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Judul   : **Teachers' Pedagogic Discourse in English Classroom**

              Interaction: A Discourse Analysis

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Jakarta, 22 Juli 2013

Nadia Yama

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

This study wasaimed at revealing the pedagogical function and the purpose of teachers' utterancesin English classroom interaction. English classroom interactions were analyzedby using discourse analysisto determine the pedagogical functions and purpose of each teachers' utterances by analyzing the moves occurs from each teachers' utterances. After analyzing each teacher's utterances, those utterances then break down using Transitivity system by Halliday (1994) to ferivy the result from the analysis table of moves.

Classroom interaction has gained many attentions from many researchers for they believe it is important to the success of the learning process (Fairclough; 2006). A number of earlier studies carried out by some researchers related to some aspects of classroom interactions to be analyzed by using discourse analysis. Stubbs (1996) conducted a research about classroom talks and analyzes it based on its communicative functions that characterized teacher-talk. By using this analysis, he shows some strategies clearly employed by teacher to keep in touch with his students.Another reseach has conducted by Yani Zhang (2008), She investigated 'Classroom Discourse and Students' Learning. The finding of the research shows that

the qualty of students' learning is closely associated with the quality of classroom discourse. The two previous researches reveal that language classroom is important and potential source of comprehensible input for learner which it will influence the successfull of teaching and learning process.

Language is the principle resource available for teacher and students to achieve educational goals (Christie; 2000). It is in the language of classroom that a great deal of a work toward negotiating understandings, clarifying tasks, exploring sources of difficulty and assessing students' progress.In other word, Language classroom is important in language learning since it influances the succesfull of the teaching-learning process. Moreover, when it comes to English as Foreign Language (EFL) context. Most EFL students have little chance to use English outside the classroom. Therefore the main place for learning English is in the classroom (David Paul; 2003). Thus, teachers need to use pedagogical discourse in classroom interaction as it is now recognized as a potentially valuable source of comprehensible input for the learner since this is essential for language acquisition (Krashen; 1981). In other words, teachers need to develope tools with which to judge the effectiveness of of the language patterns they initiate and develope. This is essential to capacity to plan and monitor their teaching, as well as to judge the succes of their students learning.

Pedagogic Discourse is"a discourse, that is in which person are appreciated into particular pedagogic subject positions, involving adoption of method of working,

and ways of addressing and defining issues of a kind characteristic of the discourse concerned" (Bernstein; 1990,1996). Pedagogic discourse works in patterned and predictable ways for the achievment of educational goals. Frances Christie (2000) conducted a research "The Language of Classroom Interaction". She refers classroom language as a form of pedagogic discourse. This study investigated the nature of the pedagogic discourse of schooling and the operation of the register, regulative and instructional, each involved in building the pedagogic discourse.

Researching Pedagogic Discourse is important to demonstrate how pedagogic function works (Christine, 2002). Especially the pedagogic discourse happens in Junior High School English classes. In Indonesia,English applied as a foreign language teaching in which teaching English in each school is under the guidence of the Local Education Department. It means that the pedagogic discourse said by the teachers should reflect the content standard in Content Curriculum of SMP/SLTA. Teaching English in the JuniorHighSchool is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems.

From the explanation above, an important point from classroom research interaction is that language classroom plays an important role in language learning since it influances the succesfull of the teaching-learning. Teachers' language such as negotiating understandings, clarifying tasks, exploring sources of difficulty and assessing students' progress are aimed not only to have make students understanding

but also make students able to share their knowledge during teaching and learning process so that they can practice the language themselves. So, this research focused in genuine interaction only in teacher part to reveal the pedagogic function and purpose of teachers'utterances during classroom interaction.

1.2 Research Questions

1. What pedagogic functions were conveyed by the teacher during classroom interactions?
2. What is the purpose of teachers' utterances during classroom interactions?

1.3 Purpose of the Study

The purposes of the study are:

1. To reveal the pedagogic functions of the teachers'utterances occurduring classroom interaction.
2. To find out the purpose of teachers' utterances occur during classroom interaction

1.4 Scope of the Study

This study is focused on the moves and genuine interaction occurs from the English teacher utterances during classroom interactions to classify into regulative and instructional functions and to find out the purpose of teachers' utterances.

1.5 Significance of Study

    The finding of this study will help the writer to enrich her knowledge in discourse analysis on the classroom interaction area and it also can be a little contribution to the improvement of teachers' pedagogical discourse in the junior high school classroom interaction. Moreover, It is also hoped will make some contribution for other researchers interested in classroom interaction area.

CHAPTER II

LITERATURE REVIEW

This chapter will discuss some theories related to the study. Those are Pedagogical Discourse, Regulative and Instructional Register, Classroom Interaction in EFL Context, Pattern of Classroom Interaction,Function of Teaching English in Junior High School and Discourse Analysis.

2.1 Pedagogic Discourse

Pedagogic Discourse is"a discourse, that is in which person are appreciated into particular pedagogic subject positions, involving adoption of method of working, and ways of addressing and defining issues of a kind characteristic of the discourse concerned" (Bernstein; 1990,1996).It is the rule which embeds a discourse of competence (skills of various kinds) into a discourse of social order. In other word, the discourse transmitting specialized competences and their relation to each other instructional discourse, and the discourse creating specialized order, relation, and identity regulative discourse. Bernstain further explained that Pedagogic Discourse enable a systematic way of talking about the ways that the teacher and learners manage the curriculum content and and each other interaction.

Pedagogic discourse is intended to capture more than the conventional notion of a classroom discourse (Bernstein; 1986, 1990, 1994). It is intended to capture a sense of the social practices involved in educational activities, and, quite fundamentally, the principles that determine the structuring or ordering of these in which both of these are realized in distinctive patterns of classroom text construction.

Bernstein further explained that that a pedagogic activity is most characteristically marked by its tendency to take the discourse of other settings, from "outside the school" as it were, and to relocate them for the purposes of teaching and learning. That is to say, the discourses of history, science, mathematics, and so on are found in many settings outside the school and they are effectively taken into the school for pedagogic activity. It is considerations of the sequencing and ordering of the transmission. and construction of knowledge, and of the kinds of relationships that need to be negotiated in order to make such transmission and construction possible. that determines the nature of the thing that is a pedagogic discourse.

2.2 Regulative and Instructional Discourse

Apedagogical discourse consists of two discourses: a discourse of skills of various kinds and their relation to each other, and a discourse of social order(Bernstein; 1996: 40). Bernstein termed the discourse that creates specialized

skills isinstructional discourse while the discourse that defines social conduct he termed the regulative discourse. He further argued that the regulative discourse is the dominant discourse always embedding the instructional discourse (Bernstein; 1990, 1996).

Bernstein further argued that a set of internal rules underpin both the instructional and the regulative discourse of pedagogic discourse. While the instructional discourse is underpinned by discursive rules or the rules of selection, sequencing, pacing and evaluation, the regulative discourse, on the other hand, is underpinned by the rules of hierarchy. Bernstein identified yet a third set of rules underpinning the two discourses, namely: rules of criteria which define what is regarded as legitimate or illegitimate learning in the pedagogic relation. Bernsteinargued that the inner logic of any pedagogic practice consists of the relationship essentially between these three fundamental rules; and that all modalities of pedagogic practice are generated from the same set of fundamental rules and vary according to their classification and framing values.

