# Chapter 4

Findings and Discussion

In this chapter, the findings of the study were presented. These findings answered the research questions of the study that is how learning activities are conducted and the two sub-questions:

1. What types of learning activities experienced by students in English class

2. What types of learning activities are dominantly exist in English class

4.1 Teacher's and Students' Turns in Classroom Interaction

The data were the teacher's and the students' utterances which were gathered from the classroom observations done by the researcher. There were five observations from two different classes that have been observed by the researcher. From the observation, the researcher transcribed the utterances said by the teacher and the students in classroom interaction.

After analyzing the utterances in the classroom interaction, the researcher encountered the teacher's and the students' turns as presented below.
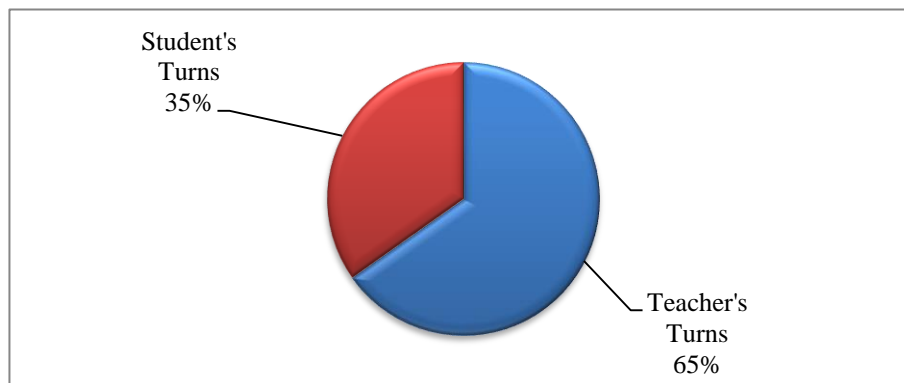
Chart 4. 1 Percentages of the teacher's and the students' turns in the classroom interaction

From the chart for the teacher's and the students' turns in classroom interaction, it was found that there were 562 turns (65%) done by teacher while there were 300 turns (35%) done by the students.

4.2   The Teacher's Turns in Classroom Interaction

From the table of turns, it was encountered some finding. The findings were the kinds of teacher's and students' turns. All kinds of teacher's turns appeared in the interactions. They were offering, commanding, giving statement, questioning, and giving follow-up. The percentage and the frequency of each turns could be seen in the chart below.
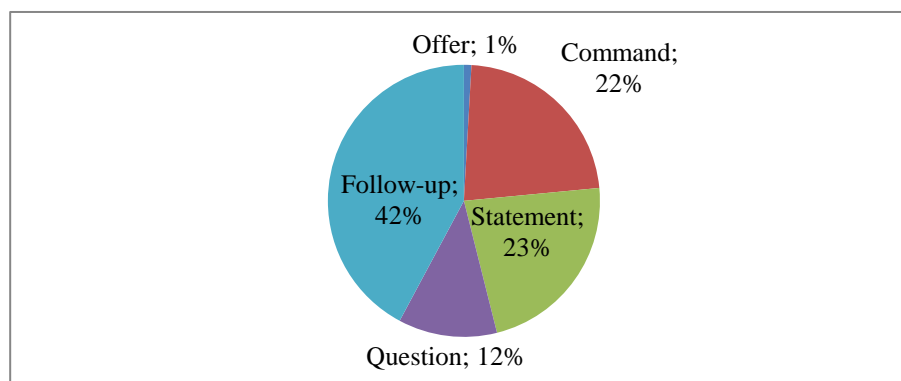
Chart 4. 2 The percentage of teacher's turns in classroom interaction

From the chart for the frequency and the percentage of teacher's turns, it was found that teacher's turns in classroom interaction for giving follow-up 42%, giving statement 23%, giving commands 22%, questioning 12%, and offering 1%.

The extracts below show the teacher's turns in classroom interaction.

