, so the answer?

Student :

Teacher : Good

Student : Let me check first okay, this done this done this done. Hi five

Teacher : Okay you can go rest

Teacher : Okay did you see him been night, did you see him wish night, did you see him last night, which one

Student : *Pointing out the answer

Teacher : Yes

learning process and class dismissed

DAY TWO

Teacher : William sits properly. Red table is already, yellow table is almost ready and blue table we are ready. Red table ready, yellow table, blue table. Ready. Thank you. Alright, so its for this time for you. We are going to learn about the sun of “ar”. I will give you example. It is a boy thing, sometimes it is a girl like this thing but most of the time boys always like this thing

Students : Car

Teacher : Car. Anyone can think another words that consist of ar? Yes Sharon

Students : Star

Teacher : Star! Wow very good Sharon , then are for the star . Sharon can you help me?
Star

Students : *Writing the word star on the whiteboard*

Teacher : Thank you, please sit down. Okay so this is ar, right? Okay anybody knows?
Another words from star? Yes?

Students : Aree

Teacher : What did you say? You write

Students : *writing word ‘are’*

Teacher : Okay good, to be are, okay. This is actually a high frequency word but that is
are

Students : Me me me me me

Teacher : Don’t say me me me I will call your name. William

Students : Charlene

Teacher : Can you write that? William come. Class thinks about another word okay.

Students : Me me me

Teacher : If you know just raise your hands. Okay thanks William, good next. Is it correct?

Students : Yes

Teacher : Yeay, you can do it, good. Okay

Students : Me me me me

Teacher : Do not say me me me I will call your name. Katherin!!

Students : Sharon.

Teacher : Okay come

Students : Writing words "Sharon"

Teacher : Okay Sharon. Sit down Varely, the rest listen to your friend

Students : Calendar

Teacher : Okay, write down. Hands down first it is turn your friend by now.

Students : *raising hand*

Teacher : Hands down first, let's turn your friend please. Iriene write it!

Students : Writing on the white board

Teacher : Okay thank you. Next your turn!

Students : *noisy*

Teacher : Can you sit down? Or I will not choose you again. Okay can you sit down

Students : Raising hand

Teacher : Okay wait. Thank you. Okay you write down

Students : Writing words

Teacher : Yeah, thank you. Kenneth come! Your word

Students : *Writing his words*

Teacher : Friends check, is it correct? January? Check. Is it correct or not?

Students : Not

Teacher : How to make the correction?

Students : It should be one R

Teacher : Okay one R

Students : *correct his words*

Teacher : Okay is it correct

Students : Nooooo

Teacher : Again is it correct?

Students : Nooo

Teacher : Okay tell him, sit down sit down sit down. Okay now we check yaa. Hands of the table, froze. Whose word is this?

Students :

Teacher : Whose word is this?

Students :

Teacher : Whose word is this?

Students :

Teacher : Can you be quiet? Weasly, it is a time you have to wait. Sit down. Jess sit down. Thank you. Whose word is this, March?

Students : Kayla

Teacher : Kayla, January?

Students : Kenneth

Teacher : Sharp? Elaine. Kenneth can you sit down? Your friends cannot see the white board if you are standing up. Can you sit down? Next! Raise hand, Carla?

Students : Raising hand

Teacher : Listen to Carla

Students : Share

Teacher : Can you help Carla? Can you help Carla?

Students : Raise hand

Teacher : After letter H then letter?

Students : A .. R .. E..

Teacher : Listen to your friend. Okay thank you. Please sit down. Okay so this word is Carla. Next Valencia. I can't hear Valencia. Can you be quite? Yes Valencia?

Students : ...

Teacher : I can't hear you

Students : Fairy

Teacher : Fairy. Is this same?

Students : Noo

Teacher : No, think other words. Joanne you think piece, the word that consist of ar. Weasly think! Beverly you think. Okay sit down. Yes Valencia. I can't hear you. Sit down , sit down (warn the other students). Okay thank you. So this is Valencia, good. Beverly Joanne where is your words. Beverly, Joanne, Weasly where is your words.Hansel? Hansel think come on. Ar sound, ar words, word that has ar sound. Beverly, Joanne, Hansel

Students : Me me me

Teacher : Are you Beverly, Joanne, Hansel? Sit down! I will help Hansel ya. Hansel! from this letter "sm". You are learning to make you?

Students : Smart

Teacher : Thank you. Now Beverly and Joanne. You know the animal, oh this is for Beverly. The animal in the sea has a big tooth. This is for Beverly only! Okay the animal in the sea has a big teeth start from this letter "sh". Okay write down by yourself. Okay for two N for two N, can you be quiet? Silent! I will not continue if you are not always silent. Write down shark! Listen to your friend

Students : K k k k k k k k k

Teacher : Sssshh. Okay say it again

Students : K k k

Teacher : Ssh silent

Students : Writing k

Teacher : Okay say thank you friends, say thank you friends. Okay thank you. Okay this is for Joanne. For mother's day usually you give flowers and

Students : Present?

Teacher : Present "ar"? hmm. This letter "c"

Students : Card?

Teacher : Correct, tell Joanne. Okay Valerie sit down. Joanne after car?

Students : D d d d

Teacher : Stop! silent!

Students : D d d d d

Teacher : Silent! Thank you

Students : D d d d

Teacher : Silent! Thank you. Okay this is for Timothy. Be quiet, for Timothy. If you are writing you you need a pencil, right? Okay you need a pencil if your pencil is not sh anymore then you cannot write properly

Students : Sharpener

Teacher : Sharpener? Noo. Oh this is already, change, change, change, change okay change. Where can you find flowers?

Students : Garden

Teacher : Well done, for Timothy. Write down garden.

Students : *noisy*

Teacher : Be quiet! shh. Garden start with letter?

Students : G

Teacher : G after that, ar . Gar.. den... Correct! Almost done den den den den den, to be garden. One more letter n. Gar den one more letter gar den. Yessss! Thank you Timothy. Okay this is for Weasly, everybody cannot answer.... Can you sit down? Thank you, usually, William! Usually if we have cookies, we will put cookies in the?

Students : Store?

Teacher : *laughing*. We put cookies in the?

Students : Jar

Teacher : Jar. Weasly, you can write down.

Students : J A R

Teacher : Sssh, Weasly can

Students : He no

Teacher : You see whether Weasly can or not its time to stop to do it . Okay write down Weasly, jar! You see!

Students : Jeh ar?

Teacher : Jeh ar. Yeahh, you see Weasly can write yeay good job. Okay Weasly sit down! Sit down! Okay this all already?

Students : Yess

Teacher : Yess that's all? One, two, three, four, five, six, seven, eight, nine, ten, eleven , twelve , thirteen, fourteen, fifteen, sixteen, seventeen, alright. Now, so those are the words that consist of ar sound right? I want you to write down, but for blue table I want you to write the sentence. Okay? Here there is saint book sample this one. There are one, two, three, four, five, six, seven, eight, nine lines for blue table. Blue table you choose nine words from the whiteboard, example you make sentence of ar "I write a Valentines card for my Mom. Okay blue table, do you understand? So how many sentences that you have to write? Blue table?

Students : Nine

Teacher : Okay, I will call your name. Hansel! Elaine! Katherine! Okay for yellow table we can choose nine words from the write board. Beverly! Carla, Joanne, Valencia, Jerix, William. You just write nine words from the white board. For Oliver and Kenneth you make five sentences. For Weasly, Valerie and Timothy you just write nine words.

Students : Learning process

Teacher : Kenneth already five or not?

class dismissed

DAY 3

Teacher : If you wanna drink you better drink now, have you pee?

Students : Yes

Teacher : Yes, you better drink now, and not walk in the classroom please. Thank you. Okay, if you finish drinking then you back to your seat please. Charlene is very good, Elaine is very good, Hansel is very good, William is very good, Carla is good, and sit properly

Students : *All students sit properly*

Teacher : Very good

Students : *Sit with head lean on the table*

Teacher : Head up head up

Student : *still lean on the table*

Teacher : Head up, very good. Okay, today we are going to learn something new for you created sentence because yesterday I ask you to created sentences right? Some of you created nine sentences some of you created five sentences and some of you copy of the words. Okay look at this, sometimes in sentence there

Students : *noisy*

Teacher : Hello, look at the white board. How to read this?

Students : Bag

Teacher : Beg or bag?

Students : Bag (in correct pronunciation)

Teacher : Bag, very good. How to read this?

Students : Bags

Teacher : Bags, what is the difference?

