CHAPTER 4

FINDINGS AND DISCUSSION

The result of the data analysis of 3 episodes of EFL classroom oral interactions of class 7.3 in SMPN 47 Jakarta is provided in this chapter. The chapter is organized in accordance to research question of this study. This chapter shows the findings and discussions on:

- the students' interpersonal moves in EFL classroom oral interaction;

- the students' interpersonal functions done in EFL classroom oral interaction; and

- the students' experiential functions in EFL classroom oral interaction.

4.1. Students' Interpersonal Moves in EFL Classroom Oral Interaction

The Interpersonal Moves	Percentage
Initiation	2.5%
Response	97.5%
Follow-up	0%

Table 4.1. Percentage of the Students' Interpersonal Moves

The initiation move was reflected by 1 out of 39 clauses (2.5%). Then the response moves were reflected by 38 out of 39 clauses (97.5%). Meanwhile, there was not any follow-up move found in the IRF pattern of the classroom oral interaction.
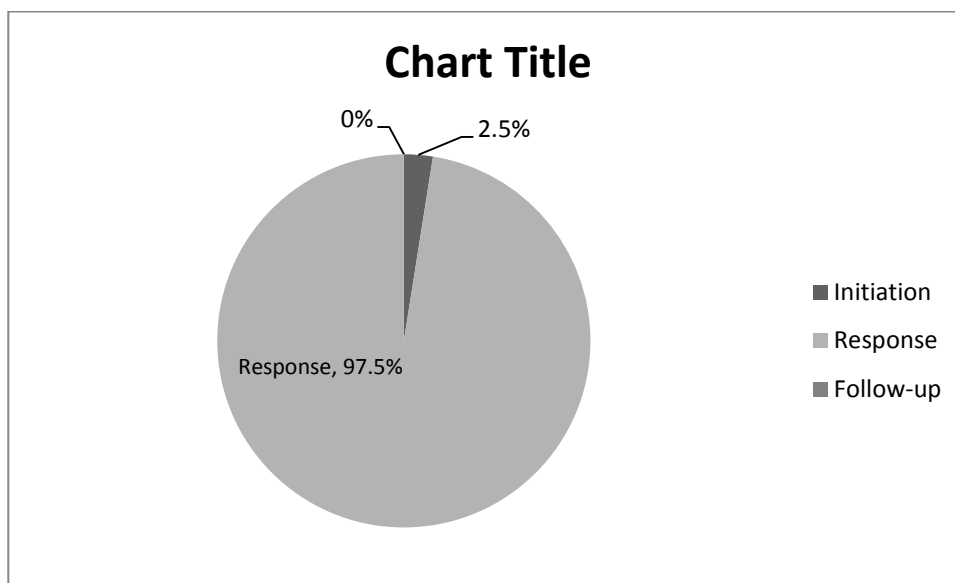
Chart 4.1. Students' Interpersonal Moves

- **Initiation**

The chart shows that the frequency of the initiation move is 2.5%. The initiation moves done by students was reflected by the following clause.

No. Exchange	Teacher's Turn	Students' Turn
11	What do you say?	Miss, mau ke belakang.

The extract shows that the initiation move was used in asking permission from the teacher to leave the class. Instead of giving permission the teacher gave a question as the response. It shows that the clause the student used in the initiation was not appropriate in regard to the language used by the students as shown in the following extract.

No. Exchange	Teacher's Turn	Students' Turn
12	What do you say?	(a)May I wash... hmmm (b)May I wash my hand?

The problem is that the student did the move in Indonesian, while English was the language demanded by the teacher. It describes that the student preferred to use the L1 in doing the move rather to the fixed expression in target language taught by the teacher.

Furthermore, the number of the occurrence reveals that the initiation move was not dominant in their participation in EFL classroom oral interaction. As confirmed by the 47's English teachers in the interview, it describes the situation that the students were reluctant to be the initiator in the classroom oral interaction.

In some case, as confirmed by 47's English teacher, this situation indicates that the students are worried about making mistake in initiating. Even more they also concern about the grammar mistake if in using the target language, while the target language is very demanded to use. Therefore they did not feel confident and comfortable to participate as the initiator.

- **Response**

The frequency of the response move is 97.5% which is the highest number among the three moves done by students during the classroom oral interaction. The move was reflected by 38 out of 39 clauses used by the students. 29 response moves were done as the responses to the

teacher's questions related to the lesson, as shown in the following

extract.