Extract 1

T : *Silakan dicek apologize itu kata kerja atau bukan*

Ss : *(look for the meaning in dictionary)*

Extract 2

T : *Udah…*

Ss : *Sssssstttt (keep silent)*

Extract 3

T : *About Buya Hamka again bukan pendiri Muhamadiyah Tapi di kelas lain dikasih tahu katanya founder of Al Azhar school*

Ss : *Iya*

Extract 4

T : *So honestly in this class who has ever been reading biography book?*

Ss : *No.*

T : *Selain yang delapan orang itu. Yang lain Siapa aja? Ya siapa aja?*

S : *Soekarno and JFK.*

The extracts show that the teacher took turns in classroom interaction used offering, commanding, giving statement, questioning, and giving follow-up. In extract 1, the teacher offered the students to look for the meaning of the word in dictionary. Some of the students looked for the meaning and the other did not as their responses to the teacher's offer. In extract 2, the teacher implicitly commanded the students to keep silent, and the students undertook it. While in extract 3, the teacher gave a statement and the students undertook it by acknowledging it. And the fourth extract gives examples of the teacher's question and follow-up. In the beginning, the teacher asked the students if there were anyone who has read biography books, however the students gave negative responses, therefore the teacher gave follow-up question by repeating the question in Bahasa Indonesia and said "*Selain yang delapan orang itu,*" phrase to modify. The more details about the turns can be seen on the appendix, table of turns.

4.3   The Students' Turns in Classroom Interaction

From the table of turns, it was encountered some findings. The findings were the kinds of teacher's and students' turns. The kinds of students' turns were accepting, rejecting, undertaking, refusing, acknowledging, contradicting, answering, and disclaiming. The percentage of the students' turns could be seen in the chart below.
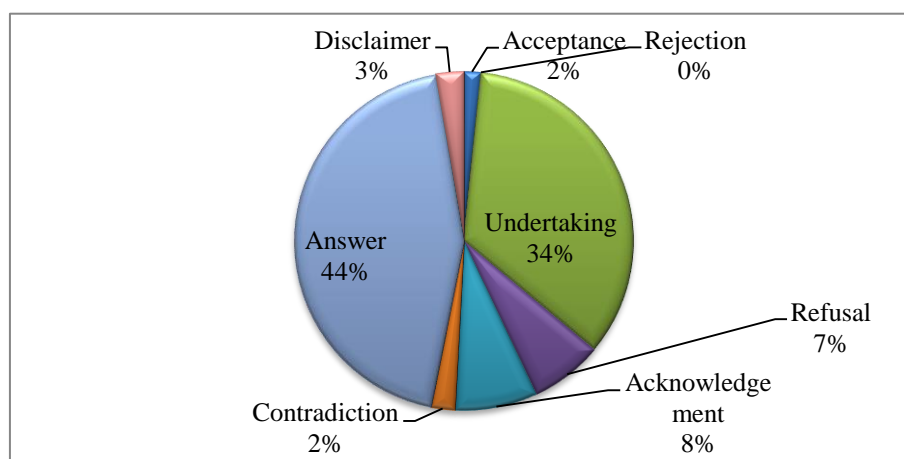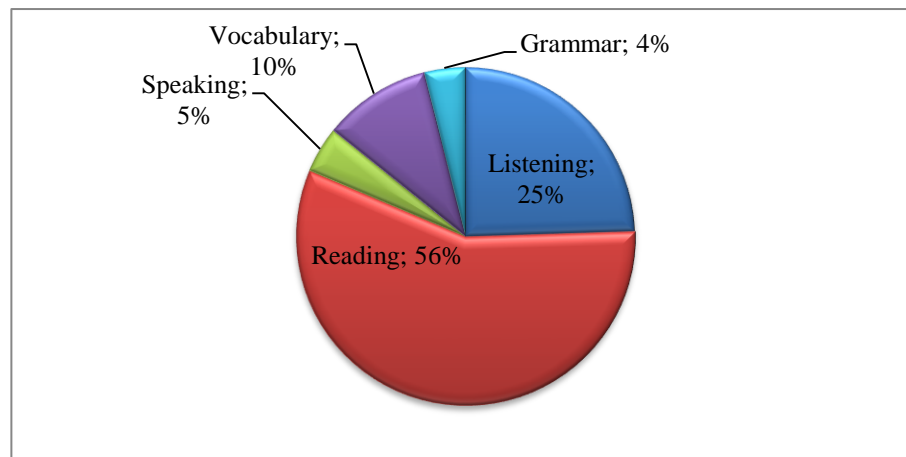
Chart 4. 3 The percentage of students' turns in classroom interaction

The chart shows the percentage of students' turns in the classroom interaction. During the observations the students had 5 turns of accepting, 105 turns of undertaking, 21 turns of refusing, 24 turns of acknowledging, 7 turns of contradicting, 135 turns of answering, and 8 turns of disclaiming.

