

**Responses and Feedback at the Presentation Stage of
“English Grammar” Course:
A Classroom Discourse Analysis**



*Building
Future
Leaders*

A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
“Sarjana Pendidikan”

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

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ABSTRAK

NOVA ARIYANTI. Tanggapan dan Umpan Balik pada Tahap Presentasi di Kelas Tata Bahasa Inggris: Sebuah Analisis Wacana Kelas. Skripsi. Jakarta: Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta 2012.

Penelitian ini bertujuan untuk mengetahui tanggapan dan umpan balik diaktifkan oleh guru dan siswa. Data dikumpulkan melalui observasi kelas, rekaman video, dan catatan lapangan. Data diperoleh dari tiga Universitas yang memiliki Jurusan Bahasa Inggris dan Kelas Grammar di Jakarta Timur; UNJ, Universitas Muhammadiyah Prof. Hamka (UHAMKA), dan STBA LIA dari bulan Februari sampai Mei 2012. Data interaksi dari observasi kelas ditranskripsi kemudian dianalisis dengan menggunakan Linguistik Fungsional Sistemik (SFL) untuk mengetahui tanggapan dan umpan balik dari guru dan siswa di dalam interaksi kemudian menganalisis *transitivity*. Temuan dalam penelitian ini menunjukkan bahwa 1) Siswa dominan berperan dalam merespon dan guru dominan berperan dalam memberikan umpan balik. 2) Respon dominan yang diaktifkan adalah *acknowledgement*. 3) Proses *relational* adalah proses dominan yang terjadi dalam setiap klausa tanggapan dan umpan balik.

Kata kunci: Tanggapan dan Umpan Balik, Mata Kuliah English Grammar, Analisis Wacana Kelas

ABSTRACT

NOVA ARIYANTI. *Responses and Feedback at the Presentation Stage of English Grammar Course: A Classroom Discourse Analysis*. A Thesis. Jakarta: English Department, Faculty of Language and Arts, State University of Jakarta 2012.

This study aims at finding out the responses and feedback activated by the teachers and students. The data was gathered through classroom observation, video recording, and field-note taking. The data were obtained from three Universities which have English Major and Grammar Classes in East Jakarta; UNJ, Universitas Muhammadiyah Prof. Hamka (UHAMKA), and STBA LIA from February to May 2012. The data of interaction from classroom observation were transcribed then analyzed by using Systemic Functional Linguistic (SFL) to find out teachers' and students' responses and feedback in the interaction and then the transitivity structures were analysed. The findings in the study showed that 1) Students were dominant in responding and teachers were dominant in giving feedback. 2) The dominant response activated was acknowledgement. 3) Relational process was the dominant process that occurred in each clause of responses and feedback.

Key words: Responses and Feedback, English Grammar Course, Classroom Discourse Analysis

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CHAPTER I

INTRODUCTION

This study attempted to investigate the responses and feedback both teacher and learners interaction activated at the presentation stage in “English Grammar” course. This chapter presents the background of the study, research questions, aims of the study, limitation of the study, significance of the study, and thesis organization.

1. 1 Background

Classroom interaction is an essential part of language teaching and learning process. Tsui (2001) defines classroom interaction as the interaction between teacher and learners, and among the learners in the classroom. The way of teacher-students managed the classroom interaction to use their language expressing the ideas as it provides the learners with the chances to interact with

each other can influence the successful of the teaching and learning process. Allwright and Bailey (1991: 19) state that classroom interaction is a sort of co-production, which aims at making the students able to express their knowledge and/or skills. When the learners feel more involved, it will be easier for them to increase their knowledge and/or skills.

However, some teachers still use traditional method in teaching EFL students in which they are more active in talking than students who tend to be passive receivers. In almost of English classes in Indonesia, most of the students do not know how to interact in the target language. In other words, they choose to use L1 or even some of them just keep silent even though learning English is taking place. One of the reasons is they do not get enough chance to speak English because the teacher always dominates the interaction. On the other hand, students just keep silent or response in order to answer teacher question, no more. This is in line with what Fauziah (2009) stated. When sharing information with others in term of communication, which is to be symmetrical between teacher and learners and among learners is only one of ways that can be done to make students active in classroom interaction.

Communication is very important in teaching and learning process since the process of learning is occurred in result of the interaction between teacher and students. In classroom context, teacher and students exchange their ideas to make the teaching process will be meaningful. Each party has role in a fair share of turns at talk.

Halliday and Matthiessen (2004) divide speech role in the exchange into two; giving and demanding. It is whether the speakers are giving or demanding information or goods-&-services as the commodities, which are being exchanged, and speech functions are derived in the form of initiation moves that are offer, command, statement, and question. Besides, initiation moves appear response moves, which consist of acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer, and disclaimer. Bellack *et al.* (1966) states that teachers have responsibilities to initiate then responded by learners.

In fact, a central structure in classroom discourse is the IRF sequence (teacher initiation-students response-teacher feedback; Sinclair & Coulthard, 1975) or IRE, where 'E' stands for Evaluation (Mehan, 1979)¹. While Initiation-response-feedback, or IRF, is a pattern of discussion between the teacher and learner. The teacher initiates, the learner responds, the teacher gives feedback. This approach to the exchange of information in the classroom has been criticized as being more about the learner saying what the teacher wants to hear than really communicating. Besides, the learners get few opportunities in classroom conversation since the teacher dominates the exchange.

A study of "*The Analysis of Teacher's and Students' Move in the Classroom Interaction: A Discourse Analysis*" which was conducted by Dwirani Rachmatika in an English Course and Training in East Jakarta found that the pattern of classroom interaction is the traditional form which the teachers always act as the initiator and the learners act as the respondent. Teachers'

¹ Hansun Zhang Waring, "Moving out of IRF (Initiation-Response-Feedback): A single Case Analysis", *Language Learning* 59:4 University of Michigan, December 2009, pp. 797

initiation, mostly question (yes/no question) and statement, do not force the learners give response, even the students' response to teachers' statements are rarely found. Unfortunately, she did not attempt to investigate the feedback as well as Waring (2009). He finds that feedback is predominantly initiated by the teacher.

Those kinds of previous study show that most of interactions in EFL classroom still use teacher-centeredness and traditional method. Teacher controls the activities in the classroom, although learners have little chance to involve in. Since Teaching English in Indonesia is still influenced by audio-lingual method and PPP (Presentation, Practice, and Produce) is one of teaching procedures, which most of the activities is drilling. PPP has been criticized because of being too teacher-centredness and keeping students passive. "English Grammar" course is one of the subjects that mostly influenced this technique.

Grammar class usually provides less of an active interaction between students and teacher since most of the activities is drilling some exercises. Students tend to be quiet and lack of motivation to involve in teaching and learning process in the classroom. Besides, they often face difficulties to apply the English grammar properly based on the situation. It makes the learning process to be a teacher-centeredness so the turns are taken by teacher or based on teacher's initiation. On the other hand, Carreiro states that grammar constructions actually are not overtly explained or drilled.

On the other hand, grammar can be a tool for people to make them easier expressing their ideas. Without grammar, it will lead misunderstanding in

communication. It means that without good grammar, clear communication is nearly impossible. Proper grammar keeps speaker and interlocutor from being misunderstood while expressing their thoughts and ideas.

Based on the statements above, this study focusses on observing responses and feedback activated in “English Grammar” course. Besides, the researcher investigates in what purposes of the responses and feedback and see the transitivity structure of the responses and feedback.

1. 2 Research Questions

Related to the situation above, this study formulated the problem in the following research questions.

What responses and feedback are activated at the presentation stage?

- a. What are purposes of the responses and feedback occurs in the classroom?
- b. What is the transitivity structure of the responses and feedback?

1. 3 Aims of the Study

Based on the problem mentioned above, the present study aimed:

1. to investigate the responses and feedback activated at the presentation stage
2. to investigate the purposes of the responses and feedback
3. to investigate the transitivity structure of the responses and feedback

1. 4 Limitation of the Study

This study focuses on the responses and feedback activated at the presentation stage in “English Grammar” course, which is based on Systemic Functional Linguistics (SFL). More specifically, this study attempted to investigate the purposes and transitivity structure of responses and feedback at the presentation stage. The study was carried out in three classes of “English Grammar” course in three different universities in Jakarta.

1. 5 Significance of the Study

Hopefully, the findings of this study can be an additional contribution for teachers especially in “English Grammar” course as a reflection to perform in a better way. It is because grammar is a tool not a goal so the learners are expected can use what they have learned in the classroom in real communication as well. In addition, this study is beneficial for the students to increase their communicative competence, so that the class is interesting and enjoyable. Besides, this study will be useful for the researcher to deepen her knowledge about the study of discourse analysis in the classroom interaction. For the other researchers who concerned with classroom interaction especially in responses and feedback, hopefully, this study will be a reference to carry out further research as a contribution to the pedagogical development.

CHAPTER II

LITERATURE REVIEW

This chapter describes theoretical foundation of the study that consists of interaction in language classroom, response and feedback moves, presentation stage, English grammar classroom, and discourse analysis.

2.1 Classroom Interaction

In Indonesia, English is taught as a foreign language. Considering that, David Paul (2003, p. 1) points out that most EFL learners have little chance to use the English outside classroom. Therefore, the main place for learning English is the classroom. Interaction in the classroom is crucial terms in language learning since it influences the successful of the teaching-learning process.

Allwright and Bailey (1991: 19) state that classroom interaction is a sort of co-production. Through classroom interaction, the plan produces outcome (input, practice opportunities, and receptivity). It can be said that in the classroom, students and teacher should have good interaction so that the students can use the target language well and increase language output.

Tsui (in Carter and Nunan: 2001) defines the term ‘classroom interaction’ as “the interaction between the teacher and the learners, and amongst the learners, in the classroom.” It suggests that interaction in class is not just one but two way interaction which is between teacher and students or among students.

In the classroom, there are many kinds of activities that happened and communication is only one of them. Communication is essential for teacher and

students in teaching and learning process. Stenstrom maintains that there are two kinds of communication; spoken and written communication. People more often use the spoken language to interact with each other than written language (Stenstrom, 1994: 1) especially in language classroom. Therefore, it is definitely important that knowing how spoken interaction is structurally and strategically organized.

Communication is achieved from interaction as stated by some experts. “Communication derives from interaction in which someone has something to share with someone else who is interested and active while the interest lasts” (Alwright, 1994). It means that communication happens because of interaction between two or more. They have something to say and to express while the others are willing to listen to and to respond them.

In addition, Brown (2001) defines “interaction as the collaborative exchange of thought, feeling, or ideas between two or more people resulting in reciprocal effect on each other”. Therefore, social interaction in language class is not limited from interaction. The exchange of idea between teacher and students is the concrete example of interaction in classroom. In classroom context, teacher and students exchange their ideas to make the teaching process will be meaningful.

2.2 Response and Feedback

As stated above, teacher often does some elicitations which are followed by the responses from the students. This pattern is a piece of an exchange

happening in the classroom. An exchange is constructed by two speakers, or more, who take turn or move in a conversation.

Halliday and Matthiessen (2004) divide speech role in the exchange into two; giving and demanding. It is whether the speakers are giving or demanding information or goods-&-services as the commodities which are being exchanged, where goods-&-services deal with non-verbal activities and information deals with the verbal ones. From the existence of the speech roles and commodity exchanged, four speech functions are derived to describe the functions of the utterances in the speech; offer, command, statement, and question.

Those primary speech functions are the initiation moves that trigger the response moves to appear. The one who responds may accept or reject the offer, undertake or refuse the command, acknowledge or contradict the statement, and answer or disclaim a question. Those acceptance, rejection, undertaking, refusal, acknowledgement, contradiction, answer, and disclaimer are then called as the response moves. In relation with classroom interaction, teacher and learners have their own responsibilities in presenting those moves. Bellack *et.al.* (1966) point out that teachers' principal responsibilities are to initiate, while learners' primary job is to respond (p. 47-48).

