

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

This research was aimed at analyzing the teachers' language functioned to manage primary school students in English learning. The classroom interaction were recorded, transcribed and analyzed to see the frequencies, kinds of moves, and the purposes of teacher's language to manage students. Teachers' and students' utterances were analyzed by Initiation-Response-Follow Up pattern conducted by Sinclair & Coulthard (1975) to calculate the frequency of teacher students turns and determining teachers' language that functioned to manage students.

This study was conducted in analyzing teacher's language. Teachers' language is a tool to communicate both teacher and students in classroom interaction that the language itself will be adopted and used by students in learning situation (Karen E. Jhonson: 1999 cited in Xuesong Wang: 2011, p.98, Nurhayati: 2013, p.7). Megasari (2013: p.8) conducted a study about teacher's language and stated that teacher's language is a tool that can support students to develop self-control, build sense of community and gain academic skills and knowledge. "Teacher's language was categorized as warm-up chats, direct instruction, giving directions, giving feedback, making transitions, and checking understanding" (Parrish cited in Unsworth, 2004, Nurhayati: 2013, p.8). Teacher's language was similar with teacher's talk (Sinclair and Brazil: 1982, Dagarin:

2004, Myhill, et.al.: 2006 cited in Silver and Kogut: 2011). Silver and Kogut (2011: p.2) conducted a study about Teacher Talk, Pedagogical Talk and Classroom Activities. Teacher's talk used as a term in conducting the study. They stated that "teacher talk can influence students' perception and participation". Teacher's talk is one of classroom interaction components. Furthermore, in this study the term of teacher's language was used to explain the language which used by teacher in managing students during English learning process.

Teachers' language has an important role to develop student's ability to communicate in the classroom. Teacher as the facilitator has to use the appropriate language in order to make the students easy to understand the meaning that conveyed. Sinclair and Brazil (1982: p.12) stated that teacher's language are totally different with the doctor's language, chef's language and other job's language else since the physical setting and the social relation are different. Teacher need to manage classroom which is consists of 30 kinds people, in this case student, besides doctor only need to analyse one person in one time. Teacher's language also can help students to improve their motivation in learning English as Foreign Language (EFL). In the classroom interaction, managing classroom is a part of teacher task in order to developing classroom environment then the goals of learning can be reached.

Teaching in primary school often dealing with the students' familiar behavior such as tattling, showing affection, arguing, giving compliments, inattention, creating distractions, ignoring, asking repeated questions, interrupting, appealing to do something else, protesting, and stalling for time (Spaulding: 1997

p. 101). Creating and managing a successful class may be a key to the whole success of a course. That is why Scrivener (2005) stated that the most important job as a teacher is creating the condition in which learning can take place. Classroom management is also difficult that hundreds of interaction must be monitored by the teacher. It's caused that classroom management is not an easy task, it should be planned (Moore: 2005). In Indonesia, the National Ministry of Education (2013) stated classroom management as a part of learning implementation of 2013 Curriculum. On the other words, classroom management has an important role in creating the learning condition to reach the goals and to make a successful learning.

Anderson (1989) declared in increasing student's chances to involve within classroom activity, teacher can work for three ways. First is create a conducive classroom circumstances that related with the classroom management that can help teacher to manage student during the learning by giving some rules and routines then make student aware to obey it, and then optimalization of time which is deal with the use of instruction, last is about supervise student. As we know in the communicative language learning, teacher should can be the facilitator, manager and counselor, so 'supervise student' here also deal with these three role of teacher. This study review supports this study that teacher has a role in developing classroom environment. However, this study highlighted at teacher's language as functioned to manage students in the classroom.

Sakui (2007) conducted a qualitative study about classroom management in Japanese EFL classroom. The main goal of this study was to

investigate classroom management issue in order to manage students' behavior in English learning through Communicative Language Teaching method. The research findings highlighted Communicative Language Teaching as a method to make a successful classroom management. Sakui (2007) also argued that language teachers are pressured to make their instruction more communicative and more interactive than other subject teachers, and this poses a greater challenge to them as they attempt to balance this demand with the demands of managing a class.

Australian Council for Educational Research (ACER) (2008) conducted a study about Managing Classroom Behavior. The study was focused in revealing the importance of behavior management in effective teaching and learning, defining good behavior management, and the role of behavior management in improving students' outcomes in learning. Classroom behavior management was desirable to be part of a whole school behavior management plan. There is much that teachers can do individually within their own classrooms to create an appropriate atmosphere to carry out their core tasks.

The problem came up on the previous study dealt in managing students' behavior during teaching and learning process. This study conducted in revealing teacher's language that functioned to manage students in English learning, with a reason has not found the research related to. This study also conducted in which teacher's language to manage that can develop students' cognitive, affective, and behavior.

The study was conducted based on the importance of managing students in the class. Cited in Yanfen and Yuqin (2010), stated that previous study

recent years about teacher's language drawn more attention from scholars and researchers worldwide, such as Lindholm-Leary (2001), Seedhouse (2004), Berlin (2005), Ellis & Barkhuizen (2005), Wright (2005), and Robinson (2006). Those studies mainly focus on classroom conversation features, talk turns between the teacher and the learners, and by using what languages teachers could manage the class well. Moreover, Liu et. al (2004: 616) stated that one of eight major aspects of teacher's language is managing student's behavior. Those previous study was found that one of teachers' language function was to manage students in the class. Thus, this study conducted at analyzing teacher's language that functioned to manage students. This study also revealed in what aspect whether cognitively, emotionally and, or behaviorally students can be engaged in English learning. As stated on *Standar Proses—Permendikbud 2013* (2013) that the learning process based on developing three domain aspect; affective, cognitive and behavior.

## **1.2 Research Questions**

From the background above, the researcher proposed the research questions, as follows:

1. What kinds of teachers' language to manage students appear during the English learning?
2. What are the purposes of teachers' language to manage students that teachers utter?

