CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, the findings of the study was presented and discussed. This discussion answered the research questions of the study. The problems of the study were formulated as follows:

1. Who initiated the classroom interaction?

2. What were the purposes of the teacher's talk?

3. Which teacher's talk stimulates student's engagement?

4.1 The distribution of IRF on the classroom activity

The researcher discussed the analysis of different teacher into several chart and explanation. Based on the analysis, the researcher found that teacher was dominated in the classroom activity with 400 utterances for teacher A while students gave 321; teacher B with 346 utterances , students gave 210 utterances ; teacher C with 513 utterances and students showed 347 utterances. The utterances have been gotten from the classroom activity which is been taped and transcribed in order to identify teacher's moves and student's moves. From those number, based on Initiation-Responses-Follow up (IRF) analysis, the researcher splitted the moves more specifically into initiation (offer, command, statement and question), responses (acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer and disclaimer) and follow up.
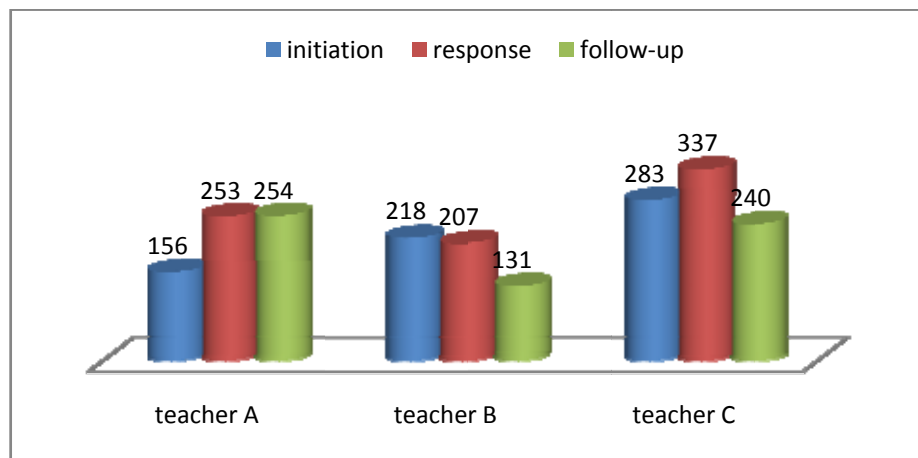
Chart 4.1 The distribution of teacher A, B and C's Initiation, response and follow-up

The chart above showed that on the Classroom A with teacher A the amount of iniation moves was 156, responses was 253 and follow up as the biggest moves was 254. As we can see, the response which is done by students showed the balance moves with the teacher's follow up while the initiation from the teacher was not too much. Although the students utterances did not bigger than teacher's moves, but this chart defined that teacher's follow up can give the chance for student to participate in a classroom activity. The interaction mostly was began by teacher's initiation. However, when the students did not give a good response, teacher tried to help student with a follow up utterances such as rephrase the sentence.

Extract 1 (A, episode 2, 5-12)

T(A) : where can you buy some vegetable?

Ss : (silent)

T(A) : is it library?

Ss : (silent)

T(A) : is it book store?

Ss : (silent)

T(A) : is it bank?

Ss : (silent)

T(A) : where is it? where can you buy some vegetables?

S : (a student raise his hand)

T(A) : yes, dafa

S : supermarket

T(A) : supermarket , good

The extract above was a sample of interaction which showed the use of follow up by the teacher to engage students and answer the question without translate the language first. This kinds of interaction also can be found during the classroom activity with different function that will be explained on the purposes of follow up.

Meanwhile teacher B showed the initiation moves was 218 utterances, the response was 207 utterances and the follow-up was 131 utterances. In the classroom B taught by teacher B, teacher's initiation mostly uttered. The initiation make student's in the classroom give an actively participation. This calculation also showed explicitly that the interaction of classroom B initiated by teacher. The extract above will explain it further.

Extract 2 (B, episode 2, 17-24)

T(B) : listen and repeat. Kita akan membaca biodata yang akan diisi. Listen and repeat

T (B) : hello

Ss : hello

T (B) : my name is Lia Ayustrina

Ss : my name is Lia Ayustrina

T (B) : dilihat bukunya lalu dibaca

The extract taken from classroom B's interaction showed the initiation in the form of statement and command which is used during the drilling pronunciation. Teacher's did an initiation to make a model for students. Teacher not only initiated to begin the interaction in a drilling pronunciation but also in practicing section, for example initiating to ask students come to the front and giving a question to built students's comprehention.

Extract 3 (B, episode 4, 54-55, 59-60)

T(B) : okay, siapa yang lagi memperkenalkan diri?

Ss:Lia

T (B): how old is she? Umurnya berapa sih?

Ss : ten

Teacher C also showed different amount of IRF distribution with 283 utterances for the initiation, 337 utterances for the response and 240 utterances for the follow up. In teacher C's cases, teacher's initiation more uttered than teacher's follow up which is also increasing student's responses (engagement) in a

classroom activity. This also can be concluded that teacher in the classroom C was a person who initiated the interaction and the responses sometimes was not been given by the students correctly which is a reason why follow up also exist in this interaction.

Since the researcher focused on the teacher utterances to engage student, so the further discussion will be specified on initiation and follow up. From the three teacher, there are some differences of IRF distribution between the initiation and follow up. On the next discussion, the researcher will answer the question what the purposes of utterances are and what kinds of learning domain that students engage is.