Though, Sinclair & Coulthard (1975) stated that in classroom interaction, there are at least three elements. The three elements are initiation-response-feedback or usually called IRF. Initiation-response-feedback, or IRF, is a pattern of discussion between the teacher and learner. The teacher initiates, the learner responds, the teacher gives feedback. Initiation is used to initiate or open the

conversation. Responses are used to respond the initiation. The last, Follow-up is used to reinforce or give feedback the previous conversation.

The way we respond is a result of what was done in the initiating move (Stenstrom, 1994: 109). In the classroom, the teacher uses the feedback to indicate, for instance, whether a pupil's answer is right or wrong and to show his approval of a good answer (Stenstrom, 1994: 125). The feedback does not prompt the other party to respond. It is a kind of final ratifying comment before a new exchange is initiated. Without a follow-up, the answerer would probably feel less satisfied (Stenstrom, 1994: 126).

This approach to the exchange of information in the classroom has been criticized as being more about the learner saying what the teacher wants to hear than really communicating. Besides, the learners get few opportunities in classroom conversation since the teacher dominates the exchange.

2.3 Presentation Stage

Teaching English in Indonesia is still influenced by audio-lingual method, which is in line with Nunan's(2003: 155) opinion. The main characteristic of audiolingual lesson is substitution drills to accustom them to the language form and prevent them from making mistakes. Harmer (2001: 79) said that 'substitution is drill to form the habit so that students are constantly learning and shielding them from possibility of making mistakes. The students are protected from making mistake since the similarity of primary aim of language teaching and grammar teaching in most language classroom.

Even though this method has been criticized by some experts due to the interaction becoming too focused on the teacher (teacher centeredness), it is still used in many Indonesian classrooms and PPP (Presentation, Practice, and Produce) is one of teaching procedures, which most of the activities is drilling. "English Grammar" course is one of the subjects that mostly influenced this technique. By Sinclair, it is also known as three phases technique in teaching and learning language. It is very important to understand what PPP really are, and how they work in combination to create effective communicative language learning.

The three phases of classroom interaction (Sinclair & Coulthard: 1975) admitted to identify a different teachers' and students' role. Presentation is the introduction to learning language, and production is the end of the learning process, where students can use language in real communication as well. Practice is the process that helps the students to use the new language teacher has just explained to them in a controlled way. Thus, the recent study only focuses on presentation stage.

Presentation stage is the first and most crucial stage to the language learning process because it significantly influences the next stages and governs whether those stages are effective or not (Harmer, 2001: 80). Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to

them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity.

In EFL classroom, teachers need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal to the students, so too will the language they are learning. There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling.

2.4 English Grammar Classroom

Grammar is important to help the learners "understand and produce both spoken and written text in various context and purposes" (Gerot. 1994: 3). Besides, without grammar, people cannot understand the meaning of what people saying accurately. Cameron (2001: 98) elaborates why grammar is important:

"Grammar is necessary to express precise meanings in discourse; grammar ties closely into vocabulary in learning and using the foreign language; grammar learning can evolve the learning chunks of language; talking about something meaningful with the child can be a useful way to introduce new grammar; grammar can be taught without technical labels".

The primary aim of teaching was to ensure that learners mastered the grammar, pronunciation and vocabulary of the language (Harmer: 2002). The dominant methodology at the time was audiolingualism. The heart of the

audiolingual lesson set out above is the substitution drill. Such drills are a stock-in-trade for most teachers, and remain popular to this day. Unfortunately, in many audiolingual classrooms such drills tended to be rather mechanical.

Haussamen (2004) mentions the three goals of teaching grammar:

1) Goal A

Every student, from every background, will complete school with the ability to communicate comfortably and effectively in both spoken and written Standard English, with awareness of when use of Standard English is appropriate.

2) Goal B

Every student will complete school with the ability to analyze the grammatical structure of sentences within English texts, using grammatical terminology correctly and demonstrating knowledge of how sentence-level grammatical structure contributes to the coherence of paragraphs and texts.

3) Goal C

Every student will complete school with an understanding of, and appreciation for, the natural variation that occurs in language across time, social situation, and social group. While recognizing the need for mastering Standard English, students will also demonstrate an understanding of the equality in the expressive capacity and linguistic structure among a range of language varieties both vernacular and standard, as well as an understanding of language-based prejudice.

Teacher has full control in classroom activity. It is seen when the students are drilled some exercises with command from the teacher rather than having interaction. Students tend to be quiet and lack of motivation to involve in teaching and learning process in the classroom (Berhanemskel: 2008). Besides, they often face difficulties to apply the English grammar properly based on the situation. It makes the learning process to be a teacher-centeredness so the turns are taken by teacher or based on teacher's initiation.

Previous research on teaching grammar was conducted by some other researchers. Phipps and Borg (2009: 383) investigated deductive approach or usually known as focus-on-form tasks was used the most by teachers who taught at university in Turkey. There was positive attitude of learners toward this approach. They seemed enjoying in learning the lesson and also felt easier and they were able to do the other focus-on-form tasks as the result of the research conducted by Shack and Gardner (2008: 387).

2.5 Discourse Analysis

There are many studies investigate classroom interaction. Focus on the classroom is important because teachers and researchers alike want to know which classroom events, planned or not, make the learners' task easier or more difficult. 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 relate to some aspects of classroom interactions to be analyzed by using discourse analysis.

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

‘Discourse analysis’ refers to a variety of procedures for examining chunks of language, whether spoken or written. In the case of classroom research, discourse analysis usually involves the analysis of spoken language as it is used in classrooms among teachers and learners. Discourse analysis, Van Lier (1988:122) describes it as ‘an audiovisual records of interaction. Discourse analysis typically uses transcript and audiotaped or videotaped interaction or their data base (Allwright and Bailey, 1991). It is in line with Douglas (2001) who described about the steps in how researcher can apply discourse in classroom interaction. To capture anything happened in classroom, the researcher may use a four-step process, record-view-transcribe-analyze. From the recording, it saw interaction between teacher-students or student-students interaction.

Discourse analysis is also the language use examination by members of a speech community which involve looking at both spoken and written texts. It identifies linguistic features that characterize different genres as well as its social and cultural factors that aid in interpretation and understanding of different texts and types of talk. As stated by Crystal which cited on Millward (2000) that discourse analysis can be characterized as the study of the relationship between language and the context. Further, he explained that discourse as a continuous stretch of language larger than a sentence, often constituting coherent unit. In

practical term it centers on the actual operation of language, beyond the restriction of grammar.

Rosenshree. Al (1996) said the term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom. Talking or conversation is the medium through which most teaching takes place. Therefore, the study of classroom discourse is the study of process of face-to-face classroom teaching. Douglas (2001) described about the steps in how researcher can apply discourse in classroom interaction. To capture anything happened in classroom, the researcher may use a four-step process, record-view-transcribe-analyze. From the recording, it saw interaction between teacher-students or student-students interaction. Thus, the classroom discourse used for investigating teacher's language and interaction in classroom. This classroom discourse analysis can create a second language learning environment that more accurately reflects how language is used and encourages learners toward their goal of proficiency in another language.

Fairclough (1992: 63) defines "discourse" as a "mode of action, one focus in which people may act upon the world and especially upon each other, as well as a mode of representation. The discourse analysis tradition arose from a linguistics perspective, an attempt to analyze fully the discourse of classroom interaction in structural-functional linguistic terms.

2.5.1 Moves Function by M.A.K. Halliday and Matthiessen

In classroom context, teacher and students exchange their ideas to make the teaching process will be meaningful. Halliday and Matthiessen (2004) divide speech role in the exchange into two; giving and demanding. Both roles are fundamentally equals. Based on what is being give and demand, they are divided into smaller group that is called by speech function. Those are:

1. Giving goods-and-services, which is indicated 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 moves. In any interaction, there is always participant who initiate a conversation and response to it. These kinds of moves: offer, statement, command, and question, are usually used in initiating a conversation therefore, they are called as initiation moves. There is also a response move which is functioned as giving response. The response consists of two types (Halliday and Matthiessen, 2004, p. 108) which are expected response and discretionary response. To make it clear, look at this table:

		Initiation	Response	
			Expected	Discretionary
Give	Goods-&-services	Offer: Would you like a cup of tea?	Acceptance: Yes, please do!	Rejection: No, thanks
Demand		Command: Give me a cup of tea!	Undertaking: Here you are	Refusal: I won't
Give	Information	Statement: She is giving a cup of tea	Acknowledgement: Is she?	Contradiction: No, she isn't
Demand		Question: What is she giving to	Answer: A cup of tea	Disclaimer: I don't know

		him?		
--	--	------	--	--

Table 2.1. speech functions and responses (adapted from Halliday and
Matthiessen, 2004, p. 108)

2.5.2 Transitivity Analysis

One of the functions of a clause is to represent experience: to describe the events and states of the real (and unreal) world. The experiential function is realized by transitivity system. Transitivity is structure of English clauses. Clauses can be seen to select for a process type (Eggins, 2004: 57). Transitivity is a major component in experiential functions of the clause deals with the transmission of ideas representing ‘processes’ or ‘experiences’: actions, events, process of consciousness and relations” (Halliday, 1985:53).

The transitivity system construes the world of experience into process types. As stated by Halliday and Matthiessen (2004 : p.181), Transitivity is a system of the clause, affecting not only the verb serving as process but also participants and circumstances, as follows:

1. Processes: what kind of event/state is being described.
2. Participants: the entities involved in the process, e.g., Actor, Sayer, Senser, etc.
3. Circumstances: specifying the when, where, why and how of the process.

Through this system, we can explore each clause in its function. Although, this study only focussing on the process. Christie (2002: 14-15) states

that process types and their participant roles are important measures of the experiential content found in classroom text or discourse.

There are six different process types identified by M.A.K Halliday:

1) **Material**

Material Processes are Processes of material doing. They express the notion that some entity physically does something – which may be done to some other entity. Clauses with a Material Process obligatorily have a doing (process) and a doer (Participant) (Gerot, 1994, p. 55).

<i>They</i>	<i>are playing</i>	<i>basketball</i>
Actor	Process of material	Range

2) **Behavioral**

Behavioral Processes are processes of physiological and psychological behavior, like breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening and pondering. The behavioral processes are half-mental and half-material. So, the meanings they realize are mid-way between materials and mentals. They are in part about action, but it is action that has to be experienced by a conscious being (Eggins, 1994, p. 250).

Here is the example of behavioral clauses:

<i>She</i>	<i>laughed</i>	<i>at the comedian</i>
Behaver	Process of behavioral	Circumstance of manner

3) **Mental**

Mental Processes are the processes of sensing. This includes feelings, thoughts, and perceptions. There are three types of mental process: affective or

reactive which concerns with verbs of feeling, cognitive which concern with verbs of thinking; and perceptive which concern with verbs of perceiving through the five senses (seeing, hearing, etc.)

Here is the examples of mental clauses:

<i>They</i>	<i>like</i>	<i>eating</i>
Senser	Process of mental	Phenomenon

4) Verbal

Verbal Processes are processes of saying, or more accurately, of symbolically signaling. Very often these are realized by two distinct clauses: the projecting clause encodes a signal source (sayer) and a signaling (verbal process) and the other (projected clause) realizes what was said.

Here is the examples of verbal clauses:

<i>She</i>	<i>asked</i>	<i>me</i>	<i>a question</i>
Sayer	Process of verbal	Receiver	Verbiage

In direct/quoted speech.