.No. Exchange	Teacher's Turn	Students' Turn
5	Ehm… What did we learn yesterday? "yes"? apa yang kamu pelajari kemarin?	///Ye:s! Ye:s!///
6	"yes"? apa yang kamu pelajari kemarin? Yes, expressing…	(a)I don't know. (b)///expressi:ng///
15	Who can give example?	(a)Thank you! (b)Thanks a lot!

Meanwhile, the rest 9 moves were done as means to respond to the

teacher's command demanding the students to do something. To

illustrate, the following extract shows some clauses reflecting the

moves done as responses to the teacher's command.

No. Exchange	Teacher's Turn	Students' Turn
7	One by one. If you want to speak, say BINGO. yes, you…	///Bingo bingo bingo:///
20	Say BINGO before you speak!	///Bingo:///
23	Hey, everybody… repeat after me! "That's very kind of you!"	///That's very kind of

| you!/// |
| Very good. |

The great number of the frequency of students' response moves reveals that the teacher was dominant by dominating the role as the initiator in the classroom oral interaction. It indicates that the students did not get the opportunities in initiating the exchange. It seems that the learning process is likely to be teacher-centered. Moreover, this fact was not argued by the 47's English teachers.

- **Follow-Up**

    The table shows that there was not any single clause (0%) reflecting students move in giving follow up, either in Indonesian or in English. The fact reveals that students did not play their role in giving follow-up. Students did not argue, give conclusion, or positive reinforcement on others' responses. M

    Besides being the most dominant initiator, the teacher did not invite the students to give opportunities for students to participate in giving feedback. In fact, by inviting students to participate in giving follow-up, the teacher can lead the student to think more critically in encountering others' opinions. Besides, it gives more dynamics to the classroom oral interaction then the students can learn that they can play their different roles more actively in classroom oral interaction.

In regard to the language used in the interpersonal moves done by the students, 8 moves were done in Indonesian and 31 moves were done in English as presented in the following table.

The Interpersonal Moves	Indonesian	English
Initiation	2.6%	0%
Response	20.50%	76.9%
Follow-up	0%	0%

Table 4.2. Students Interpersonal Moves in Indonesian and English

To specify, the only initiation was done in Indonesian (2.6%) while there was no initiation move done in English (0%). Then, 31 out of 38 (76.9%) response moves were delivered in English, while 7 response moves were done in Indonesian. Meanwhile, there was no follow-up move either in Indonesian or English don by the students in the classroom oral interaction.

To contrast, there are **similarities** between the students' interpersonal move don in Indonesian and English as reflected by the following extract.

.No. Exchange	Teacher's Turn	Students' Turn
5	Ehm… What did we learn yesterday? "yes"? apa yang kamu pelajari kemarin?	///Ye:s! Ye:s!///
13	Okay, jadi kemarin belajar apa saja?	Pujian.
14	Bukan pujian, tapi tentang mengucapkan terima-	

kasih
Terima kasih

- The extract shows that the students' moves done in Indonesian were the responses to the teacher's initiations in Indonesian, too. In the similar way, students' response moves in English were done as the response to the teacher's initiation in English. To illustrate, the phenomenon is shown by the following extract.

No. Exchange	Teacher's Turn	Students' Turn
15	Who can give example?	(a)Thank you! (b)Thanks a lot!
17	Arya, can you give example? Thanks a bunch!	Thanks a 'buch'…

It indicates that the language the students used in doing their response moves were determined by the teacher's language. It equals to the theory proposed by Knop (1985) that students' language in the classroom oral interaction is the reflection of the teacher's language.
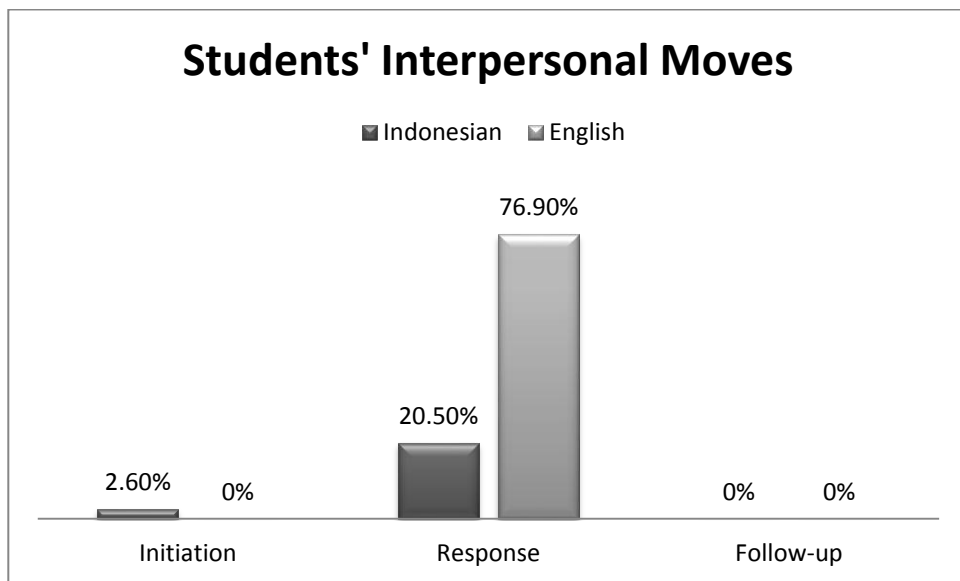
Chart 4.2. Students' Interpersonal Moves in Indonesian and English