### **1.3 Purpose of Study**

The purpose of the study is to reveal teachers' language to manage students in English learning. These are the specification of purposes:

1. To identify kinds of teachers' language to manage students appear during the English learning.
2. To identify the purposes of teachers' language to manage do teachers utter.

### **1.4 Scope of Study**

The study focused on teachers' language to manage primary school students in English learning.

### **1.5 Significance of Study**

This study was considered for researcher, teachers, and students majoring in English educational program. For researcher, the benefit of this study to get more understanding about teacher's language to manage students in English learning. For teachers, this study are expected to give insight of how teachers' language to manage students in English learning. This study also give recommedation of teacher's strategies and methodology in managing English learning process. For the students that majoring in English educational program, this study expected to give more reference about English Learning and Teaching strategies and methodology, especially in managing the classroom.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses theoretical review and theoretical framework underlying this study. The theoretical review exemplifies teachers' language to manage students in English learning. It also elaborates discourse analysis as a means of interpreting teacher's language to manage students in their classroom practices. The theoretical framework then synthesizes the theoretical review that has been explained.

#### **2.1 Theoretical Review**

##### **2.1.1 Teacher's Language**

This study was conducted in analyzing teacher's language. Teacher's language is a tool to communicate both teacher and students in classroom interaction that the language itself will be adopted and used by students in learning situation (Karen E. Jhonson: 1999 cited in Xuesong Wang: 2011, p.98, Nurhayati: 2013, p.7). Megasari (2013: p.8) conducted a study about teacher's language and stated that teacher's language is a tool that can support students to develop self-control, build sense of community and gain academic skills and knowledge. "Teacher's language was categorized as warm-up chats, direct instruction, giving directions, giving feedback, making transitions, and checking

understanding” (Parrish cited in Unsworth, 2004, Nurhayati: 2013, p.8). Teacher’s language was similar with teacher’s talk (Sinclair and Brazil: 1982, Dagarin: 2004, Myhill, et.al.: 2006 cited in Silver and Kogut: 2011). Silver and Kogut (2011: p.2) conducted a study about Teacher Talk, Pedagogical Talk and Classroom Activities. Teacher’s talk used as a term in conducting the study. They stated that “teacher talk can influence students’ perception and participation”. Teacher’s talk is one of classroom interaction components. Furthermore, in this study the term of teacher’s language was used to explain the language which used by teacher in managing students during English learning process.

Teacher’s language has an important role to develop student’s ability to communicate in the classroom. Teacher as the facilitator has to use the appropriate language in order to make the students easy to understand the meaning that conveyed. Sinclair and Brazil (1982: p.12) stated that teacher’s language are totally different with the doctor’s language, chef’s language and other job’s language else since the physical setting and the social relation are different. Teacher need to manage classroom which is consists of 30 kinds people, in this case student, besides doctor only need to analyse one person in one time. Teacher’s language also can help students to improve their motivation in learning English as Foreign Language (EFL). In the classroom interaction, managing classroom is a part of teacher task in order to developing classroom environment then the goals of learning can be reached.



### **2.1.2 Classroom Management**

Classroom management is the process of organizing classroom activity that free of behavior problem. Classroom management is often related to the preservation of order and the maintenance of control. It also involves the establishment and maintenance of the classroom environment so the learning goals can be accomplished (Moore: 2005).

The ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity and promotes learning and takes into account different needs and abilities of learners and demonstrates an awareness of Equal Opportunities and Diversity issues (British Council: 2007).

Classroom management means how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen. For students, classroom management means having some control in how the class operates and understanding clearly the way the teacher and students are to interact with each other. For both teachers and students, classroom management is not a condition but a process (Bosch: 2006).

Based on those definitions, classroom management is defined as teacher's role as a planner, controller, and facilitator in order to organized classroom activity and behavior problem to accomplish learning goals.

Areas of classroom management are included grouping and seating, activities, authority, critical movement, tools and technique, and working with people. Grouping and seating is included seat plan such as forming a group,

arranging seating, and deciding where teacher will stand or sit. Activities is included a set of sequence activities includes setting up activities, giving instruction, timing activities, and monitoring activities. Authority is included gathering attention, deciding who does what, and getting someone to do something. Critical moments are included how to start and finish the lesson, dealing with unexpected problem, and maintaining discipline. Tools and techniques are included using equipment, using gestures, speaking volume, grading the quality and complexity of language. Working with people is included spreading attention, using intuition to know students' feeling, listening to the student, and eliciting honest feedback from students (Scrivener: 2005).

Brewster and Ellis (2003: 218) are divided classroom management especially in managing primary school students into three main areas: creating and maintaining motivation, maintaining, classroom control and discipline, and organizing learning activities. Motivation needed to provide classroom environment to promote students' confidence and self-esteem so that they are able to learn effectively and enjoyably. Classroom control and discipline considered into five main areas; establishing routines, finding a balance, getting student's attention, finding an acceptable noise level, and giving praise. Organizing learning activities are deal with finding the textbook and interesting activities. It's also included managing work group.

Liu et.al. (2004: 616) divided teacher's talk into eight major aspects like greeting, directing, questioning, explaining, modeling, giving text and story behind, managing student's behavior, and jokes and personal talks. One of

teacher's talk aspect is managing student's behavior that teacher's talk is functioned to manage. Stubbs in Cazden (1988) found eight kinds of metacommunicative talk that functioned to monitor and control the classroom communication system, there are; attracting or showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, defining, editing, correcting, and specifying topic. There was one aspect of teacher's talk stated by Liu et.al.(2004: 616) that a function of teacher's talk is to manage students' behavior. While, Stubbs found that there were kinds of talk that functioned to monitor and control the classroom environment. Thus, on the other words, teacher's language to manage students are functioned to attracting or showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, defining, editing, correcting, and specifying topic.