2.3 EFL Classroom Interaction

Classroom interaction is an interaction between the teacher and the learners and amongs the learners in the classroom (Tsui in Carter and Nunan; 2001). It explains that the intarction has never been one way interaction, but two way instead. It may between the teacher and the students or among the students themselves.The involvement of the interaction was constructed by two types of interactions: verbal

and non-verbal. verbal interaction has got to do with things i written and oral form. when people involved in an interaction are dealing with delivering the ideas through the written forms, such as letterws, memo, documents, etc. it is an event when the written mode of interaction is taking pace. Meanwhile, the oral interaction is a mode of interaction where the taecher and students interact each other through the speaking activities. in contrast, non-verbal interaction deal with any behavioral response like nodding, hand rising and body gesture (Tuan and Nhu; 2011, p 30)

In Indonesia, English is thought as foreign language. Considering that, chance for EFL students to use the English outside the classroom is so little (David Paul; 2003). Therefore the main place for learning English is in the classroom. Interaction in the classroom is crucial terms in language learning since it influances the succesfull of the teaching-learning process.

When it comes to English as Foreign Language (EFL) context, teacher and students are allowed to employ the first language (L1) in the verbal interaction, especially in the oral mode, even though this issue has been the debatable one. However, it is believed that L1 use assists in pursuing the goal of language learning. In addition, (Dörney and Kormos; 1998) found that the use of L1 in an EFL classroom is a form of communication strategy to compensate the lacks in the target language (in Kim and Petraki: 2009).

2.4 Pattern of classroom interaction

Earlier research on teacher-student interactionhas been focused on describing patterns of interaction found in classrooms(Hall and Walsh: 2002). These study revealed that the IRE pattern typified the discourse of western schooling, from kindergarten to the university, with the difference onstudents population from school to school and classroom to classroom. The pattern involves the teacher posing a question to a student to which he or she usually already knows the answer. IRE pattern of interaction taken from Christie (2002) can be seen below:

I T: What is the capital of France.

R S: Paris

E T: Correct. (Evaluative)

In the IRE pattern of interaction, the teacher seems to have a big control over the interaction and plays the role of expert. Students are expected to give a brief but correct response to the question, which is the evaluated by the teacher with such phrases as "good:, "that's right", or "no, that's not right." In this pattern, typically it is the teacher who did most of taking turns on commenting or elaborating on students' responses, while the students were very limited to the brief response to the teacher's initiation. It is argued that longer use of IRE severely limits students' chances to engage and express their ideas

In contradiction, Cullen (2002) sees that evaluative follow-up support classroom interaction. IRF pattern of interaction taken from Cullen (2002, p120) of evaluative follow-up are as follows:

I T: Where was the picture taken? Yes, please.

R   S1:   In the aeroplane.

F   T: In the aeroplane. Good, yes. In the aeroplane. (evaluative follow-up)

The example shows that evaluative follow-up has the function to provide feedback to individual students about their performance. The focus is on the form of the learner's response: whether, for example, the lexical item or grammatical structure provided by the learner was acceptable or not. The function is to provide feedback to individual students about their performance, with the clarification check and additional comment to provide clue to preferred response. So, there is significant difference in purpose between the feedback which have a primarily evaluative function and those which have mainly a discoursive ones. The term 'feedback move' will be used to generalize the evaluative and follow-up moves.

2.5. Function of English in Junior High School

As stated in the Curriculum (KTSP), English Language Teaching in Junior High School is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems.

Hartoyo(2011) in his hand out explains that the purposes of English language teaching in junior high school are: 1) developing communicative competence in spoken and written language to reach functional literacy; 2) generating awareness about the nature and importance of English to improve nation's competitiveness in

global society; and 3) developing students' understanding about the relationship between language and culture.

The scopes of English language teaching in junior high school are: 1) discourse competence or ability to understand and/or produce spoken text and/or written text which is integrated comprehensively in four skills, such as listening, speaking, reading, and writing to reach functional literacy level; 2) the ability to understand and create various short functional texts, monologues as well as essay in a form of procedure, descriptive, recount, narrative, and report. Variations in teaching materials are found in the use of certain vocabulary, grammar, and rhetoric devices; 3) supporting competencies included are: linguistic competence (ability to use grammar, vocabulary, pronunciation, and writing arrangement), socio-cultural competence (ability to use speech and language act appropriately in various context of communication), strategic competence (ability to overcome problems in communication to ensure the process of communication), and discourse competence (ability to use discourse instruments)

2.6. Discourse Analysis

Classroom interaction has gained many attentions from many researchers for they believe it is important to the success of the learning process, it is in line with what said by Fairclough (2006). A number of earlier studies carried out by some researcher relate to some aspects of classroom interactions to be analyzed by using

discourse analysis. Stubbs (1996) investigates classroom talks and analyzes it based on its communicative functions that characterized teacher-talk. By using this analysis, he show some strategies clearly employed by teacher to keep in touch with his students.

Discourse analysis refers to a variety of procedure of examining chunk of language, whether spoken or written. In case of classroom research discourse analysis usually involves in the analysis of spoken language as it is used in classroom among teachers and learners. Discourse analysis typicaly uses transcript and audiotape or videotaped interaction or their data base (Allwright and bailey; 1991). It is in line with Douglas (2001) who describes about steps in how researcher can apply descourse in classroom inetraction. to capture anything happened in the classroom, the researcher may use a four stape process, record-view-transcribe-analyze. From the recording, it saw interaction between teacher-students or students – students. Thus the classroom discourse is used for investigateing teachers' language in interaction in classroom. This classroom discourse anlysis can create a second language learning environment that more accurately reflects how language used and encourage learners toward their goal of proficiency in another language.

2.6.1. Moves Function by M.A.K Halliday and Mattheisen

In classroom context, teacher and studentss exchange their ideas to make the teaching process will be meaningfull. When people communicative meaningfully, hey

are trying to get things done by exchanging informations and good services. in this case they are applying the transactional model of communication. On the other hand when they establish a communicationto maintain a social relationship, they are applying interpersonal model of communication. Transactional communication occurs in our daily life.

Halliday and Mattehisen (2004) devide speech role in the exchange into two: giving and demanding. Both roles are fundementaly equals. Based on what is being give and demand, theya are devided into smaller groups that is called by speech function. Those are:

1. giving goods-and-service, which is uindicted as offering
2. giving information, which is indicated as statement
3. demanding good-and service, which is indicated as command
4. demanding information, which is indicated as question

Those speech functions are also called by move. In any interaction there is always participant who initiate a conversation and response to it. These kinds of moves: offer, statement, command, and question. Each of those functions is represented in different speech role and commodity. 'Offer' function deals with goods-&-services commodity in giving role, 'statement' is represented in the information commodity and giving role, 'command' appears in demanding goods-&-services, and 'question' is present in the exchange of information in demanding role.