- The chart shows another point of similarities that the two languages were absent in the students' follow-up move. It corresponds to the fact the students did not participate in giving follow-up during the classroom oral interaction

However, the result also shows some points of differences between the students' languages, Indonesian and English, in doing their interpersonal moves.

- Chart 4.2. shows that there is 56.4% gap of the frequency between the two languages used by the students in doing the response moves. It reveals a significant gap in the students' language use, especially in giving response. It reflects that the target language was dominant to use by the students in responding to the teacher's initiations. It also describes the fact that the students'L1 was not frequently used in the English classroom oral interaction.

- Otherwise, the other contrast is that Indonesian was preferred to use in doing initiation moves rather than the target language. Therefore, the high frequency of the target language in the student's response moves cannot guarantee that English is preferred to Indonesian to use in the students' initiation moves.

4.2. Students' Interpersonal Functions in EFL Classroom Oral Interaction

The Interpersonal Functions	Percentage
Answer	74.4%
Undertaking	18%
Refusal	2.5%
Disclaimer	2.5%
Statement	2.5%

Table 4.3 Students' Interpersonal Functions in EFL Classroom Oral Interaction

The table shows that 'answers' were done in 29 out of 39 (74.4%) students' turns in the classroom oral interaction. Then the 'undertakings' were done in 7 (18%) of the 39 students' turns. Meanwhile, the same frequency is represented by the 'refusal', 'disclaimer', and 'statement'. Each of those three interpersonal functions was done in one of students' turn in classroom oral interaction.
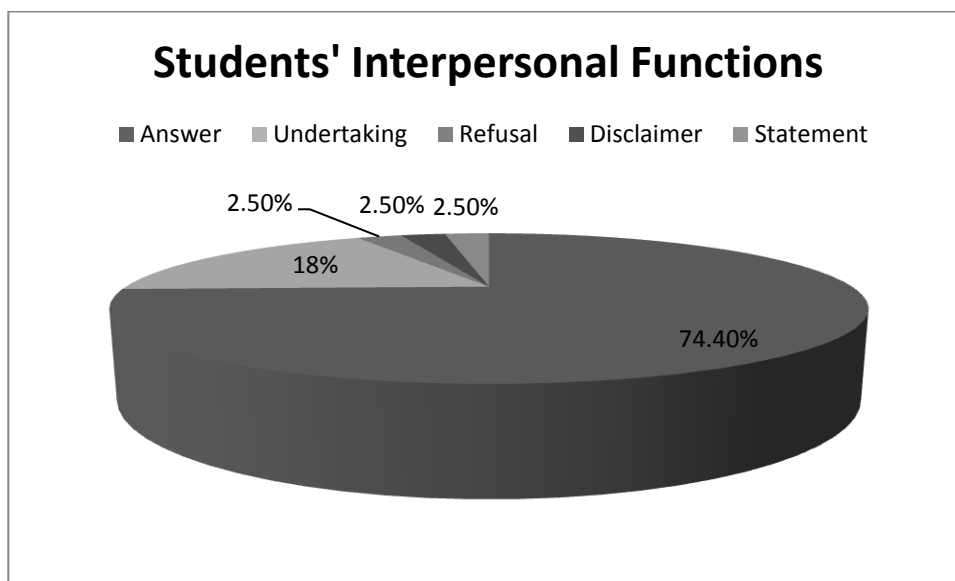
Chart 4.3. Students' Interpersonal Functions

- **Answer**

    The frequency of students' answers is 74.4%. It makes the answers as the students' interpersonal functions most frequently done in the classroom oral interaction. The result reflects the dominant purpose in their participation in the classroom oral interaction was to give response to the teacher's question. This fact was shown by the extract bellow.

