The Teachers' Pedagogic Functions in Primary School Classroom Interactions: A Discourse Analysis

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ABSTRAK

ARSHINTA KUSWARDHANI.*Fungsi Pedagogis Guru dalam Interaksi Kelas di Sekolah Dasar: Analisis Wacana*. Skripsi. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Jakarta.2012.

Penelitian ini ditujukan untuk mengungkap fungsi pedagogis dari ungkapan guru dalam interaksi kelas Bahasa Inggris di sekolah dasar. Penelitian ini merupakan jenis penelitian analisis wacana yang menggunakan *Systemic Functional Linguistic* dalam menganalisa data. Data didapat melalui pengamatan interaksi kelas pada dua sekolah dasar di Jakarta Timur; SDN Cipinang Muara 14 dan SDN Pisangan Baru 03 Pagi. Wawancara terhadap dua guru disekolah tersebut juga dilakukan untuk mengklarifikasi data yang didapat. Fokus analisis adalah ucapan-ucapan guru yang ditemukan dalam interaksi kelas. Pertama, tujuan ucapan-ucapan tersebut dianalisis untuk menentukan jenis-jenis fungsi bahasa. Kemudian, jenis-jenis fungsi bahasa tersebut diklasifikasikan kedalam fungsi pedagogis. Terakhir, penggunaan bahasa Inggris pada fungsi pedagogis dihitung. Hasil yang didapat menunjukkan bahwa fungsi bahasa guru dalam interaksi kelas di sekolah dasar terdiri dari memerintah siswa, memberikan pernyataan, dan menyanyakan siswa. Guru menggunakan bahasa Indonesia lebih dominan di ketiga fungsi bahasa tersebut. Berdasarkan fungsi bahasa yang didapat, fungsi pedagogis guru muncul ketika memberikan model bahasa target (29%), bertanya (23%), memberikan penjelasan (20%), menjelaskan (6%), membimbing (6%), memuji (5%), mengoreksi (5%), memperoleh jawaban dari siswa dengan bertanya (4%), memberikan informasi (3%), dan menjawab pertanyaan siswa (1%).

Kata Kunci: Fungsi Pedagogis, Interaksi kelas, Bahasa Inggris di Sekolah Dasar

ABSTRACT

ARSHINTA KUSWARDHANI. *The Teachers' Pedagogic Functions in Primary School Classroom Interactions: A Discourse Analysis*. Thesis. English Department. Faculty of Languages and Arts. State University of Jakarta. 2012.

This study was aimed at revealing pedagogic functions of the teachers' turns in English for primary school students' classroom interactions. It is was discourse analysis which employs the use of Systemic Functional Linguistic in analyzing the data. The data were collected through the observations of classroom interactions in two primary schools in East Jakarta; SDN Cipinang Muara 14 and SDN Pisangan Baru 03 Pagi. Interview of the two teachers was also done to clarify the data. The focus of the analysis was the teachers' utterances found in the classroom interactions. First, the utterances were analyzed their purposes to determine types of the speech functions. Next, types of speech functions were classified into types of pedagogic functions. Finally, the use of English in the teachers' pedagogic functions was counted. The results show the teachers' speech functions in the primary school classroom interactions consist of commanding, stating, and questioning. The teachers dominantly used Indonesia in performing those speech functions rather than English. Based on those speech functions, it can be seen that the teachers' pedagogic functions appeared in modeling/drilling (29%), questioning (23%), instructing (20%), explaining (6%), guiding (6%), praising (5%), correcting (5%), eliciting (4%), informing (3%), and answering (1%). Furthermore, students' involvement in those pedagogic functions consist of responding to teachers' initiations (86%), initiating the interactions (12%), and following up to the teachers and other friends' responses (2%).

Keywords: Pedagogic functions, Classroom interactions, English in Primary School

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GLOSSARY

1. Classroom Interactions: verbal exchanges among students and between students and teachers.

2. Pedagogic Functions: types of linguistic functions which are performed by the teachers' in the classroom interactions in the purpose of teaching and learning.

3. Students' Involvement: Students' verbal reactions towards the teachers' utterances.

4. Teachers' Initiations: Teachers' utterances to start the interactions with the students

CHAPTER I

INTRODUCTION

1.1. Background of the study

This study was aimed at revealing pedagogic functions of the teachers'
turns in English for primary school students' classroom interactions. English
classroom interactions were recorded, transcribed, and analyzed to determine the
speech functions of the teachers' turns which were then further analyzed by using
transitivity system to get the functions and the meanings of the teachers'
utterances in the pedagogic context.

Pedagogic functions in this study refer to the types of linguistic functions
that were performed by the teachers' in the classroom interactions. Pedagogic
functions also termed as teachers' language (Allwright and Bailey, 1991),
pedagogic discourse (Christie, 1995), teachers' talk (Richard, 2002) and
classroom language (Harmer, 2001). Classroom language which consists of
pedagogic functions plays roles in the teacher-students' classroom interactions.
Classroom interaction is the important aspects in foreign language learning since
students of foreign language might only be exposed by English only in the
classroom context. It determines what learning opportunities the students get.
Teachers' language therefore is one of the major ways to convey information to
the students and it is one of the primary means to control students' behavior in
classroom activities (Allwright and Bailey, 1991). Moreover, Fahrurozi (2007)

found that the teachers' language effects students' achievement in classroom teaching and learning process. Analysis of classroom interaction is useful when examining the effectiveness of classroom method and the types of student-teacher interactions (Richards in Mustafa, 2010). Suyanto (2002) stated that teachers have a very important role in teaching and learning process since the teacher is the primary sources of learning in order to help children achieve the content of the English lessons. It leads to the implementation of teacher-centered instructions in primary school classroom interactions in which the students only have limited chance to participate in the learning process.

English has been introduced in Indonesia as a part of primary school curriculum since 1994. It is stated in Decree of Minister of Education and Culture No.0487/4/1992 Chapter VIII that primary schools may add a lesson in their curriculum if its purpose is not contradicted with the national education purpose. Moreover, that policy is followed by the Decree of Minister of Education and Culture No. 060/U/1993 about the possibility of teaching English for primary school as a local content subject since year four in which each primary school under the guidance and supervision of the local educational department *(DinasPendidikanProvinsi)* has the right and responsibility to set up English as a part of its curriculum. This fact has led to some problems in carrying out of the English lesson in primary school context, such as in determining the direction of learning, implementing the school based curriculum since there is limited documents to guide the teachers (Suharto, 2009),providing the English teachers where there are many primary school teachers who do not have English as their

educational background (Suyanto, 2002), selecting learning materials(Listia, 2008), selecting teaching and learning methodwhich are not relevance with learners' development and their characteristics (Marcellino, 2005)and implementing the assessments(Devianty, 2008).

Research in pedagogic functions in primary school English learning is important especially to see how much students are involved in the learning process since the target of learning a foreign language for the primary school is to make them able to interact using English in the school context, as stated in *Standar Isi KurikulumMuatanLokalProvinsi DKI Jakarta* (2006) the goal of English teaching in primary schools is to develop the ability of using English to interact with action or *language accompanying action* and to develop the ability to communicate in the school context.It leads to the importance factor of teachers' English competence in using English for classroom purposes. In short, the teachers should be able to use English in their pedagogic functions in order to give students much exposure of English in classroom interactions.It is supported by *Peraturan Pemerintah Nomor 19 Tahun 2005 Pasal 19 Ayat (1)* which stated that the teaching and learning process should be done actively, challenging, and motivating the students to participate actively in the learning process.To achieve that goal the teachers should be able to implement pedagogic functions clearly.

Some researches have been conducted in the field of pedagogic functions. Mustafa (2010) stated the teaching and learning of English language was still teacher-centered oriented where teachers used mostly questioning, informing, instructing, accepting, modeling and correcting, while students were only given

the opportunities to answer and repeat after the teachers.Solehati (2009) found that the teachers using English dominantly in the contexts of drilling and giving model, giving instructions, eliciting information from students by asking and getting correct answer, giving dictation by describing, and giving feedbacks.On the other hand, English teachers still used Bahasa Indonesia in classroom language functions (Kartika, 2004). This study showed that teachers from English background still used a lot of Bahasa Indonesia in occasions of checking students' vocabulary, giving instructions, checking students' comprehension, translating the word(s), sentence and explaining and introducing new word, expression or material.It showed that teachers' ability in using English still become one of the problems in teaching English in Indonesia. Nagy (2009) conducting a research in Hungarian primary schools found that teachers still used English limited to predictable and routine contexts, like instructing, and questioning.