<i>She</i>	<i>said</i>	<i>"can</i>	<i>you</i>	<i>throw</i>	<i>the ball?"</i>
Sayer	Process of verbal		Actor	Process of material	Goal

5) Relational

Relational Processes are processes where things are stated to exist in relation to other things. They can be classified according to whether they are being used to identify something or to assign a quality to something (Eggins, 1994, p. 254).

Here is the examples of relational clauses:

<i>Budi</i>	<i>is</i>	<i>a student</i>
Carrier	Process of relational (intensive)	Attribute

6) Existential

Existential Processes are processes of existence. Existential Processes are expressed by verbs of existing: 'be', 'exist', 'arise' and the *Existent* can be

Existential <i>there</i>	Circumstantial <i>there</i>
<i>There is a book on the table</i>	<i>There is your book – on the table</i>

CHAPTER III

RESEACH METHODOLOGY

This chapter describes how this study is conducted. It deals with the research design, setting and data resources, data collection, and data analysis of the study.

3.1 Research Design

This study was focusing mainly to find out what responses and feedback are activated at the presentation stage in ‘English Grammar’ course. In order to achieve that purpose, a classroom discourse analysis was employed as the research design and Systemic Functional Linguistics (SFL) was used to analyze the data.

Douglas (2001) defines discourse analysis as the examination of language use by members of a speech community that is not only looking at language form but also language function both spoken interaction and written texts. In spoken language, a discourse analysis identifies linguistics features that support the interpretation and understanding of types of talk. Besides, Young and Fitzgerald (2006: 16) state that SFL is ‘a way of understanding the functions that language performs and the choices people make when they speak or write to exchange meaning with readers or listeners.’

Those support the aim of the study which is to describe the responses and feedback are activated at the presentation stage in ‘English Grammar’ course in the exchange of classroom interaction, as well as the purpose and the transitivity

structure. In this study, the researcher is not involved in the classroom interaction but she just captures what is happening in the classroom and not taking part in the teaching and learning process.

3.2 Setting and Data Resources

This study was conducted in three universities which has English Department and 'English Grammar' course. These universities have a good academic accreditation. The first university is State University of Jakarta (UNJ) which is located in RawamangunMuka, East Jakarta. In UNJ, the study is conducted in a class of 'English Grammar' course namely 'English Grammar I' with three different lecturers. The second is UniversitasMuhammadiyah Prof. Hamka (UHAMKA), which is located in PasarRebo, East Jakarta. In UHAMKA, the study is conducted in a class of 'English Grammar' course namely 'Structure'. The last is STBA LIA which is located in Pancoran, South Jakarta. In STBA LIA, is conducted in a class of 'English Grammar' course too namely 'English Grammar'. The observations were started from February to Mei, 2012.

The data resources in this study was collected from teachers and students interaction of the seven classes of English Grammar. The classroom learning process is focused in the classroom interaction between teacher and students during the learning process.

3.3 Data Collection

The data was collected through observation and field-note taking during teaching and learning process. Handy-cam and mini DVD cassettes were utilized to record the interaction between students and teacher for 50-100

minutes. The observation was conducted three times in sequence during the whole classroom process and produces three transcripts for each class although only one will be analyzed. It was done to anticipate problems that may arise from unclear or inaudible recording. The handy-cam put in the front of the classroom to focus on the teacher and students interaction. In order to get the detail information, which cannot be caught from the recording, the researcher also takes field-note by using observation sheets, which had been made before.

The procedures of collecting the data were described as follow.

1. Videotape complete lesson

In this step, the researcher chooses three classes of 'English Grammar' course of three universities in Jakarta to be recorded. Then the researcher captures the teaching-learning process completely.

2. Watch the videotape

After recording, the researcher views all of the video and looks which represents a classroom interaction to be analyzed then.

3. Transcribe the lesson

The researcher transcribes the video of each class which will produce three transcripts although only one will be analyzed. This is done to anticipate problems that may arise when recording or the results are less good or less clear. Visual recordings and field notes is used to verify the data obtained from the recorded sound.

4. Analyze the videotape and transcript

In this step, the researcher uses table of speech functions and responses to know the purpose of responses and feedback happen in the classroom and transitivity system to figure out the their transitivity structure. After that, the researcher interprets the data to answer the reserach question of this study in which is what responses and feedback are activated at the presentation stage in 'English Grammar' course.

3.4 Data Analysis

After the data was collected, the researcher makes some steps to analyze in order to achieve the main aim of the study. The analysis wasdone through the following steps.

1. Break the transcript into speech turn whether teacher's turn or students' turn
2. Determined the move function from each turn
3. Examined the purposes of each move function
4. Break down the speech turn into clauses
5. Examined the process that happen from each clause
6. Put the clauses in the process table of the transitivity system
7. Described the result of the data analysis descriptively

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the result of the study, including findings and discussions. This chapter will elaborate the whole results and discuss with underlying theories in order to answer the research question, which is stated in Chapter I, as follow:

“What responses and feedback are activated at the presentation stage?”

Specifically this question is elaborated into the following:

- a. What are purposes of the responses and feedback?
- b. What is the transitivity structure of the responses and feedback?

4.1 Findings

4.1.1 The Responses and Feedback Activated at the Presentation Stage

In answering question “responses and feedback activated at the presentation stage”, the researcher indicated the response and feedback proposed response moves and feedback by Halliday (2004). In response moves, there are accepting and rejecting the offer, undertaking and refusing the command, acknowledging and contradicting the statement, and answering and disclaiming the questions. The distribution of response moves can be seen on the table below.

Response Moves	Data 1		Data 2		Data 3	
	%	Amount	%	Amount	%	Amount

Offer	Acceptance		T: -	S: -		T: -	S: -		T: -	S: -
	Rejection		T: -	S: -		T: -	S: -		T: -	S: -
Command	Undertaking		T: -	S: -		T: -	S: -	7.2%	T: -	S: 2
	Refusal		T: -	S: -		T: -	S: -		T: -	S: -
Statement	Acknowledgement	50%	T: -	S: 4	100%	T: -	S: 5	21.4%	T: -	S: 6
	Contradiction	12.5%	T: -	S: 1		T: -	S: -		T: -	S: -
Question	Answer	25%	T: -	S: 2		T: -	S: -	64.2%	T: -	S: 18
	Disclaimer		T: -	S: -		T: -	S: -	7.2%	T: -	S: 2
No response		12.5%	T: -	S: 1		T: -	S: -		T: -	S: -

Table 4.1 Distribution of Response Moves

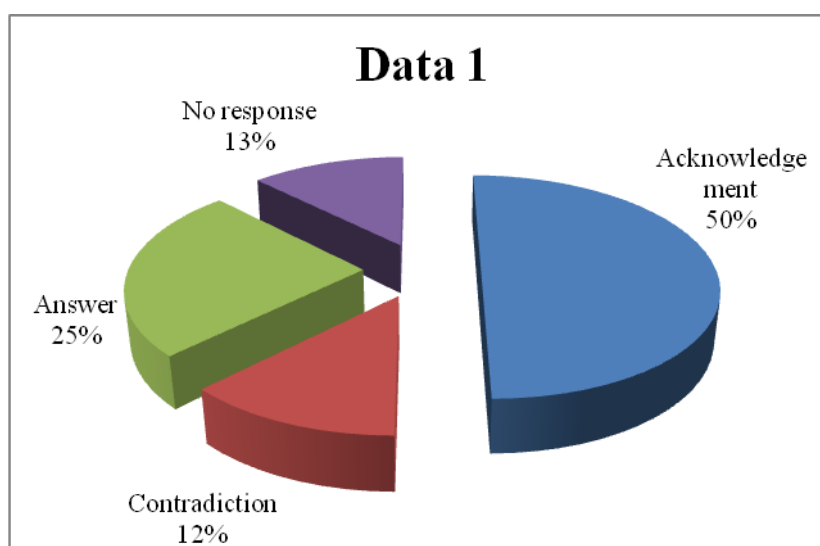


Chart 4.1 Responses in Data 1

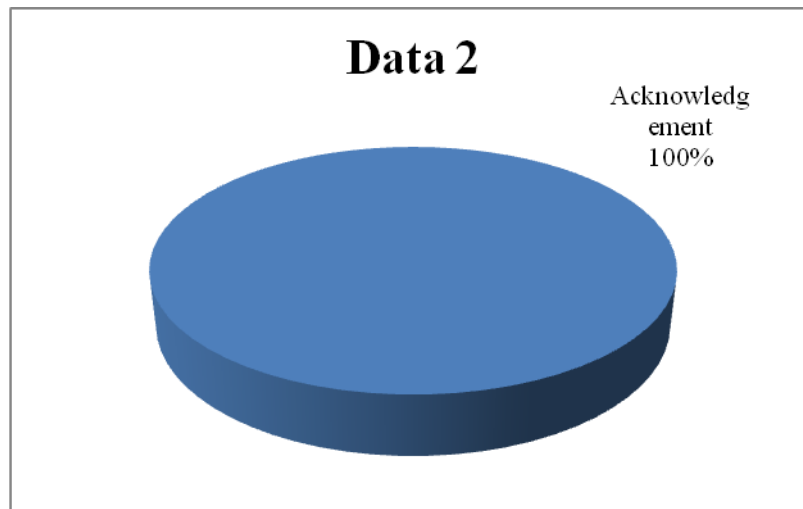


Chart 4.2 Responses in Data 2

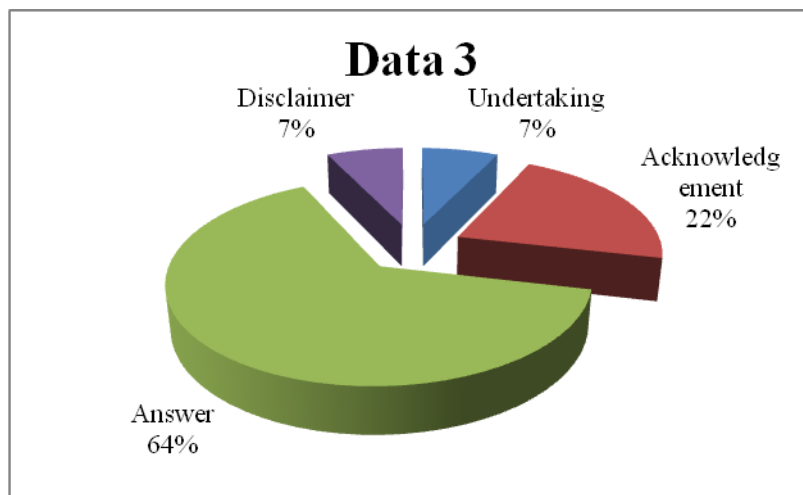


Chart 4.3 Responses in Data 3

From the findings above, it can be seen that most of all the responding moves activated in the classroom interaction during the presentation stage are acknowledgement. While the teacher is giving you an information, and you are agree, everything what you said to support the statement belong to acknowledgment. All of the acknowledgements were done by students. In all data, students completely respond to teacher's statement by acknowledging, while the teacher never gave any acknowledgement since the students did not initiate any

statement. Moreover, 100% of total response in data 2 is only acknowledgement. It shows that teacher spent many times in explaining the activity or the lesson. The students were not seemed having any effort and opportunity to initiate a conversation. They only gave response to the teacher initiation.

The second response that frequently occurred is answer. Besides, we also can see that all of responding moves are activated by the students. Answer is the response of question that can make something clear. In data 2, more than a half of the response that students did in the class are answering response. It can be concluded that most students' response are to answer teacher's initiation in term of questions. It means that students are involved in communication when teacher asks question. When students give the response to teacher question, they are not always really answer the question. It can be only repeating or confirming. It is also in line with Halliday (1994) said that when someone asks question to you, he or she invited you to speak, for instance information. In this case, the students will speak if teacher initiates to ask a question.