.No. Exchange	Teacher's Turn	Students' Turn
5	Ehm… What did we learn yesterday? "yes"? apa yang kamu pelajari kemarin?	///Ye:s! Ye:s!///
13	Okay, jadi kemarin belajar apa saja? Bukan pujian,	Pujian.
14	tapi tentang mengucapkan terima-	

	kasih
	Terima kasih

- **Undertaking**

Undertaking covered 18% of students' interpersonal functions in the classroom oral interaction. It shows that another purpose of students' participation was to do the teacher's demands of actions. The following extract shows this functions being done by the students.

.No. Exchange	Teacher's Turn	Students' Turn
7	One by one. If you want to speak, say BINGO. yes, you…	///Bingo bingo bingo:///
20	Say BINGO before you speak!	///Bingo:///
23	Hey, everybody… repeat after me! "That's very kind of you!" Very good.	///That's very kind of you!///

The result also reveals that students did the teacher's command delivered in the target language. It reflects that the students could get the message even when the teacher used the target language. Considering the findings, the 47's English teachers suggest that classroom language has gives positive effect in improving students' target language acquisition.

- **Refusal**

The result shows there was one refusal done by the students in their participation, as shown in the following extract.

.No. Exchange	Teacher's Turn	Students' Turn
21	Toni, are you sleepy?	(…)
22	Wash your face! Kalau pusing, langsung ke PMR aja.	Pusing, miss.

The extract shows that in the situation displayed the purpose of the students saying '*Pusing*, Miss.' is to avoid the teacher's command.

- **Disclaimer**

A disclaimer was done by a student in the classroom oral interaction, as shown in the following extract.

.No. Exchange	Teacher's Turn	Students' Turn
6	"yes"? apa yang kamu pelajari kemarin? Yes, expressing…	(a)I don't know. (b)///expressi:ng///

As discussed previously, the undertaking done was functioned to avoid doing the teacher's command, likewise the disclaimer done by the student shows that he was avoiding to response the teacher's question about the previous lesson.

- **Statement**

A statement was found among the students' interpersonal function done as the responses. It is shown by the following extract.

.No. Exchange	Teacher's Turn	Students' Turn
11	What do you say?	Miss, mau ke belakang.
12	What do you say?	(a)May I wash... hmmm (b)May I wash my hand?

The purpose of the students initiated with a statement was to ask the teacher's permission to leave the class. Meanwhile, the respond given by the teachers reflects that the statement was not appropriate. Therefore, the student gave another expression, but it was not considered to be another 'statement' since it was done to answer the teacher's question

Moreover, the result shows the contrasts of the languages the students used in doing their interpersonal functions. The result reveals some pints of differences. Meanwhile there was no point of similarities found. The following chart presents the information concerning the frequency of the languages the students used in doing their interpersonal functions.

The Interpersonal Functions	Indonesian	English
Answer	15.40%	59.10%
Undertaking	0%	18%
Disclaimer	0%	2.50%
Refusal	2.50%	0%
Statement	2.50%	0%
Total	**20.4%**	**79.6%**

Table 4.4. Students' Interpersonal Functions in Indonesian and

English

In short, here are the points of differences of the languages the students used in doing their interpersonal functions.

- English covered 79.6% the language the students' used in doing their interpersonal functions. Meanwhile Indonesian covered 20.4% of it. It shows that English was used almost 4 times more frequently that Indonesian. Therefore, the target language was still dominant to use in by the students in English classroom oral interaction.

