CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter provides findings and discussions based on the research questions posed in chapter 1, such as:

Research question:

In what ways did teacher talk enhance English fun learning activities in primary school?

In order to answer the main research question, the three sub-questions were formulated:

1. Who initiated the interaction in primary school classroom?

2. What were the purposes of teacher and students talk in primary school classroom interaction in point of view of interpersonal functions?

3. What expressions did the teacher use to enhance students in English fun learning activities?

4.1. Description of the Data

This study analyzed teacher and students talk to determine in what ways teacher talks enhance students in English fun learning activities. The data were teacher and students' utterances which were gathered from the classroom observation done by the researcher, who was also conducting teaching and learning process. The researcher found that there are 3421 utterances which consist of 2094 teacher's utterances and 1327 students' utterances.

4.2. Findings

After analyzing the data by using SFL proposed by Halliday (2004), the results were found as below:

4.2.1. Teacher and Students Talk

Based on the analysis, the researcher found that the teacher was dominated the classroom interaction (2094 utterances) in initiation and follow-up moves while the students have less domination in the classroom interaction (1327 utterances).

Therefore, initiation moves in primary classroom interaction were found in both teacher and students talks as described below:
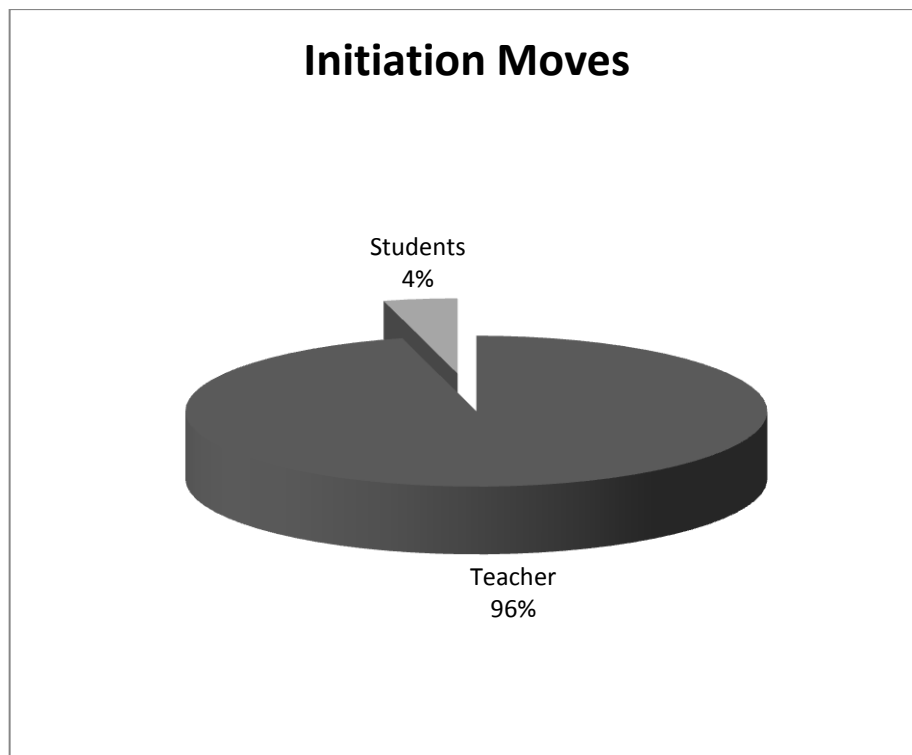

Chart 4. 1 Initiation Moves

From the diagram above, it can be seen that teacher started the first moves. It implies that teacher was the one who initiated the classroom interaction in primary school (96%). Purpose of moves done by the teacher was to ask or give something from the students. However, teacher also gave chances for students to make the first move. Students only got 4% to take part in the initiation (64 utterances).