4.4   Learning Activities Represented in Teacher's and Students' Turns

Learning activities are activities designed or deployed by teacher to bring out or create the conditions of learning. Here, teacher takes apart as a facilitator of the learning and students are the doer of the learning. In IRF case, teacher facilitates and directs students to do learning activity by giving initiations (offer, command, statement, question) and follow-ups, whereas students do learning activity by giving responses such as accepting, rejecting, undertaking, refusing, acknowledging, contradicting, answering, and disclaiming. The frequency and the percentage of learning

activities based on the turns from the classroom observations could be seen on the chart below.
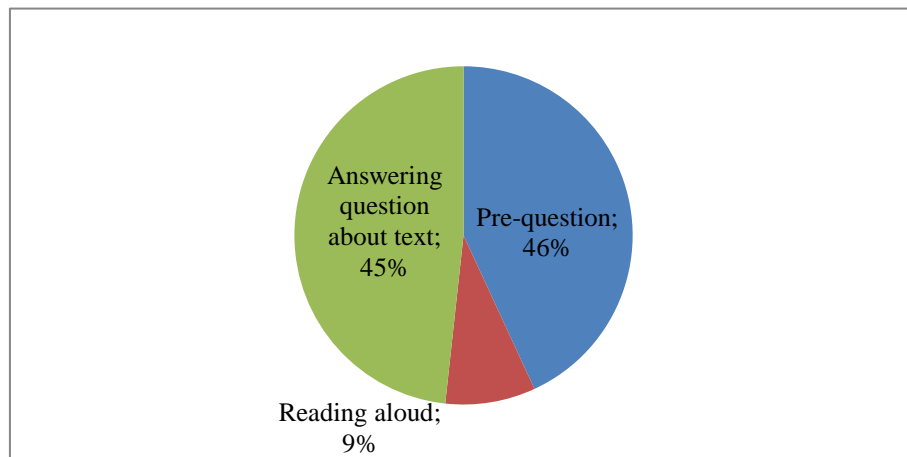

Chart 4. 4 The percentage of learning activities

From the chart for the frequency of learning activities based on the teacher's and the students' turns, it was found that learning activities were conducted in the English class were reading activities (56%), listening activities (25%), vocabulary acquisition activities (10%), speaking activities (5%), and grammar activities (4%). Below is the further explanation about the findings.

4.4.1 Reading Activities

The chart for the frequency of learning activities shows that the frequency of the reading activities was 116 (56%). It is the most existed learning activity in this research. Based on the analysis, there were three kinds of reading activities were conducted: pre-question (46%), reading

aloud (9%), and answering question about text (45%). The frequency and the percentage could be seen in the chart below.

Chart 4. 5 The frequency and the percentage of the reading activities

The extract below will explain how the reading activities were conducted.

> **_Extract 5_**
>
> *T   : How about dahlan iskan?*
>
> *Ss   : Minister.*
>
> *T   : Minister of?*
>
> *Ss   : BUMN.*
>
> *T   : Oke Minister of BUMN. Steve Jobs?*
>
> *Ss   : Founder of Apple.*
>
>
> **_Extract 6_**
>
> *T   : It's yours? You don't read that novel? Gak baca itu novelnya?*
>
> *Ss   : Baca.*
>
> *T   : Baca kan? But why you like to read that novel but don't like to read the biography book of Chairul Tanjung?*
>
> *Ss   : Because I'm curious with the story.*

From the extract, it can be seen pre-question activity was conducted. The Teacher asked the students about general questions referred to the text before they read it, then they responded it by answering them. During the observation, the researcher found the teacher conducted this activity 50 times.