The next response that appeared in the classrooms is contradiction that was done by students. Contradiction means someone disagree with the statement. The portion of contradiction has 12.5% of the total of responding the statement. Contradiction response was only found in the class of the first data. This response never occurred in the other two classes. It showed that students were common to receive the teacher's statement without any critical thinking. Even if they disagree, they tend to keep it or make a joke.

Then, the students also used undertaking and disclaimer in the classroom interaction during the presentation stage. These moves have the same portion, 7.2%, of the total responding moves. They are only occurred in class of the third data. The researcher found that students tend to undertook teacher's command rather than refuse it. Most of this response was done non-verbally. Sometimes students also disclaimed teacher's question since they were not provided the information needed by the teacher. On the other hand, acceptance, rejection and refusal response were never found in the classroom interaction.

Finally, the students are not always response to teachers' initiation. They sometimes did not give any response to teacher's initiation. Finding shows 12.5% of the total response at presentation stage, students in data 1 tend to be quite and do not give any response. It happens because the students do not know the answer of teachers' questions, lack self-confidence, lack prior knowledge about topics, and poor teacher-learner relationship (Tutyandari in Karim, 2005).

In feedback move, it is dominantly done by teacher. In the classroom, the teacher uses the feedback to indicate, for instance, whether a pupil's answer is right or wrong and to show his approval of a good answer (Stenstrom, 1994: 125). Teachers usually gave follow up to students' responses. It can be in term of statement or question. Finding shows that all of teachers in three observed classes used feedback after their students gave response. The use of feedback at the presentation stage can be seen from the table below.

Feedback moves	Data I			Data II			Data III		
	%			%			%		
In term of statement	100%	T: 4	S: -	100%	T: 4	S: -	95%	T: 18	S: -

In term of question		T: -	S: -		T: -	S: -	5%	T: 1	S: -
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Table 4.2 Distribution of Feedback Moves

The table above shows that all of feedback done by teacher and all of teachers in each data used feedback to follow up students' response.

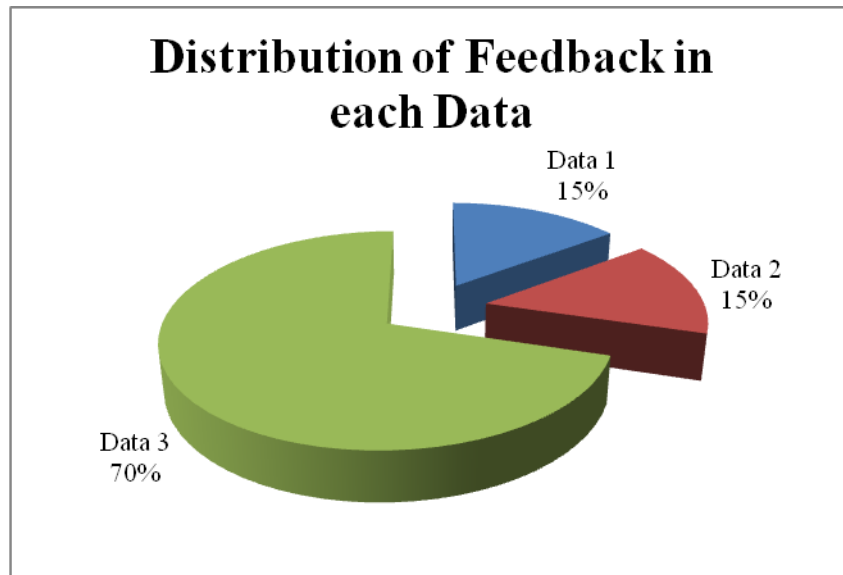


Chart 4.4 Distribution of Feedback in each Data

Teacher from data 3 used feedback dominantly than other teacher. She is not only give feedback in term of statement but also question.

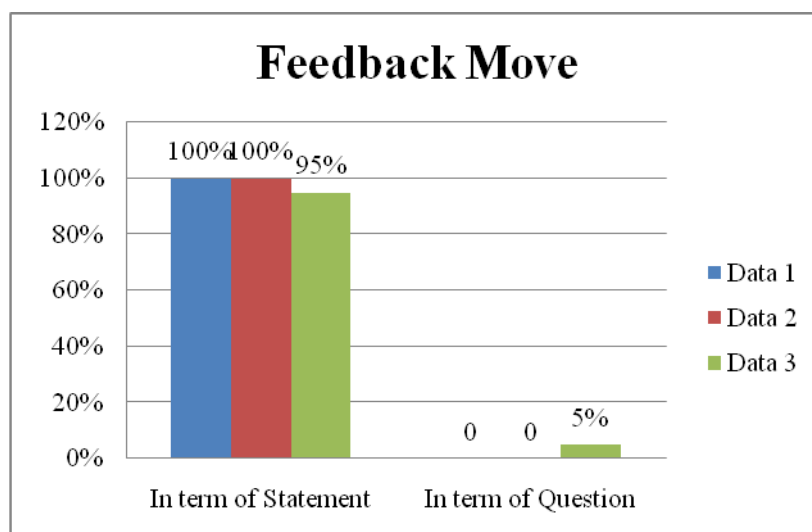


Chart 4.5 Feedback Move

Teacher used feedback in term of statement rather than question. Therefore, students were not motivated to speak in the interaction because teacher did not give chances to students to speak a lot.

4. 1. 2 The Purposes of the Responses and Feedback

4.1.2.1 The Responses

Teacher and students did response and feedback moves in order to such purposes depended on initiation moves. The following elaborate the purposes of each respond and feedback activated in presentation stage.

a. Acknowledgement

Acknowledgement is the most used response moves in the classroom interaction. Acknowledges signal that B accepts what A said as a valid contribution to the conversation (Stenstrom, 1994: 110). The findings show that students in the class of the second data responded 100% of teacher's initiation by acknowledging the teachers' statement. The researcher found that students acknowledge in order to respond teacher's statement in some purposes.

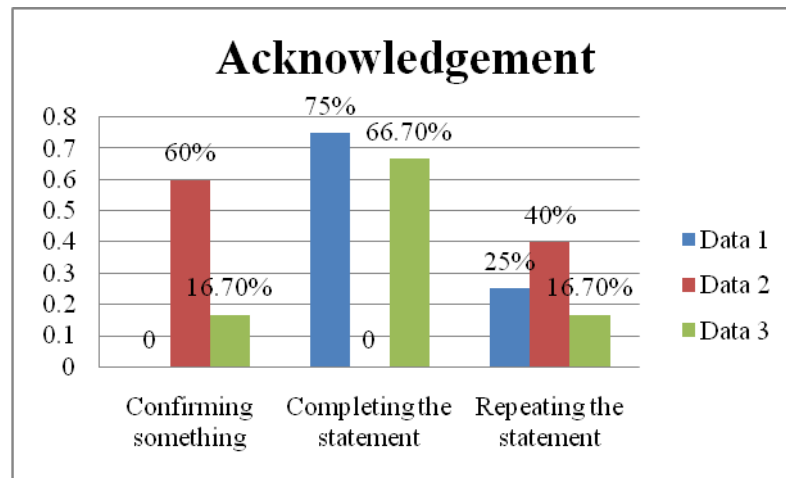


Chart 4.6 Purposes of Acknowledgement

From the chart above, it is showed that the most purpose in acknowledgement is completing teacher's statement. This kind of purpose do not have any great influence for the students since what they complete sometimes is not a full sentence or even word. Teacher only gave a half word to be completed by students. It can be seen in the following interactions.

T: This one [*pointing out*] is object or complement. Who... this one is sub clause [*pointing out*]

S: sub clause [*T and Ss say the word at the same time*]

T: Bentuknya adjective...

S: clause

Besides, students respond to teacher's statement in order to confirm something. However, when the confirmation came from the students, it would be

the verification of their ability in understanding the statement. It can be seen in the following interactions.

T: Dorothy was invited by somebody. Si Dorothy fungsinyajadiapa?

S1: Object

S2: Apasih?

T: Structurally memangsi Dorothy jadi subject. Karena ada verb pastibutuhpredikat. But, Dorothy can play the role of the object because it is the recipient. Jadi jawabannya dua. It can be subject. It can be object.

Ss: **Oooh... iyaiya...**

Teacher also did acknowledgement response in repeating teacher's statement. The use of acknowledgement as repetition has the opposite function. When the teacher is giving statement and students repeat the whole or a half statement, it shows that the students got statement. It can be seen in the following interactions.

T: Page two hundred and thirty nine. [*Teacher shows the paper*] Adverbial clause

S: Eh, **adverbial clause....**

b. Answer

Answer was also occurred in the classroom interaction. From the finding, students answer in order to respond teacher's question. It is dominantly done by students in some purposes, as can be seen in the following chart.

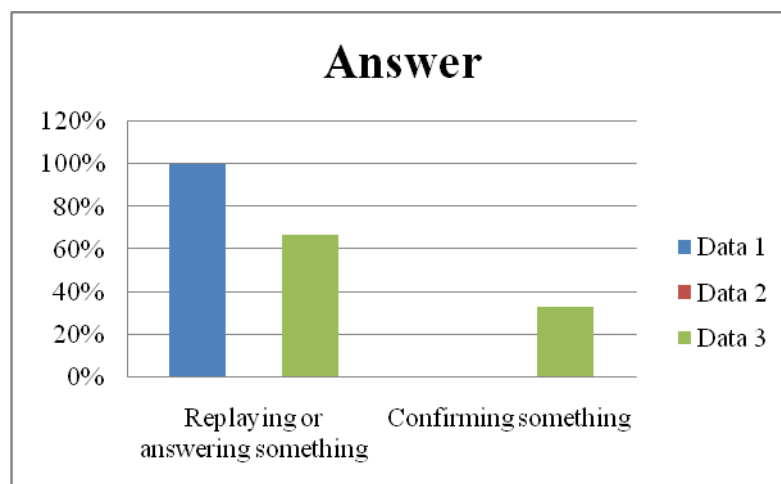


Chart 4.7 Purposes of Answer

From the chart above, it shows that the most purpose is replaying or answering teacher's question. Students' respond to teacher's question in order to only replay or answer it. Teacher also cannot engage students to explain their answer deeply. Actually, it is important in teaching grammar. As the result, students face difficulties when they have to use it in real communication as well whether in speaking or writing. It can be seen in the following interactions.

T: What word in this case relates to the ideas?

Ss: **But**

T: But

In the classroom interaction, teacher sometimes asked confirmation to a question. A confirmation was given when not only a teacher asked a confirmation but also when he or she gave a question to check someone's understanding about the lesson taught. It can be seen in the following interactions.

T: Verb tiga, kan? (*Pointing out the verb*)

S: **Iya...**

Students' respond to teacher's question in order to only replay or answer it. Teacher also cannot engage students to explain their answer deeply. Actually, it is important in teaching grammar. As the result, students face difficulties when they have to use it in real communication as well whether in speaking or writing. It can be seen in the following interactions.

T: What word in this case relates to the ideas?

Ss: **But**

T: But

c. Contradiction

The next response is contradiction that was done by students. Students contradict teacher's statement when they made a joke in the interaction. It is rarely found in the class. It can be seen in the following table.

Contradiction			
Moves purposes	Data 1	Data 2	Data 3
Making a joke	100%	-	-

Table 4.3 Purposes of Contradiction

Based on the table above, there is only one purpose of contradiction response done by students in data I. Sometimes, the teacher stated something that make students respond by a joking. It is just a spontaneous response of the students to create joyful environment. It can be seen in the following interactions.

T: The girl... who is sitting... next to me... is my...

S1: girl friend

S2: **ex-girl friend**

d. Undertaking

The next response is undertaking that was done by students. Students undertake teacher's command when they follow the teacher's command in the interaction. The researcher found that students acknowledge in order to respond teacher's statement in some purposes. It can be seen in the following interactions.