Therefore, the functions of teacher talks in initiating the interaction were giving command, questioning, giving statement and offering. The researcher found that there were 829 utterances in giving command, 520 utterances in questioning, 182 in giving statement, and 28 in offering. It can be seen in chart 4.2 below:
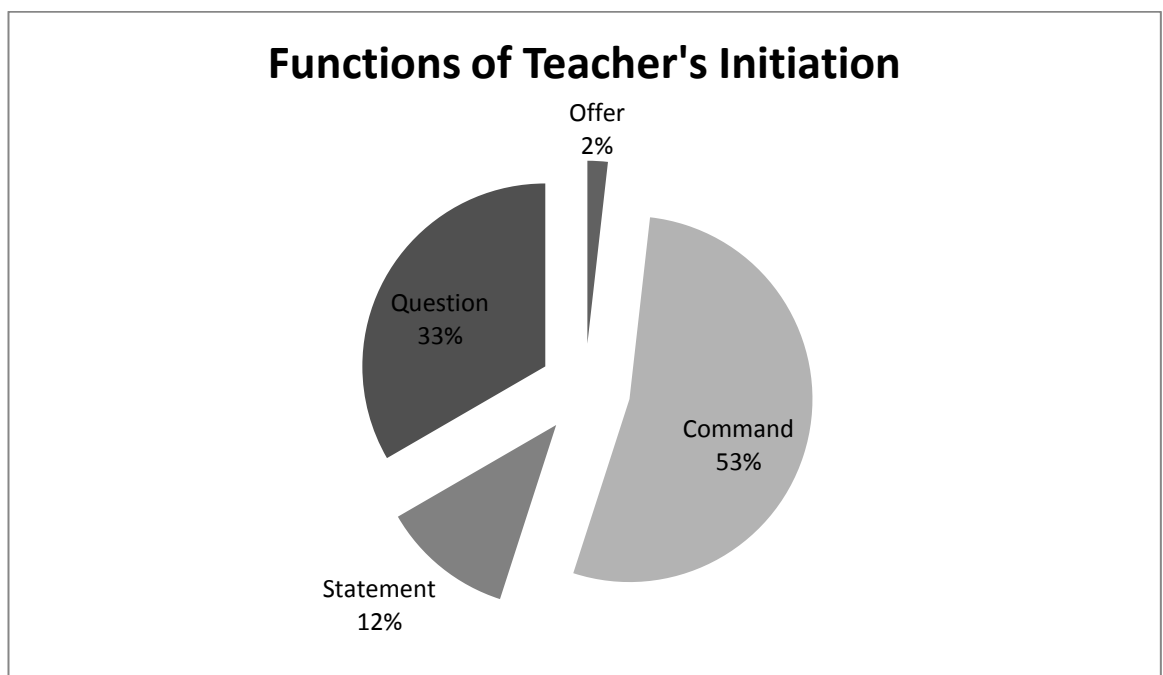

Chart 4. 2 Functions of Teacher's Initiation

The dominant function when teacher initiated the interaction was to give command to the students (53%). Teacher mostly used this function to ask students

repeating teacher's pronunciation (*"Together repeat after me, please!"*, *"Listen and repeat!"*), to manage the classroom atmosphere (*"Keep silent, please!"*), to do routine class activities (*"Take out your book, please!*, *"Take out your pen, please!"*), and to also to guide students to be engaged learning activities such as listening and speaking activities (*"Listen, please!"*, *"Now*, *make a group of four!"*)

The second dominant function was to give question (33%). Teacher asked questions in order to check students' comprehension about the lesson they learned. It was expressed in teacher talk such as, *"What is this?"*, *"What did the boy say?"*. Teacher also asked questions to check students' English knowledge about the words they repeated after the teacher such as, *"What's this in English?,* *"What is lunch in English?",* and to review the previous lesson *"What did we learn last week?".*

The third function was to give statement (12%). Teacher gave statement when explaining the lesson to students. It can be seen from the utterance *"For example, you are studying right now…"*. Teacher also used this function to guide students to be engaged in an activity, *"Now we are going to play acting game."* and to manage the class *"We won't start until you keep quiet."*

The last function was to give offer (2%). Teacher only used this function in some lessons to ask students' response if teacher offer something *"Wanna go home?, "Let's go to the canteen"," Wanna eat?"*

4.2.2. Functions of Teacher and Students Talk

Teacher talks were dominantly found in the moves of initiation, follow-up and response. As described in the previous section, the functions of teacher talks in initiation moves were dominantly in giving command to the students, followed by asking questions, giving statements and offering.