Besides those eight kinds of teachers' language to manage students, teachers' language also has a purpose to frame the time. Slavin in Shindler (2010) stated that framing the time is such a critical to the learning process. Shindler (2010) also added that teacher may need a time frame for a certain task that need to be completed. Thus, based on those theories, the researcher believes that there is a teachers' language to manage that functioned to frame the time.

Shindler (2010) suggested directions or signal the need for students to shift their focus from some other state to 100 percent attention using some type of attention cue such as; bell or sound, whistle, hand clapping, chanting, turning the lights off and on, counting down, hand raised, cue word. On the other explanation, Shindler (2010) also suggested directions to get students' with misbehavior

attention, by *active consequences*, stop and wait for 100 percent attention; *clarifying statements*, clarify the expectation with statements; *proximity*, move around the room; *substantive logical consequences*, students who do not get the hint from clarifying statements, proximity, and actions such as your stopping need to be held accountable for their choice to violate the expectation or social contract.

Christie (1995) conducted a study about Pedagogic Discourse in the Primary School. Cited in Christie (1995), Bernstein (1990) divided pedagogic discourse into to pedagogic function, instructional function and regulative function. The instructional function was related to the teaching and learning content while the regulative function was related to the goals, purposes, and direction of teaching and learning activity. Septiani (2012) who conducted a research about teacher's pedagogical discourse in English learning found teacher's language in pedagogical discourse was to manage students during the learning process. Based on the previous study, this study intended to find the regulative function in English Learning process as a function to manage students.

### **2.1.3 Student's Engagement**

Cited in Miller (2010), engagement was defined by Dewey (1938), Freire (1970), and Vygotsky (1978) that engagement is a condition when the learner are actively involved during the learning process. Furthermore, engagement was defined as a condition when the teacher give opportunities to the students by conducting the appropriate materials the students become engaged in learning.

Engagement is standard that can measure whether the learning is successful (teaching effectiveness, optimum feedback and good outcome). If the student engage with the learning , it means they have got the best comprehension toward it, not only cognitive, but also affective and psychomotor. By trying to engage students, teacher will create any activity, material and other component of teaching for making them give full participation in teaching and learning process. Besides, being engaged means being motivated.

In Center for Mental Health in Schools (2008), Fredricks, Blumenfeld, and Paris (2004) conclude: Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure. Engagement is defined in three ways in the research literature: Behavioral engagement, draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out; Emotional engagement encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influences willingness to do the work; Cognitive engagement draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

In Indonesia, stated in *Standar Proses Pendidikan Dasar dan Menengah* (2013: p.1), motivated students to be actively involved should be done during the

learning process. In *Kerangka Dasar dan Struktur Kurikulum Sekolah Dasar/Madrasah Ibtidaiyah* (2013: p.2), Curriculum of 2013 was developed as a paradigm that learning process must be students' centeredness. The curriculum of 2013 is based on developing three aspect, developing knowledge, attitude, and skills. Those aspects are equal to a concept of engagement by Fredricks, Blumenfeld, and Paris (2004) cited in Center for Mental Health in Schools (2008: p.2) that there are three kind of engagement, behavioral engagement, emotional engagement, and behavioral engagement.

Engagement can be measured as follows: Behavioral Engagement: conduct, work involvement, participation, persistence, (e.g., completing homework, complying with school rules, absent/tardy, off-task); Emotional Engagement: self-report related to feelings of frustration, boredom, interest, anger, satisfaction; student-teacher relations; work orientation; Cognitive Engagement: investment in learning, flexible problems solving, independent work styles, coping with perceived failure, preference for challenge and independent mastery, commitment to understanding the work (Cited in Center for Mental Health in Schools (2008), Fredricks, Blumenfeld, and Paris: 2004).

#### **2.1.4 Classroom Discourse Analysis**

Interaction in the classroom was always between the teacher and students and it was an essential part in learning process (Allwright and Bailey: 1991 cited in Adendorff, Ralph D: 1996, p.19, Nurhayati: 2013 p.9). Through interaction,

students learn something from what they heard and it was able to improve their language (Rodney H. Jones: 2006 cited in Xuesong Wang 2011: p.99, Nurhayati: 2013 p.8). classroom interaction was defined as “a practice that enhances the development of students’ languages, helps them to communicate with their peers easily, and help the learner to come face to face with the various types of interaction that can take place inside the classroom” (Unsworth: 2000, p.184, Tsui cited in Carter and Nunan: 2001, Wells: 2001, Megasari: 2013, p.10). in the classroom interaction Silver and Kogut (2011: p.4) found the Initiation – Response – Follow-Up pattern in their data while conducting research about teacher talk, pedagogical talk, and classroom activities. This pattern was such a default pattern that commonly found in the classroom interaction.

Halliday (2004) mentioned that the clause existed in the classroom used to find out who initiates the interaction, what is the response of the initiation, and how is the feedback of the response. It is also able to reveal functions of each interaction such as giving commands, asking questions, undertaking commands, answering questions, etc. The IRF firstly developed by Sinclair (1975) stand for Initiation- Response- Follow up or Initiation- Response- Feedback. Since the third component is consists of teacher’s respond and give students opportunity to learn, Mehan (1979) revised IRF into IRE or Initiation- Response- Evaluation. However, the follow up as a teacher’s response to the student’s answer is a kinds of clarification, justification, questioning to expand student’s thinking, or building a connection to the student’s knowledge. As the result teacher’s follow up will give

more chances for student to learn. Wells (1999) added that most teacher student talk is the scripted text known as IRF.

IRF were categorized based on the each function. Initiation of language interchange by teacher is the main instrument of education. This is done by asking question, giving instructions, and giving information the teacher guides and controls his class. The category of initiation is an informing activity. Next is response which is used by teacher in order to prompting students's answer if there is no answer or no new knowledge and to gain student's answer as an expanding respond. Follow up allow the teacher to shape the material being taught, to select, edit and evaluate. They can also summary, reviewing responses and drawing conclusion by putting them all together.