Students : The difference is

Teacher : Raise your hand! Yes Sheryl

Students : I cannot hear it.

Teacher : Okay I cannot hear. Yes Oliver?

Students : Bag and Bags the sounds is different

Teacher : The sound is different, good. This one the sound is different this sound is bag and this one is bags. Any other reasons? Yes Kenneth?

Students : The bag is one bag, if bags are have more than one bag

Teacher : Very good Kenneth, this bag how many bag?

Student : One

Teacher : One bag, and these bags?

Student s : Two, three

Teacher : I don't know whether it is two or three, but all I know this bags have more than one, to be two, to be three, to be four, to be one hundred, to be one thousand. Okay? If only one you use this bag, if more than one you use?

Students : Bags

Teacher : The different is the letter s. Okay letter S. Now each of you can you think an object just one object then Ms Erna will write down more than one object then one will we write. In English there are two stores the one is Singular and then the plural

Students : Oh I already know

Teacher : Okay, I know you already know. Okay, in this part how many object?

Student : One

Teacher : One, very good. And this part how many objects?

Student : Two three four

Teacher : More than?

Students : One.

Teacher : One. William, in this part how many object?

Student : One.

Teacher : In this part how many objects?

Student : Many

Teacher : Many more than one. Very good. Now each of you tell one object start from Hansel, because Hansel sit properly. Okay let skip Ms. Dwi give me an object!

Ms. Dwi : Box

Teacher : Okay good box, if many then become?

Students : Boxes

Teacher : Boxes, very good. Okay boxes good. Again, Hansel give me an object, any object. Okay we skip Hansel. The rest if not sit properly I will not call your name. Give me an object

Students : Pianica?

Teacher : Pianica that's right

Students : Miss, what is object?

Teacher : Object is like bag, box, table, pencil, eraser, whiteboard. No people, people is you Kenneth, Keyla, Oliver. Okay. Pianica, is it like this? So it is not pianica it is accordion or something. If many then become

Students : Accordions

Teacher : Accordions, okay good. Next Charlien, sorry?

Students : Bir

Teacher : Bird? You mean a bird that can fly.

Students :

Teacher : If only one bird like this, if more than one bird?

Students : Birdsss.

Teacher : Okay birds. Next, who sit properly, oh Sharon

Students : Paint

Teacher : Paint, if only one paint the color is red only then become paint. If you use more than one color red, green, yellow become

Students : Paints.

Teacher : Okay next Valencia

Students : Table

Teacher : Sorry, table if only one table then we write back table without s. If more than one table or many become?

Students : Tables

Teacher : Tables, good job! Elaine?

Students : Shirt

Teacher : Shirt. Shirt or skirt?

Students : Shirt

Teacher : If only one like this, if more than one we need to add letter S. Okay, next

Students : Me me

Teacher : Don't say me me I will call your name. Okay, Oliver!

Students : Soldier

Teacher : Soldier who can fight for the country or shoulder for our shoulder?

Students : Soldier who can fight for the country

Teacher : Soldier who can fight for the country. Okay, soldier. If only one soldier no letter s. If more than one soldier you need to add letter s.

Students : *noisy*

Teacher : If you are not be quiet. I will not continue. Okay, next is Jerix

Students : Tree

Teacher : Tree, one tree without s. If more than one tree become?

Students : Trees

Teacher : Good. Next, who sit properly? Carla!

Students : I am cold

Teacher : Sorry

Students : I am cold

Teacher : You feel cold? You want to turn off the AC?

Students : Noooooooooo

Teacher : Your friend feels cold. Only one for a while. Okay, Carla give me an object!

Students : Calendar

Teacher : Calendar, if only one calendar do I suppose to add letter s?

Students : No

Teacher : No. Okay then, calendars. Okay, next is William

Students : Toy

Teacher : Toy, if only one toy without letter? S. If more than one toy become?

Students : Toys

Teacher : Toys, good. Next is? Sitting properly or not

Students : *sitting properly*

Teacher : Beverly. Beverly

Students : You are already Oliver

Teacher : It is okay if you done then sit properly, like William cannot sit properly I am sad. Beverly!

Students : Eraser

Teacher : Sorry?

Students : Eraser

Teacher : For eraser, eraser and?

Students : Erasers

Teacher : Erasers, good. Next, Joanne?

Students : Pencil

Teacher : Pencil

Teacher : Back to your seat, please! back to your seat please, give to Ms Dwi your papers. Okay all of you the hands on the table and sit properly! Red table list bring in the table list start very okay almost ready I will give for Jerix. It is very good blue people. Its very good, Read!

Students : Flags

Teacher : One flag or many flags?

Student s : Many flags

Teacher : Many flags, read!

Students : Pencils

Teacher : Pencils, one pencil or many pencils?

Students : Many pencils.

Teacher : Put together with flags. Read!

Students : Child

Teacher : One child or many children?

Students : Child

Teacher : One child okay, if many become children. Read!

Students : Blocks

Teacher : One block or many block?

Students : Many blocks

Teacher : This one?

Students : Book

Teacher : One book or many books?

Students : One book

Teacher : One book or many books?

Students : One book

Teacher : One book because no letter s. Read!

Students : Bag

Teacher : One bag or many bags?

Students : One bag

Teacher : Okay umm Hansel change with Elaine. You sit, stop Elaine and Hansel, because Katherine is always talk to Elaine. If you talk again I will change your seat again ya! If you talk again I will change the role, if you talk again you will

sit alone over there. Okay Katherin. Thank you! So what do you call for child, book and bag? Plural or singular?

Students : Singular

Teacher : What do you call for blocks, pencils, and flags?

Students : Plural

Teacher : Plural, very good. Then I will give you our sheet you need to read this one, the baby is playing with her. Is it only one block or more than one block? Is it only one block or many blocks? If many then you choose block without letter s, or blocks with letter s. You have to read and look at the picture. This is only one or more than one. And then you have to do then is circle the words in the sentence that matches the picture. You only circle the words here in the bracket. William what should you do for this sheet?

Students : Circle

Teacher : Are you William?

Students : Circle

Teacher : Circle, circle the word in the bracket, okay?

Students : What is bracket?

Teacher : Bracket, this one. You don't know bracket? This is a word what word is this?

Students : Mop

Teacher : This is what we call bracket. Okay? This is what we call bracket. You see this one, one and two we call it bracket, so you only circle the word in a bracket only one word then you have to circle, okay? After you circle then you come to Ms. Erna you will reading together or you come to Ms. Wi you will reading together with me or Ms. Wi right? I will call your name who can sit properly. Kenneth, Wesley, Valencia, Hansel, Oliver, Sharon, Timothy, Elaine, Keyla, Valery, Beverly. If you are not sit properly you will not get any paper. Carla.

Weasly if you are not sit properly I will not give any paper, Weasly, William, Joanne show you can sit properly. Joanne, Weasly, William, okay you read.

Students : *Silent reading*

Teacher : Don't forget to write your name on the left side and the date on the right side!
Okay

Students : *students in line to read the paper*

Teacher : Kevin, Kevin and Weasly if I cannot hear your friend while reading I will not continue

Students : *Jerix and Weasly play in front of the camera*

Teacher : Jerix , Weasly are you done the word?

Students : *queue to reading* and then *learning process*

class dismissed

DAY 4

Teacher : Okay I will check per table, blue table is ready, yellow table is not ready because Jerix, read table is ready. Okay do you still remember the song one two make shoe?

Students : Yeah

Teacher : Okay let sing, one! Oh no your friend is not ready. I will not start. Okay, you sing with the movement okay

Students : Okay

Teacher : Alright. Go

Students : One two make my shoe, three four shut the door

Teacher : Faster

Students : *singing that song*

Teacher : Okay who want to sing in front of the class?

Students : Me me me me me

Teacher : Okay, Wasti, Timoti, Jerix, Olive come on

Students : Two three shut the door

Teacher : Hey hey not yet, in line please. Are you in line? The rest, hello, the rest hands on the table and you pay attention to your friends. We already lets go

Students : *sing together*

Teacher : One two?

Students : *sing together*

Teacher : This is the end. Yeay noow girls. Joanne, Beverly, Carla, Elaine and Katherin okay come. Okay we will see. Already said Go!

Students : * sing together *

Teacher : One two?

Students : *singing again*

Teacher : Bravo, this is the end! Okay, thank you

Students : *noisy*

Teacher : Hello time is end up

Students : *playing in the class*

Teacher : Are you done, are you done? Katherin are you done? Weasly are you done? Timothy, how are you? Be quiet! Hands on the table please, Carla! I will not continue until all of you is ready. Weasly! Thank you. So, one, two?