Thus function of follow-up moves done by the teacher was dominantly to follow –up students' responses in English fun learning activities.
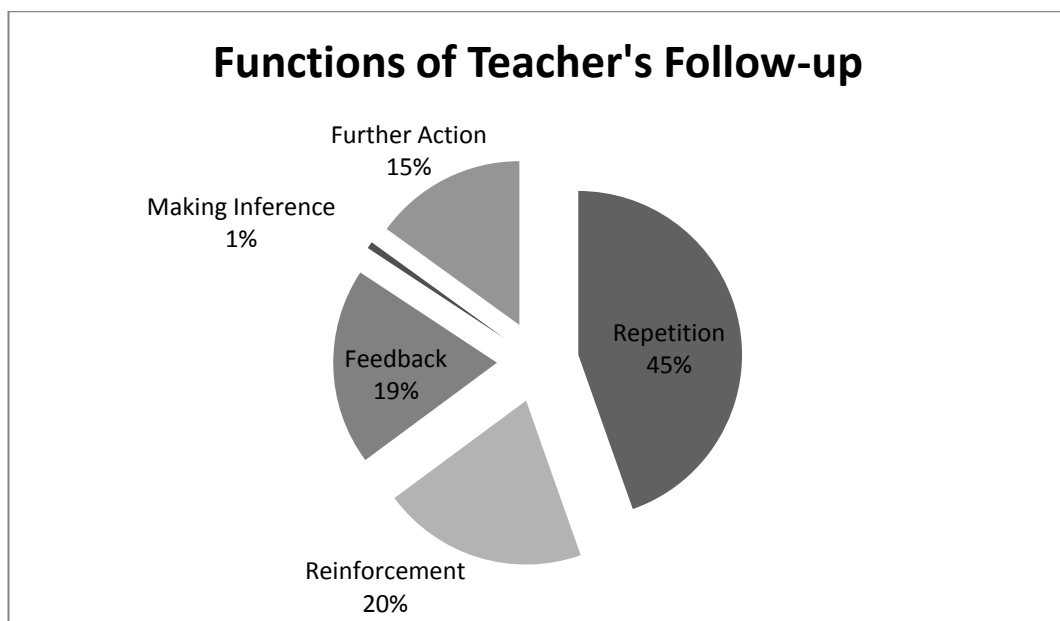
Functions of Teacher's Follow-up

Further Action
15%

Making Inference
1%

Repetition
45%

Feedback
19%

Reinforcement
20%

Chart 4. 3. Functions of Teacher's Follow-up

Total of 592 utterances were functioned as following-up students' responses in learning English. This happened since the teacher was the main input of language and knowledge for primary school students. The teacher mostly used repetition (45%) to follow up students' verbal responses during question-answer or pronunciation session. Here is the example of following up students' verbal responses through repetition.

Extract 1

T: Adit where is the canteen, please?

S: /Dari sini Miss?/

T: /Dari depan kelas kita/

S: /Go straight/

T: /Go straight/

The teacher also used feedback to follow-up students' verbal responses (19%). Teacher gave feedback in form of questions or statements. In form of questions, teacher repeated again the question to give feedback to the students if the students' answers were wrong. In form of statement, teacher directly said the answers were wrong so that the students also immediately realized that the answers were wrong. It can be seen in the extract 13, below.

Extract 2

T: Simon says, "Where's the first grade classroom, please?"

S: /Go straight/ /It is on the left/

T: Go straight. It is on the left? Lurus terus ada di sebelah kanan?

The teacher repeated students' answer in order to give confirmation for the other students and student himself that the answer was correct. Besides, it also gives clear pronunciation for the whole students in the class when the teacher repeated again the students' answer.

Next functions of follow-up that used in learning activities was reinforcement (20%). The teacher gave reinforcement to the students after students prounounced the words or answered the questions from the teacher. This

is commonly used in learning activties in primary school to create positive learning environment for both the teacher and the students. Extract 12 below describes the reinforcement that the teacher used in learning activities.

Extract 3

T: (Teacher pointed to the first row)
S: /Go straight/
T: Good job!