4.2   The teachers's moves on the classroom activity

As have been stated on the previous explanation, researcher more focus on the initiation and follow up. The discussion will be guided by the chart toward it. Every chart consist of all teacher and showed the teacher's moves distribution.

4.2.1 Teacher's initiation

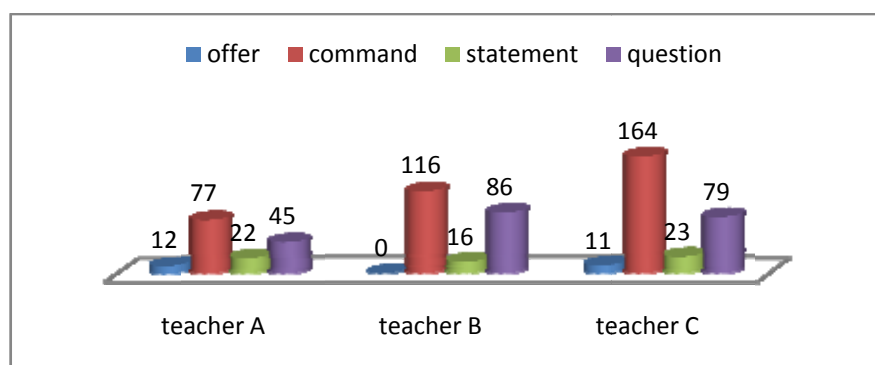Firstly, the teacher's initiation will shown in the chart below.

Chart 4.2.1 the frequency of teacher's initiation

The chart above showed that there are some diffences exist in each initiation distribution which is consist of offer, command, statement and question. Teacher A's made 12 utterances of offer ,77 utterances of command, 22 utterances of statement and 45 utterances of question. Teacher B gave no offer, while the command was 116 utterances, statement was 16 utterances and the question 86 utterances. Meanwhile, teacher C made 11 utterances of offer, 164 utterances of command, 23 utterances of statement and 79 utterances of question. From the teacher A, B and C, the researcher concluded that teacher's talk proposed as the initiation mostly exist in the activity was the command.

Extract 4 (A, episode 4, 45)

T(A) : repeat after me, pleasure in town

Ss: repeat after me

Extract 5 (B, episode 6, 76-81)

T(B) : ayo lanjut. hello

S : hello

T(B) : my name is Muhammad Yusuf

S: my name is Muhammad Yusuf

T(B) : I'm

S : I'm

The command utterances from teacher A and B on the extract above used to ask students do an action in this case, repeat the sentence in the drilling pronunciation activity. The command uttered by each teacher have different

function based on the content which will be explained later on. The statement, question and offer also used by followed many purposes.

4.2.1.1 The purposes of teacher's offer

Teacher's offer commonly used by all of teacher who have been observed to invite students. Moreover, the researcher also find out that there are some teacher used an offer in order to manage student or encourage them toward the material. Since the offer moves used by two teacher, teacher A and C , so in the chart, there will be a discussion of them only.
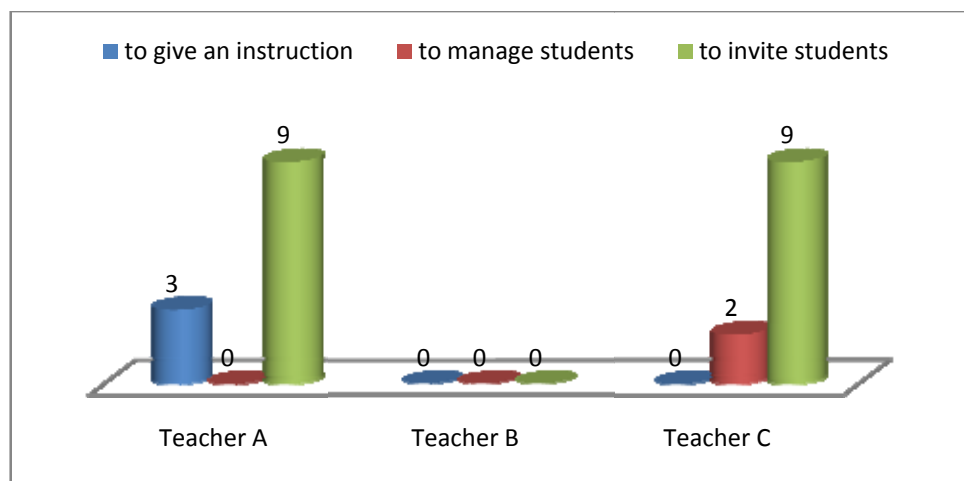

Chart 4.2.1.1 The purposes of teacher's offer

The analysis gave a result that the offer uttered by teacher A and C aimed for three big kinds of purposes; to give an instruction, manage students and invite students. Teacher A's offer used in order to give an instruction to the students with 3 utterances and to invite students with 9 utterances. As have been explained in previous discussion that teacher B did not give any offer while teacher C showed similar function with the teacher A which is to invite students with 9 utterances except offer to manage students; 2 utterances. From the analysis, it can

be concluded that both teacher A and C used an offer to invite student. Teacher A also used an offer to give an instruction , in the other hand teacher C did not use offer for it. Meanwhile teacher C did an offer to manage the students conversely with teacher A who did not propose an offer in managing the class.

Extract 6 (A, episode 7, 188)

T (A): okay, who wants to rewrite it?bla..bla..bla... (teacher have just explained the instruction then she asked students to come to the board and write)

Extract 7 (A, episode 7, 213-214)

T (A): now, who wants to clean this?