Beside pre-question activity, the researcher found that answering question about text was the second reading activity that dominantly existed. This activity was conducted 56 times. Extract 7 and 8 below will explain how the activities were conducted.

Extract 7

T : So in the first paragraph what we talk about? Tentang apa sik? Apa?

Ss : Education.

Extract 8

T : Menurut teks ini what kind of career that abdurahman had?

Ss : Journalist.

T : Oke first of all he was a journalist. What else?

Ss : ((...))

T : Apa sepanjang hidupnya cuma jadi jurnalis doang? Apalagi?

Ss : He sold peanuts.

In these interactions, the teacher asked about what the paragraph was about and the careers of the person in the biography text. After the

students answered the first question, the teacher repeated the students'
answer to acknowledge that the answer was correct but still incomplete,
therefore the teacher added follow-up question "What else?" to get the first
question complete. However this follow-up still did not get any respond
from the student. Consequently, the teacher translated her previous
question into Bahasa Indonesia and modified it, and then finally the
students answered completely.

Reading aloud is the third kind of reading activity conducted by the
teacher. The purpose of reading aloud, besides to find out the topic of the
text was to check how well the students practice the target language.
Extract 9 below will explain how the activity was conducted.
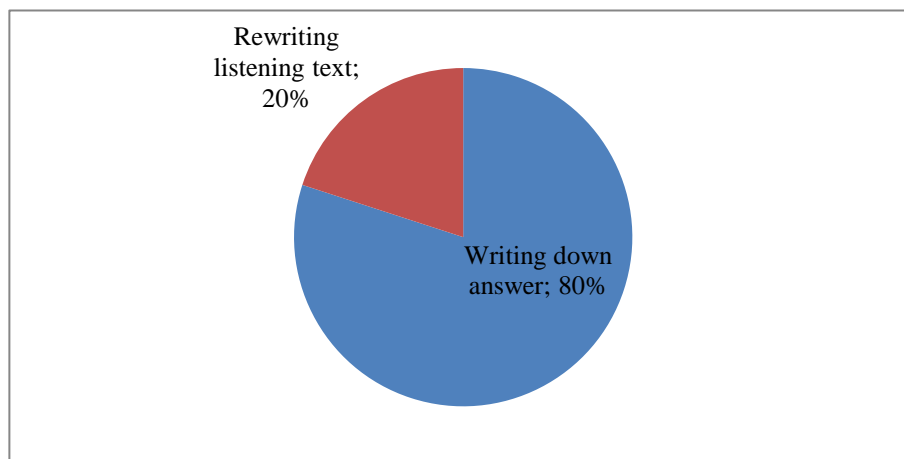
> ***Extract 9***
>
> T : *Oke let's have the first one. How about kevin?*
>
> S : *(read and made mistake)*
>
> T : *Ulangi*
>
> S : *(read and made mistake)*
>
> T : *Ulangi*
>
> S : *(read and made mistake)*
>
> T : *Oke thank you. Kenapa saya harus ulang ulang itu because you are in eleventh grade bukan saatnya lagi baca takut tidak baca seperti itu ya in english. Jadi kebetulan di sini akan banyak sekali berhubungan dengan tahun ya.*
> *So don't forget the year in english. Oke kalo misalkan kalian baca seribu Sembilan ratusan atau seribu delapan ratusan misalnya nanti let's say like this don't forget to devide into two dan jangan kebalik bacanya yang depan belasan nineteen bukan ninety yang dibelakan puluhan*

eighty jadi jangan ninty salah bacanya takutnya nineteen eighty jangan kebalik jadi nety eighteen seperti itu. Ya nanti jadi sembilan ribu lapan belas kan.

In extract 9, the teacher pointed out and asked a student to read aloud a paragraph. The student undertook it by reading it. However, in his reading he made some mistakes in pronouncing years in English, therefore the teacher asked him to repeat until three times by saying "Ulangi". The student undertook it by saying the right word. In the end of the reading, the teacher gave a little lecture and explanation about how to read years in English.