Those primary speech functions appear in the 'initiation' move which leads to the expectation of 'response' move to appear (Halliday and Matthiessen; 2004)

		Initiation	Response	
			Expected	Discretionary
Give	**Goods-&-services**	**Offer** Shall I give you this teapot?	**Acceptance** Yrs, please, do!	**Rejection** No, thanks!
Demand		**Command** Give me that teapot!	**Undertaking** Here you are	**Refusal** I won't
Give	**information**	**Statement** He's giving her the teapot	**Acknowledgement** Is he?	**Contradiction** No, he isn't
Demand		**Question** What is he giving her?	**Answer** A teapot	**Disclaimer** I don't know

Table 2.1 Speech functions and response *(adapted from Halliday and Matthiessen, 2004, p.108*

2.7 Previous Study

Classroom interaction has gained many attentions from many researchers for they believe it is important to the success of the learning process (Fairclough; 2006).

Language is the principle resource available for teacher and students to achieve educational goals (Christie; 2000). It is in the language of classroom that a great deal of a work toward negotiating understandings, clarifying tasks, exploring sources of difficulty and assessing students' progress. A number of earlier studies carried out by some researchers related to some aspects of classroom interactions to be analyzed by using discourse analysis. Stubbs (1996) conducted a research about classroom talks and analyzes it based on its communicative functions that characterized teacher-talk. By using this analysis, he shows some strategies clearly employed by teacher to keep in touch with his students.Another reseach has conducted by Yani Zhang (2008), She investigated 'Classroom Discourse and Students' Learning. The finding of the research shows that the qualty of students' learning is closely associated with the quality of classroom discourse. The two previous researches reveal that language classroom is important and potential source of comprehensible input for learner which it will influence the successfull of teaching and learning process.

Pedagogic Discourse is"a discourse, that is in which person are appreciated into particular pedagogic subject positions, involving adoption of method of working, and ways of addressing and defining issues of a kind characteristic of the discourse concerned" (Bernstein; 1990,1996). Pedagogic discourse works in patterned and predictable ways for the achievment of educational goals. Frances Christie (2000) conducted a research "The Language of Classroom Interaction". She refers classroom language as a form of pedagogic discourse. This study investigated

the nature of the pedagogic discourse of schooling and the operation of the register, regulative and instructional, each involved in building the pedagogic discourse. Another research related to the pedagogic discourse had conducted by Maya Septiani. P (2012) 'Critical Analysis on Teacher pedagogical Discourse of English as Foreign Language for Primary School Students. She investigated the function of pedagogic deiscourse occurs from teachers' utterances during the classroom interactionin Elementary School level. the result of the study revealed that the function of teacher utterances mostly for the instructional register such as giving command to do task, action or repeating word or sentence.

2.8Conceptual Framework

This study wasprojected on analyzing English classroom interaction to reveal the pedagogic function and the purpose of teachers' utterances conveyed in the Junior High school English teacher classroom discourse. Interaction in the classroom is crucial terms in language learning since it influances the succesfull of the teaching-learning. Thus, teacher needsto use pedagogical discourse in classroom interaction as it is now recognized as a potentially valuable source of comprehensible input for the learner since this is essential for language acquisition (Krashen; 1981). Pedagogic Discourse enable a systematic way of talking about the ways that the teacher and learners manage the curriculum content and and each other interaction (Bernstain; 1996). It can be said that teacher needs to develope tools with which to judge the effectiveness of of the language patterns they initiate and develope. This is

essential to capacity to plan and monitor their teaching, as well as to judge the succes of their students learning.

Unfortunately, It is still found that many teachers still use inappropiate languages during classroom interactions which caused the the uneffective teaching and learning English and affected the developement of students language.This study wasprojected on analyzing English classroom interaction to reveal the pedagogic function and the purpose of teachers' utterances conveyed in the Junior High school English teacher classroom discourse. English classroom interactions were analyzed by using discourse analysis to determine the pedagogical functions as proposed by Bernsnteinand purpose of each teachers' utterances by analyzing the moves occurs from each teachers utterances using theory of function by Halliday. After analyzing each teacher's utterances, those utterances then break down using the transitivity system to transitifity system by Halliday to ferivy the result from the analysis table of moves.

CHAPTER III

METHODOLOGY

This chapter will explain Overview of the study, Setting and Participant of the Study, Design of the study, Data Collection and Data Analysis Procedures.

3.1 Overview of the study

The study was conducted by doing an observation in SMP-IT Darul Hikmah, Bekasi. The equipments used in the observation were audio and video recorder using digital camera. The video recorder had a very benefit point for the researcher to recall what happened in the classromm during the observation. While the audio helped in get a clearer teachers' and students' utterancess. The observation was completed in year 8 classes. Total observations are 5 times. Afterward, one observation chosed from each of the classes were transcribed into written text. Then the transcript were analyzed by using Halliday (2004) moves to find out the pedagogical functions of each utterances said by the teacher. Since this study was focused on the functions of teachers' utterances. The process types occur in the transcript were described and interpreted in the following chapter.

3.2 Setting and Participant of the Study

3.2.1 Setting of the Study

The study was conducted in SMP-IT Darul Hikmah, Bekasi from April to May, 2013. The first observation was carried on Monday, May 5th 2013 and ended by May 30' 2013. Each session had the duration of 90 minutes. The researcher observed three classes. Those classes are class of female students. This school saparated the class for male and female students even the buildings were different. The researcher was suggested by the teacher to do the observation in female classes. The class is consisted with twenty sevenfemalesstudents.Those classes have the same equipments within the class. They were two white boards in the front and back of the class, a clock, a cupboard, two fans, and wall magazine.

3.2.2 The Participant

The participant of this study were a female english teacher and students of grade 8th. The teacher was named as T. Teacher always greet the student before starting the class on that observation day. First, the teacher checked the attendence list by calling students' name then asked who didn't come on that day. After that the teacher reviewed material from the previous meeting.

3.3 Research Designs

This study was focusing mainly to reveal the pedagogic function and purpose of teachers' utterances during classroom interactions. Inorder to achieve that purposes, a classroom discourse analysis was employed as the research design and SystemicFunctional Linguistic (SFL) was used to analyzed the data. SFL is a way of

understanding the function of a language and choices people make when they speak or write to exchange meaning with readers or listener (Young and Fitzgerald; 2006). Since this study aimed at revealing the function and purpose of teachers' pedagoic language, this research design support in revealing them.

In the obeservation, the role of the researcher was a nonparticipant researcher. The researcher was not involved in the classroom interaction. Instead she just recorded what was happening in the classroom and had no intervention in the teaching and learning process.

3.4 Data Collection Procedure

The data was gained through the recording of classroom interaction. Afterward the recording were transcribed. Those transcription were put into a table containing a special column for tecahers' and students' turn. The data was total moves or turns of teachers' and students' .

3.5. Data Analysis Procedure

After the turns were organized into the table, the following steps were done to analyze the data:

1. **Determining the teachers' and students' turns into the categories of move using moves analysis as proposed by (Halliday; 2004).**

    Those transciptions were analyzed to determine the purpose of from each teachers' utterances.

2. **Determiningthe pedagogic function from teachers' utterances into the categories of Regulative and Instructional Register (Bernstein)**

   After finding the purpose of teachers' utterances, those transciptions were analyzed to determine the pedagogical function of each teachers' utterances into Regulative and Instructional Register

3. **Identify the transitifity from the process distribution that determine the moves**.