S : saya miss

T : okay, good

The extracts above examplified teacher's offer as an instruction. The offer came implicitly follow by the activity which is stated for the students to do an action. For instance, teacher A said "who wants to rewrite?" , "who wants to clean this?" to the students. As we can see, there were some verbs exists in the utterances like write something and do erase the board which can be an evidence of teacher's offer as an instruction.

Extract 8 (A, episode 7, 201)

T (A): okay next, who wants to try?

S : miss...

Extract 9 (C, episode 14, 421-422)

T (C): ya, number one gimana number one. Who want to try on blackboard?

S: saya pak

T (C): Ihwan , nomer satu

The teacher's talk by said "who wants to try?" , is the utterance which is said in order to give student a chance to answer the question or to write something on the board. Teachers have offered it by asking students to come in. Therefore, this offer moves is classified as an offer which is proposed as an invitation.

Extract 10 (C, episode 13, 415-416)

T (C): kerja berdua-berdua silahkan

S: yeaaayy.. wuhuuuuuuu (students crowded)

T (C): yaa.. oke, I give you fifteen minutes ya

S: Thirty minutes aja pak..

"kerja sambil berdua-berdua" although is seems as a statement, but this utterances have a meaning to give students a chance to work with their partner in finishing the task. Next teacher C's offer extracted here is "yaa.. I give you fifteen minutes ya", used by the teacher as a classroom management. The sentences have been said after the class become so crowded, so in making students calm down , teacher initiated to offer the students a limited time.

All of teacher's offer not only proposed to one students but also this utterances will encourage other student to participate. Many students will give

attention to the teacher or material, if they are being given a chance to in charge in the activity. So, as a conclusion, beside to manage and instruct students, teacher's offer can be used to make all of students engage in one activity and pushed them to join without force them.

4.2.1.1.1 The purposes of teacher's offer toward engagement

The purposes of teacher's offer also can be categorized into the engagement. Based on EBLT, the engagement that should be achieved are cognitive engagement, behavioral engagement and emotional engagament. The researcher analysed beyond on the purposes. The offer used to instruct students do an action categorized into behavioral engagement since it needed skill and physical activity. Next the offer to manage students and invite have been categorized as an emotional engagement, because the two purposes were used to create a good behaviour such as braveness and kindness.
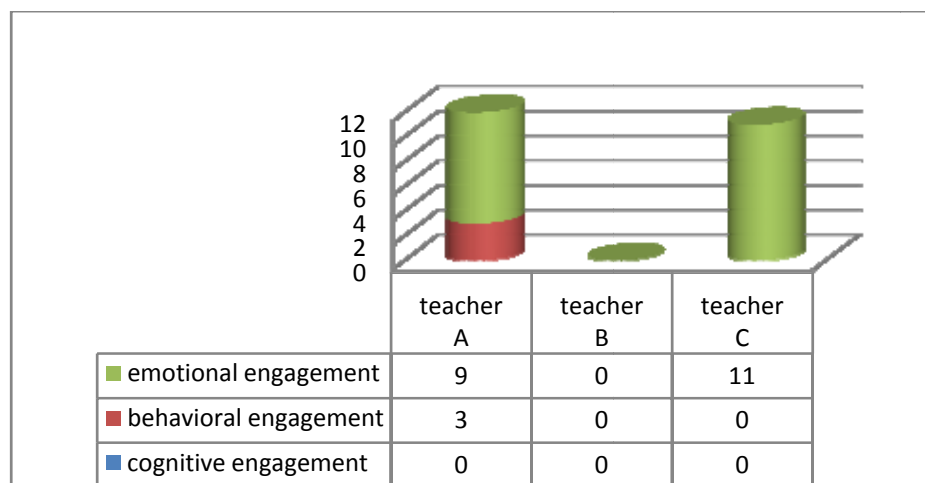
	teacher A	teacher B	teacher C
■ emotional engagement	9	0	11
■ behavioral engagement	3	0	0
■ cognitive engagement	0	0	0

Chart 4.2.1.1.1 the purposes of teacher's offer toward engagement

Mostly students with teacher A have been optimized emotionally through an offer with 9 utterances to invite while them also been treated behaviorally by 3

utterances of offer to give an instruction. By uttering the offer, teacher C only increased student engagement emotionally with 11 utterances. Although there is no behavioral engagement promoted by teacher C, but both of teacher used offer in optimizing emotional engagement. The cognitive engagement did not been promoted both by teacher A and C through an offer since there were not used to increase student's ability in thinking.

4.2.1.2 The purposes of teacher's command

Teacher's command was the biggest utterance initiated by the three teachers. There were also have different purposes that will be explained by the chart below.
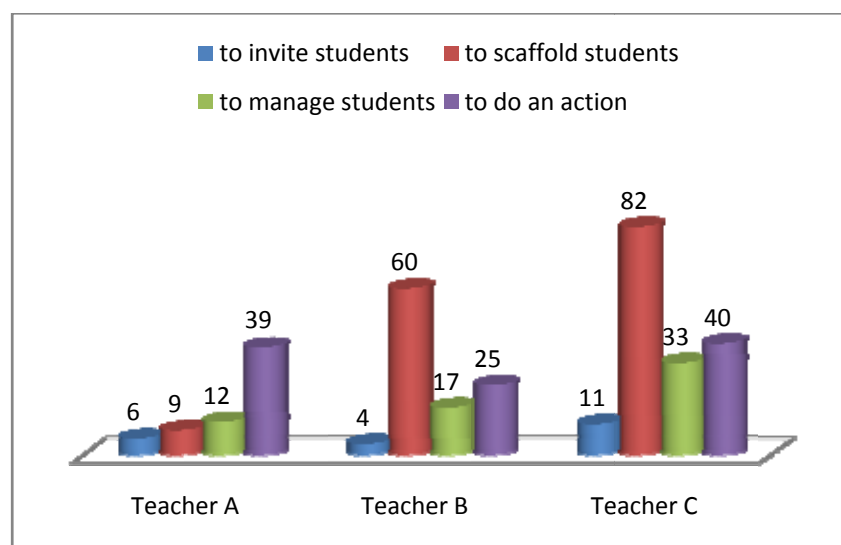