The next function that was used to follow-up students' verbal responses was further actions (15%) in which include the teacher's answering question. The teacher asked questions to the students but the teacher answered herself. It happened because the students didn't respond verbally. This can be seen in the extract 4 below.

Extract 4

T: What is the name of the game?
S: (…)
T: Simon says game. Simon says game.

The last function of feeback in following-up students' verbal responses was making inference. Teacher made inference 'no' to make the students realized that their answers were not correct and need to be corrected. Extract 4 describes this function.

Extract 5

T: Putri?

S: /Principal office/

T: No

Therefore, the teacher also took part in response moves. This occurred as teacher's responses to students' question in initiation moves. Functions of teacher's response was dominantly to answer students' questions (96%) and only 4% was used to respond to students's statement as shown in the chart below.
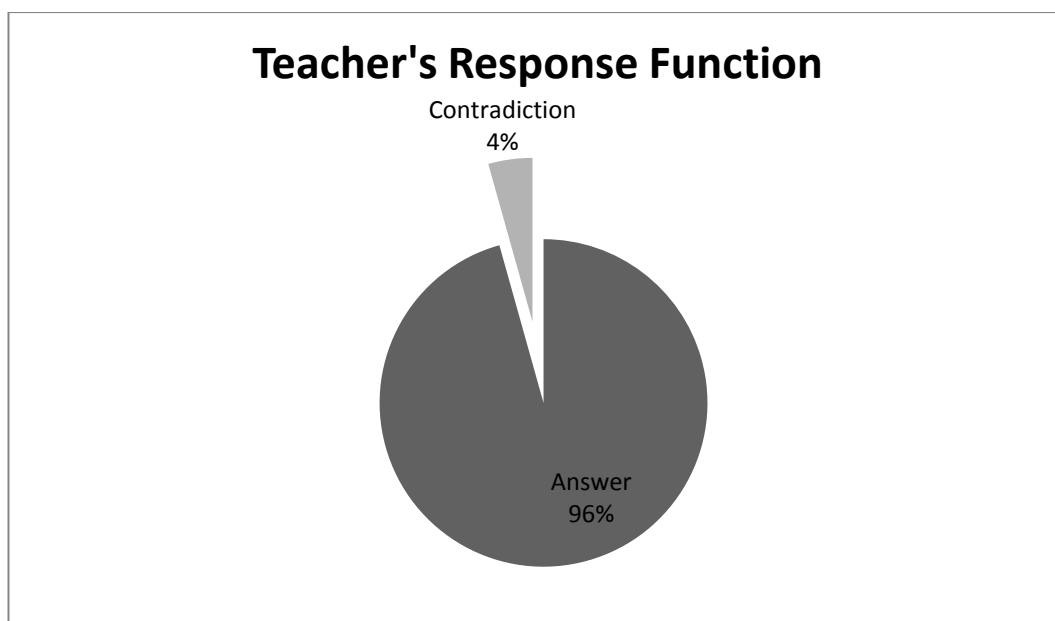