Regarding to the views above, the teachers' pedagogic functions is important since the teachers are the primary sources of target language in the classroom interactions. Teachers' pedagogic functions represented by their utterances, for example their rules as the primary source of the target language as well as the language model will be clearly perceived by the students when they present them in clear pedagogic functions. The clarity of the pedagogic functions will determine the clarity of the learning process. Therefore, it was necessary to conduct a research in investigating the teachers' pedagogic functions of primary school English teachers' utterances in the classroom interactions. The data were

gained through the observation of classroom interactions. Then,using SFL, the data were analyzed based on types of speech functions and transitivity system.

1.2. Research Questions

Based on the problem discussed, the researcher questions are developed as follow:

1. What speech functions did the teachers do in English?
2. What speech functions did the teachers do in *Bahasa Indonesia*?

The sub questions:

a. What pedagogic functions that appeared in the moves done by the teacher in English?

b. What pedagogic functions that appeared in the moves done by the teacher in *Bahasa Indonesia*?

c. How much students are involved in such pedagogic functions?

1.3. Scope of the Study

The scope of this study was the kinds of teachers' pedagogic functions. This study focused on the classroom interaction between the teacher and students. The study was conducted in two primary schools, SDN CipinangMuara 14 Pagi and SDN PisanganTimur 03 Pagi.

1.4. Purpose of the study

The purpose of this study was to reveal and analyze teachers' moves in English, teachers' moves in Indonesia, teachers' pedagogic functions in English, teachers' pedagogic functions in Indonesia, and students' involvement in such pedagogic functions.

1.5. Significance of the Study

This study is expected to be a contribution to the primary school English teacher to strengthen their knowledge ofusing English in their pedagogic functions in the classroom interactions. This study will also give insight about the current research of English pedagogic functions in the current primary school classroom context which is seen through the classroom interaction and the use of SFL as a way to analyze it.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates the terms of pedagogic functions are commonly carried out in an EFL for young learners context and classroom interactions. First, the term discussed was kinds of pedagogic functions in the EFL for young learner context. Second, classroom interaction since this research was focused on classroom interactions. Finally, Systemic Functional Linguistic as a means to analyze the data.

2.1   Pedagogic Functions in the EFL for Young Learner Context

Mustafa (2011) used the terms pedagogic practices to refer to the utterances as functional units in communication in the EFL for young learners. There are fourteen pedagogic practices that teachers gave in classroom interaction. They are questioning, informing, accepting, instructing, teachers' questioning and answering, modeling, correcting, praising, rejecting, translating, explaining, ignoring, and joking. Moon (2000) in her book stated that teachers use language for many functions, those are giving instruction, giving feedbacks, asking for information, giving models, checking students' understanding. Christie (2005) used the term pedagogic discourse to refer to the utterances found in the classroom interactions. She divided the term pedagogic discourse into two categories; regulative register and instructional register. Regulative register is an utterance found in the classroom having to do with the goals, purposes, and

directions of teaching and learning activity. It is the discourse creating specialized order relation. It relates to the overall goals of the activity and to the sequencing of teaching-learning behavior.Instructional register, on the other hand, deals with the content to be taught and learned, transmitting specialized competences and their relation to each other. It is to do with the field of knowledge or subject being taught. It is taken from contexts outside school and relocated for the purposes of school practice. Solehati (2010) used the term 'context' to refer to utterances used by the teachers in English or target language. She found twenty two contexts of using English by the teachers, for example drilling and giving model, giving instructions, eliciting information from students by asking and getting correct answer, giving dictation by describing, and giving feedbacks. Pedagogic functions in this study, refers to any kinds of linguistics functions that are acted by the teachers' in the classroom interactions.

Pedagogic functions can be used in determining types of classroom instructions whether they are teacher-centeredness or students-centeredness. Brewster (2003) stated that teacher centered means the teacher controls the actions in the classroom, does a lot of the talking by explaining, giving guidance, and asking questions while the students only response to the teacher. It means that students have a little chance to do more that repeat what the teacher says and have no opportunities for real interaction. This also means that students are expected to be relatively passive, do not spend much time working in pairs or groups.

2.1.1 Teacher-centered in EFL for Young Learners

Teacher-centered instructions facilitatethe students with few kinds of learning materials and limited kinds of discourse both oral and written. The varieties of language are recognize but not emphasized (Richard, 2003: 157). On the other hand, the students usually play a passive role in classroom interaction (Nunan, 1990: 195). The students could not choose the material for their lesson and less participate in their learning process, or being the listeners. Besides, the students are mostly given individual tasks that they have little chance to interact with their friends and surroundings. Moreover, the teacher has dominant control over the teaching and learning process while the learners maintain a passive role. There is not enough student-to-student interaction and the classroom activities are primarily a single teaching method. According to these methods, the teachers play a central role in the learning process. On the other hand the passive students have the least involvement and participation in teaching learning process. Consequently, it would make the students lack of creativity, initiative and reducing their spirit to explore the materials deeper.

Zulfikar in Rahim (2012) stated that In Indonesia, teachers are still occupying teacher-centered approach and rote learning as the instructional method, although current school-based curriculum expects teacher-centeredness has to be a focus to shift to learner-centered because learner-centered approach is very crucial when students' involvement in teaching learning process needs to be maximized in their own ways. Teacher-centered method means that a teacher controls what is taught, when and under what conditions within a classroom. The indicators of this principle are first, the teacher talk occurs more than student talk

during teaching process. Second, instruction occurs frequently with the whole class, a small group or individual instruction occurs less often. Lastly, the use of class time is largely determined by the teacher. Based on the previous statement, teachers' pedagogic functions in teacher-centered instructions will be rely on modeling, and commanding the students to repeat.

2.1.2 Students-centered in EFL for Young Learners

In the learner-centered instruction, the learners participate actively in the learning process while the teachers facilitate and teach them how to learn in the target language. The traditional methods of teaching like lecture and demonstration have been popular since long time ago at all level of education. Nowadays there is a shift demand of the role of the teacher as a source of learning into a facilitator. Therefore, students should be dominantly involved in interactive activities, which allow them to interact with the teacher and other students, such as group and pair discussion, questions and answers, and pronunciation (Richard, 2003: 157). Besides, the sequences of teaching and learning activities indicate that the teaching and learning processes are varied in methods. On the other hand, the teacher plays the role as the facilitator of the process. The teachers took part in the learning process as facilitator of the communication process, participant tasks and texts, need analyst, counselor and process manager (Nunan, 1990: 195). That, of course, would help the learners to involve in the experiential learning process which is considered as learner-centered.

The student-centered method means that students exercise a substantial degree of responsibility for what is taught, how it is learned, and for movement within the classroom. Basically, student talk about learning tasks is at least equal to the teacher talk. The most instruction occurs individually, in small groups (2 to 6 students) or in moderate-sized groups rather than being directed at the entire class. Besides, the students help in choosing and organizing the content to be learned while the teachers permit students to determine, partially or wholly, rules of behavior, classroom rewards and penalties, and how they are to be enforced. It usually used varied instructional materials (e.g., activity centers, learning stations, interest centers) that are available in consultation with the students.

Moreover, Brewster (2003) states that student-centered method is the method where the students have a chance to work on tasks in order to engage in organized talk with each other, in other words to use language in a less controlled, more creative way. The teachers might use of pair or group work in order to make students have many opportunities to talk, to read and to write together. Student-centered method encourages the students to ask questions, to become more independent. Regarding to the views above, teachers'pedagogic functions consists of asking questions to the students more than as being a model in classroom interactions.