4.4.2 Listening Activities

The chart for the frequency of learning activities shows that the frequency of listening activity was 50 (25%). It is the second most existed learning activity in this research. Based on the analysis, there were two kinds of listening activities were conducted: writing down answer (80%) and rewriting listening text (20%). The amount and its comparison could be seen in the chart below.

Chart 4. 6 The percentage of listening activities

The extracts below will explain how the writing down answer activity was conducted.

Extract 10

T   : The first time, try to fill in the blank dengan apa yang kalian dengar dan second time untuk mengoreksi lagi dan kalo yang belum selesai silakan segerea diisi, ya. So, saya lupa judulnya.

S   : ((listened and filled in the missing words))

Extract 11

T   : There is text of barack Obama dan yang kalian punya itu masih ada kesalahannya ya masih ada 20 kata yang salah. Jadi please listen to me untuk mengetahui apa yang salahhnya ya apa yang salah.

S   : ((listened to the text and changed the wrong words))

In writing down the answer activity, as portrayed in extract 10 and 11, the students were asked to fill in the blank spaces or correct wrong words with the correct one when they were listening text read by the

teacher. In the end of the activity, some of the students took turns to write the correct words in whiteboard and discuss it.

The extracts below will explain how the rewriting listening text activity was conducted.
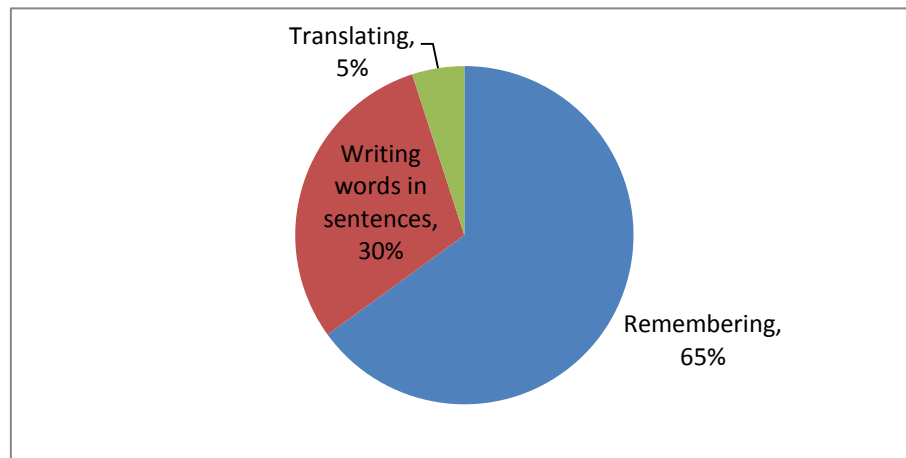
Extract 12

T   : *Let's hear the question for barack obama's text. I will have 5 question based on Barack Obama. Barack Husein Obama text. Jadi dengarkan kelima pertanyaan yang akan saya bacakan ditulis pertanyaanya.*

In extract 12, the teacher read aloud the texts and the students just wrote down it as the response.

In providing the listening activities, the teacher provided her voice as the medium of the activity instead of using laptop or radio tape.

4.4.3   Vocabulary Activities

The chart for the frequency of learning activities shows that the frequency of vocabulary gaining activity was 21 (10%). It is the fourth most existed learning activity in this research. Based on the analysis, there were three kinds of vocabulary gaining activities were conducted: remembering (65%), writing word in sentences (30%), and translating (5%). The percentage could be seen in the chart below.

Chart 4. 7 The percentage of vocabulary activities

The extracts below will explain how the vocabulary gaining activities were conducted.

Extract 14

T   : Coba yang lainnya. Apologize itu verb ato bukan?

S1   : /Verb/

S2   : /Bukan/

Extract 15

T   : Next number four. Tadi saya sekilas melihat ada yang tulisannya itu (wrote down "paddle")

Ss   : //Pedal//

//Paddle. laughed)//

In extract 14, the students did remembering activity. The teacher asked the students the word class of "apologize", then some students answered that the word was in verb class and the others doubted it. In extract 15, the students did remembering activity too, however the teacher indirectly asked the students how to pronounce it "paddle" word.