Students : Tied my shoes

Teacher : Okay, three four?

Students : Shut the door

Teacher : Shut the door. Okay now I want you think your imagination. Shut the door meaning? Can you see something behind the door? Can you see? I am asking a question please answer me. If you shut the door, can you see something behind the door. Can you see behind the door?

Students : Noo

Teacher : No. Okay everyone close your eyes. I will see all of you close your eyes then I will continue my statement. Close your eyes! Jerix I am waiting close your eyes close your eyes Katherin, Timothy it is not time to play. Just close your eyes, Put your hands on the table. I will not continue until all of you close your eyes. William is not close eyes I am still waiting. Close your eyes and Katherin also I am waiting. Close your eyes now. Valencia close your eyes or I will not continue. Close your eyes and you have your imagination.

Students : * all of students close their eyes*

Teacher : You have a .. and you want to know what is behind the door , try to open the door in your imagination and maybe you see something. Carla! Close your eyes! Imagine something that you see something behind the door. It could be, I could be... silent please. It could be ice cream on the table and chocolate, strawberry, vanilla oooh slurp, slurp, slurp. You take the cone and you try to slurp strawberry ice cream, vanilla and chocolate. Okay? Alright. Now you open your eyes please!

Students : *noisy*

Teacher : Ssssh I will ask you one by one. Sssshh I will ask you one by one ssssh. Thank you. I will ask you one by one start from Oliver what is your imagination what is behind the door

Students : Ice cream, soldier

Teacher : Okay Beverly what is Oliver told me? about his imagination

Students : I don't know

Teacher : You don't know because you don't pay attention. So, William when Beverly is talking to me you have pay attention, okay? So you know his imagination is about soldier. Okay Keyla, Keyla sssshh what is your imagination what is behind the door? Still thinking? Close your eyes again and you think. Okay Kenneth what is your imagination, what is your behind the door?

Students : My room is super big, and have a toilet. Like my mom's room

Teacher : My room is super big and have a toilet like your mom's room

Students : And my house is super big

Teacher : Aaa I see there is a swimming pool. Good imagination! Now Weasly!

Students : I see a giant candy castle

Teacher : He sees a giant castle. Wow a giant candy castle wow very good, okay sssshhh. Okay now Valery's turn what do you see behind the door?

Students : *Still thinking, still thinking

Teacher : Sssshhh

Students : *speak slowly

Teacher : Hah? Oohh she is looking on her mother with beautiful dress. Okay, Timothy!
What is behind the door?

Students : Toy

Teacher : What kind of toy, what kind of toy? Is it a gun toy? Is it a doll toy?

Students : A gun toy

Teacher : Only gun toy?

Students : Yea

Teacher : Okay. Now listen to Beverly what is your imagination Beverly? Good
imagination

Students : *silent*

Teacher : Okay I will wait your imagination, okay. Valencia! I can't hear Valencia

Students : *speak slowly*

Teacher : What about you William? What is behind the door? Hello! Listen to your
friend. Everybody be quiet. Okay William what is your imagination?

Students : Car

Teacher : What car? How many cars?

Students : 10 cars.

Teacher : 10 cars. How about the colors? Any specific color?

Students : Blue cars

Teacher : Any specific cars?

Students : *speak slowly*

Teacher : Wow. Cars red wheels ya? Wow. Okay sit down, listen to your friend. Now listen to Joanne! What is your imagination Joanne? Okay, Carla what is your imagination, Carla?

Students : A big present

Teacher : A big present? What is inside a big present ?

Students : Shoes

Teacher : Ah shoes! What color?

Students : *silent*

Teacher : Oh shoes, nice. Jerix how about you?

Students : A giant.

Teacher : What color?

Students : I see Tyrex.

Teacher : Oh you also see Tyrex?

Students : Yes

Teacher : Okay. Now listen to Hansel, Hansel what is your imagination?

Students : A toy

Teacher : What toy?

Students : Robots

Teacher : Robots. How many robots? How about the color? Tell me more!

Students : Five robots

Teacher : Five robots. What colors? Excuse me are sitting here or not? William!

Students : Ms. Erma I get cookies

Teacher : Later on, okay listen to Hansel. Five robots how about the colors?

Students : Red and blue

Teacher : Red and blue. Okay nice. How about you Katherin what do you see behind the door?

Students : Ice cream

Teacher : Ice cream? Same with my imagination, what favor?

Students : Chocolate

Teacher : Chocolate

Students : Rainbow

Teacher : Oh rainbow ice cream! How many ice cream? Is it many?

Students : Many

Teacher : Many. Is it on a plate? Hey both of you listen!

Students : On a cone

Teacher : Oh on a cone? How many cone ?

Students : Two cones

Teacher : Two cones. Okay how about you Elaine? What do you see behind the door?

Students : A toy

Teacher : A toy what kind of toy?

Students : Frozen

Teacher : Oh frozen. A doll? How many dolls? How many dolls?

Students : Two dolls

Teacher : Oh two dolls. What is the name of the doll? Elsa, Ana and?

Students : Olaf

Teacher : Okay you remember! Okay good. How about you Sharclin? What is your imagination?

Students : Castle

Teacher : Sorry? Castle? Okay what kind of castle? Is it big? Small? Large?

Students : Big castle

Teacher : Oh big castle. Who is inside the castle? Or is it candy castle like Weasley? Or saint castle? Or what kind of castle? Or rock castle? Whose living in a castle king, queen or princess, Mommy daddy or you?

Students : Princess

Teacher : Oh princess. Okay good imagination. What about you Sharon? What is your imagination? You see a garden with beautiful flowers?

Students : And butterflies

Teacher : And butterflies? Wow. Katherin what Sharon see behind the door?

Students : Butterflies

Teacher : Butterflies in a?

Students : Garden

Teacher : Okay, pay attention to your friends. Okay very good imagination Sharon. Oh I forgot to ask Ms Wi. What is your imagination Ms. Wi? What is behind the door? Listen!

(Ms. Dwi) : A puppy

Teacher : * Teacher and students laughing together * Wow. Okay now see all of you. All of you have your own imagination right? I have this. This is a picture of door right? The question is what is behind this door? Then some of you answer about I see a big castle, okay I see a big toy truck with a Tyrex. I see a

beautiful garden, I want you to draw after that I want you to write the sentences there are three lines according to the drawing, alright! I will call your name.
spreading the paper. I am waiting for the boys!

Students : *learning process*

Teacher : You can tell about the tall, you can tell about the action, you can tell about the size.

learning process and class dismissed

APPENDIX 2

Day 1

Monday, April 03, 2017

Episode 1 (Starter Activity)

No	Teacher Talk	No.	Students' Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
1	Okay I want to see all of us answer the table please.				√												Teacher waited for the students to be ready to learn.
2	Okay red table almost done, yellow table is still playing and blue table						√										Teacher stated her argument about students' readiness with naming students' group based on the color of their seats
3	I am still waiting						√										Teacher stated that she was waiting for students who have not ready yet
4	Okay William put that eraser					√											Teacher command William to put the eraser
		1	Not mine						√								William rejected that the eraser was not his eraser

5	Put it back, give me that eraser then.				√													The teacher command William to put the eraser
6	Thank you																√	The teacher praised her student of what William done
7	Ah learning this first this one yeah this page and you have to read this one two three four.							√										Teacher stated about what they're going to learn
8	All read this read this.							√										Teacher commanded the students to read
9	Okay can we start now?									√								Teacher asked students whether they can start the lesson or not
		2	Yes								√							The students answered that they can start the lesson

Total of episode 1= (9 T & 2 S)

	Initiation				Response								Followed up	No Answer
	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
Teacher	-	4	3	1	-	-	-	-	-	-	-	-	1	The students did not answer the teacher's question =
Students	-	-	-	-	1	1	-	-	-	-	-	-		

Episode 2

Whole-class exploration

No	Teacher's Talk	No.	Students' Talk	Initiation				Responses								Followed up	Comment	
				GG	DG	GI	DI	GG		DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer			
10	Do you still remember this word?						√											The teacher asked the students whether they still remember the previous lesson or not
		3	Yes												√			The students answered the question
11	Read				√													The teacher gave the command to read the word
		4	Give												√			The students did the teacher's command
12	Elaine, are you or not?						√											The teacher asked students
13	Katherin how about you?						√											The teacher asked Katherin whether she remember or not
14	William					√												The teacher called one of the students
		5	*not focus*															The students didn't answer the question and not focus
15	I am waiting					√												The teacher waited for the answer
16	Okay, read				√													The teacher commanded the students to read the