Teacher's Response Function

Contradiction
4%

Answer
96%

Chart 4. 4. Functions of Teacher's Response

However, from the analysis it was found that the students also had chances to start the moves in the interactions. The functions of students' initiation moves were to ask the questions to the teacher about the imcomprehensible lesson. It can be seen in the chart below.
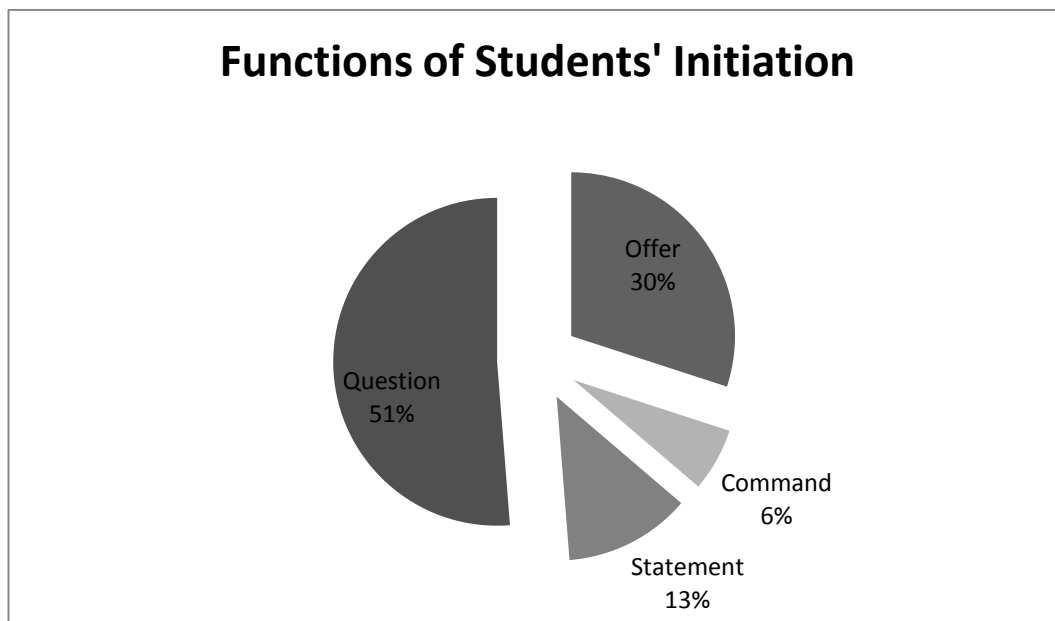
Functions of Students' Initiation

Offer 30%

Question 51%

Command 6%

Statement 13%

Chart 4. 5. Functions of Students' Initiation

From the chart above, it can be seen that the most dominant function was to give questions (51 %). The students mostly asked *"Miss, kalau bahasa Indonesiannya later apa Miss?".* They were curious to know the meaning of each words they have learned. The students also asked to clarify their answer as in the expression, "Jadi ditambahin go to ya Miss?". The second function is to offer someone (30%). Students did this function when they talked to their friends practicing the conversation such as *"Wanna go home?, "Wanna eat?", Let's pray!".* Then the third function is to give statement (13%) about what they have done in the classroom such as *"Miss sudah selesai."* The last is to give command (6%). It was done by some students to remind others to keep listening to their teacher such as *"Silent! Silent!."*

Then in response moves, students spent most talks dominantly on undertaking teacher's command (41%) as described in the chart below.
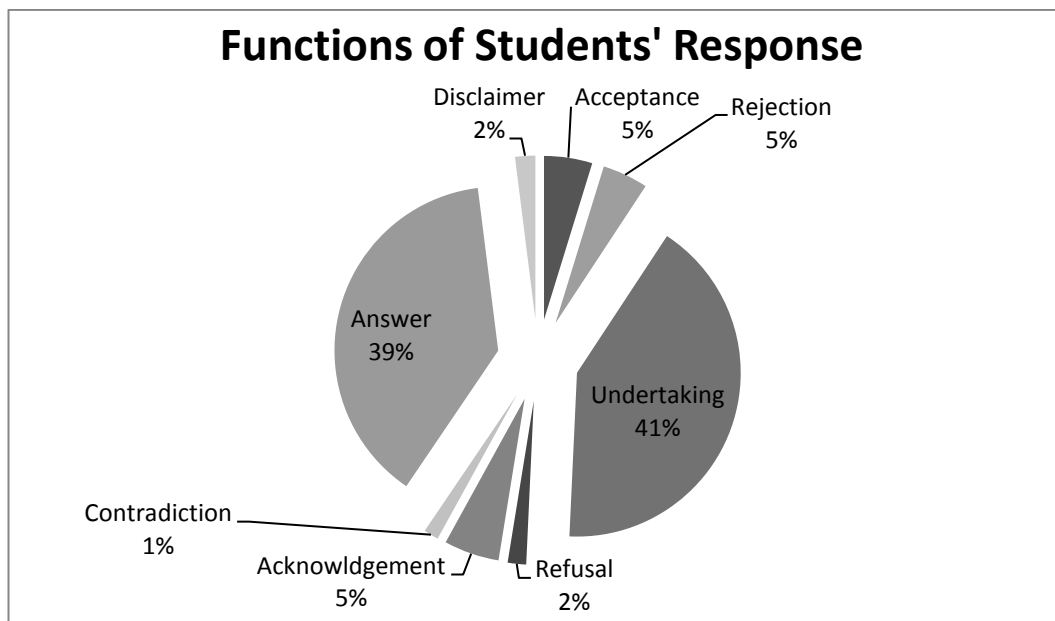
Chart 4. 6 Functions of Teacher's and Students' Responses

Students was undertaking the command of teacher in verbal and non-verbal responses. Here the extract 1 describes undertaking done by the students in verbal response.