   The next step is using transitivity system by Halliday (1994) in analyzing the data to identify the proccess structure. Analyze the transitifity system was used to ferivy the result from the analysis table of moves. the first step is breaking the clauses form each transcript then put them into table which alredy added the column of process in it. Afteraward there process were identified whether it is material, mental, relational, behavioral, verbal or exential.

4. **Counting the total amount of the moves**

   After analyzing, the researcher counted the number of the occurance of each pedagogical function, regulative and instractional from the whole meeting.

5. **Interpreting the findings**

   The number of the occurance of regulative and instructional register found were interpreted in the next chapter

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the finding and of the study, including findings and discussion. This chapter will elaborate the whole result and discuss with underlying theories in order to answer the reserach question, which is stated in chapter 1, as follow:

a. What pedagogic function were conveyedby the teacher during classroom interaction?

b. What is the purpose of teachers' utterances during classroom interaction?

4.1. Finding

Researcher had observed a school to get a picture of classroom interaction. The resercher transcribed the utterance said by the teacher and students during classroom intraction. Those utterances then were analyzed using moves analysisas proposed by Halliday (2004)to classify into regulatieva and instructional register to reveal the pedagogical function from teachers' utterances. After finding the pedagogical function of teachers' utterances, Transitivity system used to ferivy the result from the analysis table of moves.

4.1.1 Pedagogical Functions found in classroom interactions

The researcher firstly transcribed the video observation. from the transcriptions, the researcher then indicates the purpose of teachers' utterances from moves analysis as proposed by halliday (2004), and pedagogical functions Bernstein (1996) stated to determine into regulative and instructional register.

The findings reveal that teachers' utterances during classroom interactions consists of regulative and instructional register. Teacher used regulative register in managing classroom situation, comment to students missbehave and explaining how to answer questions. While instructional register occured when teacher gave command to the students tomanage classroom, to repeat after the teacher, to answer teachers' question, to translate sentences. This register also occured when teacher ask question to check students comprehension related to the lesson or lesson from the previous meeting, to guide students in answering teachers' question, and to ask confirmation from students. Teacher also used instructional register in giving feedback to student's responses such as repeating student's answer, giving prises and follow up to build further communication with students.

Instructional register is dominant in teachers' pedagogic discourse during classroom interaction since it is not only found in the beginning of the lesson but also in main activity of teaching and learning process such as in question-answer sessions, pronounciation drill, commanding students to do an action ,explaining the lesson,

managing classroom, and in the activity when student ask students to do some tasks and discuss the answer. The result of pedaagogical functions occured during classroom interactions can be seen from the chart 4.1 below
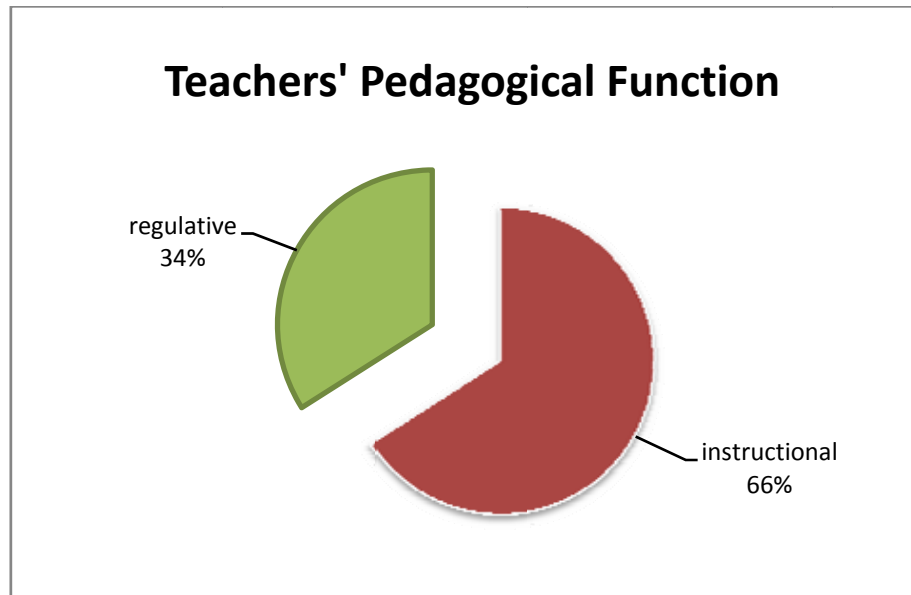
Chart 4.1 Pedagogical Function from teachers' utterances

Pedagogical function as proposed by Bernstein, Regulative and Instructional register occured during classroom interaction observed. From the chart above, the regulative register occured 34% from total teachers' utterances. Teacher used regulative register in managing classroom such as telling student not to make noisy

Extract 1

T: *"sssttt sudah nak tidak ribut! Sudah nak!"*

Beside telling students to be silent, regulative register was also used by teachers in managing the classroom

Extract 2

T: *"sebentar sebentar, listen to your friend!"*

T: *" girl, back to your place!"*

T: *"ssttt one by one!"*

While the instructional register was determined from the moves analysis to find out the purpose of teachers' utterances. Halliday (2004) classifys moves in the classroom interactions into three types. They are: Initiation, Response, and Follow up. the moves during classroom interaction from the transcribed video showed the most activity occured can be seen from the chart 4.2
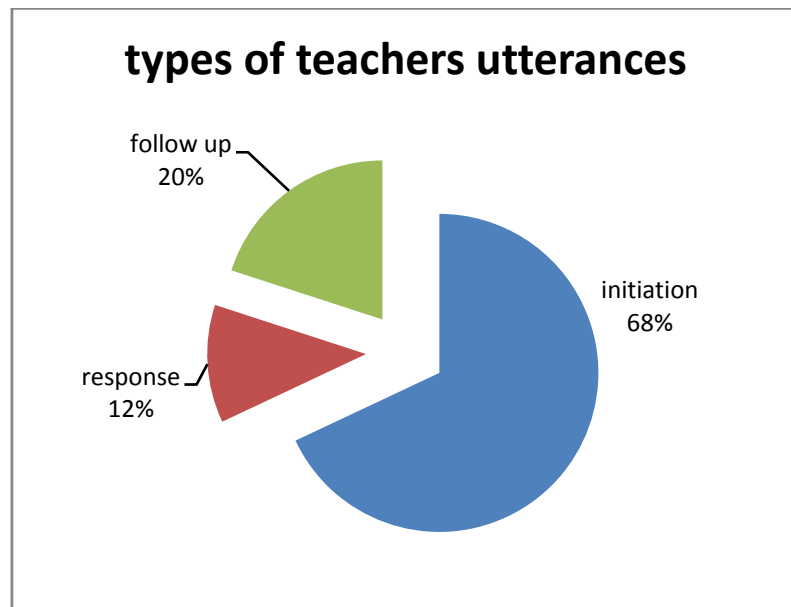

Chart 4.2types of teachers' utterances

The chart above showed that the type of purpose mostly occured in the classroom interaction was initiation, the moves were 68% of the total purposes from teachers utterances. The type of initiations that the teachere done occured in giving command to the students, asking question to the students, and in giving statement during the teaching and learning process. Beside initiate the interaction, another purpose of teachers utterances is follow up, it was 20% of the total teachers' utterances. follow up usually given by the teacher after the students respond to the teachers' initiations. The type of follow up that usually given to the students is giving prises, evaluating students answer or translation. The last type of teachers utterance in the classroom interaction is giving responses. This type of utterance took 12% occurs from the total utterances. Responses that usually given by the teacher is to response students' questions and statement.