Students' Interpersonal Functions

■ Indonesian ■ English

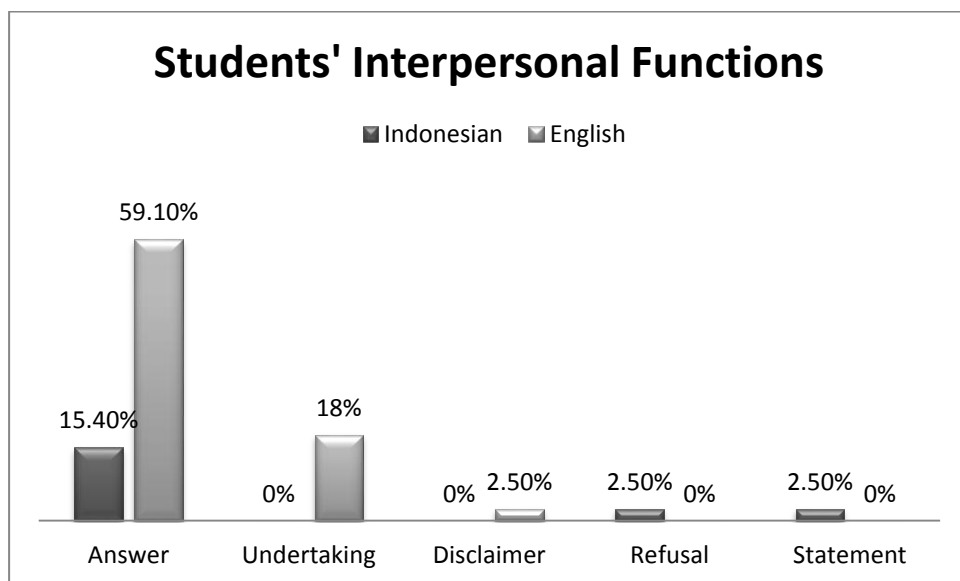|	Answer	Undertaking	Disclaimer	Refusal	Statement
Indonesian	15.40%	0%	0%	2.50%	2.50%
English	59.10%	18%	2.50%	0%	0%

Chart 4.4. Students' Interpersonal Functions in Indonesian and English

- However, the chart shows that Indonesian was used by the students in giving statement, refusing the teacher's command, and giving answer. Meanwhile, English was used in giving answer, doing command, and stating disclaimer, but the undertaking did not represent any verbal information. Therefore, Indonesian was used by the students to the more communicative interpersonal functions. Hence, it come to the same conclusion with the language used in the

students interpersonal moves that Indonesian was preferred to use in more engaging functions.

The findings on the students' interpersonal moves and functions reveal the commodity being exchanged during the classroom oral interaction, as presented in the following table.

Commodity being Exchanged	Percentage
Information	79.40%
Goods-&-Services	20.60%

Table 4.5. The Commodity Being Exchanged in the Students' Interpersonal Functions

Information covered the 79.40% commodity being exchanged in the students' interpersonal functions, while the goods-&-services covered the 20.60%. It corresponds to the findings showing that students gave answer, disclaimer and statement functioning to exchange information. Meanwhile, the students' undertakings and refusal were functioned to exchange actions called goods-&-services.

4.3. Students' Experiential Functions of the Interpersonal Expressions

Process Types				
Relational Process		Material Process 5.1%	Mental Process 5.1%	Phatic Communication 15.4%
Intensive Identifying 71.8%	Intensive Attributive 2.6%			

Table 4.6. Process Types of Students Interpersonal Expressions

The tables shows that the intensive identifying relational process was reflected by 28 out of 39 (71.8%) used by the students in expressing the interpersonal expressions; the intensive attributive relational process was reflected by 1 (2.6%) clauses of the interpersonal expressions; the material process was reflected by 2 (5.1%) clauses as well as the material process which was reflected by 2 clauses (5.1%). Meanwhile, 6 expressions which did not convey any experiential functions were classified as phatic communication.

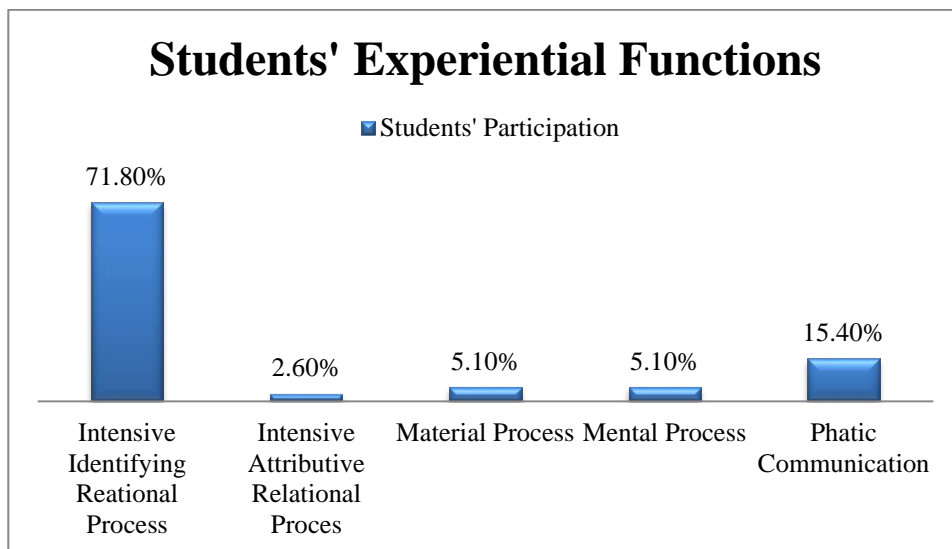The information is also provided in the following chart.