Extract 6

T: Listen and repeat! Toilet.
Ss: ///Toilet////
T: This row, please. Toilet.
Ss: ///Toilet///

Here the extract 7 desribes undertaking done by the students in non-verbal response.

Extract 7

T: Now take out your pen, please! Take out your pen!

Ss: (Students took out their pencil)

T: Show me your pen!

Thus the second dominant function was answering (39%). It was done by both teacher and students. Students answered the teacher's question which was done in order to check students' understanding and also to check students' English knowledge as described in extract 8 and extract 9

Extract 8

T: How about the second certificate? Presented to?
Ss: ///Adam Young///
T: Adam Young.

As described above, teacher asked the students to check their understanding about content of the second certificate. Then students answered the questions in short since primary school students are not able to answer in the complete sentence. They are only able to answer or response teacher's question in a simple short answer.

Here the extract 9 describes students' response while teacher asked questions to check students' English knowledge.

Extract 9

T: Kalau kiri, what is kiri?
Ss:///Left///
T: Good.

As shown in extract 9, the teacher asked students what 'kiri' in English is in order to check whether students had English knowledge or not. The students was able to answer the question in a short answer again and the teacher praised students since they were able to answer the question by themselves.

The third response function was acknowledgement (5%). The teacher sometimes explained the lesson for example, the rule of the English game or the rule of role play, by giving statement to the students. Thus, students responded by acknowledging teacher's statement as described in extract 10.

Extract 10

T: Nah if you do the right. Kalau kamu benar nih melakukan ordernya si Simon, you will get ten points.
Ss: ///Points///
T: Ten points
Ss: ///Sepuluh points///

The fourth response function was rejection (5%). This function was mostly done by the students when the teacher talked to students offering something. The teacher offered something because at that time, the students were learning about that topic and then the teacher wanted to practice with the students. In practicing stage, students' responses mostly were rejection. It can be seen in the extract 11.

Extract 11

T: Wanna go home Febri?
S: Not now.

The fifth response functions done by the students in the classroom were acceptance (5%). It also appeared when students practiced to offer someone as described in the extract below.

Extract 12

T: Fakih, wanna go home? Mau pulang ngga?
Ss: ///Alright///
S: /Alright/
T: Alright. Good.

The sixth function of students' response moves was disclaimer (2%). Students responded teacher's answer by disclaiming because they were confused, doubt the answer or shy because they were afraid their friend would laugh their answer as shown in extract 13.

Extract 13

T: Agachi, where is the fish?
S: (Student smiled)
T: Ngga usah malu.
S: Behind.

The seventh response function done by the students was refusal (2%). The students mostly did this kind of function when the teacher commanded them to do something but they misunderstood the command or refused to do it because of something else. It can be seen in the extract 14.

Extract 14

T:Only Alif, Basketball field.

S: (Students smiled)

T: Basketball

S: /Basketball/

T: Field

S: /Field/

As described above, the student refused to do the command since he thought that the words were very complicated and he were not be able to pronounce them well. Then the teacher pronounced the word one by one and the students undertook the teacher's command by repeating after her.

The last response function of students' response moves was contradiction. It was found when he teacher asked students when she was going to lead students to watch the song video if the students liked to sing or not. Then the teacher gave statement in *Bahasa Indonesia* that she has ever seen the student sang but the student contradicted the statement in *Bahasa Indonesia* by asking back the teacher. It can be seen in extract 15 below.

Extract 15

T: Do you like singing?