2.2   Classroom Interaction

Interaction is occurred everyday in the classroom activities between the teacher and the learners. Interaction commonly defines as a kind of action that

occurs as two or more objects has an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect Christie (1995). Education with its correlated activities of teaching and learning process involves interaction between teacher and students as channels of realizing its objectives. Interaction occur everyday in teaching and learning process. It is managed by everyone, not only by the teacher in the classroom, but also the students. This interaction is usually used to express their ideas together. Allwright and Breen as quoted by Hu (2009) stated: Interaction is viewed as significant because it is argued that:

a. Only through interaction, the learner can decompose the Target Language structures and derive meaning from classroom events.
b. Interaction gives learners the opportunities to integrate Target Languge structures into their own speech (the scaffolding principles) and
c. The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

Classroom interaction pattern has long been investigated and it is necessary to be studied because their great influence on students' learning. Traditional language classroom interaction usually characterized by the acts of teacher in the process of teaching and learning in which the teacher is usually the ones who select and initiate topic for conversation and limit students' responses. Riversin Nurmasitah(2010) stated that the teachers in teaching learning process should be flexible, while keeping interaction central; interaction between teacher and learners, learners and teacher, and learner and learner. The teacher should not be directed and dominated in the classroom. Interaction cannot be one-way, but two-way, three-way or four-way.

As English plays a role as a foreign language in Indonesian, the exposure of English to the students will only be given towards a classroom context. When the students have come out of the classroom, they will get little or even will not get any exposure of English language. This is very different from the country in which English plays a role as a second language where the students will get exposure of English from many sources outside the classroom context, for example from the television, advertisement, and many more. This conditions leads to the important of English used by the teachers as the main sources of learning in the classroom interactions.Moon (2000) stated that the best condition in learning other language is to expose students to English all around them, including in the classroom. Mustafa (2002) added that children should have a great deal of exposure to, engagement in, and support for the language they are learning. This means that children should have many opportunities to hear and see the English language used for communicative purposes in their social environment. In addition, children must have opportunities to use English, especially in the context of learning language for communicative purposes. Moreover, Davis in Fahrurozi (2007) stated that the most successful teachers use English many times in every class, including beginner class.

Some previous studies had been conducted towards the use of English in the classroom interactions. Solehati (2009) found the context of using target language in primary school learning activities. They used a lot target language in the contexts of drilling and giving model, giving instructions, eliciting information from students by asking and getting correct answer, giving dictation by

describing, and giving feedbacks. From the students' side the result shows the responses of the students toward the use of contexts by the teacher. It is found that students give a lot of responses in drilling and giving model, giving instructions, eliciting information from students by asking question and getting correct answer, giving dictation by describing, and sequencing. Moreover, Fahrurozi (2007) found that teacher language exposure had not yet promoted primary students' English optimally but it helped students to know English and built positive attitude toward English. Those studies implied that use of English is important in developing students' English. On the other hand, Kartika (2004) stated that English teachers still used of bahasa Indonesia in classroom language functions.

Moon (2000) described that using English in teaching will increases the amount of exposure students get to English, develops students' confidence in the language, and provides real reasons for using English to communicate, e.g. In giving instructions, getting information from students. Moreover, he stated that much classroom language, for example instructions, has simple and repetitive pattern which can be picked up by students without them being aware that they are learning. Using English in teaching also develops greater fluency, because students are encouraged to think in English from the early stages.

Pheasanty in Nurmasitah (2010) conducted a research that the objective was to identify the characteristics of the classroom interaction in the elementary school English classes; to identify the English mastery of the Elementary school students; and to find out whether there are any significant differences in the effectiveness of teaching learning process among classes with different percentages

of classroom interaction characteristics. This study involved the fifth grade students and the English teachers of some schools as the subjects. The result of the analysis showed that the dominant characteristics of classroom interaction in Elementary School are the student participation, indirect ratio, and content cross. The English mastery tests of the fifth graders of these Elementary Schools are good enough. The inferential analysis shows that there are significant differences in the effectiveness of teaching learning English among classes which have different percentages of characteristics of classroom interaction.

2.3   Systemic Functional Linguistic as A Means to Analyze the Data

The main part of classroom interaction is classroom discourse. The way to analyze classroom discourse is by using systemic functional linguistic theory by Halliday(2004). The SFL theory is different in at least three senses (Christie, 2002). They are called as clause as message, clause as representation and clause as exchange. This research only uses clause as exchange and clause as representation in analyzing the data.

2.3.1   Clause as representation (Transitivity)

A clause has meaning as a representation, a construal of some process in ongoing human experience. The actor is the active participant in that process. It is the element speaker portrays as the one that does the deed (Halliday, 2004). The clause is also a mode of reflection, of imposing order on the endless variation and flow of events (Halliday, 2004).

A clause can be seen from the point of view of its interpersonal function. Here, a clause is structured to represent social relationship between the writer and reader, speaker and listener, also speeches and audience. However, as a grammatical unit, clause shall be concerned as a way of representing patterns of experience. Those kinds of experience consist of 'going on' – happening, doing, sensing, meaning, being, and also becoming.

As stated in Christie, this clause as representation is also known as transitivity choice. Transitivity choice involve selections from the various types of processes which are realized in verbal groups, Participants and circumstances are realized in nominal groups and any circumstance are realized in either prepositional phrase or adverbial groups.

The concept of the different kinds of processes can have different kinds ofparticipants and circumstances, have explored the different types of process. There are six different process types identified by Halliday (2004); they are:

2.3.1.1 Material Clause

According to Halliday, Material clause is a clause of doing and happening. In Material clause, there are one or more than one main participants consisting of Actor and participants consisting of Goal, Range, Recipient, Client, or Initiator. The active participant is Actor - that is the one that does something or undertakes some action and the participant to whom the process is directed is Goal. Futhermore, there are two types of Material clause which are Transitive Material clause and Intransitive Material clause. Transitive Material clause is a clause

which represents a doing and has two or more pariticipants either Goal, Range, Recipient, Client, or Initiator, while Intransitive Material clause is a clause which represents a happening and has only one participant called Actor and do not have an Object. The examples of Transitive Material clause and Intransitive Material Transitive Material clause has more than one participant which are Actor and Goal. The actor in Transitive Material clause does something to the Goal. On the other hand, Intransitive Material clause has only one participant which is Actor – the one which represents a happening and it does not have a Goal.

2.3.1.2 Mental Clause

Mental clause is concerned with the process of sensing, cognition, perception, and emotion. Mental clause has two participants which are Senser and Phenomenon. The Senser in Mental clause is always a human – the one that senses; feels, thinks, wants or perceives. On the other hand, the Phenomenon is perceived by the Senser in which is felt, thought, wanted. Phenomenon in Mental clause is actually wider than the participants in a Material clause because it may be not only a thing but also an act or a fact.

Mental clause has four types of sensing: Perceptive (process of seeing), Cognitive (process of thinking), Desiderative (process of wanting), and Emotive (process of feeling).

2.3.1.3 Relational Clause

While material clause relates to the process of doing and mental clause relates to the process of sensing, Relational clause relates to the process of being rather than as for doing or sensing. Relational clause can be both Material and Mental experiences but it restricts to present in present clause. Halliday divides Relational clause into three types which are Intensive, Possesive and Circumstantial; and each of them comes in two distinct modes of being – Attributive and Identifying. (Halliday and Matthiessen, 2004: p.215).

2.3.1.4Verbal Clause

Verbal clause is a process of saying. The main participant is a 'Sayer'. The other participants of verbal clause are Receiver, Target, and Verbiage. Receiver is the one whom the saying is directed. The Receiver is realized by a nominal group typically denoting a conscious being, (a potential speaker), a collective or an institution (Halliday and Matthiessen, 2004: p.255). The Target is the entity which is targeted by the process of saying. The Verbiage is the entity that may construe the topic of what is said. If the verbal process is one that projects goods and services rather than information, like order or promise, the Verbiage refers to these. Furthermore, the Verbiage may be the name of saying. The name of saying includes speech functional categories such as question, statement, order, command.

Verbal clause has two types of process which are Direct and Indirect speeches which mostly known as quoted and reported speech. Direct speech is a clause which uses a quotation mark. It refers to reproducing the words exactly as

they are originally spoken. Meanwhile, Indirect speech or reported speech is a clause which has no quotation mark. It refers to using a noun clause to report what a speaker has said before.