		11	My big sister give me a book											√			The student answered
28	Good.															√	The teacher gave reinforcement
29	Yes William				√												The teacher asked William to answer
		12	My mom give me money											√			The student answered
30	My mom give me money wow.															√	The teacher repeated the student's answer and give a reinforcement
31	Okay another gift, this one what word is this?					√											The teacher asked a question to students
		13	There. Me me me											√			The students answered
32	Sheryl already, Kevin already.					√											The teacher checked the students who were already answered
33	Lin?			√													Teacher offered to one of the students to make a sentence
		14	There are a lot of money											√			The student answered
34	There are a lot of money, good Lin there are a lot of money...															√	The teacher gave reinforcement
35	Next Beverly				√												The teacher commanded to another student
		15	There are lots of flowers											√			The student answered
36	There are lots of flowers. Okay good sentence.															√	The teacher gave reinforcement to student's answered
37	Okay next sentence I don't want to hear "there are" find another sentence of there				√												The teacher command to students to find another sentence
38	Yes					√											The teacher stated her opinion
		16	There is a key											√			The student answered
39	Wow good job															√	The teacher gave reinforcement

		17	There is a train											√			The student answered
40	Wow, good job.															√	The teacher gave reinforcement to student
41	Okay next words hands off				√												The teacher gave command to students
		18	There is											√			The student answered
42	Next word, next word.				√												The teacher commanded the students to try the next word
43	What word is this?					√											The teacher asked a question to students
		19	want											√			The student answered
44	Okay,															√	The teacher gave reinforcement
45	William				√												The teacher commanded student to answer
		20	I want that cat											√			The student answered
46	I want that cat. Okay Carla															√	The teacher gave reinforcement
		21	I want that eraser											√			The student answered
47	I want that eraser.															√	The teacher repeated student's answer
48	Next sentence, I don't want to hear I want I want. Use another subject.				√												The teacher commanded students to use another subject
49	Yes Jerix				√												The teacher commanded Jerix to answer
		22	I											√			The student answered
50	No I.															√	The teacher gave a comment of student's answer
51	Raise your hand if you know.				√												The teacher commanded students to raise their hand before answer the question
52	Okay Valencia.				√												The teacher commanded Valencia to answer
		23	I											√			The student answered
53	No no.															√	The teacher followed up the student's answer

54	Yes Sheryl				√													The teacher commanded Sheryl to answer
		24	We want to go to school										√					The student answered
55	We want to go to school Good job.																√	The teacher gave reinforcement
			khdefdtawhd															The students were noisy
56	Okay now this is a new word. When, wish, last				√													The teacher explained to the students
		25	last										√					The student answered
57	This one?					√												The teacher asked to student to make sure
		26	been										√					The student answered
58	Been. Okay I want you to read start from the blue table				√													The teacher gave a command to students
		27	Where, wish , last, been										√					The students answered
59	Okay yellow table.				√													The teacher gave a command to students
		28	Where, wish ,last, been										√					The students answered
60	Okay red table.				√													The teacher gave a command to students
61	Oh I don't want to see like that.				√													The teacher commanded the students
62	Sit properly sit properly				√													The teacher commanded the students to sit properly
63	Okay read				√													The teacher commanded the students to read
		29	Where										√					The student answered
64	What is this?					√												The teacher asked a question to students about the words
		30	wish, last, been										√					The students answered
65	Okay, now you think again for the sentence from four words and then I will come to you one by one				√													The teacher gave a command to student to think
		31	Me										√					The student answered
66	Just wait,				√													The teacher commanded the students to wait

	first																	students to let their friend first
		39	Yoanne sentence please										√					The student answered
80	Okay skip first.				√													The teacher commanded another student to answer
81	Carla your sentence.				√													The teacher commanded Carla to answer
		40	I wish my mommy could go to the hotel.										√					The student answered
82	I wish my mommy could go to the hotel. Good sentence.														√			The teacher gave a reinforcement of what student did
83	Okay .. ?					√												The teacher asked the students
		41	*speak slowly*										√					The student spoke very slowly
84	I wish my mommy (laughing). Okay good sentence.														√			The teacher gave a reinforcement to student
85	Oliver				√													The teacher asked student to answer
		42	I wish										√					The student answered
86	I wish														√			The teacher repeated student's answered
		43	I could										√					The student answered
87	I wish I could														√			The teacher repeated the student's answered again
		44	Eat Weasley										√					The student answered and continue his sentence
88	I wish I could eat Weasley?					√												The teacher make sure his sentence by ask a question
		45	Laughing															The students were laughing
89	Ssttt, Okay??				√													The teacher command to students to quiet
		46	I wish I could go follow holiday out from Indonesia for a long time.										√					Another student answered
90	Long sentence, I wish I could go follow holiday out														√			The teacher gave a reinforcement to student

	from Indonesia for a long time. Wow, okay very good																	
		47	*noisy*															The students were so noisy
91	Okay sssstttt no no no listen to Weasly sentence sit down please.				√													The teacher command to student
92	Charlene are you ready,						√											The teacher asked student
93	if you are not ready I will not continue.					√												The teacher explained to student
94	William. Yes Weasly?						√											The teacher asked Weasly to answer
95	Carla, it is Weasly time now, okay					√												The teacher explained to Carla
		48	I wish my dad could go to hotel.												√			The student answered
96	I wish my dad could go to hotel, okay good sentence																√	The teacher gave a reinforcement to student and asked another student to make a sentence
97	Weasly. Valerie?						√											The teacher asked Valerie
		49	I wish												√			The student answered
98	Ssssh				√													The teacher command to students to quiet
		50	I wish my mom could give present for me												√			The student answered
99	Okay, I wish my mom could give present for me.																√	The teacher repeated student's answer
100	Now is your turn Timothy				√													The teacher gave a command to student to make a sentence
		51	There are many people in the mall												√			The student answered
101	There are many people in the mall..																√	The teacher repeated student's answer
102	You now go to words where, wish, last and been.				√													The teacher commanded the students to go to other words
103	Okay keep first				√													The teacher commanded the students to keep their words first

		52	Silent*																The students didn't answer and were so quiet
103	Later on. Sit down sit down.				√														The teacher command to students to sit down
		53	I wish										√						The students answered
104	I can't hear you. sssh Let us talk				√														The teacher gave a command to students
		54	Where is the school?										√						The student answered by make a question
105	Beverly, I am talking to Beverly now, wait first to your turn				√														The teacher command to students
		55	*silent*																The students were silent
106	Still don't know.					√													The teacher
107	Okay Joanne.				√														The teacher commanded Joanne to answer
108	Joanne is your turn to make sentence.				√														The teacher gave command to students to read the sentence
109	Okay Joanne and Beverly we are waiting.					√													
110	While waiting I will divide you into two groups.					√													The teacher gave an instruction
111	Jonah and Beverly you have to read this sentence.				√														The teacher gave command to students to read the sentence
		56	My turn											√					The student answered
112	Okay Oliver , your sentence from words where wish last and been, choose				√														The teacher gave a command to student to choose
113	Still don't know?				√														The teacher gave a command to students
114	If you still don't know you can give it to me next week				√														
115	I will be divided into two groups yaa. *distribute the paper and grouping all students*					√													The teacher gave an instruction to students
116	For this group you have to wait for Ms. Wi and Oliver.					√													The teacher continue her instruction

117	Oliver will come and Ms. Wi will sit here.				√														The teacher continue her instruction
118	I want you to read this in your hall,				√														The teacher commanded the student
119	after that I want you to read this okay				√														The teacher continue the command
120	then no voice				√														The teacher commanded students to quiet
121	No voice waiting for Miss Wi,					√													The teacher gave a command to the students
122	okay can you do it for me because I have to go back.						√												The teacher asked student
123	Okay can you do it for me?						√												The teacher repeated her question
124	Yes.					√													
125	And You have to do section A B CB D and E				√														The teacher commanded the students
		57	everything?									√							The student make sure teacher's command by asking her a question
126	Yes all, okay you can do this.				√														The teacher gave a command to students
127	Hey that group																		
128	Thank you																√		The teacher thanked of what students done
129	Wait for your friends wait for Oliver wait for Miss Wi .				√														The teacher gave a command to students

Total of episode 2 = (122 T & 50 S)