Chart 4.2.1.2 the purposes of teacher's command

The chart showed that teacher A's command aimed to do an action with 39 utterances, to manage students with 12 utterances, to scaffold students with 9 utterances and to invite students with 6 utterances. teacher's command which is aimed to do an action exist mostly in main activity especially to ask student repeat

after teacher (drilling pronunciation), others such as "iqbal, hapus" , "pass the eraser" also considered as command for an action. Next purposes is to manage student that uttered by teacher when the situation become crowded by said "wait..wait" , "come on", "open your book now!", "come in faster" or asked student to repeated again teacher's sentences as a teacher's followed up toward student's less attention. Then, command purposes 'to invite' used by teacher to asked student come to the front to answer the question while 'to scaffold' refers to command which is aimed to strengthen student's comprehention such as "let's take the review of the lesson" or instructed student to repeat again. For the teacher B, the analysis showed different data which is showed that the command's purpose aimed to scaffold is the biggest function with 60 utterances. Scaffolding students mostly used as a guide/model for students to do a drilling pronunciation.

Extract 11 (B, episode 6, 81-87)

T (B): sekali lagi, I'm...

Ss: (silent)

T (B): I'm ten years old

Ss: I'm ten years old

T (B): ayo lanjut.. I was born..

Ss: I was born

T (B): I was born on..

Ss: I was born on..

T (B): sekarang Miss panggil lagi , Tri Rahmat wibowo

At the extract, it drawed that the sentence with the highlight is the examples of teacher's command to scaffold students. The underline sentences showed the command used to invite students with 4 utterances. The meaning of command for inviting student is the command proposed as an instruction to come to the board answering the question, come to the in front of the class, or say something. Next teacher B also used a command for managing student with 17 utterances. Teacher used some commands in order to make students calm down or give teacher attention through giving a rule, for example "ayo ulangi sama sama", "bukunya diturunin Tio supaya keliatan", "listen and repeat". Then the last is the command for doing an action or it called as an instruction which is used to ask students to do something physically with 25 utterances. This purposes deal with teacher's command like "wait", "repeat after me".

Extract 12 (B, episode 8, 274-275)

TB): <mark>*listen and repeat, dengarkan lalu ulangi.*</mark> *Personal data*

Ss: personal data

The highlight sentence shown the example of teacher's command used as an instruction to ask student do something. Actually it sound as a rule but this sentence exist not to manage the students. This is also been shown in teacher C which is also used a command to invite students with 11 utterances, to scaffold with 82 utterances, to manage with 17 utterances and to do an action with 40 utterances. Similar with teacher B, the teacher C's command used to scaffold is the biggest function exist in the classroom interaction during drilling pronunciation activity.

4.2.1.2.1 The purposes of teacher's command toward engagement

In line with the command purposes explained above, the teacher's command also contribute to engage students in three domain; cognitive, behavioral and emotional. The cognitive engagement was a combination of teacher's command for scaffolding which is help students gain their ability to think. Teacher's command aimed to invite students and manage them categorized as the emotional engagement while teacher's command for giving instruction deal with the behavioral engagement.
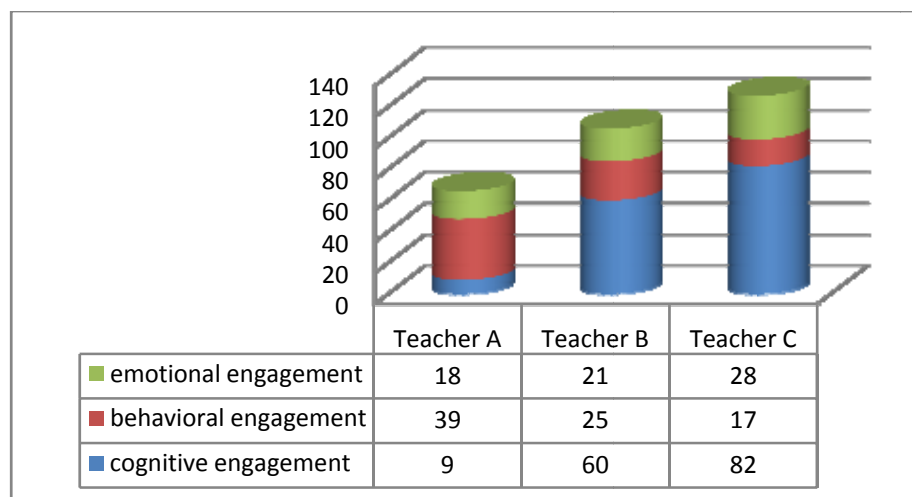
	Teacher A	Teacher B	Teacher C
■ emotional engagement	18	21	28
■ behavioral engagement	39	25	17
■ cognitive engagement	9	60	82

Chart 4.2.1.2.1 the purposes of teacher's command toward engagement

Teacher B and teacher C command promoted similiar distribution of engagement with the cognitive engagement as the biggest engagement while teacher A showed that behavioral engagement more likely to be promoted with 39 utterances from 66 commands, emotional engagement promoted by 18 utterances and cognitive engagement by 9 utterances. Teacher C promoted cognitive engagement by uttered 60 utterances, behavioral engagement was 25 utterances

and emotional engagement with 21 utterances. Last was teacher C, teacher C uttered 82 utterances to promote cognitive engagement, 17 utterances to behavioral engagement and 28 utterances to promote emotional engagement.