2.3.1.5 Behavioral Clause

Behavioral clause is a process of physiological and psychological behavior. It is partly likeMental process and partly like Material process. Behavioral clause has a 'Behaver' as the participant who is a conscious one, the Process of behaving, 'Behavior' as the second participant which is related to the process, and Phenomenon which is not related to the process. However, Behavioral clause in everyday spoken language commonly only has Behaver and Process only.

2.3.1.6 Existential Clause

Existential clause is a process of which something exists or happens. Existential clause can be easily recognized because it always has there in the beginning of the clause and typically it has the verb be. "The word there in existential clause is neither a participant nor a circumstance – it has no representational function in the Transitivity structure of the clause; but it serves to indicate the feature of existence, and it is needed interpersonally as a Subject (Halliday and Matthiessen, 2004 : p.257). The entity which is being existed is called Existent. There can 'exist' any kind of phenomenon that can be construed

as a 'thing': person, object, institution, abstraction; but also any action or event (Hallidayand Matthiessen, 2004: p.258).

2.3.2   Clause as exchange

The clause has a meaning as an exchange because the clause is organized as an interactive event involving speaker and listener or writer and reader. In the dialogue or conversations the speaker and the listener play a particular speech role (Halliday, 2004). There are three patterns in clause as exchange; IRF, initiation, Response, Follow up. Initiation part is commonly done by the teachers. There are only two types of speech role in initiation;

       a. giving and demanding goods and services

       b. giving and demanding information

Giving and demanding goods and service is reflected in the types of language functions called as "offer" and "command". An offer will results in a response either it is accepted or rejected. In classroom learning activities, offer is usually found when the teachers ask the students to participate in classroom interactions. A command will results in the response either it is undertaken or refused. There are two kind of undertaking found in classroom activity; undertaking through action and undertaking verbally, such as undertaking teachers' command through repetitions.

Giving and demanding information is reflected in the types of language functions called as "statement" and "question". Statements will result in the response either it is acknowledged or contradicted. Statement is used when the

teachers is explaining, and guiding the students.Questions will result in a response either it is answered or disclaimed. Question is used usually to stimulate recall, to deepen understanding, to develop imagination and to encourage problem solving. (Ausubel in Wragg, 2001).

In summary, the offer, command, statement and question are the types of initiation. Those initiations are mostly done by the teachers, especially in the primary classroom context, whereas the students mostly response to the teacher's initiation, although there is still possibility for the students to initiate the interactions and the teachers to respond to students' initiations.

The last part of sequencing in IRF is giving Follow up. Response, on the other hand, is mostly done by the students. When the students have already responded to teachers' initiation, the teachers will give follow up. This follow up is used to indicate that there is a two-way communication between teacher and students and it is used to indicate that the sequence of interaction is not stop in the evaluation of students or teachers' response, but there is follow up to elaborate or clarify and to treat the responses as valuable contribution to the ongoing discussion (Joan Hall A). That three part sequencing and twelve types of linguistic functions are used to analyze classroom interaction between the teacher and students.

2.4 Theoretical Framework

Pedagogic function in this study refers to the utterances of the teachers in conducting classroom interactions. There are some types of pedagogic functions

including commanding, modeling, questioning, correcting, etc. Students' are expected to give responses to teachers' pedagogic functions by using target language, in this case by English as much as possible. When teachers' pedagogic functions consist of the activities that required the teachers to take control over the learning process, it is said that the teaching and learning process is still employing teacher-centeredness. The study focuses on the teachers' pedagogic functions performed in primary level context. Pedagogic functions was analyzed using twelve types of linguistic functions proposed by Halliday (2004) consisting of offering, commanding, stating, and questioning, accepting, rejecting, undertaking, refusing, acknowledging, contradicting, answering, and disclaiming.

CHAPTER III

METHODOLOGY

This chapter presents the methodology used in this study. It consists of research design, setting and data resources, place and time of the study, instrument of the study, data collection, and data analysis of the study.

3.1   Research Design

This study employed a classroom discourse analysis as the research design and Systemic Functional Linguistics (SFL) was used to analyze the data.Douglas (2001) defines discourse analysis as the examination of language use by members of a speech community that is not only looking at language form but also language function both spoken interaction and written texts. In spoken language, a discourse analysis identifies linguistics features that support the interpretation and understanding of types of talk. Besides, Young and Fitzgerald (2006: 16) stated that SFL is a way of understanding the functions that language performs and the choices people make when they speak or write to exchange meaning with readers or listeners.

The researcher used four steps of a classroom discourse analysis, which is defined by Douglas (2001).

1. Videotape complete lesson

    In this step, the researcher recorded teaching and learning process from year four to six in two primary schools.

2. Watch the videotape

   After recording, the reseracher watched all of the videos and determine the videos that contains many teacher-students' interactions.

3. Transcribe the lesson

   The researcher transcribed the video of each class. This was donetoanticipateproblems thatmay arisewhenrecordingorthe results are lessgood orless clear. Visualrecordingsandfield notes isused to verifythe data obtainedfrom therecorded sound.

4. Analyze the videotape and transcript

   In this step, the researcher used table of speech functions to know the purpose of teachers' utterances and students' utterances in the classroom and transitivity system to figure out their transitivity structure. After that, the researcher interpreted the data to answer the reserach question of this study.

3.2 Setting and Data Resources

This study was conducted in two primary schools in East Jakarta. The first one is SDN CipinangMuara 14 Pagi and the other is SDN PisanganBaru 03 Pagi. The data resource of this study was classroom discourses which were collected from teachers and students classroom interactions.

3.3 Place and Time of Study

The study is conducted in two elementary schools, SDN PisanganTimur 03 Pagi and SDN CipinangMuara 14 Pagi. SDN PisanganTimur 03 Pagi is located at JalanPisanganTimur I No. 38, Pulogadung, East Jakarta, while SDN CipinangMuara 14 Pagi is at JalanCipinangMuara No. 3, East Jakarta. It is done from February to April 2012.

3.4   Instrument of the study

There are two kinds of instruments that are applied in data collection procedure of the study, they are:

3.4.1. Classroom Observation

Yin (1989, p.91) said that classroom observation do not only show phenomenon of interest but also some relevant behaviors or environmental conditions.This study employed non participant observation in which the researcher is not directly involved in the situation observed. The researcher only watched and recorded the events being observed. The observation is used to find the real information about teaching and learning process in the classroom. The field notes are also used to record some activities that may be occurs in the classroom learning process. These field notes are important in supporting the data from the recorded observation.

3.4.2. Interview

To clarify the data, the researchers uses interview with the teacher about the learning process that has just already conducted. Interview is needed since this study is about the teachers' pedagogic functions in the classroom interactions.The

result of the interview is intended to find depth information about the teacher's reason why she did particular activity in the classroom process.

3.5   Data Collection Methods

The data, which were classroom discourse, were collected using classroom observations and interview. The teachers' students' interaction during the learning process was recorded and noted. It is done in order to find the activities that are done by the teachers and students in learning process. Here, the researcher is as the non participant observer.

The procedures of collecting the data were described as follow.

1. Transcribed the video

2. Divided the teachers' and students' turns

3. Analyzing the types of language functions from each turn

4. Analyzing the transitivity system to find out the types of processes from the transitivity structurs

3.6.   Data Analysis and Interpretation

The data obtained through classroom observation and teacher interview is analyzed quantitative and qualitatively. The observation data described the interaction of teaching and learning process in the classroom which shows the activities done by the teachers and students during teaching and learning process. The qualitative description was done in order to give clear and detailed information about the teaching and learning methods employed in the classroom process.

The data analysis will be completed by these steps:

1. Divided the interaction into teacher's turn and students' turn

2. Determined the purposes of teachers' turn and students' turn

3. Analyzed the types of language functions of the teacher and students' turn

4. Counted the frequency of each language function of the teachers and students' turn

5. Analyzed the transitivity of teacher and students' turn in terms of the distribution of process types

6. Counted the frequency of each process type

7. Analyzed the transitivity of teacher and students' turn in term of the process structure

8. Determined the Actor and recipients of the process

9. Counted the frequency of teacher and students as an actor or teacher and students as the recipient of the process.

10. Described the result of the data analysis descriptively

CHAPTER IV

FINDINGS AND DISCUSSIONS

This Chapter presents findings and discussions of the research questions in this study:

1. What speech functions did the teachers do in English?

2. What speech functions did the teachers do in Indonesia?

The sub questions:

a. What pedagogic functions that appeared in the speech functions done by the teachers in English?

b. What pedagogic functions that appeared in the speech functions done by the teachers in Indonesia?

c. How much students are involved in such pedagogic functions?