	Initiation				Response								Followed up	No Answer
	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
Teacher	1	61	16	15	-	-	-	-	-	-	-	-	29	The students did not answer the teacher's question = 2
Students	-	-	-	-	-	-	-	-	2	-	48	-		

Episode 3

Students Activity

No	Teacher Talk	No.	Students' Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
130	This group the answer part is look at this picture,				√												The teacher gave a command to the students
131	look at the picture okay.				√												The teacher gave a command to the students
132	For those on the table please be quiet				√												The teacher gave a command to students to be quiet
133	and for those on the mat please be quiet too.				√												The teacher gave a command to students to be quiet
134	William its time to work!				√												The teacher gave a command to student to do his work
135	Don't be care careless ya				√												The teacher commanded the students
		58	I don't know what the answer Miss												√		The student didn't know the answer
136	Okay,					√											The teacher explained to the student

137	I do not been to see her, I do not where to see her, I do not wish to see her, I do not last to see her,					√													The teacher explained and helped student in answering the questions
138	which one.						√												The teacher asked student the right answer
		59	This												√				The student answered
139	Again.					√													The teacher did the next explanation to the student
140	I do not been to see her, I do not where to see her, I do not wish to see her, I do not last to see her,					√													The teacher explained and helped student in answering the questions
141	which one.						√												The teacher asked student the right answer
		60	*thinking*																The student did not answer and think
142	Hmm okay,																	√	The teacher tried to explain again to student
143	next to the number three.					√													The teacher explained and helped student in answering the questions
144	Did you see him been night? Did you see him where night, did you see him last night?					√													The teacher explained and helped student in answering the questions
145	Which one?						√												The teacher asked student the right answer
146	Yes number 4 been, good																	√	The teacher gave reinforcement of student's answer
147	And then number 3?						√												The teacher asked the student
148	Did you see him this night or did you see him last night ?					√													The teacher explained and helped student in answering the questions
149	which one						√												The teacher asked student the right answer
		61	Last												√				The student answered

150	Yes . Next				√													The teacher gave a command to student to do the next number of his work
		62	Miss Erma the first one I dunno											√				The student did not know the answer
151	If you don't know you can pass okay.					√												The teacher explained to the student
152	Okay it did wish it did last it did been,					√												The teacher continue her explanation
153	so the answer ?						√											The teacher asked a question to student about the answer
		63	*speak very slowly*											√				The student answered but spoke very slowly
154	Good															√		The teacher gave a reinforcement to the student
155	Let me check first okay,					√												The teacher checked student's work
156	this done this done this done.					√												The teacher checked student's work
157	High five															√		The teacher gave a reinforcement again to the student about his work
158	Okay you can go rest				√													The teacher command the student to take a rest
159	Okay did you see him been night, did you see him wish night, did you see him last night,					√												The teacher explained the student
160	which one						√											The teacher asked students the right answer
		64	*Pointing out the answer							√								The student answered teacher's question
161	Yes					√												The teacher gave her respond

Total of Episode 3= (32T & 6S)

	Initiation				Response								Followed up	No Answer
	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgegement	Contradiction	Answer	Disclaimer		
Teacher	-	9	12	7	-	-	-	-	-	-	-	-	4	The students did not answer the teacher's question = 1
Students	-	-	-	-	-	-	1	-	-	-	3	2		

Day 2

Tuesday, 04 April 2017

Episode 1 (Starter Activity)

No	Teacher Talk	No.	Students' Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
1	William sits properly..				√												The teacher commanded the student to sit properly
2	Alright, so its for this time for you.					√											
3	Red table is already, yellow table is almost ready and blue table we are ready.					√											The teacher checked the students' seat whether they ready to learn or not
4	Red table ready, yellow table, blue table. Ready					√											The teacher checked the students' seat whether they ready to learn or not
5	Thank you.															√	The teacher thanked of what students done
6	We are going to learn about the sun of "ar".					√											The teacher introduced the topic
7	I will give you example.					√											The teacher explained the

Episode 2

Whole-class exploration

No	Teacher Talk	No.	Students' Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
10	Car.					√											The teacher stated the name of the thing of her previous example
11	Anyone can think another word that consists of 'ar'?						√										The teacher triggered the students by asking a question
12	Yes Sharon				√												The teacher commanded Sharon to answer
		1	Star											√			The student answered
13	Star! Wow very good Sharon, then 'ar' for the star.														√		The teacher gave a reinforcement to the student and asked her to write on the white board
14	Sharon can you help me?						√										The teacher asked the student to write down the

																		answer on the board
		3	*Writing the word star on the white board*							√								The student wrote the word on the board
15	Thank you,																√	The teacher thanked to the student
16	please sit down				√													The teacher commanded students to sit down
17	Okay so this is ar, right?						√											The teacher asked question to students
18	Okay anybody knows?						√											The teacher asked question to students to triggered them
		4	aree													√		The students answered
19	Another words from star? Yes?						√											The teacher asked to students
20	What did you say?						√											The teacher make sure student's answer by asked a question
21	You write				√													The teacher gave a command to student to write the word
		5	*writing the word are*							√								The student did the teacher's command
22	Okay good, to be are, okay.																√	The teacher gave a reinforcement to student
23	This is actually a high frequency word but that is are					√												The teacher stated her opinion
		6	Me me me me me													√		The students answered by offered themselves to write the word

24	Don't say me me me				√														The teacher gave a command to students
25	I will call your name.				√														The teacher commanded to students that she would call the students' name
26	William				√														The teacher commanded William to answer
		7	Charlene											√					The students answered
27	Can you write that?							√											The teacher asked student
28	William come.				√														The teacher commanded William to write down the word
29	Class thinks about another word okay.				√														The teacher gave the command to students to think about another word
		8	Me me me											√					The students offered themselves
30	If you know just raise your hands				√														The teacher commanded students to raise their hand
31	Okay thanks William,																	√	The teacher thanked to student
32	good next.																	√	The teacher gave reinforcement to the students
33	Is it correct?							√											The teacher asked to the students about their friend's answer
		9	Yes											√					The student answered
34	Yeay, you can do it, good. Okay																	√	The teacher gave a reinforcement to the student
		10	Me me me me											√					The students offered

																	command to Kenneth to answer
56	your word				√												The teacher gave the following command
		19	*Writing his words*							√							The student did the command
57	Friends check,				√												The teacher asked to the class whether the word correct or not
58	is it correct?						√										The teacher asked to the students
59	January?						√										The teacher asked the following question
60	Check.					√											The teacher stated the answer
61	Is it correct or not?						√										The teacher asked again to the students
		20	No										√				The students answered
62	How to make the correction?						√										The teacher asked again
		21	It should be one R											√			The students answered
63	Okay one R					√											The teacher stated her opinion
		22	*correct his words*							√							The student corrected his word
64	Okay is it correct?						√										The teacher asked to students
		23	Noooo										√				The students answer
65	Again is it correct?						√										The teacher asked again
		24	Nooo										√				The students answered
66	Okay tell him,				√												The teacher asked the other students to tell the answer

		28	Kayla											√			The student answered
79	Kayla, January?						√										The teacher asked a question
		29	Kenneth											√			The student answered
80	Sharp? Elaine.			√													The teacher offered another student to answer
81	Kenneth can you sit down?						√										The teacher asked Kenneth to sit down
82	Your friends cannot see the white board if you are standing up.					√											The teacher explained to the students
83	Can you sit down?						√										The teacher asked the students to sit down
84	Next!				√												The teacher commanded the students
85	Raise hand, Carla?				√												The students commanded the students
		30	*Raising hand														The student offered herself
86	Listen to Carla				√												The teacher commanded students to listen to their friend
		31	Share											√			The student answered
87	Can you help Carla? Can you help Carla?						√										The student asked for help to other students to help their friends
		32	*Raise hand														The student offered him/her self
88	After letter H then letter?						√										The teacher asked a prompting question
		33	A .. R .. E..											√			The student answered
89	Listen to your friend.				√												The teacher commanded the students to listen to their friends

90	Okay thank you															√	The teacher thanked to the students
91	Please sit down.				√												The teacher commanded the students to sit down
92	Okay so this word is Carla.					√											The teacher stated her opinion of student's answer
93	Next Valencia.				√												The teacher commanded one of the students to be the next
94	I can't hear Valencia.					√											The teacher stated that she could not hear the student's answer
95	Can you be quite?						√										The teacher asked the students to be quite
96	Yes Valencia?						√										The teacher asked to Valencia
		35	*no answer														The students did not answer
97	I can't hear you					√											The teacher told students that she could not hear her
		36	Fairy											√			The student answered
98	Fairy. Is this same?						√										The teacher asked a probing question
		38	Noo											√			The student answered
99	No, think other words.				√												The teacher gave a command to students
100	Joanne you think piece, the word that consists of ar?						√										The teacher asked to Joanne
101	Weasly think! Beverly you think.				√												The teacher commanded Weasly and Beverly to think