4.2.1.3 The purposes of teacher's statements

Teacher statements as the third categorize of teacher's initiation also have different purposes. Each teacher showed different amount of utterances but the purposes of statement were similar and being categorized into explaining, giving instruction, modelling and giving story background (Liu, 2004) . For explaining the researcher make it more specific based on the context from the teacher's utterances meaning. The explaining function splitted into stating the focus and reviewing while giving story background become informing function. The researcher also added managing students as the purpose of statement.
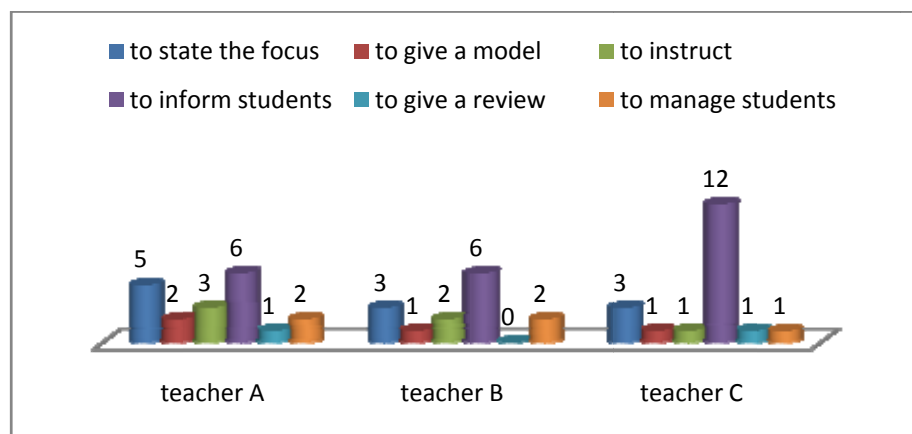

Chart 4.2.1.3 The purposes of teacher's statements

Mostly, teacher A,B and C used statement to give information behind the text or material. The statement used to give an information for teacher A and B

were 6 utterances and teacher C 12 utterances. The extract below explained more about the statement to give an information.

Extract 13 (A, episode 5, 136-139)

T(A) : it's a bookstore, you have to pay. You have to?

Ss : pay

T(A): you have to?

Ss : pay

T(A): but in the library, like that, like that. You can borrow and you can bring it

Next, Statement which is functioned to stating the focus was a second statement frequently used by the teacher in order to gather students attention and make them aware with the material that going to be discussed.

Extract 14 (B, episode 7, 182)

T(B) : hari ini kita akan mengungkapkan sama seperti tadi, cuman kita bentuknya seperti biodata. Personal data

Commonly, this statement was used in the set induction to tell about the topic that going to be discussed and in the beginning of different task to make students aware what the teachers want and they need to do. The frequences of statement for stating the objection from teacher A was 5 utterances while teacher B and C gave 3 utterances.

Extract 15 (C, episode 4, 99-100)

T(C) : I would like to lie in bed. Saya biasa?

Ss : tidur

Another statement purposes was giving a model used when the teacher deal with the pronunciation drill or focus on the accuracy of pronunciation which is have been exemplified on the extract above. From the extract above, teacher tried to let student know how to read the sentence correctly without ask them to repeat after them since this was not a command. There were 2 statements as a model from teacher A and 1 utterances from both teacher B and C. For giving a review, teacher A and C gave 1 utterances but teacher B was not give any statement ot review the topic.

Extract 16 (C, episode 1, 7-8)

T(C): yang pertama kita udah selesai belajar tentang Days.

Extract 17 (A, episode 1, 1-3)

T(A): okay, yesterday we have learnt about food, vegetable and fruit. We already ask, what is your friend's favorite fruit? What is your favorite drink?

Statement for giving a review was explained through the extract above that used as a brainstorming for students. Teacher A,B and C used it for remind students and sometimes relate the previous lesson with the today's lesson.

Teachers also used statement to give instruction by said "okay, let say it" etc. Teacher A gave 3 utterances of statement to give instruction, teacher B was 2 utterances and teacher C was 1 utterances. And the last purposes was to manage

students which is happen when the condition of class become unconducive or making the rule of activity like "okay, now read together", it sounds like an instruction but this statement was uttered as a rule to do a reading activity or used as an anticipation for the classroom condition which is become crowded. Teacher A and B did a classroom management by gave 2 utterances of statements whiler teacher C was 1 statement.

Extract 18 (B, episode 7, 180-181)

Ss : (teacher gave the tasks and the students became so crowded)

T(B): nanti miss rina koreksi. Nanti dikumpulkan

Extract 19 (A, episode 10, 344-346)

T(A) : okay , the next part

Ss : tar dulu napa miss

T(A); okay , the next part (rising tone). Pay attention everyone

The two extract above was enough to give a sample of statement used for managing the class. The statement existed when the students gave different respond than the teacher have asked or the students were still busy with their own activity. For example , extract number 19 showed that the situation was on did an activity part and the teacher wanted to go the next part. The students showed a respond to ignore the teacher's statement, so that was a reason why the teacher restated the sentence in order to strengthen the meaning and give a sign for students to follow it.