Again, Halliday and Mathiensen (2004: 110) distinguished the speech into two speech role; giving and demanding, two commodities; goods and services and information, and four primary speech function; offer, command, statement and question. Giving is the speaker action to give an information while demanding is something that speaking want to hear from the listener. In the exchange of goods and services, what is being demanded is either an object or an action, and language is used as a means to help the process happen, but in the exchange of information, what is being demanded is information, language is the end and the only expected answer is a verbal one (Halliday and Matthiessen, 2004: 107). Next the speech role and commodities separated into offer, command, statement and question. Initiation and response was give for the recognition when the first



speaker initiated the topic and wait for the response from the other speaker. Expected and discretionary existed as the division of 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 is involving rejection, refusal, contradiction, and disclaimer as a disagreement to response an initiation.

In conclusion, the IRF can help the researcher in this case to identify the teacher's talk and its purposes. By separating the form, it will find the most teacher's talk used in primary school for many function especially relate with the student's engagement promotion.

## **2.2 Theoretical Framework**

This study was limited into four areas: teacher's language, classroom management, student's involvement, and discourse analysis.

The first is teacher's language. Teachers' language is the kinds of language that used by the teacher to make interaction in the classroom. By using the appropriate language, the learning process will be effective because students will be more motivated and understand the teacher's explanation. This study is focused on teacher language used in the classroom interaction

The second is classroom management. Classroom management is defined as teacher's role as a planner, controller, and facilitator in order to organized

classroom activity and behavior problem to accomplish learning goals. This study is focused in identifying the purpose of teacher language in managing the class.

The third is student's engagement. Engagement is standard that can measure whether the learning is successful (teaching effectiveness, optimum feedback and good outcome). If the student engage with the learning , it means they have got the best comprehension toward it, not only cognitive, but also affective and psychomotor.

The fourth is discourse analysis. The central structure in classroom discourse is the IRF sequence (teacher initiation– student response–teacher feedback; (Sinclair & Coulthard, 1975) or IRE, where E means Evaluation (Mehan, 1979). There are four components in Discourse Analysis, such as Lesson consists of unit of transactions, transactions consist of units of exchanges, exchange consists of IRF and IRF consist of units of acts (Coulthard and Sinclair, 1975).

## **CHAPTER 3**

### **METHODOLOGY**

This chapter elaborates how the study was conducted. It consists of research design, time and place of study, data and data search of study, instrument of study, data collection methods, and data analysis methods.

#### **3.1 Research Design**

This study employed a qualitative research and classroom discourse analysis as a research design. Initiation Response Follow up (IRF) was used to analyze teachers' and students' utterances in classroom interaction (Sinclair & Coulthard: 1975). It was a method proposed by Halliday (2004) which deals with social interactions aim to identify the function and meaning behind language performed. It achieved the purpose of the study which is to identify the teacher's talk. The purpose of teacher's language also been categorized into several kinds of metacommunicative language function conducted by Stubb in Cazden (1988: 160).

The researcher use non-participation observation Creswell (2008: 122) stated that non-participant observer "as an observer who visits a site and records notes without becoming involved in the activities of the participant". Burns (2000) stated that the real information of English teaching and learning activity could be found by using non-participation observation. It means that the researcher portrays

the interaction between teacher and students in process of English teaching and learning without intervention.

### **3.2 Time and Place of Study**

This study was conducted at five classroom interactions in primary schools, SD N Cipinang Muara 13, SD N Cipinang Muara 14, and SD N Cipinang Muara 16. The data was collected from September to October 2013.

### **3.3 Data and Data Source**

The data of this study was video and sound record of classroom interaction among teacher and students in five classroom interactions of primary school. The data source was the transcription analysis of teacher and students utterances based on video and sound record.

### **3.4 Instrument of Study**

The researcher used Initiation-Response-Follow up pattern (Sinclair & Coulthard: 1975) as a method to calculate teacher and students utterances and determine the teachers' language that functioned to manage students. Then, the teachers' language to manage was categorized by its specific purposes.

The researcher used non-participation observation as an instrument as Burns (2000) stated that the real information of English teaching and learning activity could be found by using non-participation observation. It means that the

researcher portrays the interaction between teacher and students in process of English teaching and learning without intervention.

The researcher use camera and video recorder to record the classroom interaction during the English teaching and learning process. The camera and video was put at the front on the teacher desk and at the back of classroom. The document review is the transcription of teacher and students utterances during the English teaching and learning process. The transcription will be put on table of moves to analyzed teacher language to manage students in English learning.

### **3.5 Data Collection Procedure**

The data is collected by recording English teaching and learning process. The data will be transcribed and will be put on the table of moves that IRF will used to identify teacher's language functioned to manage during the English teaching and learning process.

### **3.6 Data Analysis Procedure**

After the data puts on the table, these are the analysis steps:

1. Determining the teachers' and students' moves into the table of moves.
2. Categorizing teachers' and students' moves into the table of moves.
3. Calculating the frequency of teachers' and students' turns.
4. Determining teacher's language to manage during English teaching and learning process.

5. Categorizing the purpose of teacher's language to manage during English teaching and learning process.
6. Drawing the findings.
7. Drawing the conclusion.

## **CHAPTER 4**

### **FINDINGS AND DISCUSSION**

This chapter presents the findings and discussion of the research questions in this study:

3. What kinds of teachers' language to manage students appear during the English Learning?
4. What are the purposes of teachers' language to manage do the teachers utter?