S: /No/

T: Waktu olahraga saja sering nyanyi

S: /Kapan Miss?/

4.2.3. Teacher Talks Enhanced English Fun Learning Activities

During the interactions, the researcher identified the learning activities which were considered as English fun learning activities as mentioned by Brewster, *et.all.* (2003). Those were listening (to the songs or to the teacher), pronunciation drills, 'Simon says' games, role play and rewriting. In each activity, teacher used various functions of talk to direct students to be engaged in the actitivity. Rewriting activity was the activity in which the students need to be led by the teacher. Thus, the teacher used most of talks in that activity. The teacher spent 28% of talks to lead students to guide students to be engaged in rewriting activity. Whereas the teacher spent 24% of talks in guiding students to be engaged in games. In pronunciation drill, the teacher spent 23% of talks to guide students pronouncing the words, phrases or sentences. Then 13 % of teacher talks was spent to guide students to take part in role playing. The last the teacher spent 12% of talks to guide students to listening activity (listening to the teacher or to the songs).
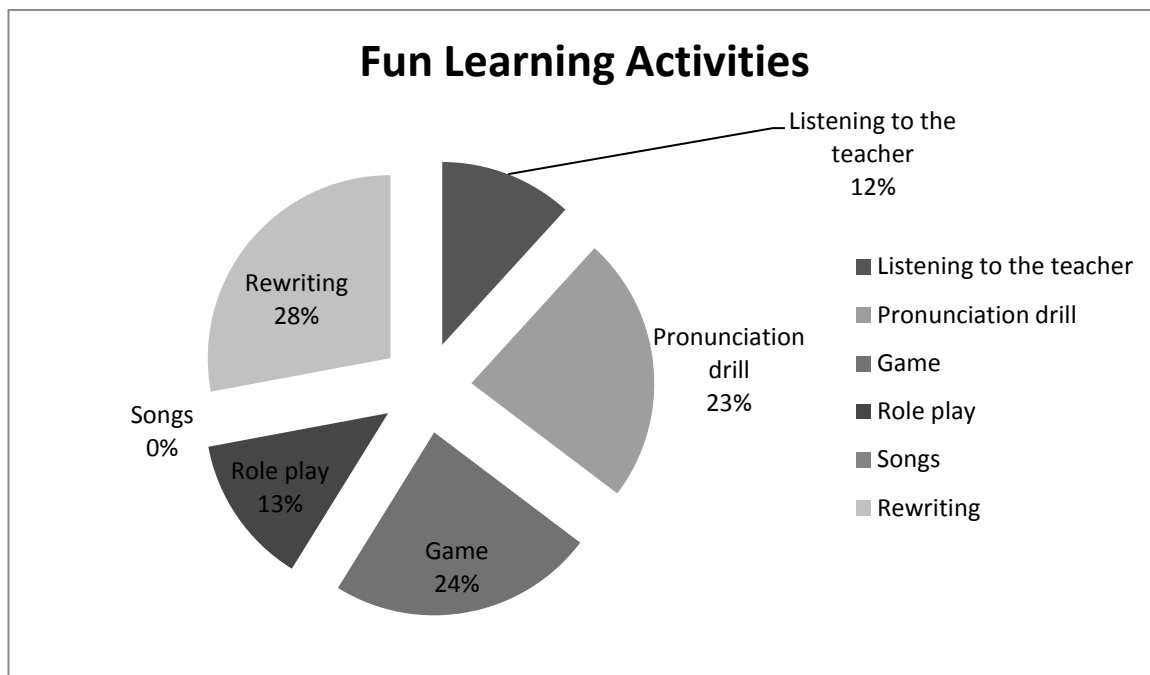
Fun Learning Activities

Listening to the
teacher
12%

- Listening to the teacher
- Pronunciation drill
- Game
- Role play
- Songs
- Rewriting

Rewriting
28%

Pronunciation
drill
23%

Songs
0%

Role play
13%

Game
24%

Chart 4. 7 Fun Learning Activities

Thus, after finding the teacher talks that guided students to be engaged in learning activities, the researcher found the talks that enhanced students in English fun learning activities. The researcher differentiated those talks based on the principles which were presented in chapter 2 and also supported by the students' responses toward teacher talks. Those responses supported whether the talks of teacher enhanced English fun learning activities or not.