4.2.1.3.1 The purposes of teacher's statement toward engagement

Similar with the other teacher's talk, teacher statements purposes also have been categorized to the cognitive, behavioral and emotional engagement. Teacher statements aimed to explain, model, inform and review were combined as a cognitive engagement. Engaging students behaviorally deal with the statements used to give instruction while emotional engagement deal with statements for managing.
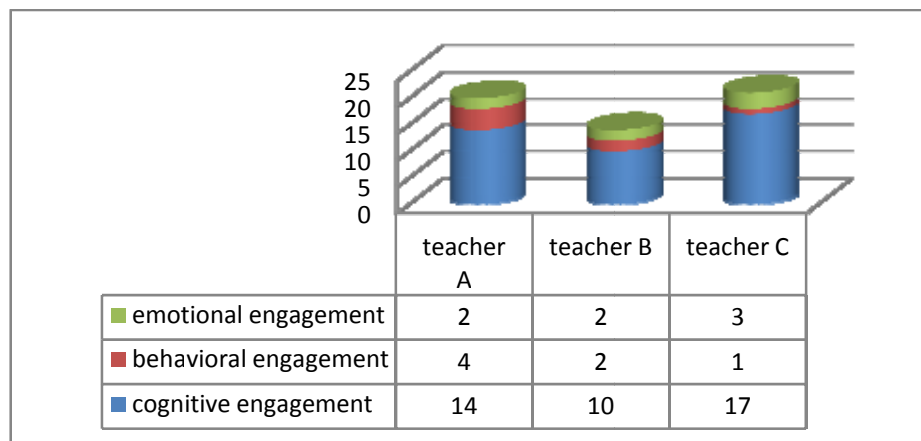
	teacher A	teacher B	teacher C
■ emotional engagement	2	2	3
■ behavioral engagement	4	2	1
■ cognitive engagement	14	10	17

Chart 4.2.1.3.1 the purposes of teacher's statements toward engagement

The chart above showed that the statements mostly used by the teacher to promote cognitive engagement with 14 utterances for teacher A, 10 utterances for teacher B and 17 utterances for teacher C. The cognitive engagement optimizely promoted through the statement since the purposes was used for develop student's knowledge. The behavioral and emotional engagement also can be promoted by teacher's statement. Teacher A was 4 statements to engage students behaviorally, teacher B was 2 statements and teacher C was 1 statement. The last was emotional engagement which is been touched by the teacher A and B with 2 statements and 1 statements from teacher C.

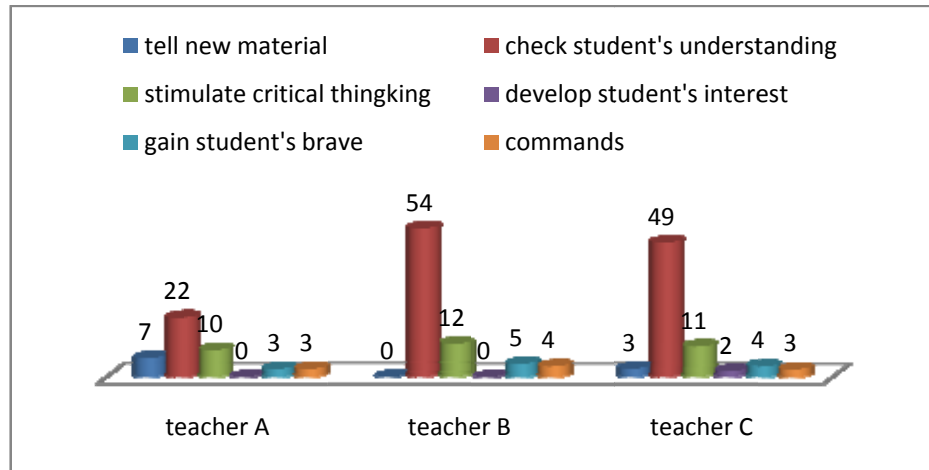### 4.2.1.4 The purposes of teacher's question

Chart 4.2.1.4 the purposes of teacher's questions

The researcher distinguished teacher A, B and C question into 6 function based on Nunan. Teacher A showed 7 questions to tell new material, 22 questions to check students understanding, 10 questions to stimulate critical thinking, 3 questions to gain student's brave, 3 questions to commands and she did not give a question to develop student's interest.

Extract 20 (A, episode 1 , 1-5)

T(A): okay yesterday, we have learnt about food , vegetables and fruit. We already ask about what is your friend's favorite food? What is your friend's favorite drink? Today we are going to try something new, we are going to learn some places. Now, raise your hand to answer my question, where can we buy some vegetables?

The question "where can we buy some vegetables?" uttered by teacher as a brainstorming for students before the teacher go further to the point of discussion. The teacher could explain the name of public places as a new material, but teacher

choose a question to tell it, gather student's attention and let students thinking by themselves about what they were talking about. Question used to stimulate student's critical thingking also been used by the teacher. The teacher gave it only to make students compare something or infer the meaning based on the picture. In making the reader more understanding with this function of question, the researcher gave this extract below.

Extract 21 (A, episode , 60-62)

T(A): okay, next what is it? (teacher showed a picture than ask students to guess before the teacher let them know the right answer. She pointed some object which is help students to give the right answer)

Teacher B was 54 questions to check student's understanding, 12 questions to stimulate critical thinking, 5 questions to gain student's brave, 4 questions to commands and there is no question to develop student's interest and to tell new material. Teacher C showed 3 questions to tell new material, 49 questions to check students understanding, 11 questions to stimulate critical thinking, 4 questions to gain student's brave, 2 questions to develop student's interest and 3 questions to commands.