#### **4.1. Description of the Data**

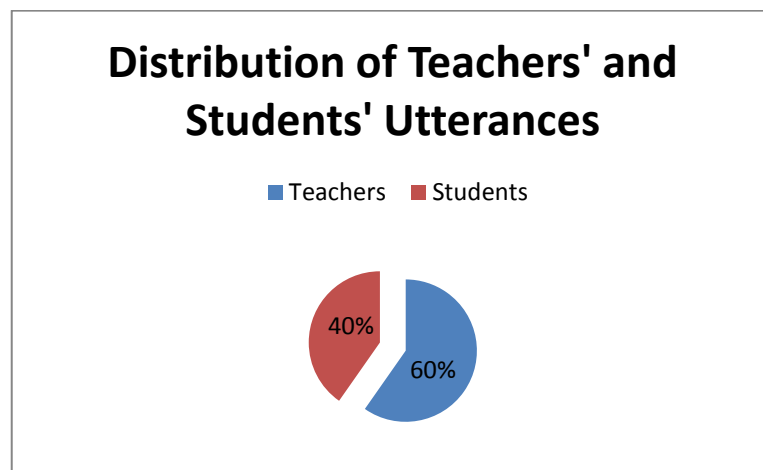
This study analyzed teacher and students' language to determine in what ways teacher language manage the students during English Learning. The data were teacher and students' utterances which were gathered by recording the utterances of teacher and students during classroom interaction. The data was transcribed and analyzed into table of moves. The researcher found that there are 2848 utterances which consist of 1701 teacher's utterances and 1147 students' utterances.

## 4.2. Findings and Discussion

After the data was analyzed into table of moves, IRF (Initiation-Response-Follow up) was used to calculate the frequency of teachers' language to manage students and then dividing the specific function of teachers' language to manage students.

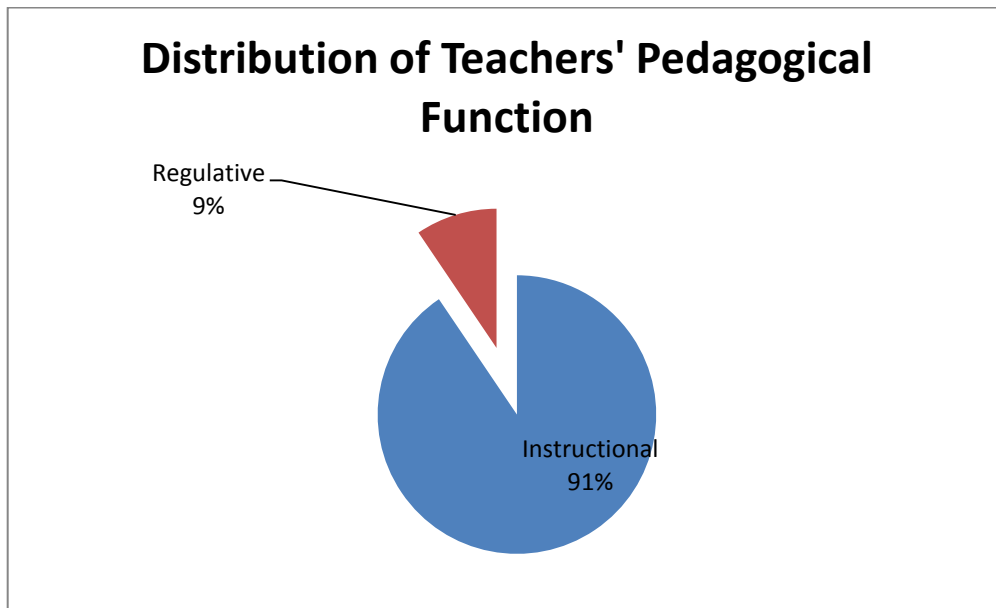
### 4.2.1 Teacher's and Students' Move in English Learning Interaction

From 5 classroom interaction, the researcher found that English learning interaction (2848 utterances) was dominated by teacher (1701 utterances). From those utterances 160 utterances are functioned to manage students during English learning. Chart 4.1 presents the distribution of teachers' and students' utterances which draws the frequencies of teachers' and students' turn. While, Chart 4.2 presents the frequencies of regulative function which also draws teachers' language functioned to manage students.