4.1.2 Purpose of teachers' utterances

Initiation is the most type of utterance occurs during classroom interaction. after analyzing the data, three main purposes of teachers' initiations were found. those purposes are asking questions, giving command, giving statement. the result can be seen in chart 4.3
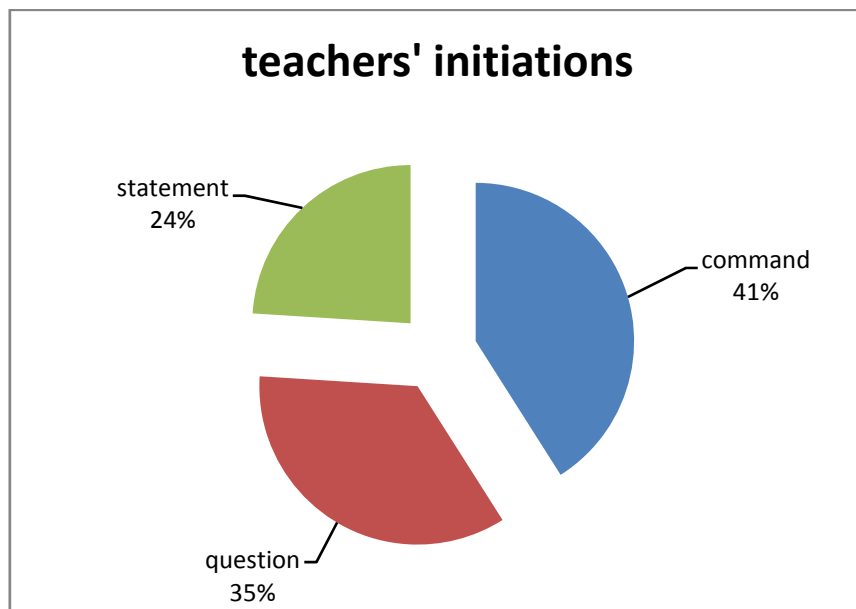
chart 4.3 purpose of teachers initiations

As discussed before, the most type of purpose from teachers initiations is giving command to the students, it is 41% from the total initiations. Teachers commands consist of various purposes, such as command to repeat after teacher, command to translate the sentence, command to do an activity, command to answer teachers' question and command to manage classroom situation. Besides giving command, the second type of purposes that mostly occured from teachers intiations was asking question to the students. Teachers' questions were found 35% from the total initiations done by the teacher. The last purpose of initiation done by the teacher was giving statement, it was 24% of the total teachers' initiations.

The explanation above states that giving command to the students is the most type of initiation occurs from teachers initiations (41%). During the observation, there

are five types of commands that given by the teacher to the students, they were command to do an action, command to repeat after the teacher command translate some sentences, command to answer teachers' questions, and command in order to manage classroom role. The data can be seen in the chart below.

In teaching and learning English, students should be the ones who take the role as the center of teaching and learning process. It means that teacher should give chances and opportunity to students to have a bigger role in dominating initiation during teachinga and learning process. The data shows that teacher still dominates the interaction by doing the initiation, even in some parts students do the initiation first, it is just too little

Purposes of teachers' commands

- answer teachers' question 11%
- repeat after the teacher 30%
- translate sentences 11%
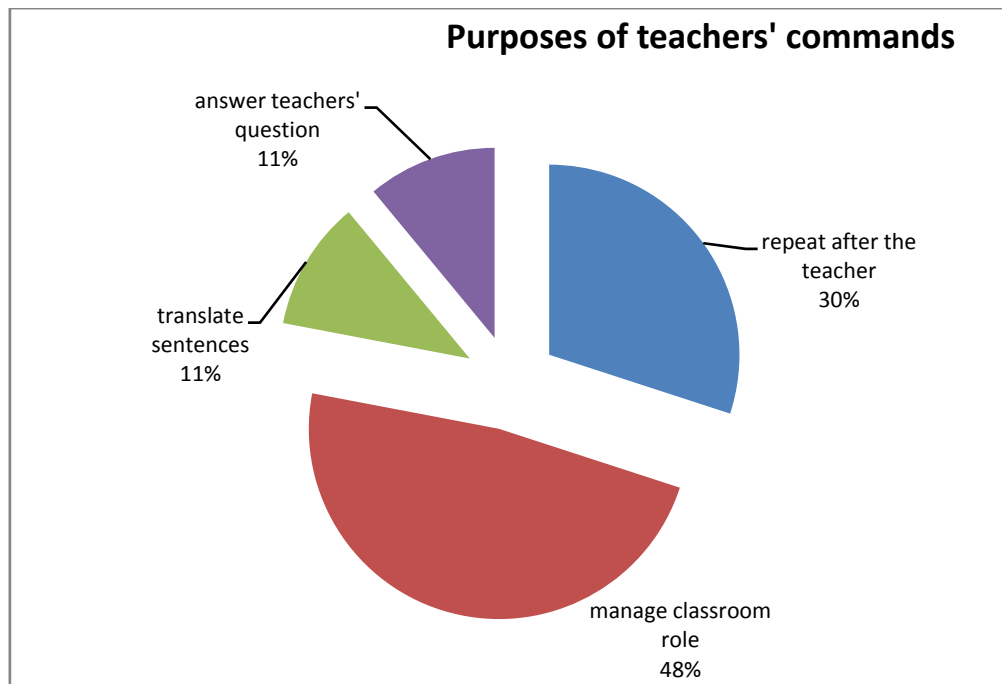- manage classroom role 48%

chart 4.4 purpose of teachers commands

Based on the data above, the most type of command that given by the teacher is command manage classroom situation, it is 48% . This type of command are usually given by the teacher to command the students to open and collect their book, command to write students' answer on the white board. The example of this type of command is exemplified in the following utterances.

Extract 3

T: *"Now, open your note book!"*

T: *"collect on my table!*

T: *"sudah yaa tidak ada yang ngobrol lagi naak!"*.

T: *"sssttttttt back to your place please girl!*

The next common type of command that occurit is happen since during observation is command to repeat after the teacher, it is 30% of the total commands. It might happen because the materials given by the teacher were about narrative and recout text. Teacher read sentence by sentence of a story then asked students to repeat after her. The teacher then chose some students to translate those sentences. This type of command can be seen from teachers' utterances below.

Extract 4

T: *"Ok next the third paragraph, repeat after me! The queen was very sad"*.

The next type of teachers commands is comanding students to translate some sentences, it is 11% from the total teachers' command. The example of the utterances can be seen in utterances below.

Extract 5

T: *"Salma the first paragraph, Translate please!"*
T:*"Ok translate now fariya...yuk!".*

The last type of teachers' command is to answer teachers questions, it is 11% from the total teachers' commands. this type of command can be seen from teachers' utterances below.

Extract 6

T: "*Give some examples of narrative text. Hana!*.