Translating into Bahasa Indonesia and writing word in sentences activity will be explained in the following extracts.

Extract 16

T   : *Tapi sekarang we will discuss about the "If Clause" first.*

S   : *(wrote down his/her answer on board)*

Extract 17

T   : *Pokoknya yang terpenting hari ini. Hari ini hasilnya harus dikumpulkan bukunya. So try to translate.*

S   : *(translated the text into bahasa)*

In extract 16, the students did writing word in sentences activity. The teacher conducted the activity by pointing out some students to write down their sentences using "if clause" pattern. In extract 17, the students translated a procedure text after the teacher commanding them.

4.4.4 Speaking Activities

The chart for the frequency of learning activities shows that the frequency of speaking activity was 9 (5%). It is the third most existed learning activity in this research. Based on the analysis, there was only one kind of speaking activity that is answering question. Answering question in speaking activity and answering question in reading activity (pre-question activity and answering about text) are two different activities. In the first one, teacher asks random questions which do not have connection to any text or topic, but in the other teacher asks question related to text or

topic. The extract below will explain how the answering question activity was conducted.
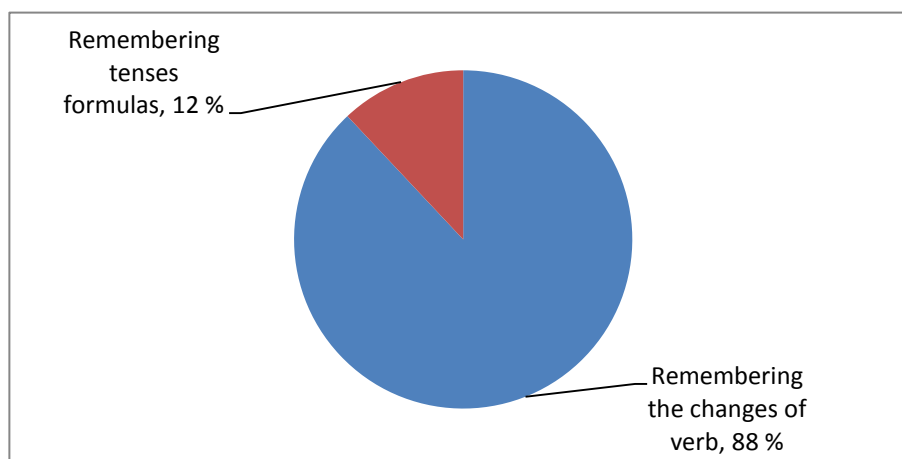
> ### _Extract 13_
> _T   : Bacanya gimana? Bel, kalo misalkan kamu nyanyi "I break my heart"_
> _S   : /I break my heart/_

In the interaction above, the teacher asked a student which was incidentally a choir member in the school how to pronoun "break" based on "Break My Heart" song.

4.4.5   Grammar Activities

The chart for the frequency of learning activities shows that the frequency of grammar acquisition activity was 8 (4%). It is the fifth existed learning activity in this research. Based on the analysis, there were two kinds of grammar acquisition activities were conducted: remembering the changes of verb (88%) and remembering tenses formulas (12%). The percentage could be seen in the chart below.

Chart 4. 8 The percentage of grammar activity

Remembering the changes of verb and remembering tenses formulas will be explained by following extracts.

Extract 18

T   : *Kemarin kesepakatannya kalo yang ada if kalo misalkan menggunakan bentuk verb maka harus verb one (wrote down the pattern)*

S   : */E. Es./*

Extract 19

T   : *Taufiq, lost itu verb keberapa?*

S   : */satu miss. Eh, ke/*

T   : *Satu?*

S   : */Lost. Dua./*

       /Kedua/

       /gak pake t. loose/

In extract 18, the teacher gave little explanation about "if clause" pattern then wrote the formula in the whiteboard however students recalled it even though the teacher did not ask to. In extract 19, the teacher pointed out a student to recall the changes of a verb, but the student answered and doubted, therefore the teacher repeated his answer to make it certain.

4.4.6 Writing Activities

Based on the classroom observation there was no writing activity found.