**Chart 4.1** *Distribution of Teachers' and Students' Utterances*





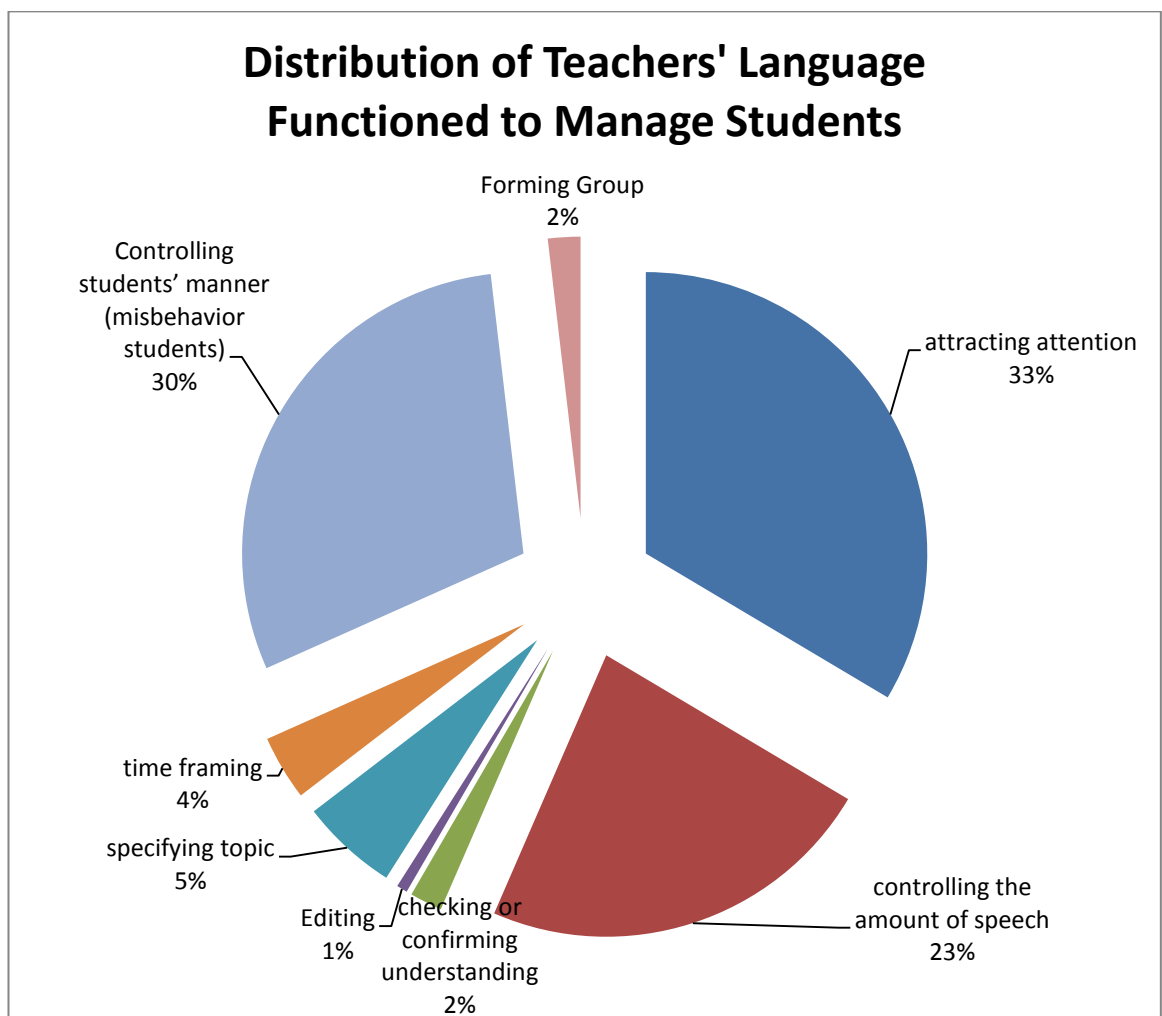
**Chart 4.2** *Distribution of Teachers' Pedagogical Function*

#### **4.2.2 The Purposes of Teacher's Language to Manage Students in English Learning**

Teachers' language that functioned as regulative function was taken into account as teachers' language to manage. As mentioned in Chapter 2, Stubbs in Cazden (1988) found eight kinds of metacommunicative talk that functioned to monitor and control the classroom communication system, there are; attracting or showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, defining, editing, correcting, and specifying topic. While, Slavin in Shindler (2010) stated that framing the time is such a critical to the learning process. Shindler (2010) also added that teacher may need a time frame for a certain task that need to be completed. Teachers' language in managing time appeared during the English learning process. The

researcher also found the teachers' language that purposed in grouping students.

The following chart defines the teachers' language purpose in managing students based on its specific function.



**Chart 4.3** *Distribution of Teachers' Language Functioned to Manage Students*

The chart above presented the specific function of teachers' language in managing students. Teachers' language that purposed to attract students' attention (54 utterances, 33%) and control students' manner (48 utterances, 30%) are dominated teachers' language that functioned to manage students' in English learning. Moreover, teachers' language to manage also has purposes to control the amount of speech (37 utterances, 23%), to specify the topic (9 utterances, 5%), to frame the time (6 utterances, 4%), to check or confirm understanding (3 utterances, 2%), to form the group (3 utterances, 2%), and to editing (1 utterance, 1%).

Based on the data, teachers' language was purposed to attract students' attention. Teachers were often attracted students' attention in order to make students focus and keep involved during English learning process. Teachers attracted students in several ways, as well as the following extract explain.

### **Extract 1**

#### **A**

(Code: CM14-6 | Episode 3, 47-51)

*T : can you see the picture in a behind? Can you see?*

*S(s) : /yes/*

*T : can you see the picture? Can you see it?*

*S(s) : /yes/*

*T : can you see it Faldi?*

*S(s) : /yes/*

#### **B**

(Code: CM14-6 | Episode 3, 68-70)

*T : now, don't repeat after me, just listen. Just listen. Okay?*

*S(s) : /dengerin/*

*T : ya, good*

**C**

*(Code: CM14-6 | Episode 4, 89-91)*

*T : **How about the same picture? Can you guess Arfan?***

*S(s) : ///Hahahaha///*

*T : It's okay*

*S(s) : I don't know*

*T : Andi, can you help Arfan?*

On the Extract 1.A the teacher tried to attract students by asking question. The teacher asked a student personally whether the students paid attention or not. While Extract 1.B, the teacher give a command to the students and commanded students to be quiet and listen carefully. Extract 1.C, the teacher controlled a student who didn't paid attention through asking the student a question. Those kinds of teachers' language are purposed in attracting students' attention and making students keep focus on the lesson.

Data founded the teachers' language in managing students were purposed to control students' manner during the English learning process. Controlling students' manner itself related to classroom rules, whether the students accepted or ignored the rules or not. The common rules established in the classroom such as keep quiet and pay attention, stay on the seat and not going around the class without permit. However, as a character of primary school student, the students cannot fully attention, except the teacher give some

interesting materials and build a positive environment during the lesson. The Extract draws the language that the teacher used to control students' manner.

## **Extract 2**

### **A**

(Code: CM13-4 | Episode 9, 270 – 273)

*T : ok sekarang kita baca bareng-bareng yuk. Masih aja deh tia sama tio gak bisa diam. Masih mainan, sini miss ambil mainannya. Marcell duduknya dimana?*

*S(s) : /(Marcell sat down)/*

### **B**

(Code: CM16-5 | Episode 4, 85 – 86)

*T : Duduk nak, duduk nak, duduk.*

*S(s) : (student still stood up)*

*T : Riyadi duduk*

*S(s) : (student sat down)*

On the Extract 2.A the teacher tried to control students' manner by scolded directly to the students and commanded the students to be quiet and went back to the seat. The teacher on Extract 2.B also commanded the student directly to go back to his seat. Those kinds of teachers' language often used by teachers in controlling students manner and make students not ignoring the classroom rules.