Beside giving command, asking question is also one of the teachers purposes' in giving initiation, it is 30% from the total teachers initiation. Teachers questions is given for some purposes, such as to check students' comprehension related to the material given that day or from previous meeting, to guide students in answering teachers question, and sometimes to ask confirmation to the students. The data can be seen in the chart4.5

purpose of teachers' questions

confirm students answer/statement 27%

check students' comprehension 47%

guide students to answer 26%
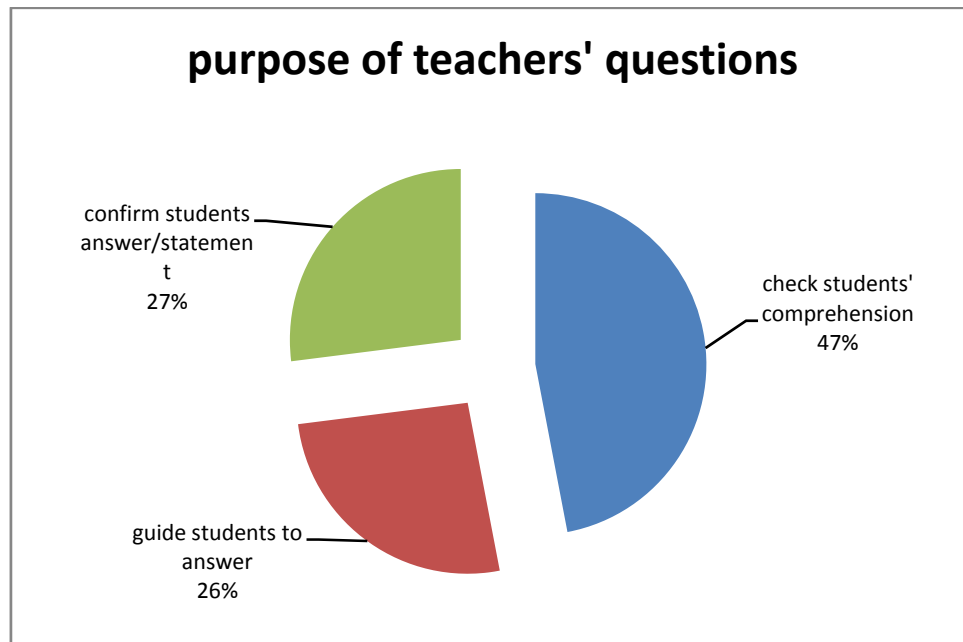
chart 4.5 purpose of teachers questions

From the chart above, it can be seen that the most questions were asked by the teacher were in order to check students comprehension (47%). Next purpose of teachers question is to ask confirmation from students (27%). The last purpose of teachers' question is to guide students to enggange with the lesson and guiding students in answering the question (26%).

The types of questions used are display, referential and comprehension question. In the opening session of teaching activities the teacher asked more referential question to the learners than display which the teacher activate the background knowledge of the lesson, review or also brainstorm the learners, while

display more asked in the main teaching and learning activities which is the lesson is explained.

Teachers questions mostly used to check students comprehension related to the lesson (47%). The questions were usually asked in reviweing material from the previous meeting or to check students vocabulary mastery by asking the meaning of a word or sentence. It could be seen from exemplified utterancess below.

Extract 7

T: "*what is the structure of narrrative text?*"
S: "*orientation, complication and resolution...*"

Beside asking to check students comprehension, teacher usually gives question to guide students in answering teachers' question. This type of queation can be seen in utterances such as exemplified in the following utterances.

Extract 8

T: "*Ok, in our country? In our country?*"
S12: "*Malin kundang....*"
S13: "*Tangkuban perahuu...timun emaaas...*"

The last purpose of teachers' questions is to ask confirmation to the students. It shows that asking confirmationwas used to build a conversation in the classroom. On the other hand, the students are seemed having a little effort and opportunity to

initiate a conversation. They gave initiation when they ask something out of the context of the lesson. The utterance can be seen in the utterances below

Extract 9

T: number three?

S: ///yeees///

T: yes? are you sure?

Extract 10

S: *"Ibuu kalo ada jawaban yang lain boleh enggak?"*

T: *"yes, what is your answer?"*

The last purpose of initiaton that has done by the teacher during classroom interactions is giving statement (24%). there are three purposes of statements given by the teacher during classroom interaction.
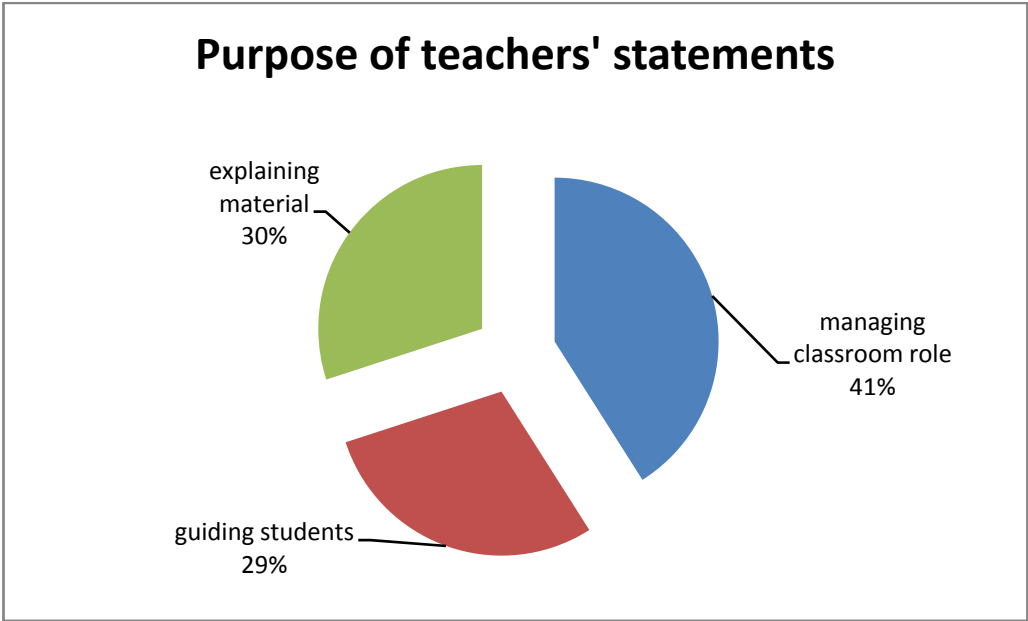

chart 4.6 purpose of teachers' statements

The chart above shows that the statement said by the teacher is for some purposes, the most types occurs is to manage classroom, it is 41% from the total utterances. This type of utterances can be seen in the utterances below.

Extract 11

T: *"We read paragraph by paragraph. after read the paragraph for example one pragraph we read togethe, I want some body can translate this paragraph".*

T: *"Ok we continue after break time"*

Another purpose of teachers' statements is to explain the lesson, it is 30% from total of teachers' statements during teaching and learning process. This type of statement can be seen in the following utterances

Extract 12

T: *"Ok there are many stories about narrative text. For example at your book page one hundred fourty"*

T: *"Telaga warna is a narrative text too"*

T: *"respected karena berakhiran ' t' jadi bacanya jelas dibaca. kalo ini kan*

berakhiran 'k' jadinya tidak perlu jelas dibaca dengan jelas.