																			Timothy
151	Be quiet, for Timohy.				√														The teacher commanded the students to be quiet
152	If you are writing you need a pencil, right?					√													The teacher started the illustration
153	Okay you need a pencil if your pencil is not sh anymore then you cannot write properly					√													The teacher continued the illustration
		49	Sharpener													√			The student answered
154	Sharpener?						√												The teacher asked a prompting question
155	Noo.					√													The teacher stated her answer
156	Oh this is already, change, change, change, change okay change.					√													The teacher checked the words
157	Where can you find flowers?						√												The teacher asked a question
		50	Garden													√			The student answered
158	Well done, for Timothy.																	√	The teacher gave a respond to what student's did
159	Write down garden.					√													The teacher commanded Timothy to write down the answer
		51	*noisy*																The students were so noisy
160	Be quiet! shh.					√													The teacher commanded the students to be quiet
161	Garden start with letter?							√											The teacher asked a students a prompting question
		52	G													√			The student answered

176	Ssshh, Weasly can					√												The teacher stated her opinion
		56	He no										√					The student respond
177	You see whether Weasly can or not it's time to stop to do it.					√												The teacher commanded the students
178	Okay write down Weasly, jar!					√												The teacher gave a command to Weasly
179	You see!					√												The teacher stated her opinion
		57	Jeh ar?										√					The students answered by asking a question
180	Jeh ar.					√												The teacher stated her answer
181	Yeahh, you see Weasly can write yeay good job.																√	The teacher gave a reinforcement
182	Okay Weasly sit down!					√												The teacher commanded Weasly to sit down
183	Sit down!					√												The teacher repeated her command
184	Okay this all already?																√	The teacher asked the students
		59	Yess														√	The student answered

Total of episode 2= (174 T & 45 S)

	Initiation				Response								Followed up	No Answer
	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
Teacher	1	71	35	43	-	-	-	-	-	-	-	-	24	The students did not answer the teacher's question = 4
Students	-	-	-	-	-	-	8	-	4	5	28	-		

Episode 3

Students Activity

No	Teacher Talk	No.	Students' Talk	Initiation				Responses								Followed up	Comment	
				GG	DG	GI	DI	GG		DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer			
184	Yess that's all?						√											The teacher asked the students
185	one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, allright.					√												The teacher checked the words
186	Now, so those are the words that consist of ar sound right?						√											The teacher asked a question to students
187	I want you to write down,																	The teacher gave a command to the students to do their work
188	but for blue table I want you to write the sentence.																	The teacher gave an instruction to blue table

189	Okay?						√											The teacher check whether the students understand or not
190	here there is saint book sample this one .						√											The teacher gave an example
191	There are one, two, three, four, five, six, seven, eight, nine lines for blue table.						√											The teacher continued the instruction
192	Blue table you choose nine words from the whiteboard,					√												The teacher gave a command to blue table
193	example you make sentence of ar " I write a Valentines card for my Mom.						√											The teacher gave an example
194	Okay blue table,						√											The teacher checked blue table
195	do you understand?							√										The teacher asked whether the students understand or not
196	So how many sentences that you have to write?							√										The teacher asked to the students
197	blue table?							√										The teacher repeated the question
		60	Nine													√		The student answered
198	Okay, I will call your name.					√												The teacher told the students that she would call the students' name
199	Hansel! Elaine! Katherine!					√												The teacher called the students' name
200	Okay for yellow table we can choose nine words from the write board.					√												The teacher gave an instruction to yellow table

201	Beverly! Carla, Joanne, Valencia, Jerix, William!				√														The teacher called the students' name
202	You just write nine words from the white board.				√														The teacher gave the following instruction
203	For Oliver and Kenneth you make five sentences.				√														The teacher gave the different instruction to other students
204	For Weasley, Valerie and Timothy you just write nine words.				√														The teacher gave the following instruction
	Learning Process																		
205	Kenneth already five or not?								√										The teacher asked a question to student

Total of Episode 3: (22 T & 1 S)

	Initiation				Response								Followed up	No Answer
	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
Teacher	-	10	5	7	-	-	-	-	-	-	-	-		The students did not answer the teacher's question =
Students	-	-	-	-	-	-	-	-	-	-	1	-		

Day 3

Wednesday, April 05, 2017

Episode 1 (Starter Activity)

No	Teacher Talk	No.	Students Talk	Initiation				Responses								Followed up	Comment	
				GG	DG	GI	DI	GG		DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer			
1	If you wanna drink you better drink now,				√													The teacher commanded the students to be ready for learn
2	have you pee?						√											The teacher asked to students whether they have pee or not
		1	Yes												√			The students answered
3	Yes, you better drink now,				√													The teacher commanded the students to be drink first before the lesson begin
4	and not walk in the classroom please.				√													The teacher gave a command to the students to not walking around in the classroom
5	Thank you.															√		The teacher thanked to the students of what they done

6	Okay , if you finish drinking then you back to your seat please.				√														The teacher commanded the students to back to their seats
7	Charlene is very good, Elaine is very good, Hansel is very good, William is very good, Carla is good,					√													The teacher checked students' seat
8	and sit properly					√													The teacher continued the checking
		2	*All students sit properly*							√									The students did what teacher's ask
9	Very good																√		The teacher reinforced the students
		3	*Sit with head lean on the table*																The students were not ready to learn
10	Head up head up				√														The teacher commanded the students
		4	*still lean on the table*																The students were not follow teacher's command
11	Head up, very good.																√		The teacher reinforce the students
12	Okay, today we are going to learn something new for you created sentence					√													The teacher stated the topic of the lesson
13	because yesterday I ask you to created sentences right?							√											The teacher asked a question to students in order to make them remember the previous lesson
14	some of you created nine sentences some of you created five sentences					√													The teacher told the students about previous lesson
15	and some of you copy of the					√													The teacher continue her

Episode 2

(Whole-class exploration)

No	Teacher Talk	No.	Students Talk	Initiation				Responses								Followed up	Comment	
				GG	DG	GI	DI	GG		DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer			
18	Hello, look at the white board.				√													The teacher commanded the students to look at the white board
19	How to read this?						√											The teacher triggered the students by asking a question
		6	Bag												√			The student answered
20	Beg or bag?						√											The teacher asked to students which one is better
		7	Bag (in correct pronunciation)												√			The student answered the question
21	Bag, very good.															√		The teacher gave a reinforcement to the student

22	How to read this?					√												The teacher asked the students how to read the word
		8	Bags										√					The students answered
23	Bags, what is the difference?					√												The teacher asked question to students
		9	The difference is										√					The student answered
24	Raise your hand!				√													The teacher gave a command to students
25	Yes Sheryl				√													The teacher gave a command to Sheryl to answer
		10	I cannot hear it										√					One of the students answered
26	Okay I cannot hear.					√												The teacher repeated what student's said
27	Yes Oliver?				√													The teacher commanded Oliver to answer
		11	Bag and Bags the sounds is different										√					The students answered
28	The sound is different, good.															√		The teacher gave reinforcement to the student
29	This one the sound is different this sound is bag and this one is bags.					√												The teacher stated her explanation
30	Any other reasons?					√												The teacher asked the other students
31	Yes Kenneth?					√												The teacher asked Kenneth to answer
		12	The bag is one bag, if bags are have more										√					The student answered

		34	Tables												√			The student answered
88	Tables, good job!																√	The teacher gave reinforcement to the student
89	Elaine?				√													The teacher commanded another student to answer
		35	Shirt												√			The student answered
90	Shirt. Shirt or skirt?					√												The teacher asked the question
		36	Shirt												√			The student answered
91	If only one like this, if more than one we need to add letter S.					√												The teacher explained to the students
92	Okay, next				√													The teacher commanded other students to answer
		37	me me												√			The student offered him/her self
93	Don't say me me				√													The teacher commanded the students to be patience
94	I will call your name.				√													The teacher continue her command
95	Okay, Oliver!				√													The teacher commanded one of the students to answer
		38	Soldier												√			The student answered
96	Soldier who can fight for the country or shoulder for our shoulder?					√												The teacher asked a question in order to make sure student's answer
		39	Soldier who can fight for the country												√			The student answered