Undertaking			
Moves purposes	Data 1	Data 2	Data 3
Following T's command by doing something (answering, mentioning the example)		-	100%

Table 4.4 Purposes of Undertaking

Based on the table above, students undertaketeacher command in answering it and mentioning the example. Researcher found that in the presentation stage, students always undertook the teacher's command rather than refused it. Some of this response done non-verbally. It can be seen in the following interaction.

T: Ayo dong, mahasiswaitu... be a critical learner. You have to be able to be an autonomous. There are many books. Don't just expect from...ehm...let's say the teacher. This's a very big topic, you must be able to develop yourself to comprehend the transitional.

S6: (*raising hand*)

4.1.2.2 Feedback

Feedback is used to indicate that there is a two-way communication between teacher and students and it is used to indicate that the sequence of interaction is not stop in the evaluation of students or teachers' response, but there is feedback to elaborate or clarify and to treat the responses as valuable contribution to the ongoing discussion (Joan Hall A).

In feedback moves that were done by teacher, there are some purposes when teacher gives feedback whether in term of statement or question. In term of statement, teacher gives feedback in order to correct, repeat, accept, and praise the students' answer, and correct students' pronunciation. In term of question, teacher

gives feedback in order to confirm students' answer. It can be seen in the following chart.

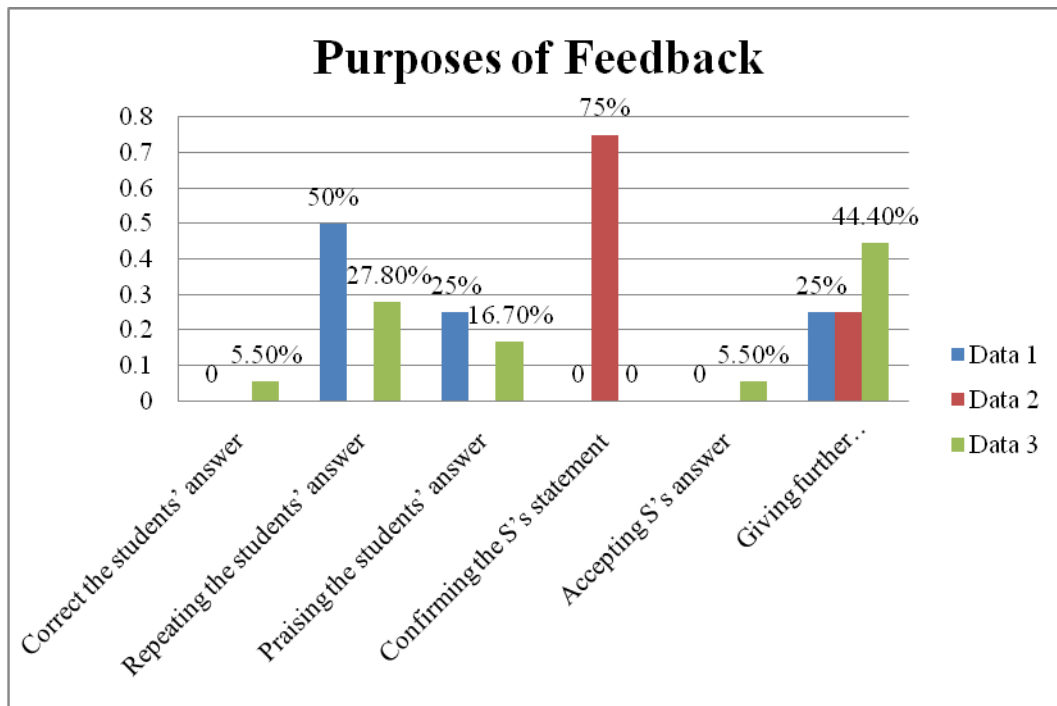


Chart 4.8 Purposes of Feedback

In feedback moves that was done by teacher, there are some purposes when teacher gives feedback whether in term of statement or question. In term of statement, teacher gives feedback in order to correct, repeat and praise the students' answer, and correct students' pronunciation. In term of question, teacher gives feedback in order to confirm students' answer.

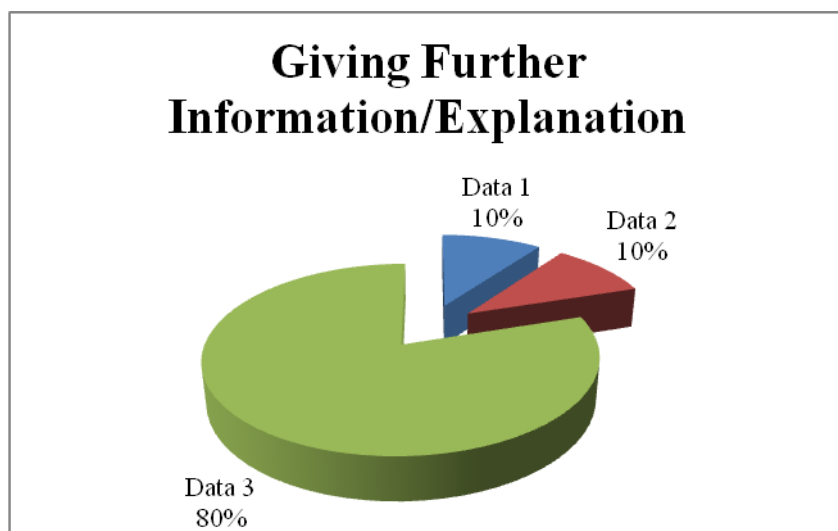


Chart 4.9 Giving Further Information/Explanation

Mostly, teachers give feedback in order to give further information or explanation. Teacher in data 3 used this purpose to wide students' knowledge not only transfer information. For more detail of purposes of feedback, it can be seen in the following table.

Feedback moves	Data 1		Data 2		Data 3			
	%	Amount		%	Amount			
		S	Q		S	Q	S	Q
Correct the students' answer						0,05%	1	
Repeating the students' answer	50%	2				27,8%	5	
Praising the students' answer	25%	1				16,7%	3	
Confirming the S's statement			75%	3				
Accepting S's answer						0,05%		1
Giving further information/explanation	25%	1	25%	1		44,4%	8	

Table 4.5 Purposes of Feedback

*S: Statement

**Q: Question

4. 1. 3 The Transitivity Structure of the Responses and Feedback

The researcher took three data of English Grammar classroom interaction to observe the responses and feedback activated during the presentation stage and

the transitivity structure of them. The transitivity structure of each clause of the responses and feedback were analyzed to see what actually the teachers and students represent in responses and feedback in the classroom interaction, especially its relation to learn English Grammar. From the data, researcher found responses and feedback reveal material process, verbal process, mental process, existential process, and relational process.

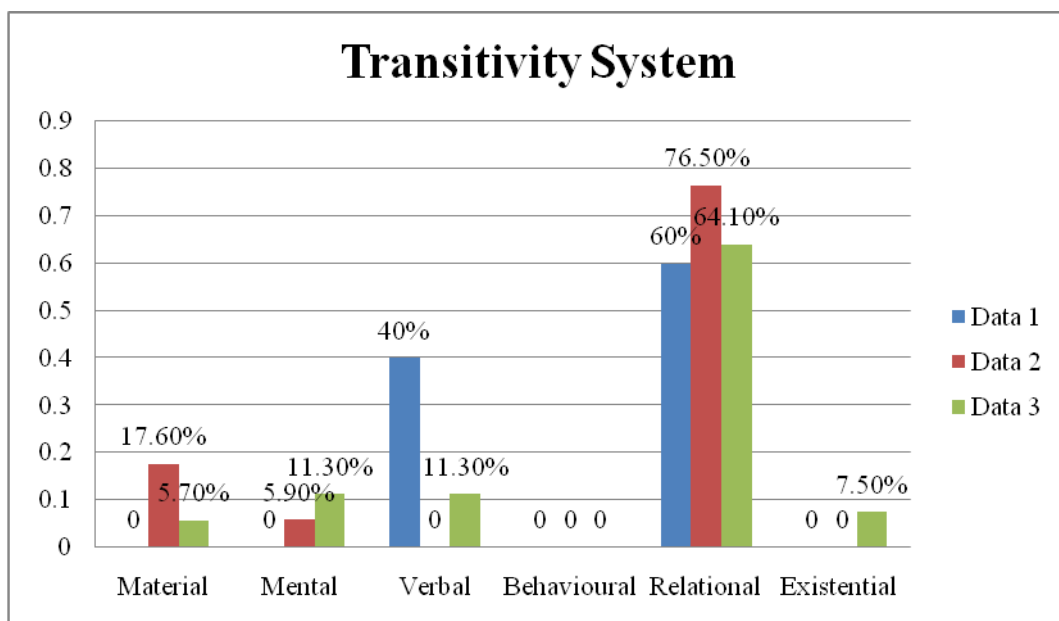


Chart 4.10 Transitivity System

The researcher found that relational process is the most dominant process appeared in each clause of the moves. Relational process construes being and relation among entities through identification, attribution, and possession. The process occurs outside and inside human being and typically indicates identification, attribution, and possession (Halliday, 2004). It means that beyond the clause that the teacher used to initiate, in which to teach grammar too, was only to activate students' knowledge in order to identify the relation of grammar

topic that teacher taught. As the result, students only response to teacher's statement. The distribution each process can be seen in the following table.

No	Types of processes	Data 1			Data 2			Data 3		
		%			%			%		
			T	S		T	S		T	S
1	Material				17,6%	17,6%		5,7%	5,7%	
2	Mental				5,9%	5,9%		11,3%	11,3%	
3	Verbal	40%	40%					11,3%	11,3%	
4	Behavioural									
5	Relational	60%	60%		76,5%	76,5%		64,1%	64,1%	
6	Existential							7,5%	7,5%	

Table 4.6 Distribution of Processes

4.2 Discussions

From the findings above, the researcher indicates the portion of teacher and students turn in responding and giving feedback. Sinclair & Coulthard (1975) stated that the teacher initiates, the learner responds, the teacher gives feedback. These patters, especially in responses and feedback, also occurred in all of classes that observed. The following table gives that information.

No	Data	Responses		Feedback	
		T	S	T	S
1	DATA I		100%	100%	
2	DATA II		100%	100%	
3	DATA III		100%	100%	

Table 4.7 Distribution of Responses and Feedback

The table above shows that in the presentation stage, the response was always done by the students while the feedback is always given by the teacher. It is clear that portion of the turn is giving teacher feedback and student turn is responding. It shows that students did not involve actively in the interaction. It is one of the characteristics of teacher-centered method. Although in the presentation stage that all the new topics are firstly introduced in the presentation stage, ideally, response

not only comes from students and feedback not only comes from teacher. As stated by Allwright and Bailey (1991), interaction is obviously not something you just do the people, but something do together collectively.

From the analysis, it can be seen that the most of responding moves activated in the classroom interaction during the presentation stage are acknowledgement. All of the acknowledgements were done by students. Since, the focus of this study is in the presentation stage, that all the new topics are firstly introduced in the presentation stage, the findings were logic. Unfortunately, teacher spent too many times in explaining the activity or the lesson. The students seemed not having any effort and opportunity to initiate a conversation. They only gave response to the teacher initiation. Students acknowledge in order to complete teacher's statement. This kind of purpose do not have any great influence for the students since what they complete sometimes is not a full sentence or even word. Teacher only gave a half word to be completed by students. Besides, it indicates that teacher presented the grammar lesson without involving students actively although in presentation stage. Teacher attempted very hard to make the students comprehend the "grammar" but did not force students to lead them in applying it in real communication. Savage (2010:2) stated that most of us are familiar with the phenomenon of students who know the rules of grammar but who are nonetheless unable to ask for simple directions.