The last type of teachers' statements are to guide students in answering teachers' question or in translating sentences, it is 29% from the total utterances. this type of utteancess are reflected in the following utterances:

Extract 13

T: *"Some old men...."*

T: *"Gadis yang...menandingi..."*

In managing classroom and delivering statements, teacher mostly used English. But sometimes teacher used English in the begining then repeat the statement or instruction in Bahasa Indonesia to make students easier to understand statements said by the teacher, as explained in the following teachers' statement.

Extract 14

T: "*Ok. after you read this text I want all of you understand what the meaning this text. every word, every sentence I have given instruction to you to translate every paragraph translate translate because I want all of you understand what the meaning this text. Tadi udah ibu mintakalian translate karena ibu ingin kalian faham semua artinya apa*".

In classroom interaction, Teachers' role is not only as an initiator but also take part in responding or following up students questions or statements. The data shows that response that given by the teacher in following up students question or statements are to answer students questions and evaluating students answers. The data is reflected in the following chart.
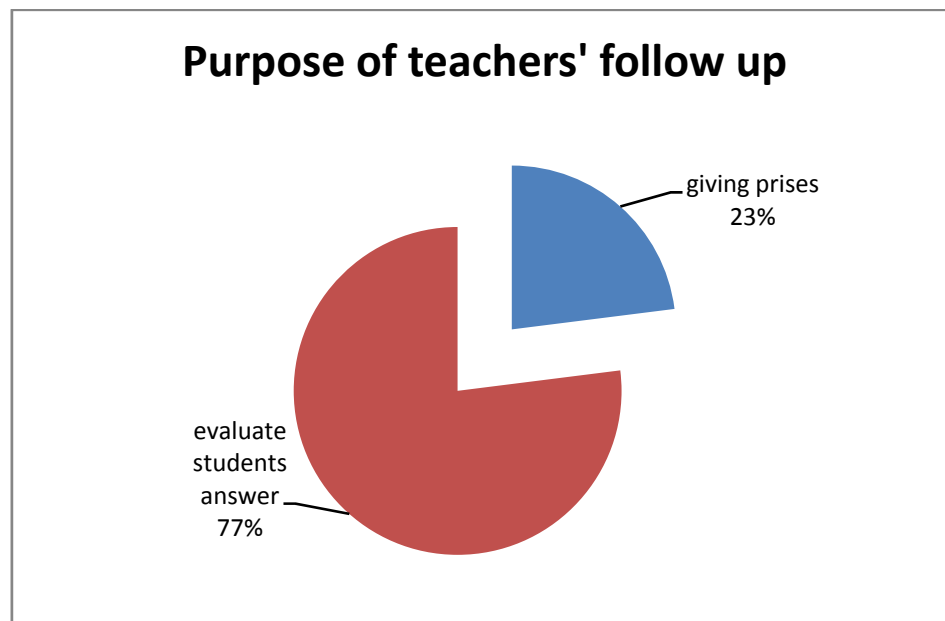
Chart 4.7 Purpose of teachers follow up

From the data above, teachers' follow up was aimed at evaluating students answer, it is 77% from the total teachers' responses. this type of response can be seen as reflected in the following utterances.

Extract 15

S: *"Iya pada zaman dahulu di sebuah kerajaan di Jawa Barat"*

T: *"Ada sebuah kerajaan"*

S: *"Ada sebuah kerajaan di Jawa Barat"*

Extract 16

T: *"Seorang wanita memberinya....."*

S: *"Kalung"*

T: *"No no... pillow. what is the meaning?"*

Ss: *"Bantaaal..."*

Beside evaluating students' answers, teachers' follow up were usually given to give prises when students respond teachers' initiations (23%). This type of teachers' follow up can be seen in the following utterances.

Extract 17

S: *"Memohon untuk anaknya...biar punya anak"*

T: *"Iyaa Ok Ok hhe"*

Extract 18

S: *"gigi palsu..."*

T: *"iya betul false teeth gigi palsu, bukan gigi salah yaa"*

4.2 Discussion

This study wasaimed at revealing the pedagogical function and the purpose of teachers' utterances in English classroom interaction. The findings reveal that teachers' utterances during classroom interactions consists of regulative and instructional register. Teacher used regulative register in managing classroom situation, comment to students missbehave and explaining how to answer questions. While instructional register occured when teacher gave commanded to the students, askedquestions to the students, feedback to student's responses. It can be concluded that the Instructional register is dominant in teachers' pedagogic discourse during classroom interaction since it is not only found in the beginning of the lesson but also in main activity of teaching and learning process such as in question-answer sessions,

pronounciation drill, commanding students to do an action ,explaining the lesson, managing classroom, and in the activity when student ask students to do some tasks and discuss the answer. Although the occurance of the instructional register is dominant, the pedagogic goal still can be reach. Teacher needs to do variation depanding upon the age of the students, the subject and the style of the teacher in teaching. It is supported by Frances Christie (2000) The two registers work well in building the pedagogic discourse if the regulative serves to point directions and defines goal with respect to the contetnt being thought as a feature of the instructional register.

The previous study related to this study reveal that the pedagogic function occured dominant in English teacher for Elementary School was Instructional Register. This register occured when teacher does some initiations such us asking qustions to the students, giving command to the students and giving statement during the teaching and learning process. Besides initiate the interaction, the purpose of teachers' utterances is to follow up. Follow up usually given after the studnts respond to teachers' initiation.

Halliday (2004) classifys moves in the classroom interactions into three types. They are: Initiation, Response, and Follow up. In teaching and learning English, students should be the ones who take the role as the center of teaching and learning process. It means that teacher should give chances and opportunity to students to have a bigger role in dominating initiation during teachinga and learning process. The

data shows that teacher still dominates the interaction by doing the initiation, even in some parts students do the initiation first, it is just too little. Teacher takes a role as a center of teaching and learning process in which it should not. It is good for the student to respond teachers' initiation in order practice the language, but students need chances to develope their language skill and practice the language themselves as they need to master language skills as stated in the curricullum that the purpose of teaching English in Junior High school is aimed at enabling students to reach functional level in a sense that they can communicate in spoken and written way to solve daily problems. While the result of the previous research showed that the dominant of teachers role in the classroom interaaction is a good thing, since young learner still need guidance from the teacher to learn English eventhough actually it should be students who initaiate the most as stated in Kurikulum Muatan Lokal Sekolah Dasar dan Madrasah Ibtidaiyah Provinsi Jakarta stated that *"English in the primary level is aimed at acquiring to develop students' oral communicative competence as language accompanying action in school"*.

From the data it is found that the dominant purposes from each teacher utterances are to command the students. The most type of command that usually given by the teacher is command to manage classroom. Managing classroom situation is one of teacher's task. Incident of classroom indisciplinary roblems has a signifficant impact on the effectiveness of teaching and learning. Thus teacher should has various activies in teaching to make students be focus and pay attention and

involve in the classroom interaction in positive way. It is supported by Doyle (in Froyen and Iverson, 1999. P.128) the core of instructional management is gaining and mantaining student cooperation in learning activities. Thus teacher should build a good classroom atmosphere by using various interactive and interested activities so students will be more focus in learning and teaching learning will be more effective.