		44	I am cold												√			The students answered
110	You feel cold?														√			The teacher asked the question to students
111	You want to turn off the AC?														√			The teacher asked the following question
		45	Nooooooooo												√			The other students answered
112	Your friend feels cold.														√			The teacher explained the students
113	only one for a while.														√			The teacher continue her explanation
114	Okay, Carla give me an object!														√			The teacher commanded one of the students to answer
		46	Calendar												√			The student answered
115	Calendar, if only one calendar do I suppose to add letter s?														√			The teacher asked a question
		47	No												√			The student answered
116	No. Okay then, calendars.														√			The teacher stated her opinion
117	Okay, next is William														√			The teacher commanded one of the students to answer
		48	Toy												√			The student answered
118	Toy,														√			The teacher repeated student's answer
119	if only one toy without letter?														√			The teacher asked students a question
120	S. If more than one toy become?														√			The teacher asked the following question
		49	Toys												√			The student answered
121	Toys, good.														√			The teacher gave

							√											reinforcement to the student
122	Next is?						√											The teacher wandered who's going to answer the next
123	sitting properly or not						√											The teacher saw around who's sitting properly
		50	*sitting properly*															The students did the teacher's command
124	Beverly. Beverly						√											The teacher called one of the students
		51	you are already Oliver															The students answered
125	It is okay if you done then sit properly,						√											The teacher commanded the students
126	like William cannot sit properly I am sad.						√											The teacher expressed her feeling
127	Beverly!						√											The teacher called a student's name
		52	Eraser															The student answered
128	sorry?						√											The teacher did not hear clearly
		53	eraser															The student answered
129	For eraser, eraser and?						√											The teacher asked the following question
		54	erasers															The students answered
130	Erasers, good.																	√ The teacher gave reinforcement to the student
131	Next, Joanne?						√											The teacher commanded one of the students to answer

		55	pencil												√			The student answered
132	pencil																√	The teacher repeated

Total of Episode: 3 (113 T& 45 S)

	Initiation				Response								Followed up	No Answer
	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
Teacher		26	36	35	-	-	-	-	-	-	-	-		The students did not answer the teacher's question = 1
Students	-	-	-	-	-	-	1	-	2	-	42	-	16	

Episode 3 (Students Activity)

No	Teacher Talk	No.	Students Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
133	Back to your seat, please! back to your seat please,				√												The teacher gave a command to the students to back to their seats
134	give to Ms Dwi your papers.				√												The teacher gave a command to the students to give their paper to the assistance
135	Okay all of you the hands on the table and sit properly!				√												The teacher gave a command to the students to sit properly
136	Red table list bring in the table list start very okay almost ready I will give for Jerix.				√												The teacher commanded the students
137	It is very good blue people.														√		The teacher reinforce the students of what

	Hansel,																	the students
159	because Katherine is always talk to Elaine.					√												The teacher stated her reason
160	If you talk again I will change your seat again ya!					√												The teacher commanded the students
161	If you talk again I will change the role,					√												The teacher warned the students to be quiet
162	if you talk again you will sit alone over there.					√												The teacher continued it
163	Okay Katherin.					√												The teacher called one of students' name
164	Thank you!																√	The teacher thanked to the students
165	So what do you call for child, book and bag?																	The teacher asked a question to students
166	Plural or singular?																	The teacher asked the following question
		70	Singular														√	The students answered
167	What do you call for blocks, pencils, and flags?																	The teacher asked to the students a question in order to check their understanding
		71	Plural														√	The students answered
168	Plural, very good.																	The teacher gave a reinforcement to the student
169	Then I will give you our sheet you need to read this one,					√												The teacher gave an instruction and explanation
170	the baby is playing with her.					√												The teacher continue it
171	Is it only one block or more than one block?																	The teacher asked a question to students

	this?																	following question	
		75	mop														√		The students answered
184	This is what we call bracket. Okay?					√													The teacher commanded to students
185	This is what we call bracket.					√													The teacher explained the students
186	You see this one, one and two we call it bracket,					√													The teacher continue her explanation
187	so you only circle the word in a bracket only one word then you have to circle, okay?					√													The teacher continue her explanation
188	After you circle then you come to Ms. Erna you will reading together or you come to Ms. Wi you will reading together with me or Ms. Wi right?					√													The teacher gave an instruction to the students
189	I will call your name who can sit properly.					√													The teacher continue it
190	Kenneth, Wesley, Valencia, Hansel, Oliver, Sharon, Timoti, Elaine, Keyla, Valery, Beverly.					√													The teacher called the names of the students
191	If you are not sit properly you will not get any paper.					√													The teacher explained the rules
192	Carla.					√													The teacher called the student's name
193	Weasly if you are not sit properly I will not give any paper,					√													The teacher explained the student
194	Weasly, William, Joanne show you can sit properly.					√													The teacher told the students to sit properly

	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer	4	The students did not answer the teacher's question =		
Teacher	-	19	25	18	-	-	-	-	-	-	-	-				
Students	-	-	-	-	-	-	-	-	-	-	18	1				

Day 4 (Thursday, 6th April 2017)

Episode 1 Starter Activity

No	Teacher Talk	No.	Students Talk	Initiation				Responses								Followed up	Comment	
				GG	DG	GI	DI	GG		DG		GI		DI				
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer			
1	Okay I will check per table,						√											The teacher checked the students' table
2	blue table is ready, yellow table is not ready because Jerix,						√											The teacher continue checked
3	red table is ready.						√											The teacher stated that the red table is ready
4	Okay do you still remember the song one two make shoe?						√											Teacher asked the students whether they still remember the song or not
		1	Yeah												√			The students answered
5	Okay let sing, one!							√										The teacher commanded the students to sing
6	Oh no your friend is not ready.						√											The teacher stated her opinion

7	I will not start.				√													The teacher told the students
8	Okay, you sing with the movement okay				√													The teacher commanded the students
		2	Okay										√					The students answered
9	Alright. Go				√													The teacher commanded students to start singing
		3	One two make my shoe, three four shut the door														√	The students were singing
10	Faster				√													The teacher commanded the students
		4	*singing that song*														√	The students were singing together
11	Okay who want to sing in front of the class?			√														The teacher offered the students to volunteer themselves
		5	me me me me me										√					The students offered themselves
12	Okay, Weasley, Timothy, Jerix, Olive come on				√													The teacher commanded the students to sing
		6	Two three shut the door														√	The students were singing
13	Hey hey not yet,				√													The teacher commanded the students
14	in line please.				√													The teacher commanded the students to stay in the line
15	Are you in line?						√											The teacher asked the student
16	The rest, hello, the rest hands on the table				√													The teacher commanded the students

28	hello time is end up				√														The teacher ended the singing by
		12	*playing in the class*																The students were playing
29	Are you done, are you done?						√												The teacher asked to students
30	Katherin are you done?						√												The teacher asked Katherin
31	Weasly are you done?						√												The teacher asked Weasly
32	Timothy how are you ?						√												The teacher asked Timothy
33	Be quiet hands on the table please,				√														The teacher commanded the students
34	Carla!				√														The teacher called Carla
35	I will not continue until all of you is ready.					√													The teacher told the students
36	Weasly!				√														The teacher called Weasly
37	Thank you.																	√	The teacher thanked the student
38	So one two?						√												The teacher asked the students about the lyric
		13	tied my shoes														√		The students answered
39	okay, three four?						√												The teacher asked to students
		14	shut the door														√		The students answered

Total of Episode: 1 (39 T& 12 S)

Episode 2 (Whole-class exploration)

No	Teacher Talk	No.	Students Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
40	Shut the door.					√											The teacher stated the lyric
41	Okay now I want you think your imagination.				√												The teacher commanded the students to think
42	Shut the door meaning?						√										The teacher asked the students
43	Can you see something behind the door?						√										The teacher asked the following question
44	Can you see?						√										The teacher asked the following question
45	I am asking a question please answer me.				√												The teacher commanded the students
46	If you shut the door, can you see something behind the door.						√										The teacher asked the students