In feedback move, it is dominantly done by teacher. The finding shows that teacher from data 3 dominantly used feedback in the class. He used feedback in term of statement rather than question. Most of teachers used feedback in order

to give further information. It influences students for better understanding about what is being taught but not motivating to speak in the interaction because teacher did not give chances to students to speak a lot.

From the findings above, we can also see that most of teachers did not use grammar as a tool, but a goal. The goal of the grammar actually students can use it in a real communication as well. It is in line with Pennington, “grammar and mechanics are essential tools for success in school, work, and life. We are judged, sometimes quite severely, by the words we use and the way we use them in our speaking and writing”. Since the transitivity showed that most of process is relational process, it means that teachers only provided information to force the students to comprehend the content of grammar without attempted to engage students in the classroom interaction and use it correctly and appropriately. Then, students respond only in order to repeating teacher’s statement.

Stated in Halliday (2004: 210), relational clauses serve to characterize and to identify. Students are mostly having the relational clauses in identifying grammar topic that is being taught. This happens because students understanding in the presentation stage limited on knowing grammar rules by acknowledging teacher statement. This level of students thinking has not reached on applying

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter delineates the conclusions and suggestions of the research. The conclusions are formulated from the research question, while the suggestions present the recommendation for the further research and the related parties.

5.1 Conclusions

This study focused on finding out the responses and feedback activated at the presentation stage in “English Grammar” course. More specifically, this study attempted to investigate the purposes and transitivity structure of responses and feedback at the presentation stage.

Referring to the findings and discussions that have been elaborated in the previous chapter, it was found that responding moves activated in the classroom interaction during the presentation stage are acknowledgement. All of the acknowledgements were done by students. This response was done in order to complete teacher’s statement. It shows that teacher spent many times in explaining the activity or the lesson. Since, the focus of this study was in the presentation stage, that all the new topics are firstly introduced in the presentation stage, the findings were logic. On the other hand, it indicates that student’s response to teacher’s statement that took place almost the entire lesson. Besides, teacher presented the grammar lesson without involving students actively. Teacher attempted very hard to make the students comprehend the “grammar” but did not force students to apply it in real communication.

The second response that frequently occurred is answer activated by students. When students give the response to teacher question, they are not always really answer the question. It can be only repeating or confirming. The next response that appeared in the classrooms is contradiction that was done by students. Contradiction response was only found in the class of the first data. This response never occurred in the other two classes. Then, the students also used undertaking and disclaimer in the classroom interaction during the presentation stage. The students are not always response to teachers' initiation. They sometimes did not give any response to teacher's initiation.

In addition, knowing the purposes of responses and feedback at the presentation stage is also important to be considered in applying interaction in teaching and learning process since the successful of teaching and learning process can be seen from how students response teacher' initiation and then teacher continue it by giving feedback before the new exchange initiated to praise students' response. It is found that students acknowledge in order to complete teacher's statement. This kind of purpose does not have any great influence for the students since what they complete sometimes is not a full sentence or even word. Teacher only gave a half word to be completed by students.

The last, the transitivity structure of the response and feedback activated by the teachers and the students. From the data, researcher found that relational process was the dominant process occur in each clause of the moves both response and feedback. Relational process represents the participant of the clause provide information from the carrier. It is because the dominant moves

is statement in which the essence is giving information. Based on the findings, we can see that in the classroom interaction of grammar course, giving or providing information is the main activity. Teachers only provided information to force the students to comprehend the content of grammar without attempted to engage students in the classroom interaction and use it correctly and appropriately.

5.2 Suggestions

There are several suggestions that, hopefully, can give constructive ideas for the readers, especially for English teachers and future researchers.

Through this study, it is known that there are some patterns in teacher-students interaction especially in moves of response and feedback. English Grammar teachers are expected to consider those patterns in order to be able to get students involved in the interaction. Besides, teacher also can consider in what initiation students respond a lot in the interaction. By applying this, the teacher can realize that grammar is a tool not a goal so the learners are expected can use what they have learned in the classroom in real communication as well.

Furthermore, the future researchers can focus on the other issues in teacher-students interaction. Besides, the future researchers can investigate the same issue in depth to reinforce the result of this study and find out the better result. The researcher also realized that this thesis is not perfect one. Some weaknesses for instance lack of variation data in order to compare and generalize the findings can be an additional input for future research.

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**The Analysis of Moves at Presentation Stage
DATA I (UNJ)**

No	Teacher's Turn	Indication	No	Students' Turn	Indication
4	Adverbial clauses.... <i>[Teacher walks to the front, give an eraser to the student who sit nearest]</i> <i>[Student cleans the white board]</i> <i>[Teacher writes down adjective clause in the white board]</i>	Declaring the topic (statement)			
5	Last week we discussed about adjective clause.	Declaring the previous lesson (statement)			
6	and now we turn to learn about adverbial clause	Declaring the objective of the lesson (statement)			
7	Can you distinguish first between adverbial clause and adjective clause?	Checking S comprehension (question)			
8	What is the different?	Checking S comprehension (question)			
9	Is it the same or different between adverbial clause and adjective clause?	Checking S comprehension (question)			
10	Page two hundred and thirty nine. <i>[Teacher shows the paper]</i>	Directing S to open their handsout (command)			
11	Adverbial clause	Declaring the topic (statement)			
			1	Eh, adverbial clause....	Repeating the statement (acknowledgement)
12	Is it the same or different... between adjective clause and adverbial clause? <i>[Teacher comes to the white board and writes down a sentence]</i>	Checking S comprehension (question)			
13	The girl... who is sitting... next to me... is my...	Exemplifying (statement)			
			2	girl friend	Completing the statement (acknowledgement)
			3	ex-girl friend	Making in joke of the statement (contradiction)
14	Is my... girl friend	Repeating S's answer to give feedback (follow-up in term of statement)			
15	Which one is the adjective clause?	Checking S comprehension (question)			

				<i>[no response]</i>	
16	Sitting next to me	Giving further information to give feedback to S (follow-up in term of statement)			
17	Is it the adjective clause? <i>[point out the clause]</i>	Checking S comprehension (question)			
			4	yaaaaaa... <i>[in choir]</i>	Replying T question (answer)
18	subject... <i>[point out the word]</i>	Explaining the lesson (statement)			
19	verb... <i>[point out the word]</i>	Explaining the lesson (statement)			
20	Your sentence in one sentence which consist more than one verb with one subject... so it has... errr... sub clause	Explaining the lesson (statement)			
21	The girl is the subject, is... verb	Explaining the lesson (statement)			
22	This one <i>[pointing out]</i> is object or complement	Explaining the lesson (statement)			
23	Who... this one is sub clause <i>[pointing out]</i>	Explaining the lesson (statement)			
			5	sub clause <i>[T and Ss say the word at the same time]</i>	Completing T statement (acknowledgement)
24	Bentuknya adjective...	Explaining the lesson (statement)			
			6	adjective clause	Completing T statement (acknowledgement)
25	subject... verb.... <i>[while writing]</i>	Explaining the lesson (statement)			
26	Next to me... adverb	Explaining the lesson (statement)			
27	This clause... who is sitting next to me..modify to the girl.	Explaining the lesson (statement)			
28	Modify to a noun	Explaining the lesson (statement)			
29	So... we call this one is adjective clause because the clause which modify to a noun	Explaining the lesson (statement)			
30	Adjective itukan modifier of noun.	Explaining the lesson (statement)			
31	Kata yang menjelaskan kata bendaitu... adjective.	Explaining the lesson (statement)			
32	And now we try to choose the adverbial clause	Declaring statement (statement)			
33	Adjective clause berartiklausaberbentuk adjective.	Explaining the lesson (statement)			
34	Adverbial clause is klausa yang berbentuk?	Checking S's comprehension (question)			

35			7	adverb	Replaying T's question (answer)
36	Adverb.	Repeating S's answer to give feedback to S (follow-up in term of statement)			
37	Oke.	Praising S's answer to give feedback to S (follow-up in term of statement)			

Table of Process

No	T/S	R/F	Conjunction	Clause	Process
1	S	R		Eh, adverbial clause....	Relational
2	S	R		Girl friend	Verbal
3	S	R		Ex-girl friend	Verbal
14	T	F		Is my... Girl friend	Verbal
16	T	F		Sitting next to me	Verbal
4	S	R		Yaaaaaa....	Relational
5	S	R		Sub clause	Relational
6	S	R		Adjective clause	Relational
7	S	R		Adverb	Relational
36	T	F		Adverb	Relational

Table of Transitivity of Responses at Presentation Stage

No. of turn	Conj	<i>Participant 1 (Nominal Group)</i>	<i>Process (Verbal Group)</i>	<i>Participant 2 (Nominal Group)</i>	<i>Circumstance</i>	<i>Phatic Communication</i>
1		(it)	(is)	adverbial clause		
2		(student)	(says)	girl friend		
3		(student)	(says)	ex-girl friend		
4		(it)	(is)			yaaaaaa....
5		(it)	(is)	sub clause		
6		(it)	(is)	adjective clause		
7		(it)	(is)	adverb		

Table of Transitivity of Feedback at Presentation Stage

No. of turn	Conj	<i>Participant 1 (Nominal Group)</i>	<i>Process (Verbal Group)</i>	<i>Participant 2 (Nominal Group)</i>	<i>Circumstance</i>	<i>Phatic Communication</i>
14		(teacher)	(says)	is my... girl friend		
16		(teacher)	(says)	sitting next to me		
36		(it)	(is)	adverb.		

No	Teacher's Turn	Indication	No	Student's Turn	Indication
1	Ok guys, today we are going to talk about active and passive voice	Telling the topic of the lesson (Statement)			
2	So far, selamaini yang kalian ketahuitentangkalimataktifdan pasifitusepertiapasih?	Checking Ss' comprehension (Question)			
3	Syaratuntukmembuatkalimatak tifmenjadipasifduludeh.Syaratn yaapa?	Checking Ss' comprehension (Question)			
			1	Ada subject, ada verb, ada object	Replying T's question (Answer)
4	Ehem...	Accepting S's answer to give feedback (follow-up in the form of statement)			
5	Berarti, if we want to change the active voice into passive voice syaratutamanyaadalahadanya..	Explaining the lesson (Statement)			
			2	Kalimatsempurna	Completing T's statement (Acknowledgement)
6	Adalahharusmemilikiobjek	Correcting S's answer to give feedback (follow-up in the form of statement)			
7	Kalimat yang membutuhkanobjekituadalahkalimat yang apa?	Checking Ss' comprehension (Question)			
8	The sentence which needs object is....	Translating her question (Statement)			
			3	Transitive	Completing T's statement (Acknowledgement)
9	Come on! Say something!	Demanding Ss to say something (Command)			
			4	Transitive	Following the command by answering (Undertaking)
10	Transitive! Okay!	Repeating and praising S's answer to give			

		feedback (follow-up in the form of statement)			
11	Berartikalimat yang tidakmembutuhkanobjekadalahkebalikannya	Explaining the lesson (Statement)			
			5	Intransitive	Completing T's statement (Acknowledgement)
12	For example, can you give some example!	Demanding Ss to give example (Command)			
13	Untukkalimat transitive, transitive sentence!	Demanding Ss to give example (Command)			
			6	I played football	Following T's command by mentioning the example (Undertaking)
14	I played football, boleh...	RepeatingS's answer to give feedback (follow-up in the form of statement)			
15	I eat rice, boleh...	Exemplifying (Statement)			
16	How about intransitive sentence?	Checking Ss' comprehension (Question)			
			7	I run quickly	Replying T's question (Answer)
17	I run quickly (while writing)	RepeatingS's answer to give feedback (follow-up in the form of statement)			
18	Giniya?	Asking for confirmation (Question)			
			8	Yes	Confirming T's question (Answer)
19	This one is subject (pointing out) predicate (pointing out) and... adverb	Explaining the lesson (Statement)			
20	Now, here we go	Informing to the next lesson (Statement)			
21	The understanding of active and passive voice				
22	Okay, in traditional terminolgy	Explaining the			

	verbs are said to had voice	lesson (Statement)			
23	Jadi, kalaudalamterminologisederhananya, verb itubisajugadisebutkanoleh voice	Explaining the lesson (Statement)			
24	Tapi voice yang di sinibukansuaraya	Explaining the lesson (Statement)			
25	And, There are two types of voice, active and passive	Explaining the lesson (Statement)			
26	There are two types of voice, active and passive	Explaining the lesson (Statement)			
			9	passive	Repeating T's statement (Acknowledgement)
27	So, active voice indicates that the subject of the verb is acting	Explaining the lesson (Statement)			
28	And because the subject does or act inside the	Explaining the lesson (Statement)			
29	Jadisubjeknyaitumelakukanse suatu	Explaining the lesson (Statement)			
30	Okay. And the reasons why use the active voice.	Explaining the lesson (Statement)			
31	Kenapamenggunakan kalimat active voice?	Checking S's comprehension (Question)			
32	Most writer prefer to use active voice because it is more direct	Explaining the lesson (Statement)			
33	Penulislebihsenangmenggunakan active voice karenakatanyalebihlangsung	Translating her statement (Statement)			
34	Yang dikatakanlebihlangsungituapa?	Checking Ss' comprehension (Question)			
35	Siapa yang dijelaskan?	Checking Ss' comprehension (Question)			
			10	Subjeknya	Replying T's question (Answer)
36	Subjeknyakan?	Repeating to give feedback (follow-up in the form of question)			
37	I played football. This one kan? (pointing out the word I)	Asking for confirmation			