The data also found teachers' language used to control the amount of students' speech. It happens when the classroom was noisy. The teachers often shouted "Ssst" when the students were noisy. However, give a command can simply control the amount of speech as it draws on the following extract. On the

Extract 3.A the teacher control students' amount of speech by asking the student to answer a question. It is effectively control the students than only shout the students to be quiet. Beside the students are quiet and paid attention, the students also learn something through the teacher's question.

### **Extract 3**

**A**

*(Code: CM14-5 | Episode 3, 47 – 50)*

*T : ok. What time is it? What time is it?*

*S(s) : //It is ten, past, six o'clock. //*

*S(s) : //Hu! Hu.....// (The other students gave a noise sound for his friend who answered the full sentence. )*

*T : **Silent, just raise your hand. Silent and just raise your hand. You want to answer, Nanta? Ok** (Teacher pointed to a student who talked to his friend in the back row. )*

*S(s) : /It's enam..../*

*T : What is enam?*

*S(s) : /Six/*

**B**

*(Code: CM16-5 | Episode 5, 180 – 182)*

*T : **yak. Coba. Yak. Udah udah udah, sip.***

*S(s) : (students kept talking)*

*T : **Udah dong.** sekarang perhatikan nomer tiga disamping pojok bawah itu hati-hati.*

*(Teacher repeated the command since students kept talking. Then students undertook the command and teacher back to the topic.)*

Specifying topic is needed during the lesson. It makes the lesson keep on the right track, make easiest to reach the goal, and make students understand what they have to learn. Teachers' language in specifying the topic is often come up when they state the objective. The following extract explains teachers' language to specify the topic.

#### **Extract 4**

*(Code: CM14-6 | Episode 1, 1 – 3)*

*T : Okay, yesterday we have learned about food, vegetable, and fruit. We already ask, what is your friend's favorite food? What's your friend's favorite drink? Today, we are going to try something new, we are going to learn about some places.(S)*

*Ss : ///.../// (students paid attention to the teacher)*

As discussed before, time framing was also needed in learning process. It was needed to avoid teachers spent so much time. The data found that the teachers used this kinds of teachers' language in order to frame the time, so the teacher effectively taught the students and can reach the goals on time.

The following extract draw the way teachers use the language to frame the time during English learning process. On Extract 5.A the teacher framed the time by offering question. Although the students refused the teacher's offering, the teacher gave time as well as first offering. While, on Extract 5.B the teacher directly commanded students to finish the task in the current time. The data draws that the teachers have such an authority to decide when the lesson have to be

started and ended. It can make the lesson not spent so much time and the goals of the lesson can be reached.

### **Extract 5**

#### **A**

(Code: CM13-4 | Episode 10, 292 – 295)

*T : ok now open your work book. Buka bukunya.*

*S(s) : //(students opened their book)//*

*T : **Dicatet selama 5 menit bisa?***

*S(s) : // ngga//*

*T : **kalo gak pake becanda bisa. 5 minutes selesai.***

#### **B**

(Code: CM16-5 | Episode 17, 504 – 508)

*T : Silahkan dikerjakan, yang sudah dikumpul.*

*S(s) : /di buku tulis pak?/*

*T : Iya di buku tulis.*

*S(s) : /sampe berapa pak?/*

*T : Semuanya nak, ada dua puluh berarti sampe dua puluh. Udah kerjakan, jangan jalan-jalan. **I give you ten minute ya. Yuk dikerjakan.***

The teachers' language to manage also used to check or confirm students understanding. It was come up when the teachers tried to manage students to do something and then checked the students whether they were understood or not. The following data found the teachers' language in managing students that purposed to check or confirm students' understanding. The following extract draw the condition at that time was the teacher tried forming group. To check students' whether they were understood or not where they were belongs to, the teacher asked the students in order to confirm their understanding.



## **Extract 6**

*(Code: CM14-5 | Episode 6, 138 – 144)*

*T : Ok, Now. I have a game.*

*S(s) : Ok. Listen to me. This row is group one. This row is group two. Randy! Ok, This one is group three.*

*S(s) : /Yeah. Kita sama Miss yah./*

*T : No, no, no. Miss itu gak ikutan. Ok, **This one is group four. Ok. Duduk rapih. Ok, This is group?***

*S(s) : //One. //*

*T : **and this is group? Two.***

*S(s) : //two. //*

*T : **And this is group three***

***And that one group?***

*S(s) : //four. //*

The data found teachers' language to manage students were purposed to forming group. Forming group is one of managing method used by teachers. Extract 7 draws kinds of teachers' language to manage students were purposed to form a group. Based on the following data, the teacher formed a group by giving commands and statements to the students and decided the group that needed for the lesson. Extract 7.A gave a command to the students to form a group according to the seat row and then the teacher asked students to play a role. While on the Extract 7.B, the teacher gave a same command as the teacher on Extract7.A to manage students before they played a game.