47	Can you see behind the door?						√											The teacher asked the following question
		15	Noo										√					The student answered
48	No.					√												The teacher repeated student's answer
49	Okay everyone close your eyes.				√													The teacher commanded the students to close their eyes
50	I will see all of you close your eyes then I will continue my statement.					√												The teacher told the students
51	Close your eyes!				√													The teacher commanded the students to close their eyes
52	Jerix I am waiting close your eyes close your eyes Katherin, Timothy it is not time to play.				√													The teacher commanded the students
53	Just close your eyes,				√													The teacher continue gave the command
54	put your hands on the table.				√													The teacher continue commanded the students
55	I will not continue until all of you close your eyes.				√													The teacher commanded the students
56	William is not close eyes I am still waiting.					√												The teacher told the students
57	Close your eyes and Katherin also I am waiting.				√													The teacher commanded the students to close their

																		eyes
58	Close your eyes now.				√													The teacher commanded the students
59	Valencia close your eyes or I will not continue .				√													The teacher commanded Valencia
60	Close your eyes and you have your imagination.				√													The teacher continue her command
		16	* all of students close their eyes*							√								The students did the teacher's command
61	You have a ..					√												The teacher started giving an illustration to the students
62	and you want to know what is behind the door ,					√												The teacher continue the illustration
63	try to open the door in your imagination and maybe you see something.					√												The teacher continue the illustration
64	Carla! close your eyes!				√													The teacher commanded Carla to close her eyes
65	Imagine something that you see something behind the door.				√													The teacher commanded the students
66	It could be, I could be ..					√												The teacher continue the illustration
67	silent please.				√													The teacher commanded the students
68	It could be ice cream on the table and chocolate, strawberry, vanilla oooh slurp, slurp, slurp.					√												The teacher continue the illustration

69	You take the cone and you try to slurp strawberry ice cream, vanilla and chocolate.					√												The teacher continue the illustration
70	Okay? alright.					√												The teacher told the students
71	Now you open your eyes please!				√													The teacher commanded the students
		17	*noisy*															The students were so noisy
72	Ssssh I will ask you one by one.					√												The teacher told the students
73	Sssshh I will ask you one by one ssssh.					√												The teacher repeated
74	Thank you.																√	The teacher thanked to the students
75	I will ask you one by one start from Oliver,					√												The teacher told the students
76	what is your imagination what is behind the door?						√											The teacher asked the students
		18	Ice cream, soldier													√		The students answered
77	Okay Beverly what is Oliver told me?						√											The teacher asked Beverly
78	About his imagination					√												The teacher told the student
		19	I don't know														√	The students answered
79	You don't know because you don't pay attention.					√												The teacher told why she did not know the answer

80	So, William when Beverly is talking to me you have pay attention, okay?				√													The teacher commanded the student to pay attention
81	So you know his imagination is about soldier.					√												The teacher gave the reason why
82	Okay Keyla, Keyla ssshh what is your imagination what is behind the door ?						√											The teacher asked the student
83	Still thinking?						√											The teacher asked the following question
84	close your eyes again and you think.				√													The teacher commanded the student
85	Okay Kenneth what is your imagination?						√											The teacher asked another student
86	what is your behind the door?						√											
		20	My room is super big, and have a toilet. Like my mom's room											√				The students answered
87	My room is super big and have a toilet like your mom's room															√		The teacher repeated student's answer
		21	And my house is super big											√				The students answered
88	Aaa I see there is a swimming pool. Good imagination!															√		The teacher gave reinforcement to the student
89	Now Weasly!				√													The teacher commanded one of

																		student's answer
132	How many robots ?						√											The teacher asked question to the student
133	How about the color?						√											The teacher asked the following question
134	Tell me more!				√													The teacher commanded to explain more about the imagination
		42	five robots												√			The student answered
135	five robots.					√												The teacher repeated the student's answer
136	What colors?						√											The teacher asked the following question
137	Excuse me are you sitting here or not?						√											The teacher asked to another student
138	William!				√													The teacher called the student's name
		43	Ms. Erma I get cookies												√			The student answered
139	Later on,					√												The teacher told the students
140	okay listen to Hansel.				√													The teacher commanded the students
141	Five robots how about the colors?						√											The teacher asked a question to the student
		44	red and blue												√			The student answered
142	red and blue. Okay nice.															√		The teacher gave reinforcement to the

167	Okay you remember! Okay good.														√	The teacher gave reinforcement to the student
168	How about you Charlene?					√										The teacher asked a question to another student
169	What is your imagination?					√										The teacher continue asked the student
		55	castle											√		The student answered
170	Sorry? Castle?					√										The teacher asked question
171	Okay what kind of castle?					√										The teacher asked the following question
172	Is it big? small? large?					√										The teacher continue asked the student
		56	big castle											√		The student answered
173	Oh big castle.					√										The teacher repeated the student's answer
174	Who is inside the castle?					√										The teacher asked the student
175	or is it candy castle like Weasley?					√										The teacher continue asked the student
176	Or saint castle ?					√										The teacher asked the following question
177	or what kind of castle?					√										The teacher kept ask the student
178	or rock castle?					√										The teacher continue asked the student
179	whose living in a castle king, queen or princess, Mommy daddy or you?					√										The teacher asked the following question
		57	Princess											√		The student answered
180	Oh princess. Okay good														√	The teacher gave

	imagination.																	reinforcement to the student
181	What about you Sharon?						√											The teacher asked to student
182	what is your imagination?						√											The teacher continue asked the student
183	you see a garden with beautiful flowers?						√											The teacher asked the following question
		58	and butterflies												√			The student answered
184	and butterflies? Wow.																√	The teacher gave reinforcement to the student
185	Katherin what Sharon see behind the door?						√											The teacher asked to another student about the answer of her friend
		59	butterflies												√			The student answered
186	butterflies in a?						√											The teacher asked the following question to the student
		60	garden												√			The student answered
187	Okay, pay attention to your friends.					√												The teacher commanded the students to pay attention
188	Okay very good imagination Sharon.																√	The teacher gave reinforcement to the student
189	Oh I forgot to ask Ms Wi.						√											The teacher told the students
190	What is your imagination Ms. Wi?						√											The teacher asked her assistance about her imagination

191	What is behind the door?						√										The teacher continue asked the assistance
192	listen!				√												The teacher commanded the students to listen
193	A puppy												√				The assistant answered
	* Teacher and students laughing together *																

Total of Episode: 3 (153 T& 42 S)

	Initiation	Response	Followed up	No Answer
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	Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
Teacher	-	34	34	73	-	-	-	-	-	-	-	-		
Students	-	-	-	-	-	-	1	-	-	1	40	-		The students did not answer the teacher's question = 2

Episode 3 (Students Activity)

No	Teacher Talk	No.	Students Talk	Initiation				Responses								Followed up	Comment
				GG	DG	GI	DI	GG		DG		GI		DI			
				Offer	Command	Statement	Question	Acceptance	Rejection	Undertaking	Refusal	Acknowledgement	Contradiction	Answer	Disclaimer		
194	Wow. Okay now see all of you.				√												The teacher gave a command to the students before giving them the work sheet
195	All of you have your own imagination right?						√										The teacher asked the students
196	I have this.					√											The teacher told the students
197	This is a picture of door right?						√										The teacher asked the students
198	The question is what is behind this door?						√										The teacher asked the following question
199	then some of you answer about I see a big castle, okay I see a big toy crack with a Tyrex.					√											The teacher explained to the students
200	I see a beautiful garden,					√											The teacher continue
201	I want you to draw after that I					√											The teacher gave

DAFTAR RIWAYAT HIDUP



VININDA AULIA, dilahirkan di Jakarta, 11 Juli 1996. Penulis adalah anak satu-satunya dari pasangan Tri Yuni Wanto S.Sos dan Sylvia Zaini S.H. Penulis menempuh pendidikan Strata Satu (S1) di Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta pada tahun 2013-2018. Penulis bertempat tinggal di Bintara, Bekasi Barat. Penulis berkebangsaan Indonesia dan beragama Islam.

Penulis pertama kali bersekolah di TK BKB Lumba-Lumba Bekasi Barat pada umur 3 tahun lalu melanjutkan ke pendidikan formal SDN Bintara 5 Bekasi Barat pada umur 5 tahun. Pada tahun 2007, penulis melanjutkan pendidikan formalnya di SMP Negeri 284 Jakarta Timur. Selepas lulus dari SMP di tahun 2010, penulis melanjutkan pendidikannya di SMA Negeri 100 Jakarta Timur dan lulus pada tahun 2013. Setelah lulus dari SMA, penulis melanjutkan pendidikannya ke perguruan tinggi negeri, Universitas Negeri Jakarta dengan mengambil program studi Pendidikan Bahasa Inggris. Penulis dinyatakan lulus dari Universitas Negeri Jakarta pada bulan Januari 2018 dengan judul skripsi *Students' Talk in an English International Kindergarten Classroom: A Classroom Interaction Analysis*.

Penulis dapat dikontak melalui surel di vinindaaulia@yahoo.co.id.