		(Question)			
			11	Yes	Confirming T's question (Answer)
38	Kalau mau dijadikan passive voice?	Checking Ss' comprehension (Question)			
			12	The football played by me	Replying T's question (Answer)
39	The football played by me	Repeating to give feedback (follow-up in the form of statement)			
40	Sebenarnya by me tidak dicantumkan tidak apa-apa?	Asking for confirmation (Question)			
			13	Yaaa...	Confirming T's question (Answer)
41	Hanya menegaskan footballnya, pelakunya siapa tidak penting	Giving further information/explanation to give feedback (follow-up in the form of statement)			
42	More direct di sini lebih menekankan subjek	Giving further information/explanation to give feedback (follow-up in the form of statement)			
43	The waiter dropped the train of the food and the train of the food was dropped by the waiters	Exemplifying (Statement)			
44	Pahami maksudnya?	Checking Ss' comprehension (Question)			
			14	Yes	Replying T's question (Answer)
45	And then, again reasons to use the active voice	Informing (Statement)			
46	The active voice is less awkward and clearly state the relationship between subject and action	Explaining the lesson (Statement)			
47	Awkward apasih awkward?	Checking Ss' comprehension (Question)			
48	Unclear ya?	Asking for confirmation (Question)			

			15	Yaaa...	Confirming T's question (Answer)
49	Alright	Praising to give feedback (follow-up in the form of statement)			
50	Jadi, kononkatanyakalaudalam writing kalimataktifitulebihbanyakdigunakan	Explaining the lesson (Statement)			
51	Allright, now see!	Demanding Ss to see to the screen (Command)			
52	Active voice, this example show that the subject is doing the first action	Explaining the lesson (Statement)			
53	Gini, The dog jumped until the boy	Exemplifying (Statement)			
54	Mana yang dikatakansubjek?	Checking Ss' comprehension (Question)			
			16	The dog	Replying T's question (Answer)
55	The dog kan.	Repeating to give feedback (follow-up in the form of statement)			
56	Berarti di sini the dog nyamelakukansesuatu	Explaining the lesson (Statement)			
57	And then, how about passive voice?	Checking Ss' comprehension (Question)			
			17	Gak tau	Showing inability to answer (Disclaimer)
58	In the passive voice, the subject and the object imperfect	Explaining the lesson (Statement)			
59	The subject become the object	Explaining the lesson (Statement)			
60	Kalautadi di active voice sisubjekmelakukansesuatu, tapikalau si passive voice yang tadinyaobjekmenjadisubjek	Explaining the lesson (Statement)			
61	Subjeknyaitumenjadi recipient	Explaining the lesson (Statement)			
62	Apaitu recipient?	Checking Ss' comprehension			

		(Question)	18	Penerima	Replying T's question (Answer)
63	Penerimadariactionnya	Giving further information/exp lanation to give feedback (follow-up in the form of statement)			
64	Paham?	Checking Ss' comprehension (Question)			
65	Okay, here we go	Informing Ss (Statement)			
66	And this example show the subject being activated by the verb	Telling Ss (Statement)			
67	A book report will be given by Christi	Exemplifying a passive sentence (Statement)			
68	A book report menjadi subject, kemudianactionnya (pointing out "will be given")	Explaining the example (Statement)			
69	My paper was eaten by the computer	Exemplifying a passive sentence (Statement)			
70	And then, when to use passive voice?	Checking Ss' comprehension (Question)			
71	In general, passive voice is less direct,less conscious than the active voice	Explaining the lesson (Statement)			
72	Maksudnya passive voice tidakmenekankansiapa yang melakukannitapiapa yang sudahdilakukanolehsi recipient	Explaining the lesson (Statement)			
73	Pahamya?	Checking Ss' comprehension (Question)			
			19	Yes	Replying T's question (Answer)
74	Rotinyadimakan. The bread was eaten	Exemplifying a passive sentence (Statement)			
75	Apa yang dimakan?	Checking Ss' comprehension (Question)			
			20	Rotinya	Replying T's question (Answer)
76	Rotinyakan... perkarasiapa yang	Giving further			

	makan it does not matter	information/exp lanation to give feedback (follow-up in the form of statement)			
77	Kalaupunmauditambahkan by tidakapa-apa but it is not the main point	Giving further information/exp lanation to give feedback (follow-up in the form of statement)			
78	Hmmm... use the passive voice in the following situation	Explaining the lesson (Statement)			
79	Use passive voice when you do not know or you do not want to reveal the performer of an action	Explaining the lesson (Statement)			
80	Jadigunakan passive voice kalaukamutidakmaumenekanka natautidaktahusiapapelakunya	Explaining the lesson (Statement)			
81	The bread was eaten. Performernyaitunggadisebutka nkan?	Asking for confirmation (Question)			
			21	Ngga...	Confirming T's question (Answer)
82	Mungkin, saya yang bicaraitumenganggaptidakpenti ngsiapa yang makanatau I do not know	Explaining the lesson (Statement)			
83	And use the passive voice if you want to emphasize the receiver of an action	Explaining the lesson (Statement)			
84	The bread was eaten. Lebihditekankan the bread.	Exemplifying a passive sentence (Statement)			
85	The football was played. Footballnya yang ditekankan.	Exemplifying a passive sentence (Statement)			
86	Paham?	Checking Ss' comprehension (Question)			
			22	Hmm..	Replaying T's question (Answer)
87	Oke.	Praising to give feedback (follow-up in the form of statement)			
88	Basic patternyaitu to be plus verb	Explaining the lesson			

	three. It sudah tidak bisa dipisah kan lagi. Sudah menjadi pasangannya.	(Statement)			
				[Students are laughing]	
89	Jadikalaupun present tense, to be nya?	Checking Ss' comprehension (Question)			
			23	Is	Replying T's question (Answer)
90	Bisa is, are, am tergantung dari...	Directing Ss to complete the sentence (Statement)			
			24	Subjek	Completing T's statement (Acknowledgement)
91	Tergantung dari subjeknya kamu di lanjutkan oleh past participle	Giving further information/explanation to give feedback (follow-up in the form of statement)			
92	The cookies were eaten by the children	Exemplifying a passive sentence (Statement)			
93	Verb tigakan? (pointing out the verb)	Asking for confirmation (Question)			
			25	Iya...	Confirming T's question (Answer)
94	Dorothy was invited by somebody. Si dorothy fungsinya jadi apa?	Checking Ss' comprehension (Question)			
			26	S1: Object.	Replying T's question (Answer)
			27	S2: Apasih?	Asking back T's question (Disclaimer)
95	Structurally memang si dorothy jadi subject. Karena ada verb past butuh predikat. But dorothy can play the role of the object because it is the recipient.	Giving further information/explanation to give feedback (follow-up in the form of statement)			
96	Jadi jawabannya dua. It can be subject. It can be object.	Giving further information/explanation to give feedback (follow-up in the form of			

		statement)			
			28	Oooh... iyaiya...	Confirming T's statement (Acknowledgement)
97	Karenadiakansipenerima.	Giving further information/explanation to give feedback (follow-up in the form of statement)			

Table of Process

No	T/S	R/F	Conjunction	Clause	Process
1	S	R		Ada subject, verb, object	Existential
4	T	F		Ehem...	Relational
2	S	R		Kalimat sempurna	Existential
6	T	F		Adalah harus memiliki objek	Relational
3	S	R		Transitive	Relational
4	S	R		Transitive	Relational
10	T	F		Transitive! Okay!	Relational
5	S	R		Intransitive	Relational
6	S	R		I played football	Verbal
14	T	F		I played football, boleh...	Relational
7	S	R		I run quickly	Verbal
17	T	F		I run quickly	Verbal
8	S	R		Yes	Relational
9	S	R		Passive	Relational
10	S	R		Subjeknya	Relational
36	T	F		Subjeknya kan?	Relational
11	S	R		Yes	Relational
12	S	R		The football played by me	Verbal
39	T	F		The football played by me	Verbal
13	S	R		Yaaa...	Material
41	T	F		Hanya menegaskan footballnya,	Relational
41	T	F		pelakunya siapa tidak penting	Relational
42	T	F		More direct di sini lebih menekankan subjek	Relational
14	S	R		Yes	Material
15	S	R		Yaaa...	Relational
16	S	R		The dog	Relational
55	T	F		The dog kan.	Relational
17	S	R		Gak tau	Mental
18	S	R		Penerima	Relational
63	T	F		Penerima dari actionnya	Relational
19	S	R		Yes	Mental
20	S	R		Rotinya	Relational
76	T	F		Rotinya kan...	Mental
76	T	F		perkara siapa yang makan it does not matter	Mental
77	T	F		Kalaupun mau ditambahkan by tidak apa-apa	Relational
77	T	F	but	it is not the main point	Relational
21	S	R		Ngga...	Material
22	S	R		Hmm..	Mental
23	S	R		Is	Relational
24	S	R		Subjek	Relational
91	T	F		Tergantung dari subjeknya	Material
91	T	F		kemudian diikuti oleh past participle	Relational
25	S	R		Iya...	Relational
26	S	R		Object.	Relational
27	S	R		Apa sih?	Relational
95	T	F		Structurally memang si dorothy jadi subject.	Relational
95	T	F	Karena	ada verb pasti butuh predikat.	Mental
95	T	F	But	dorothy can play the role of the object	Verbal
96	T	F		because it is the recipient	Existential
96	T	F	jadi	jawabannya dua	Existential
96	T	F		It can be subject.	Relational

96	T	F		It can be object.	Relational
28	S	R		Oooh... iya iya...	Relational
97	T	F	Karena	dia kan si penerima.	Relational

Table of Transitivity of Responses at Presentation Stage

No. of turn	Conj	Participant 1 (Nominal Group)	Process (Verbal Group)	Participant 2 (Nominal Group)	Circumstance	Phatic Communication
1			ada	subject, verb, object		
2			(there is)	kalimat sempurna		
3		(it)	(is)	transitive		
4		(it)	(is)	transitive		
5		(it)	(is)	intransitive		
6		(student)	(says)	i played football		
7		(student)	(says)	i run quickly		
8		(it)	(is)			yes
9		(it)	(is)	passive		
10		(it)	(is)	subjeknya		
11		(it)	(is)			yes
12		(student)	(says)	the football played by me		
13		(it)	(is)			yaaa...
14		(we)	(do)		yes	
15		(it)	(is)		yaaa...	
16		(the subject)	(is)	the dog		
17		(i)	gak tau			
18		(receptient)	(is)	penerima		

19		(we)	(do)			yes
20		(it)	(is)	rutinya		
21		(it)	nggak...			
22		(we)	(do)			hmm..
23		(the to be)	(is)	is		
24		(it)	(depends on)	subjek		
25		(it)	(is)			iya...
26		(it)	(is)	object.		
27		(it)	(is)		apa sih?	
28		(i)	(understand)			oooh... iya iya...