4.1. Findings

Based on the classroom observation done from February to April 2012, it is found some activities did by the teachers and students in classroom interactions. Those activities were analyzed firstly by indicating the purposes of teachers' utterances. After that, each purpose was determined its type of speech functions, as proposed by Halliday (2004). Then, the data were reduces to the types of pedagogic functions.

4.1.1 Teachers' Initiations

Teachers' initiations found in the classroom interactions were performed by the teachers using both English and Indonesia. From the chart above, it can be seen that the teachers used Bahasa more than English in the initiations part. They used Indonesia for 52%, while English only used for 48% of the total initiations. The occurrences of English and Indonesia in teachers' initiations are shown as follow
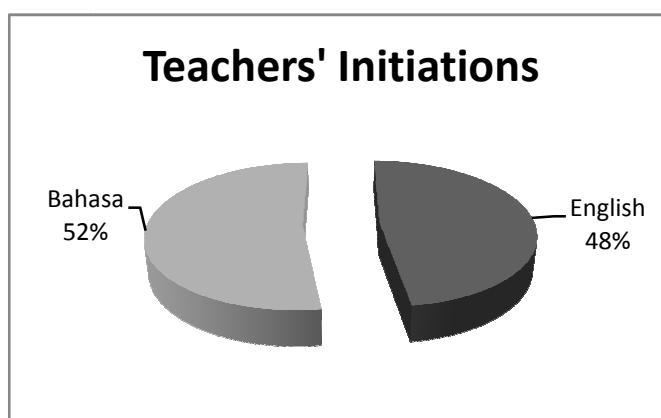
Chart 4.1 Teachers' Initiations

The analysis revealed that the teachers' initiations consist of three types of speech functions, they are commanding, stating, and questioning. In commanding, the teachers used English for 141 utterances while Bahasa was only used in 11 utterances. In questioning, the teachers used more Indonesia rather that English. They used English only in 27 utterances while they used Indonesia in 131 utterances. Finally, the teachers used more Indonesia rather than English in the speech functions of statements. They used English only for 41 utterances, while Indonesia is used for 124 utterances. The distributions of each type of speech functions can be seen in the chart 4.2 below

Chart 4.2 Teachers' Speech Functions

4.1.2 Teachers' Responses

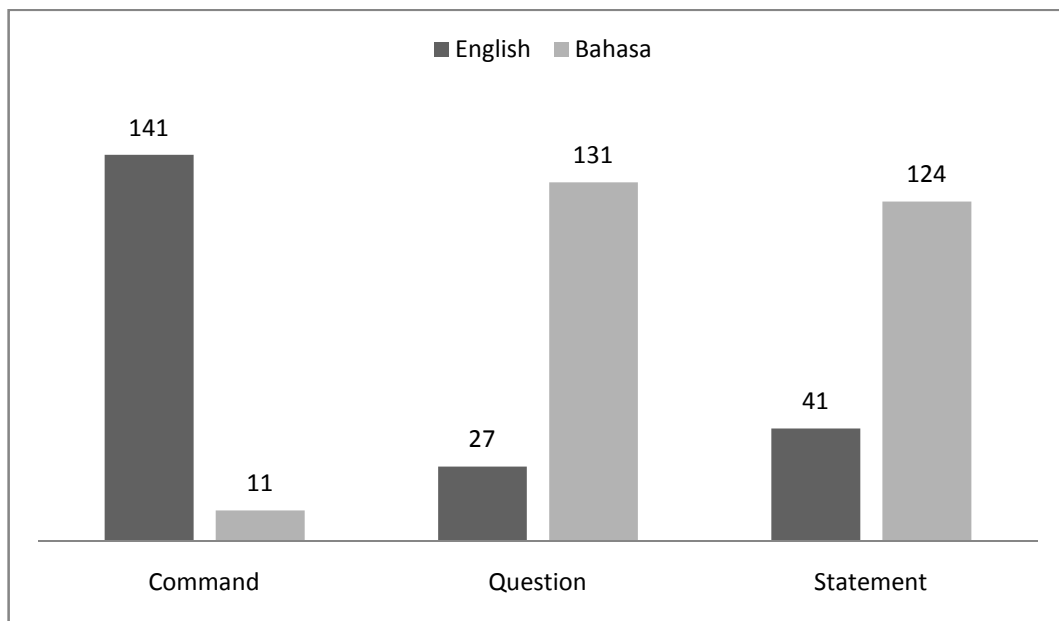Beside as an initiator of the classroom interaction, teachers also take part in responding to students' initiation. Teachers' responses consisted of three main responses. The distribution of those activities can be seen in the following chart
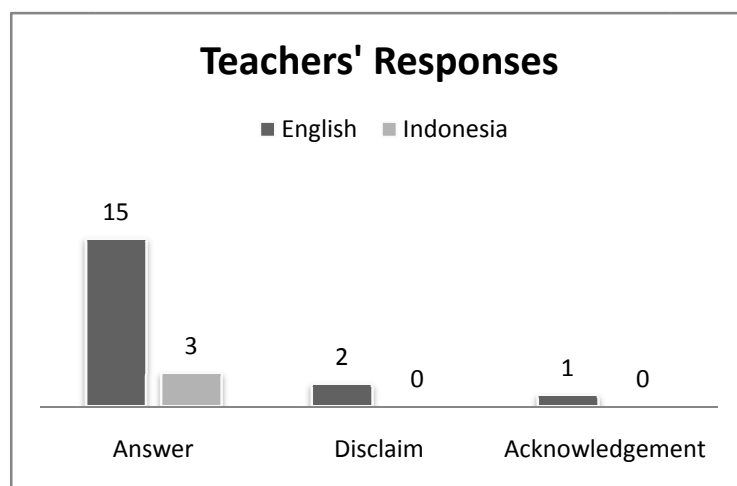

Chart 4.3 Teachers' Responses

The most response that teachers gave is responding to students' questions whether answering students' question or disclaiming students' questions. In answering students' questions, teacher used English more than Indonesia in answering students' questions. They used English for 15 utterances in answering students' questions, while Indonesia is only used for 3 utterances. Moreover, in disclaiming students' questions, the teachers used English all the time. Finally, the last response that the teachers gave was acknowledging students' statements. They used English whenever they acknowledged students' questions.

4.1.3   Teachers' Follow-up

Finally, besides giving initiation and response, teachers also gave follow up to students' responses. Follow up was used to indicate that there is a two-way communication between teacher and students and it is used to indicate that the sequence of interaction is not stop in the evaluation of students or teachers' response, but there is follow up to elaborate or clarify and to treat the responses as valuable contribution to the ongoing discussion. Teachers give follow up through seven ways. The distribution of each way in giving follow up can be seen in chart 4.4 below

Teachers' Follow Up

■ English ■ Bahasa

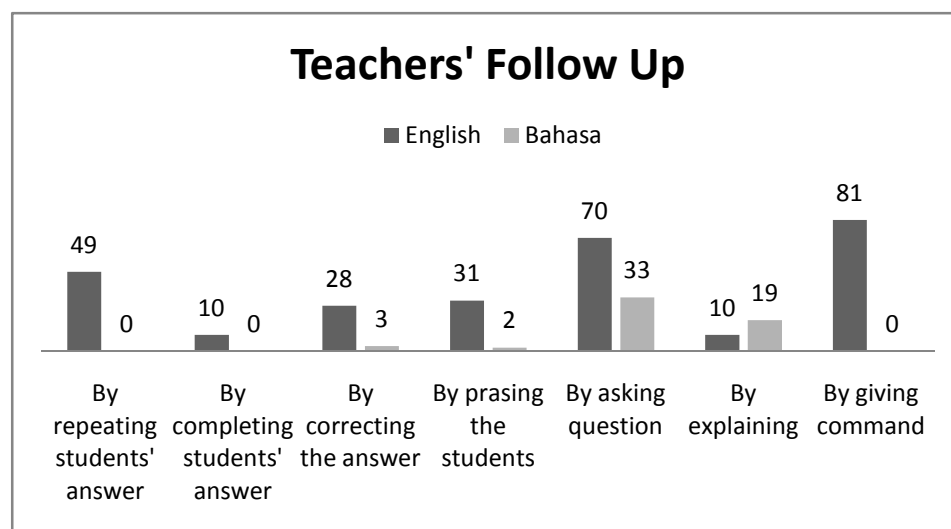|	By repeating students' answer	By completing students' answer	By correcting the answer	By prasing the students	By asking question	By explaining	By giving command
English	49	10	28	31	70	10	81
Bahasa	0	0	3	2	33	19	0