The next purpose of teachers' command was to repeat after the teacher. It happened since during observation, the materials given by the teacher was about narrative and recout text. Teacher read sentence by sentence of a story then asked students to repeat after her. the teacher then chose some students to translate those sentences. It was actually a good thing to practice students pronunciation by pronouncitaion drill. but it was better applied for elementary school students since it meet the purpose of teaching english in elementary school. But for junior high school which has more complicated purpose, pronuncitaion drill is not appropiate enough to be applied, since it takes much time. It is good to be applied but not for whole teaching and learning activity since junior high school students have other language skills to be mastered and it is not in line with the purpose of teaching english in Junior High School as stated in the curricullum that students need functional level in which they have to be able to use english spoken and written to solve daily problem.

Beside giving command, teacher usually initiates the conversation by asking question to the learners. The types of questions used are display, referential and comprehension question. In the opening session of teaching activities the teacher

asked more referential question to the learners than display which the teacher activate the background knowledge of the lesson, review or also brainstorm the learners, while display more asked in the main teaching and learning activities which is the lesson is explained.

Brock (1986) discovered that teachers could be trained to increase the number of referential questions they ask and that this increase prompted students to provide significantly longer and syntactically more complex responses. Teachers questions mostly used to check students comprehension related to the lesson. The questions were usually asked in reviweing material from the previous meeting or to check students vocabulary mastery by asking the meaning of a word or sentence. questioning students comprehension is a good start to initiate students response since thay have to answer the question orally. Questioning is an interactive process which aims to engage students in the learning process and draw forth thoughtful responses. This is supported by van VanLier (1988) who believes that questions of whatever sort are designed to get the learners to produce language. It is equal with Halliday (1994) who stated that when someone demands information from you (asking a question from you), he or she invited you to give (speak) the information. So, by asking a question, the teacher made the students speak. But sometimes, teachers' questions were unclear, so students did not give any response since they did not understand the questions.

The next purpose of teachers' initiation occured during classroom interaction is giving statement. During the observation, teacher tried to give many initiation to keep the students involved in the teaching and learning process. Since this meeting is almost in the end of the term, teaching and learning activity is mostly to review the previous material,so teacher did not give many explanations about the material rather asking many questions to check students comprehension about material that has learned by the students. That was one of the reasons why students can involve actively during the teaching and learning process.

Beside initiate the interaction, another purpose of teacher's utterances is follow up, it was 20% of the total teachers' utterances. Follow up usually given by the teacher after the students respond to the teachers' initiations. The type of follow up that usually given to the students is giving prises, and evaluating students answer or translation. Following up with evaluation is something that should do by the teacher since it is not only give feedback to the students responses but also giving a chance to students to expand their thinking and opinion.

Wells (1993 quoted in Hall and Walsh 2002:190)states that when the third part of the IRE sequence contained ateacher evaluation (E) of a student response, it severely constrained a student's learning opportunities. However, if instead of evaluating, student responses, the teacher followed up on their responses (F) by asking them to expand on their thinking, justify or clarify their opinions, or make connections to their own experiences, the teacher directed pattern of interaction

enhanced opportunities for learning. Wells argued that teacher's contributions that evaluated rather than encouraged tended to suppress student participation. Conversely, teacher follow-ups that invited students to expand upon or clarify their initial responses opened the door to further discussion, and provided more opportunities for learning.

In commanding something to the students, teacher must have some purposes. One of the purpose is asking students to do an action. The result shows that the material process occured the most in the teacher and students part even the result is almost balance with verbal process. It means that students undertake teachers command through actions such as repeating, sit down, being silent, open their book and doing exercises. The material clauses frequently occured when the teacher tell the students to do somethings. These clauses reflected the active activities which require the students to do activities in present as part of teachers' instruction.

Teacher is good in building a connection with the students. Teacher is in a good track by leading students with questioning, explaining and prises as reflected in the process of distribution in verbal process. Students undertake and talk when teacher asked questions. Sometime teacher asked a question but the students did give any responses. It happened because they did not understand teachers' question but after the teacher repeat the question in Bahasa Indonesia they respond it. Students sometimes did some initiations such as asking the meaning of a word or sentence.

they used bahasa indonesia while asking the questions. and teacher respond both in english and bahasa Indonesia.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion that was derived from the discussion based on the research questions. The implication andrecomendation were presented to bring some suggestions related to the pedagogical practices and further research.

5.1 Conclusion

This study is projected on revealing the pedagogical function and find out the purpose of teachers' utterances in a Junior high schol classes of a chosen school. The classes observed were three, from year 8. The total video is five from the whole classes.

Based on the findings and discussion, the researcher describes fourconclusions. The first, the pedagogical functions of teachers' utterances are classified into two registers, regulative and instructional register as proposed by Bernstein (1996). Instructional register occured dominant during classroom interaction, it is 66% from the total utterances. The instructional register was determined from the moves analysis to find out the purpose of teachers' utterances. Halliday (2004) classifys moves in the classroom inetractions into three types. They are: Initiation, Response, and Follow up.While reguative register occurs 34% from all utterances. Regulative register used by the teacher is managing classroom such as telling students to be silent, commanding students to ask question one by one.

The second, the result show that initiation is the most type of utterance occurs during classroom interaction. The moves were 68% of the total purposes from teachers utterances. After analyzing the data, the type of initiations that the occured dominant in giving command to the students (41%). The commands are purposed on commanding students in managing classroom, to repat after the teacher, to translate sentences, and to answer teachers' question. The second type of initiation is asking question to the students (35%). Those questions are aimed at checking students' comprehension, asking confirmation of students anwer or statements, and guiding students' answer. The last type of teachers initiation is giving statement during the teaching and learning process (24%). Teachers statements are occured in managing classroom role, explaining lesson and guiding students in answering question.

The third, beside initiate the interaction, another purpose of teachers utterances is follow up, it was 20% of the total teachers' utterances. follow up usually given by the teacher after the students respond to the teachers' initiations. The type of follow up that usually given to the students is giving prises, and evaluating students answer/translation. The last type of teachers utterance in the classroom interaction is giving responses. This type of utterances takes 12% occurs from the total utterances. Responses that usually given by the teacher is to respond students' questions and statement.

The fourth, The result shows that the material process occur the most in the teacher and students part, it means that students undertake teachers command through

actions such as repeating, sit down, being silent, open their book and doing exercises. The material clauses frequently occured when the teacher told the students to do somethings. These clauses reflected the active activities which require the students to do activities in present as part of teachers' instruction. the common activities occured are repeating teachers' utterances, translating the sentence, sitting down, opening book and writing the questions. while verbal process frequently occured when teacher lead the students with questioning, explaining and prises. Students undertake and talk when teacher asked questions.. Students sometimes did some initiations such as asking the meaning of a word or sentence.

5.3 Recommendation

The researcher wants to recommend for the future research on the same topic that how pedagogical discourse can influance students to reach educational goals in language learning is also important to be analyzed. The future researcher is also recommended to have the observation in the different situation of ELT, such as in the different age of learners, in the students in the Senior High School. Beside for further research, the findings of the study are also for the input of researcher to have a broader understanding about discourse analysis and English classroom interaction.

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