Table of Transitivity of Feedback at Presentation Stage

No. of turn	Conj	Participant 1 (Nominal Group)	Process (Verbal Group)	Participant 2 (Nominal Group)	Circumstance	Phatic Communication
4		(it)	(is)			ehem...
6			adalah harus memiliki	objek		
10		(students)	(say)	transitive!		okay!
14		(student)	(says)	i played football,		boleh...
17		(teacher)	(says)	i run quickly		
36		(it)	(is)	subjeknya kan		
39		(teacher)	(says)	the football played by me		
41		(it)	hanya menegaskan	footballnya,		
41		pelakunya siapa	tidak penting			
42		more direct di sini	lebih menekankan	subjek		
55		(the subject)	(is)	the dog kan.		
63		penerima	(comes) dari	actionnya		
76				rutinya kan...		
76		it	does not matter		perkara siapa yang makan	
77		(it)	tidak apa-apa		kalaupun mau ditambahkan by	
77		it	is not	the main point		
91		(it)	tergantung dari	subjeknya		
91	kemudian	(it)	diikuti oleh	past participle		
95		si dorothy	memang jadi	subject.	structurally	
95		ada verb	pasti butuh	predikat.		
95	but	(teacher)	(says)	dorothy can play the role of the object		
96	because	it	is	the recipient		
96	jadi	jawabannya	(are)	dua.		
96		it	can be	subject.		
96		it	can be	object.		
97		dia	kan (is)	si penerima.		

**The Analysis of Moves of 3rd Episode at Presentation Stage
DATA II (STBA-LIA)**

No.	Teacher's turn	Indication	No.	Students' turn	Indication
124.	Well, those are 'gerund'. What we did is exploring our idea about gerund. So you have activity, and you create a noun with use gerund. You combine verb with this -ing suffix, and then you have gerund. Like climb-climbing, go-going, run-running, watch-watching, so listen-listening to music. Yah, watch-watching movies, race-racing. Yah, cook-cooking. So, that's gerund, because of this unique suffix is not difficult to remember that. Because we have this -ing suffix. And because they are noun, we can put them in usual noun position that is subject or object.	Explaining the lesson (Statement)			
(After that teacher writing some sentences on the board)					
125.	So here, we have gerund, an object. Subject and object position because they are practically a noun. A variation of noun and you can create gerund by combining based verb plus -ing, always with -ing.	Explaining the lesson (Statement)			
126.	Climbing rocks take a lot of energy, I mean to that. Melini loves climbing to rock.	Exemplify the lesson (Statement)			
127.	So we can also use gerund to ex question in subject position,	Explaining the lesson (Statement)			
128.	such as, is climbing rock dangerous?	Exemplify the lesson (Statement)			

**The Analysis of Moves of 6th Episode at Presentation Stage
DATA II (STBA-LIA)**

No.	Teacher's turn	Indication	No.	Students' turn	Indication
186.	Now, after the gerund, we come to verb combination with gerunds. That's in page two hundred thirty eight.	Informing the next lesson (Statement)			
187.	Ehmm... some verbs go with gerund, though not all verbs can go with gerund, particular verbs go with gerund. And here we have quite a list of the verbs, we can use with gerund as object of, as object of certain verbs. Like consider, finish, keep on, quit.	Explaining the lesson (Statement)			
188.	Like here, some people keep repeating the same mistake in their life. Meli quit swimming because she can't find companies. Dewi enjoy watching new movies with her friends.	Exemplifying the lesson (Statement)			
189.	So, we use the word keep, quit, enjoy with gerund in object position.	Explaining the lesson (Statement)			
190.	How about gerund in subject position?	Checking someone comprehension (Question)			
191.	Well, we can use any kind of verb if you put gerund in subject position, you can use any kind of verb. But if you use gerund in object position they, they go with particular verbs.	Explaining the lesson (Statement)			
192.	And we have list on page two hundred thirty eight.	Informing the book page (Statement)			
193.	Dislike, enjoy, keep, imagine, postpone.	Explaining the lesson (Statement)			
194.	Ehmm...my...my student postpone learning English because she thinks it's difficult.	Exemplifying the lesson (Statement)			
195.	Or put off, put off is actually the same as postpone. Postpone, put off, cancel. We use gerund after the verb 'go' for some activities. Like go bowling, go camping, go climbing, go sailing, go jogging, go sightseeing. Sightseeing, melihat-lihat. It almost like hanging out or travelling, but the meaning of travelling is usually you go far from your place of origin, but sightseeing, well, like travelling to old city at Batavia. That's sightseeing.	Explaining the lesson (Statement)			

			119.	KOTU	Confirming the knowledge (acknowledgement)
196.	Yah, KOTU. Hahaha. Asaljangankoetoe yah.	Confirming the S's statement to give feedback (follow up in term of statement)			
			120.	kutu	Confirming the knowledge (acknowledgement)
197.	hahaha, kutujadinya.	Confirming the S's statement to give feedback (follow up in term of statement)			
			121.	Koeto	Confirming the knowledge (acknowledgement)
198.	koe orang. Hahaha	Confirming the S's statement to give feedback (follow up in term of statement)			
199.	OK, do you have question for verbs that go with gerund? And gerund with go?	Checking Ss' comprehension (Question)			

Table of Process

No	T/S	R/F	Conjunction	Clause	Process
119	S	R		KOTU	Relational
196	T	F	Yah,	KOTU.	Relational
196	T	F		Hahaha, asaljangankoetoe yah.	Relational
120	S	R		kutu	Relational
197	T	F		hahaha, kutujadinya.	Relational
121	S	R		Koeto	Relational
198	T	F		koe orang. Hahaha	Relational

Table of Transitivity of Responses at Presentation Stage

No. of turn	Conj	Participant 1 (Nominal Group)	Process (Verbal Group)	Participant 2 (Nominal Group)	Circumstance	Phatic Communication
119		(It)	(is)	KOTU		
196		(It)	(is)	KOTU.		Yah,
196		koetoe	asaljangan			Hahaha, yah
120		(It)	(is)	kutu		
121		(It)	(is)	Koeto		

Table of Transitivity of Feedback at Presentation Stage

No. of turn	Conj	Participant 1 (Nominal Group)	Process (Verbal Group)	Participant 2 (Nominal Group)	Circumstance	Phatic Communication
196		(It)	(is)	KOTU.		Yah,
196		koetoe	asaljangan			Hahaha, yah
197		(it)	jadinya.	kutu		hahaha,
198		koe	(is)	orang		

**The Analysis of Moves of 9th Episode at Presentation Stage
DATA II (STBA-LIA)**

No.	Teacher's Turn	Indication	No.	Students' Turn	Indication
265.	Okay, so, there are things that we enjoy doing, things that we dislike doing. Well, that concludes about discussion on gerund. Okay, so gerund is a noun even though it ends with -ing, there's nothing to do with present progressive, or present continuous. Gerund is actually a noun. That's why gerund, you can put gerund in subject the subject or object position. But in object position we can only use gerund with particular verbs and you have the list there.	Explaining the lesson (Statement)			
266.	Now, we go to the next part, to infinitive.	Informing the next lesson (Statement)			
267.	In our previous meeting, I explain that infinitive is the based verb. So, by base verb that's mean that infinitive there's no suffix. There's no -ed, -ing, -es, or etc suffix ending. Because it is the basic form of verb and we call that infinitive. And we can put infinitive with a 'to', preposition 'to'. So we have the terminology 'to infinitive'. But we cannot, we do not use infinitive with 'to'. We can use infinitive with modals like, before mid-test we learn model like ought, should, can, will, may. We can also use infinitive with those verbs. But in this session, we learn the use of infinitive with the preposition 'to'. However preposition 'to' here doesn't have any meaning as 'to' preposition that you learn in previous level. So, 'to' here, verb infinitive, we use that to explain a purpose that you do something on purpose.	Explaining the lesson (Statement)			
268.	Government agrees to postpone raising fuel price; Class S2X plan to surprise Anjar on his birthday; Laela has decided to learn modern dancing.	Exemplifying the lesson (Statement)			
269.	So we use agrees, plan, decided with to infinitive. So, after certain verbs, we can put	Explaining the lesson (Statement)			

	in 'to infinitive'. You have: agree, appear, forget.				
270.	Sometime we forget to do our course at home. Sometimes I won't get to clean my bedroom. Sometimes you refuse to take call from someone, or from...aaa...let say Anjar refuse to take call from banks.	Exemplifying lesson (Statement)			
(Teacher and students are laughing)					
271.	Or you refuse, we refuse to meet our boss, especially when we have problem with our boss.	Exemplifying the lesson (Statement)			
272.	So, we also can: would like, would love, or would prefer.	Explaining the lesson (Statement)			
273.	I'd like to have, when you are in a restaurant, and you make, you please to make an order to the waiter. I'd like to have...aaa...pancake for appetizer and I want, I would prefer ice cream for dessert.	Exemplifying the lesson (Statement)			
274.	So, dessert not desert.	Explaining how to pronounce words (Statement)			
			160.	Ss: Dessert, desert	Repeating the statement (Acknowledgement)
275.	here double 's'. Be careful with the spelling, when you write it. This is dessert, the one that you can eat. And you cannot eat this. Desert, this is desert.	Giving further information/explanation to give feedback (Follow up in term of statement)			
			161.	Ss: Desert	Repeating the statement (Acknowledgement)
			162.	oh kaloitu desert	Confirming the new knowledge (Statement)
276.	So, when you go to an expensive restaurant, make sure you pronounce it dessert, yah. Can I have, can I have desert? Oh...I'm sorry sir, but this is a tropical country.	Explaining the lesson (Statement)			

Table of Process

No	T/S	R/F	Conjunction	Clause	Process
160	S	R		Desert, desert	Relational
275	T	F		Here, double 's'.	Relational
275	T	F		Be careful with the spelling,	Mental
275	T	F	when	you write it.	Material
275	T	F		This is dessert, the one that you can eat.	Relational
275	T	F	that	you can eat.	Material
275	T	F	And	you cannot eat this.	Material
275	T	F		Desert, this is desert.	Relational
161	S	R		Desert	Relational

162	S	R		oh kaloitu desert	Relational
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Table of Transitivity of Responses at Presentation Stage

No. of turn	Conj	<i>Participant 1 (Nominal Group)</i>	<i>Process (Verbal Group)</i>	<i>Participant 2 (Nominal Group)</i>	<i>Circumstance</i>	<i>Phatic Communication</i>
160		(It)	(is)	Desert		
161		(It)	(is)	Desert		
162		kaloitu	(is)	desert		oh

Table of Transitivity of Feedback at Presentation Stage

No. of turn	Conj	<i>Participant 1 (Nominal Group)</i>	<i>Process (Verbal Group)</i>	<i>Participant 2 (Nominal Group)</i>	<i>Circumstance</i>	<i>Phatic Communication</i>
275		here	(is)	double 's'		
275			Be careful with	the spelling		
275	when	you	write	it		
275		This	is	dessert, the one that you can eat.		
275	that	you	can eat			
275	And	you	cannot eat	this		
275		This	is	desert		