Chart 4.4 Teachers' Follow-up

From the table above, it can be seen that the teachers used full English in repeating students' answers, completing students' answers, and giving command to the students. They used English for 49 utterances in repeating students' answers, 10 utterances in completing students' answers, and 81 utterances in giving command to the students. Furthermore, the used English dominantly in asking questions to the students, praising the students, and correcting students' answers. They used English for 70 utterances in asking questions, while Indonesia only used for 33 utterances, they used English for 31 utterances in praising the students while Indonesia only used in 2 utterances, and they used English for 28 utterances in correcting students' answers while Indonesia only used 3 for 3 utterances. Finally, the teachers used limited English in explaining the lessons to the students. They used English only for 10 utterances while Indonesia is used for 19 utterances.

4.1.4   Teachers' Pedagogic Functions

The analysis revealed teachers' pedagogic functions consists of eleven types. The occurrences of the teachers' pedagogic functions are shown in table 4.5 below
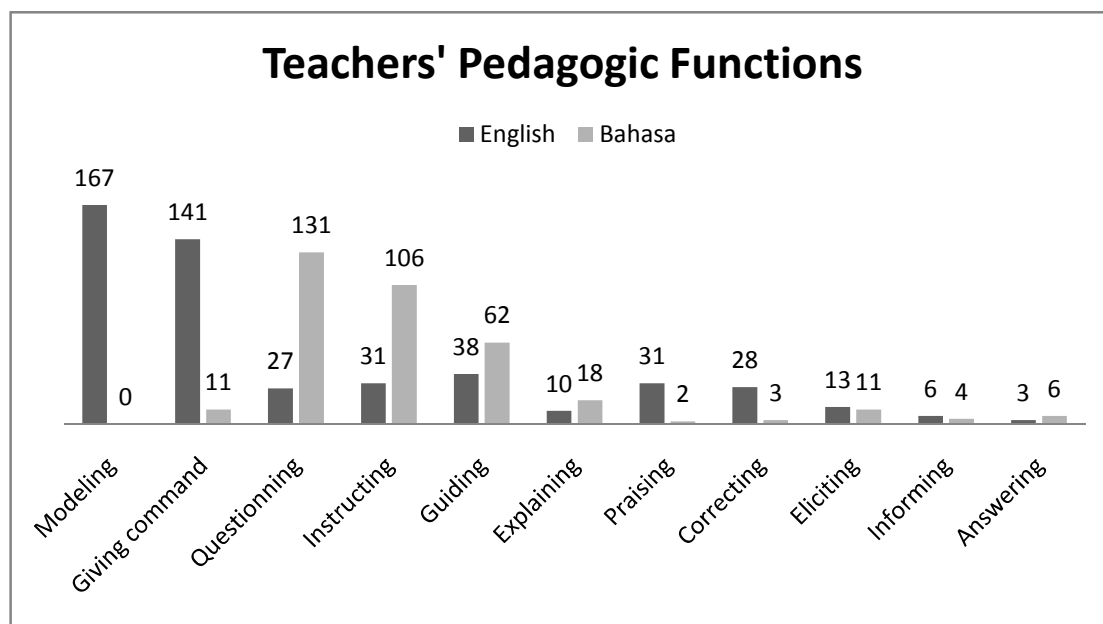
Chart 4.5 Teachers' Pedagogic Functions

4.1.4.1 Modeling

The most teachers' pedagogic function was modeling / drilling. Teachers used 20% of the total utterances to model the correct way of pronouncing words and also to have the have the students to repeat after them. There were many instances of modeling the correct pronunciation of words. Examples of such practices can be seen in the following interaction where the students model each word the teacher says,

> *T: With*
> *Ss: ///with///*
> *T: Here*
> *Ss: ///Here///*

T: There
Ss: ///There///

The same with when the students started reading the paragraph from the word or phrase modeled by the teacher as in the following interaction,

T: I went to Bandung, Windy went to Medan
Ss:/// I went to Bandung, Windy went to Medan ///
T: Ann went to Lampung and Dony went to Bogor
Ss:/// Ann went to Lampung and Dony went to Bogor ///
T: I went to Bandung by car
Ss: /// I went to Bandung by car ///

In modelingthe teachers used 100% English since they were modeling the correct way of English pronunciations to the students.

4.1.4.2 Giving Command

The second pedagogic function mostly found in teachers' utterances is giving command (19%). There were many examples of teachers' command; command to do activities / tasks *"Now look at the next questions", "answer the questions", "Raise your hands"," close the door", "repeat after me"*. Teacher also used command to manage the class, for example *"sit down, please", "silent, please"*.

The table above shows that teachers used English more than Indonesia in giving command to the students. Indonesia was used by the teachers when they managed the class. However, they tend to use English in giving the command to make the students become familiar with the target language, as stated by the teachers as follow

"... saya akan bilang shuffle.. shuffle.. mereka belajar kata baru tuh shuffle, acak. Mereka akan bilang stop. "What is it?" mereka akan respon jawab dengan mungkin dengan verbal, "a postman" misalnya. Oke shuffle..

shuffle.. mereka stop, jadi itu kayak kebiasaan, dan mereka tau kalo shuffle itu acak, dan stop itu jawab pertanyaan, jadi kayak rutinitas gitu, …. Mereka udah tau kalo akhirannya kayak gitu. Terus, instruksi sederhana aja kayak repeat after me, related to occupation maksudnya untuk pembiasaan aja"

4.1.4.3 Questioning

The third teachers' pedagogic function was questioning (20%). There were four purposes of the questions asked by the teachers. They were questions to check comprehension; questions to clarify; questions to check students' work progressions, questions to guide the students' to do activities. The distribution of the purposes can be seen as in chart 4.6 below
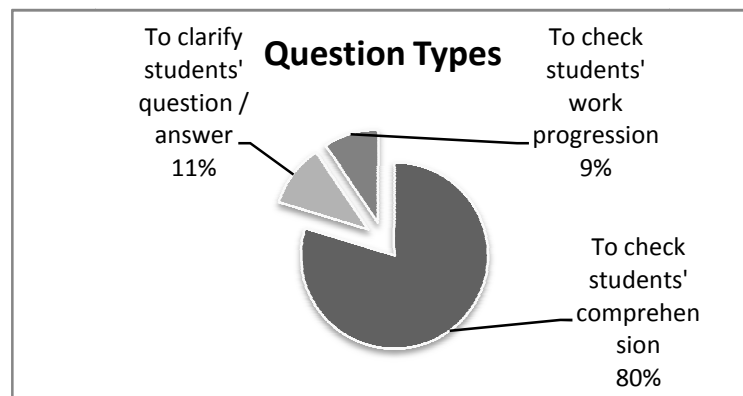
Chart 4.6 Question Types

From the chart above, it can be seen that the most questions were asked to check students' comprehension about the lessons (80%). It could be seen in the questions like *"How can we go to the toilet from this class?"*, *"How do you go to school?"*. Moreover, the questions to check students' comprehensions usually occurred when the students and teachers checked the answer of the task that was given by the teachers or when they discussed about previous lesson at the initial stage of the learning process. This type of question was used to measure the

progress of students' learning and whether or not there was something that still not being understood by the students. When the students still did not give the correct answer of the questions, the teachers would then try to elicit the answer either by asking further questions or by explaining. Like happens in the following interaction

> *T: Kholilah, how do you go to school?*
> *K: Gakngerti*
> *T: I go..*
> *K: I go to school by bike*
> *T:By motorbike? By bike?*
> *K: On foot*

From the interaction above, that the teachers asked questions to check students' understanding about the lesson and while the students said that she didn't understand, the teacher helped her to recall her memories by saying the first sentence of the answer. Moreover, when getting the answer which the teacher thought it could not be the correct answer, she then asked a further question to get the correct answer.