Teacher talks to enhance primary school students in English fun learning activities dominantly appeared in initiation moves. Therefore, command was the most dominant function in the initiation moves to enhance English fun learning activities in the primary school (45%). It can be seen from the responses of students when the teacher commanded students in games activity as described in extract 16. The teacher uses expressions such as, *"Can you erase the board*

please?", "Open the door, please", "Listen and repeat, please", OK, start!" to give command to the students in playing 'Simon says' game.

Extract 16

T: Simon says, "Can you erase the board, please?"
S: /Sure/ (Student took the eraser)

Here the students were actively involved in the games indicated that the talk that teacher used enhancing English fun learning activities. These were related with the principles of fun learning that the learning is fun if the students are actively participated in learning activities.
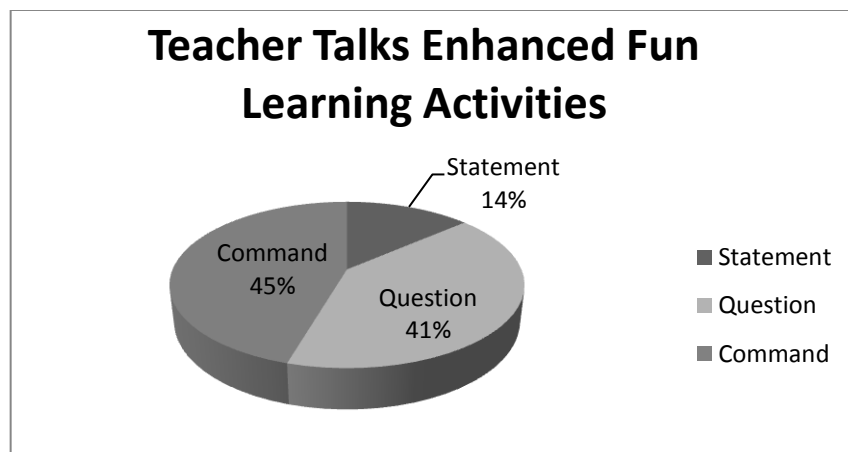

Chart 4. 8 Teacher Talks Enhanced English Fun Learning Activities

Therefore, question was the second dominant function of teacher talks that enhanced English fun learning activities (41%). It can be seen from the students' responses and involvement when the teacher asked some questions in the games as seen in the extract 17.

Extract 17

T: Simon says, "Where's the toilet, please?"

S: /Saya Miss/ Go straight/ /Turn left/ /On the right/

T: Go straight. Turn left. It is on the right. Good job!

Then the last function of teacher talks that enhanced English fun learning activities was statement (14%). The teacher gave statements about what they were going to do in the next activity. When the teacher gave the statement that they were going to do something that based on students' interest, which is one of the principles of fun learning activities. Thus, the students also responded immediately as described in extract 18.

Extract 18

T: OK now we are going to play the game.

S:///OK!////

4.3 DISCUSSIONS

Based on the findings of the first and second research questions above, some points need to be discussed. First, the teacher dominated the classroom interaction in the primary school. The teacher's role in the primary school was to initiate the classroom interaction. Thus function of talks when the teacher started the initiation was to give command. The teacher gave simple command to ask the students to repeat teacher's pronunciation and to manage learning activities since primary school. As supported by Moon (2003), talk used by the teacher in English learning activities is very important. It is the main source of exposure to English

so it is common that the primary teacher spends more talks in learning activities than the students do. It happens by the nature of classroom talk.

Therefore the talks of teacher that enhanced English fun learning activity were found during games activity. Games are one of the good activities for primary school students that can interest the students (Moon, 2003) In line with Moon (2003), one of principles of fun learning activities discussed in chapter 2 (Septiawan, 2012) was based on students' interest. Thus games which are related to primary school students' daily life consider as fun learning activities. In leading students to be engaged in games, the teacher uses simple language that can be understood by the students. The researcher found command was the most dominant function of teacher talks in initiation moves of English fun learning activities. The students in primary level have difficulties to understand complex English structure so it is common that the teacher in primary level uses simple English in the form of command. The teacher uses expressions such as, *"OK, start!", "Can you open the door, please?, "Listen and repeat, please!,* and etc.