## Extract 7

**A**

(Code: CM13-5 | Episode 7, 179-181)

*T : Oke selanjutnya yang halaman tujuh belas, last one.*

*oke sebelah sini this row that row nina.. (pointed to 1<sup>st</sup> and 2<sup>nd</sup> row) yang ini jadi sari. (pointed to 3<sup>rd</sup> and 4<sup>th</sup>) nina and sari.. baca yang bener.*

*one two three go.*

*S(s) : //What day is today//*

*//Today is Saturday.//*

*//Do we have flag ceremony today?//*

*//No//*

*//What day is tomorrow?//*

*//Tomorrow is Sunday//*

**B**

(Code: CM14-5 | Episode 6, 138 – 140)

*T : Ok, Now. I have a game.*

*S(s) : Ok. Listen to me. **This row is group one. This row is group two. Randy! Ok, This one is group three.***

*S(s) : /Yeah. Kita sama Miss yah./*

*T : No, no, no. Miss itu gak ikutan. **Ok, This one is group four.** Ok. Duduk rapih.*

The last data found teachers' language to manage students that purposed to edit students' language. The data found only one utterance that purposed to edit students' language. The teachers edited students' language when the students didn't say properly. The teachers' language appeared on the following extract. The teacher tried to make a group in role playing, but when the

students played a role they didn't read the sentence in a correct pronunciation. The teacher gave a follow-up and asked students to read the sentence properly.

### **Extract 8**

(Code: CM13-5 | Episode 7, 179-182)

*T : Oke selanjutnya yang halaman tujuh belas, last one. oke sebelah sini this row that row nina.. (pointed to 1<sup>st</sup> and 2<sup>nd</sup> row) yang inijadi sari.. (pointed to 3<sup>rd</sup> and 4<sup>th</sup>) nina and sari.. baca yang benar. one two three go.*

*S(s) : //What day is today//*

*//Today is Saturday.//*

*//Do we have flag ceremony today?//*

*//No//*

*//What day is tomorrow?//*

*//Tomorrow is Sunday//*

*T : Kalo kamu ngomongnya ga benar.. itu ga belajar namanya.*

Based on the data founded, teachers' language in managing students was dominated to attract students' attention, control students' manner, and control the amount of speech. The data shows us that the students often didn't pay attention during the English learning. Students' behavior also becomes a problem during English learning process. The data gave us a portrait that the condition of English learning still needed to be managed. The problem may appear from the teachers who lack in managing classroom and the students itself who not involve during the learning process.

Shindler (2010) suggested directions to get students' with misbehavior attention, by *active consequences*, stop and wait for 100 percent attention;

*clarifying statements*, clarify the expectation with statements; *proximity*, move around the room; *substantive logical consequences*, students who do not get the hint from clarifying statements, proximity, and actions such as your stopping need to be held accountable for their choice to violate the expectation or social contract. Those suggestions are able to be used in during the learning process as another method in attracting students' attention and make students to be more focused.

Based on the data, teachers' language to manage was limited in developing students' attitude. During managing the students, the teachers only focused on disciplining the students. However, disciplining the students by shouting students to be quiet, asking students to stay on the seat not only way to make them involved during the English learning process. When the teachers try to manage students' attitude, the teachers are able to improve students' knowledge and skill. The following case was able to improve students' knowledge and skill if the teachers do more this way to manage students with misbehavior. The following method would be effectively managed students' behavior if the students can give a correct response.

### **Extract 9**

*(Code: CM14-6 / Episode 4, 89-91)*

*T : How about the same picture? Can you guess Arfan?(the teacher asked a student who talked with the other students)*

*S(s) : ///Hahahaha///*

*T : It's okay*

*S(s) : I don't know*

*T : Andi, can you help Arfan?*

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

This chapter presents the conclusion that was derived from the discussion based on the research questions. The implication and recommendation were presented to bring some suggestion related to the pedagogical practice and further research that has relation with this research context.

#### **5.1 Conclusion**

The researcher found that there are 2848 utterances which consist of 1701 teacher's utterances and 1147 students' utterances. English learning interaction (2848 utterances) was dominated by teacher (1701 utterances, 60%). From those utterances 160 utterances (9%) are functioned to manage students during English learning.

Teachers' language that functioned as regulative function was taken into account as teachers' language to manage. As mentioned in Chapter 2, Stubbs in Cazden (1988) found eight kinds of metacommunicative talk that functioned to monitor and control the classroom communication system, there are; attracting or showing attention, controlling the amount of speech, checking or confirming understanding, summarizing, defining, editing, correcting, and specifying topic. While, Slavin in Shindler (2010) stated that framing the time is such a critical to the learning process. Shindler (2010) also added that teacher may need a time frame for a certain task that need to be completed. Teachers' language in

managing time appeared during the English learning process. The researcher also found the teachers' language that purposed in grouping students.

The data found specific function of teachers' language in managing students. Teachers' language that purposed to attract students' attention (54 utterances, 33%) and control students' manner (48 utterances, 30%) are dominated teachers' language that functioned to manage students' in English learning. Moreover, teachers' language to manage also has purposes to control the amount of speech (37 utterances, 23%), to specify the topic (9 utterances, 5%), to frame the time (6 utterances, 4%), to check or confirm understanding (3 utterances, 2%), to form the group (3 utterances, 2%), and to editing (1 utterance, 1%).

Based on the data founded, teachers' language in managing students was dominated to attract students' attention, control students' manner, and control the amount of speech. The data shows us that the students often didn't pay attention during the English learning. Students' behavior also becomes a problem during English learning process. The data gave us a portrait that the condition of English learning still needed to be managed.

Based on the data, teachers' language to manage was limited in developing students' attitude. During managing the students, the teachers only focused on disciplining the students. However, disciplining the students by shouting students to be quiet, asking students to stay on the seat not only way to make them involved during the English learning process. When the teachers try to

manage students' behavior, the teachers are able to improve students' knowledge and skill. Through asking question and asking students to come to the front of class are able to improve students' knowledge and skills and also involve students during the English learning process.

## **5.2 Recommendation**

The recommendation for other researcher, especially the next researcher from English Department students who interest to conduct the research about teachers' language to manage student by using discourse analysis, is to gain the other ability for the student in the Primary School which has the implication to gain students' knowledge, behavior, and skills in English learning. This study have reveal teachers' language function to manage students in English learning, however the weakness of the study was only aiming at the purposes of teachers' language to manage students without giving clearly information the relation between teacher's language to manage and its influence in developing students' knowledge, attitude, and behavior.