The second type of questions that mostly asked by the teacher is questions to clarify students' answer or question (11%). Teachers clarified students answer usually when the answers were wrong and the students are needed to correct their answer. Teachers clarified the answer, for example when the students pronounced the word "car" as "*/ker/*" and the teacher asked *"/ker/ or /kʌ/?"*.Besides, the teacher also asked that question to clarify students' question when the questions were not clear for the teachers. On the other hand, in clarifying students' questions, teachers usually repeated the questions, for example

> *S: Maksudnya gimana miss nomor satu miss?*

T: Number one? A or B?

The third types of questions were asked to check students' work progression (9%) when they were asked to do the task. the questions that usually asked to check work progressions are *"have you finished?","sudah sampai nomor berapa?"*.

The table above shows that the teachers mostly used Indonesia rather than English in asking questions. The teachers used English only for 17%, while Indonesia is used for 83% of the questions.

4.1.4.4 Instructing

The fourthpedagogic function was instructing (17%). Instruction can be seen towards the language function of statement. The teachers employed this function usually when it was time to do exercises or to work on a given tasks. Instructions were given to ensure the students understand and know what to do to complete the given tasks. Examples of this can be seen in the following interaction where the teacher instructs the students to write the text,

> *T: Now I will give you a text. I will give you a text. I'll write a text and you copy the text. Ok?*

Furthermore, the teacher gave instructions to the students what to do with the comprehension passage.

> *T: Now I will give you an exercise. I will give you an exercise. Part A and Part B. Okay? Part A and Part B. Part A. Part A you can answer the questions by reading the text. Okay? Part A you can answer the questions by reading the text. Okay.*

The table above shows that the teachers used Indonesia more in giving instructions rather than using English.

4.1.4.5 Guiding

The next pedagogic function was guiding the students (6%). Guiding here means to guide students either to answer the questions or to do activity. Guiding can be seen in the language function of question and statement. Guiding was usually used when the students give the wrong answers to teachers' questions. Instead of directly correcting the answers, the teacher tended to asks guiding questions to make them realize and found their mistakes by themselves.

> T: *Ali's mother … Untukmelengkapikalimatituapa? Ali's mother, is?*
> S: *Fathiya. Fathiya. Oh, Fatima.*

While in the language function of statement, teachers usually gave students guidance to answer the questions before she asked the question itself. It can be seen in the following, the teacher and students were discussing about clothes, the bold text is an example of teachers' guidance

> T: ***Jadi coba dilihat dulu, itu ada bendanya, ada warnanya****. Yang mana yang kita tulis dulu, nak?*
> S: *…*
> T: ***Kalau di bahasa Indonesia kan biasanya baju biru, bajunya dulu baru warnanya.*** *Tapi kalau di bahasa Inggris apanya dulu?*
> S: *Warnanya dulu*

The table above shows that the teachers used Bahasa Indonesia more than English in guiding the students.

4.1.4.6 Explaining

The next pedagogic function is explaining (6%). Explaining can be seen in the language functions of statement and follow up. In explaining, teachers mostly took part in the interaction while the students only listened and paid attention to the teachers' explanation. Explaining found in the language function of follow up as can be seen in the following interaction

T: *Rehan how do you go to school?*
S: *I go to school by on foot*
T: **Kalo udah ada on foot. I go to school on foot jangan pake by. Don't use by. Just say I go to school on foot.** *Okay?*

The bold text is an example of teacher's explanation. The explanation was given as a follow up to students' wrong answer. On the other hand, explaining found in the language function of statement is usually occurs when the teachers are intended to give an assignment to the students as can be seen in the following,

T: *Minggu depan kalian bawa lima foto.*
S1: *Yah lima?*
T: **Hey udah, lima foto, boleh gambar, tapi gak usah foto kalian deh. Fotonya dari majalah aja ya, soalnya nanti ditempel di buku. Terus boleh dari internet. Inikan buku, tidak boleh sepanjang ini, jadi segini, setengahnya. Gak boleh panjang panjang apalagi sampe lewat dari sini**
S2: *Miss nempelinnya di buku miss?*
T: **Jangan ditempel dulu, nempelnya di sekolah. Jadi kamu bring pictures, glue, trus kalo kalian butuh bawa scissors, bawa gunting, kalo kepanjangan kan jadi bisa digunting**

Interaction above shows that the teacher explained what the students' have to do with the assignment. She explained the requirements of the assignment and the things that must be brought by the students.

4.1.4.7 Praising

The next pedagogic function was praising the students when they respond correctly (5%). Praising can be seen in the language functions of follow up.

Utterances which gave compliments to the students are categorized as praising. Basically, the teachers mostly used the words "very good" and "good" instead of other compliment words. By not doing so the students were not exposed to varied vocabularies in the classroom.

The table above shows that the teachers used English dominantly in praising the students although they used monotonous word of "very good" and "good" in praising the students.

4.1.4.8 Correcting

The next pedagogic function was correcting students' answer (4%). Correcting can also be seen in the language function of follow up. Teachers usually used corrections in the classrooms. What was observed in the classrooms was the fact that the teachers did corrections on the spot when the students made mistakes.The correction was usually about students' pronunciation, the teacher corrected the students' pronunciation as the students were reading aloud or pronouncing a word and it happened every time the pupil mispronounced the words. It can be seen in the following interaction

> *Ss: Holiday. My name is Shelly. Windy, Ann and Donny are my friends. Last holiday we went to /defferent/ place.*
> *T: Stop. /dɪf.rənt/ place*

However, teachers also corrected students' answer if they were doing question-answer session to check students' for example in the following interaction

> *T: Kalo baju kuning?*

Ss:Yellow
T: Yellow shirt

The table above shows that teachers used English dominantly in correcting students' since the correction is more about students' pronunciations rather than correction in students' answers.

4.1.4.9 Eliciting

The next pedagogic function found was eliciting students' answer (3%). Eliciting can be found in the language function of follow up. If the students couldn't give the correct answer or the students did not have the willingness to answer teachers' questions, teachers would ask another questions to elicit the answers. Moreover, teachers would give students guidance to answer the question by giving clues through asking another question or teacher would elicit students answer by asking question like *"yes?"*. That *"yes?"* question was asked when the students answered the question uncertainly and with low voice. Usually, after the teacher asked*"yes?"* question, the students would answer the questions by saying the answer louder and more certain. The kind of questions when the teachers only asked *"yes?" wa*s not clear enough for the students and it was not effective because the purpose of asking questions by saying *"yes"* was not have a clear purpose then the students still not able to find the correct answer, like what happens in the following interaction,

T: Did Ann go to Lampung by ship?
S: Yes, she is
T: Yes?
S: mmm yes..yes he did
T: Yes?

S: Yes
T: Yes?
S: Yes, it is
T: Yes?
S: Yes, he
T: Yes, she did

Interaction above shows the teacher tried to elicit students' correct answer by asking "yes?" five times, but none all of those "yes?" questions that she asked successful to get the correct answer. The "yes?" question is not effective to be used to elicit students' answer because it doesn't make the students think rather than just answer to please the teachers.

The table above shows the teachers used English and Bahasa Indonesia almost in the same amount when they were eliciting students' answers. It happened because they wanted the students to be familiar with English so Bahasa Indonesia was used only to enable the students find the correct answers.

> *"Kalau ada anak yang gak bisa jawab pertanyaan yang saya kasih, biasanya saya kasih clue ke mereka. Pertama sih cluenya saya usahakan pake bahasa Inggris supaya mereka juga terbiasa dengan penggunaan bahasa Inggris dikelas, tapi kalau anaknya masih gak bisa jawab, saya pake bahasa Indonesia supaya bisa dipahami maksud pertanyaannya."*

4.1.4.10 Informing

The next pedagogic function found was informing (3%). Informing is to tell something. In this study, informing is the least pedagogic function found in teachers' utterances. This function happened when the teacher preferred to offer information, explanations, descriptions or answers to students rather than allowing students to discuss, analyze or summarize in order to seek for their own answers.