Extract 22 (B, episode 8, 202)

(teacher have explained about personal data)

T(B) : jadi kalau ada isian tentang full name, berarti yang ditanya apa?

Ss : nama panjang

The extract above was an example of teacher's question to check student's understanding from teacher B. This question came after the teacher explained about the personal data. The students gave a good response toward the teacher's question, so the teacher did not give any follow up or further question.

Extract 23 (B, episode 1, 2-3)

T(B): siapa yang mimpin?

S : saya

Extract 24 (A, episode 4, 88-89)

T(A): police office? Is it police office?

(teacher went to the next picture)

T(A): how about the same picture? Can you guess Arfan?

"siapa yang mimpin?" and the direct question to Arfan was the examples of question to gain student's brave. Gain student's brave means that teacher try to make students feeling challenge and doing the action which is asked by teacher through the question. For the extract 24 , although it seems like a question to command, but from the context, before the teacher gave that question, the students who being asked was try to answer the question but he felt afraid to open his mouth, so the researcher categorized it into question functioned to gain student's brave.

Extract 25 (C, episode 5, 185-188)

T(C): denger baik-baik. Kebiasaan apa, yang biasa kamu apa, yang ada di apa, yang seperti buku ini?Ifa, eh siapa namanya? Adit, apa kebiasaan kamu biasanya yang ada di buku ini?

Ss : kalo saya nonton tv

The extract 25 represented the question aimed to relate the material to the reality in order to develop student's interest. As we can see, teacher and students was talking about the daily activity. After the teacher gave the explanation and asked students to read the book, he tried to relate it with the real daily activites of the students. This type of question also was used by teacher to strengthen student's understanding as stated by many expert. This teaching skill also been stated in curriculum and other references which is said that in teaching a language, especially to children, it will better if the language been taught through the context that happen in the real life not by translating it.

4.2.1.4.1 The purposes of teacher's question toward engagement

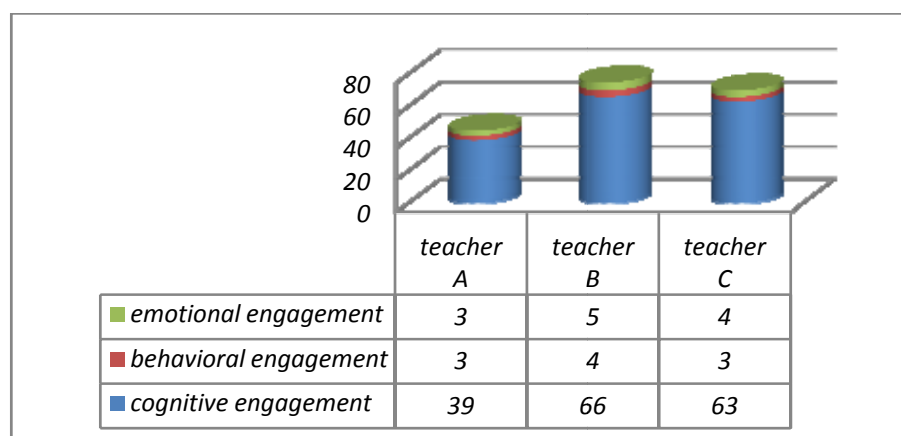|	teacher A	teacher B	teacher C
emotional engagement	3	5	4
behavioral engagement	3	4	3
cognitive engagement	39	66	63

Chart 4.2.1.4.1 the purposes of teacher's questions toward engagement

Cognitive engagement promoted by question was a combination of question purposes to tell new material, check student's understanding and stimulate critical thingking. Gain student's brave which is deal with the attitude development categorized as emotional engagement while command (instruction) deal with behavioral engagement. Teacher A, B and C showed that questioning promoted student's engagement cognitively since many questions used to force student process their knowledge. 39 questions was given by teacher A to promote student's cognitive engagement, 66 questions for teacher B and 63 questions gave from teacher C. For the purposes used to promote studen's behavioral engagement, teacher A gave 3 questions, teacher B gave 4 questions and teacher C gave 5 questions . The last was emotional engagement promoting, teacher A deal with 3 questions, teacher B with 5 questions and teacher was 4 questions.

4.2.2 Teacher's Follow up

For the purposes of follow up will be explained here. Each teacher will have their own chart that will discussed. The purposes of follow up analysis based on Richard (2000), Ur (2000) and Bruner which is consists of to scaffold (remembering, mentioning, advicing and giving example), to clarify student's answer, to manage students and to give reinforcement.
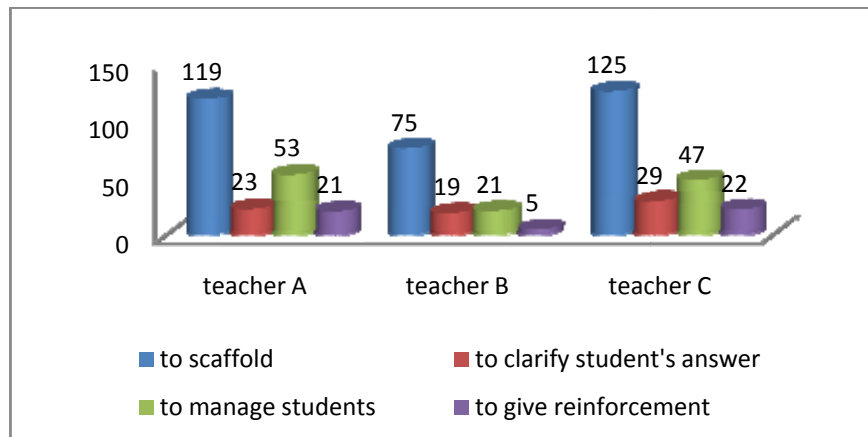
Chart 4.2.2 the purposes of teacher's follow up

The chart above showed that teacher A, B and C used follow up to scaffold students with 119 utterances were given by teacher A, 75 utterances for teacher B and 125 utterances for teacher C. Follow up used to scaffold mostly done by the teacher when the students seems did not understand the teacher's question and they did not give a right responses.