In other words, the teacher speaks more than the student.It can be seen in the language functions of statement where the teachers remembers previous lesson,

> *"Last week we already learned about directions. Kita udah belajar dan ulangan tentang bagaimana menunjukkan jalan"*

The table above shows that the teachers used English, Bahasa Indonesia and sometimes they mixed English and Bahasa when they were informing the students. English was used in remembering the students about the time when they were doing the task, for example *"ten minutes more"*, while mix English and bahasa was used when the teachers reminded the students about previous lessons, for example *"Last week we already learned about directions. Kita udah belajar dan ulangan tentang bagaimana menunjukkan jalan."*

4.1.4.11 Answering

The last pedagogic function was answering (1%). This pedagogic function can be seen in part of teachers' responses. Teacher answered students' questions can be seen in the following interaction

> *S: Miss, Ann he apa she?*
> *T: She. Ann is a girl. Ann is a girl. Yes Ann is a girl. Ann is a girl, Shelly is a girl. Windy is a girl. Donny is a boy.*

> *T: Holiday*
> *S: Artinyaapaan miss?*
> *T: Liburan*

However, in answering the questions, teachers tend to directly answer students' questions rather than by using probing or prompting questions in which the question is asked to other friends.

The table above shows that teachers used Indonesia dominantly in answering the students' questions. The dominant used of Indonesian language occurred because students' asks questions about the meaning of a word to the teachers.

4.1.5 Students' Involvement

The teachers' pedagogic functions above lead to the involvement of the students' in the teaching and learning process. Students' involvement consists of initiating the interactions and responding to the teachers' initiations. The distribution of students' involvement can be seen in the following chart
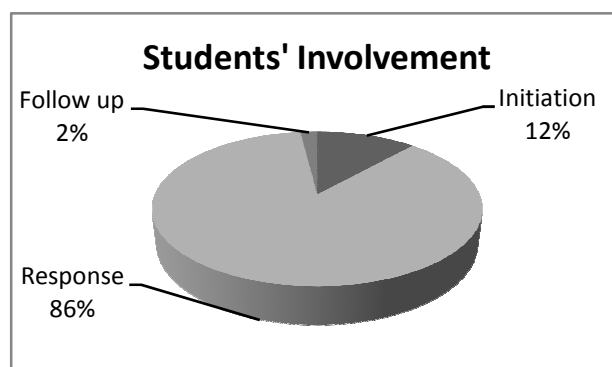

Chart 4.7 Students' Involvement

Based on the chart above, students mostly respond to teachers' initiation. It is found 86% of the total utterances. Students' responses consist of some activities, such as repeating teachers' pronunciation, doing action, answering teachers' questions, etc. Besides responding to teachers' initiations, there is some times where the students initiate the interactions. Students' initiation on the interaction only found 12% of their total utterances. Moreover, students also gave

follow up either to the teacher's response or their friend response. This follow up is found 2% of the total utterances.

4.2. Discussions

From the findings above, some points are needed to be discussed. First, regarding to the teachers' pedagogic functions in which the teachers acted dominantly as the model of pronunciation in classroom interaction. This modeling indicated that there were a lot of repetition drills in the learning process. Repetition is an important aspect in young learners' foreign language teaching, as stated by Brewster (2003) that children need a lot of practices, repeating new words and patterns is one of the way that enable them to be familiar with a new words. By giving model to the students, teachers were considered as the main source of students' English learning in the classroom. The other dominant function acted by the teachers was giving command to the students. Command that the teachers gave indicated that the teachers controlled students' activities in classroom. It was one of the characteristics of teacher-centered instructions where the teachers controlled the flow of learning process. Teacher-centered is still needed for young learners because young learners still need many commands and guidance from the teachers to control their classroom behavior. However, the teachers did not employ full teacher-centeredness in learning process, because there was also another dominant activity in the classroom; that is questions – answers session. By asking the questions, teachers were trying to make communicative interaction between them and the students. Unfortunately, the

teacher sometimes used unclear questions, for example, by asking 'yes?' or asking just the first word of the answer in eliciting students' answers. Those kinds of questions that teachers asked were not a good question since those questionsdidn't encourage students to think (Wragg, 2001). Unfortunately in asking questions to the students, the teachers used limited amount of English.

Second, the findings show that the use of English in teachers' pedagogic functions was not dominant in questioning. On the other hand, students answer teachers' questions by using English more than by using Indonesia. It happened because the questions asked by the teachers were mostly about the content of the lessons, for example the teachers asked about the answer of the questions based on the text which requires the students to answer by using English. Moreover, teachers' answers to students' questions were dominantly occurred in bahasa since the students' questions were about the English translations of an Indonesian word.

The third point to be discussed is regarding to the use of English in students' involvement. It is found that the students used 100% English in repeating teachers' modeling or in pronunciations drill sessions. It happened because the goal of pronunciations drill was to enable the student to pronounce the English word correctly. Moreover, the students dominantly used English in answering the questions. It happened because the questions were about the content of the lesson, which was English and the translations of Indonesian word into English. The students also used English dominantly in answering the questions. It happened because the questions were about the content of the lesson, which was English and the translations of Indonesian word in English. Finally, the students

used both English and Indonesia in the same amount when disclaiming teachers' questions.

Fourth, in relation to the type of teachers' pedagogic functions and students' responses, the type of processes that mostly occurred in classroom interactions were material process and verbal process. Material process as the process of doing occurred in the classroom interactions since the teachers used many repetition drills in the learning process. Moreover, the verbal process, as the process of saying, occurred in the learning process since the other dominant teachers pedagogic function was questioning and the students' response was answering teachers' questions. It means that the teaching of English in primary school focuses heavily on the verbal and concrete activity.

Lastly, regarding to the goal of English learning in primary school, in which English is used as language accompanying action, it is only find 1% of the total teachers' utterances and students' utterances. This can be found in the utterance for example when the teachers said the word *"shuffle"* by rearranging the pictures into different position. Another example found when the teachers command the students to sit down by using song, and the students undertake the command by saying *"sit down"*. It means that the teachers use English heavily as the goal of the lesson not as the tool in learning process.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter reviews the findings concerning the teachers' pedagogic functions in primary school classroom interactions. Recommendations for future action are discussed as well.

5.1   Conclusion

The findings show that the teachers' speech functions in the primary school classroom interactions consist of commanding, stating, and questioning. From those speech functions, it could be seen that the teachers' pedagogic functions were dominantly performed by the teachers as the model of pronunciation in classroom interaction. It indicated that there were lots of repetition drills in the classroom since repetition is an important aspect in young learners' foreign language teaching. Besides modeling of the target language, the teachers also gave command to the students. Command that the teachers gave indicated that the teachers controlled students' activities in classroom. It was one of the characteristics of teacher-centered instructions where the teachers controlled the flow of learning process. Teacher-centered is still needed for young learners because young learners still need many commands and guidance from the teachers to control their classroom behavior.

However, in performing those pedagogic functions, the teachers dominantly used Bahasa rather than English. That kind of condition leads to the

amount of English that students get during their involvement. It is found that the students used English dominantly only in responding to teachers' initiations, such as repeating teachers' modeling or in pronunciations drill sessions, answering and disclaiming teachers' questions. The students used full English when they did pronunciation drill. Beside that, the students dominantly used English in answering the questions. The students also used English dominantly in answering the questions. Finally, the students used both English and Bahasa in the same amount when disclaiming teachers' questions.

5.2   Recommendation

The result of this study is only valid for two primary schools as the sample of this research. Because of that, the next researchers are hoped to conduct their studies in different level of students such as in junior and senior high school since the needs of those level of students are different from primary school students which lead to the different teachers' pedagogic functions.

Furthermore, the primary school English teachers are hoped to maximize the students' participation in the classroom learning process by performing various kinds of pedagogic functions which is not dominated only as the model of the target language. The development of target language as classroom interaction language is important to accustom the students with the language. It will prepare them to be confidence to communicate in English for now and after they graduate.

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