Extract 26 (A, episode 2, 13-21)

T(A): where you buy some books?

Ss: (silent)

T(A): is it book store?

Ss: (silent)

T(A): is it library?

Ss: (silent)

T(A): is it fruit store?

Ss: (silent)

T(A): where is it? where can you buy some books?

S: (a student raise hand)

T(A): yes, Dafa?

S: book store

T(A): book store, <u>good</u>

The highlight teacher's talk used to scaffold students since the students did not answer the question. The reason why these questions categorized as a follow up was the sentences existed as a continuity question after the teacher gave the main question "where can you buy some books?". Teacher gave the question which is already been rephrase with other choices of places again and again until the students answering the questions. This skill also been touched by many expert and curriculum 2013 that in teaching a language teacher better not translate the language.

Next was follow up functioned to clarify student's answer with 23 follow up utterances by teacher A, 19 follow up utterances by teacher B and 29 follow up utterances by teacher C. The extract below would strengthen the understanding about this usage of follow up by teacher, in this case to clarify student's asnwer. Teacher used this function of follow up after the students gave the answer. Mostly this used to clarify the student's correct answer like repeated student's answer, asked students to repeat the answer or completed student's answer.

Extract 27 (A, episode 2, 18-20)

T(A): you can buy some book?

Ss: (one student raised hand)

T(A): yes, Dafa again?

Ss: book store

T(A): book store

Teachers also used follow up to manage students through an instruction; teacher A was 53 follow up utterances, teacher B was 21 utterances and teacher C was 47 utterances.

Extract 28 (A, episode 3, 57-59)

T(A): next, it is a hospital

Ss: it is a hospital

T(A): it is a hospital

Ss: it is a hospital

T(A): it is a hospital

Ss: it is a hospital

The extract above described about teacher who used follow up to manage students. The "it is a hospital" which is been stated by teacher over and over, although it seems like a command but based on the context, teacher did that since there were still many students who keep talking and they did not repeat the sentence. The teacher said it while she went around and get closer to the students, so that is why the researcher concluded it as a classroom management.

The last purposes of follow up based on the analysis was reinforcement which is uttered by said "good", "okay" , "true", "false". It was also have been exemplified on the extract 26. Teacher A gave 21 utterances of reinforcement , teacher B was 5 utterances and teacher C was 22 utterances.

4.2.2.1 The purposes of teacher's follow up toward student's engagement

Similar with the analysis of teacher's initiation toward engagement, researcher classified the purposes of follow into three kinds of engagement; cognitive, behavioral and emotional engagement.
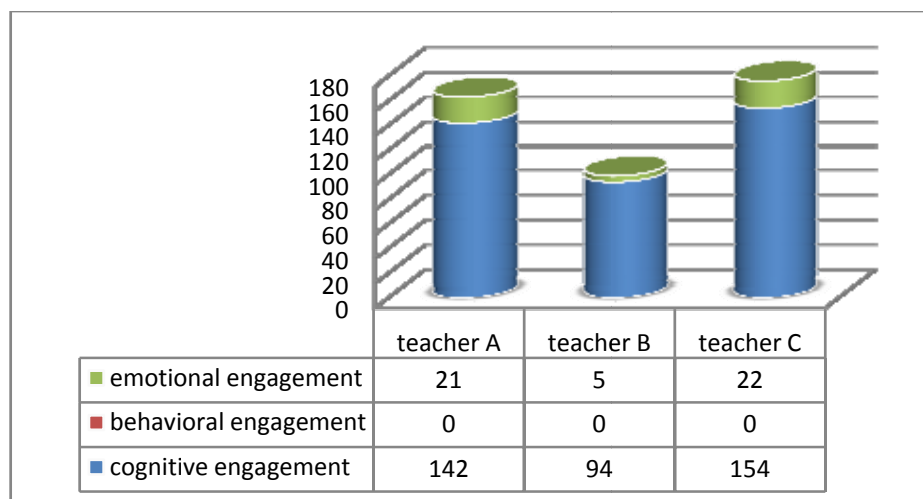
	teacher A	teacher B	teacher C
■ emotional engagement	21	5	22
■ behavioral engagement	0	0	0
■ cognitive engagement	142	94	154

Chart 4.2.2.1 the purposes of teacher's follow toward engagement

Cognitive engagement was a result of follow up purposes to scaffold and clarify student's answer which is more need student's thingking ability. Emotional engagement was a follow up purposes to give reinforcement. However, behavioral engagement which is deal with the skill or physical engagement was not been promoted by the three teacher through the follow up utterances since there is no utterances that make students gave en effort to move their part of body.

There were 142 follow up utterances given by teacher A used to promote cognitive engagement, 94 follow up utterances said by teacher B and 154 follow up utterances said by teacher C. The emotional engagement also been promoted by given 21 follow up utterances done by teacher A, 5 utterances from teacher B and 22 utterances from teacher C. As a conclusion, mostly follow up used by the teacher to engage students cognitively with the total of utterances 390 follow up which is being used to gain student's understanding.