Chart 4.6. Students' Experiential Functions

- **Intensive Identifying Relational Clauses**

    The intensive identifying relational process is used to relate an item to its identity, as suggested by Eggins (2004). In the interaction, the items to define were the 'example of asking for apology expressions' and the 'example of gratitude expressions'. It shows that the interaction was a classroom discussion. Therefore, the domination of that process type shows that the major part of the interaction was exchanging the information of those items where the teacher ask the questions about them then the students mentioned some expressions demanded.

.No. Exchange	Teacher's Turn	Students' Turn
13	Okay, jadi kemarin belajar apa saja?	Pujian.
14	Bukan pujian, tapi tentang mengucapkan terima-kasih	Terima kasih
19	Okay, who can give example?	(a)///Thanks!/// (b)///Thank you very much!///

    However, the clauses representing the intensive identifying process were constructed only by the identifier and lacked of identified then the verbal groups of the clauses were ellipsed. Meanwhile, the teacher did not give any response on it. It reflects that the information

representing the identifier was the point being exchanged, even without the occurrence of the verbal group and the identified.

- **The Intensive Attributive Relational Clause**

The findings reveal that there was only one clause represented in intensive attributive relational process. The clause was used by a student to describe his health condition.

.No. Exchange	Teacher's Turn	Students' Turn
21	Toni, are you sleepy?	(…)
22	Wash your face! Kalau pusing, langsung ke PMR aja.	**Pusing, miss**.

This process was constructed by only a participant, the attribute, and a minor clause. The clause was delivered in Indonesian and lacked of the verbal group representing the process.

- **The Material Clauses**

The data shows that there were two material clauses used by the students during the three episodes of the oral interaction. The first material clause was used by a student to tell the teacher that he was going to leave the classroom. It was delivered in Indonesian before the teacher asked the students to say the appropriate expression which should be delivered in English. The other clause was used as a

response to the teacher's question about what someone in the conversation did.

.No. Exchange	Teacher's Turn	Students' Turn
11	What do you say?	Miss, mau ke belakang.
48	Joni-nya bisa gak?	///Ga:k///

Moreover, the analysis reveals that the two material clauses were constructed with the same pattern. The pattern used reflects that the actor and the verbal process were ellipsed. Therefore, the findings reflect that the material clauses were used by the students to represent the experiential functions in doing physical activities the students and someone else did.

- **The Mental Clauses**

The mental process was reflected by 2 clauses in the students' interpersonal expressions, as shown by the following extract.

.No. Exchange	Teacher's Turn	Students' Turn
6	"yes"? apa yang kamu pelajari kemarin?	(a)I don't know.
37	Oji said, ini tentang minta maaf terlambat sekolah. Yes, muridnya lupa mengerjakan PR.	(a)///Bingo:/// (b)Lupa ngerjain PR.

The first mental clause is a disclaimer used as an unexpected response to the teacher's question while the other is used as an answer to teacher's question about what happened to someone in the conversation. In the same way of the material process, there are no more mental clauses used by the students in the three episodes of the oral interaction. On the contrary, one out of two mental clauses was delivered in the target language and the other in Indonesian. The extract shows that the two mental clauses were used as the responses to the teacher's question in Indonesian.

- **The Phatic Expressions**

   The analysis found 6 phatic expressions used by the students during their participations in the classroom oral interaction. As suggested by Malinowsky (in González et al, 2011) that those expressions were not functioned in exchanging information and did not contain any experiential functions. Therefore, those expressions were not classified into any process types. The following extract shows the students' phatic expressions used in their participation in the classroom oral interaction.

No. Exchange	Teacher's Turn	Students' Turn
5	Ehm… What did we learn yesterday? "yes"? apa yang kamu pelajari kemarin?	///Ye:s! Ye:s!///

7	One by one. If you want to speak, say BINGO.	
		///Bingo bingo bingo:///
	yes, you…	
20	Say BINGO before you speak!	
		///Bingo:///

The result reveals that there were two kinds of phatic expressions found in students' utterances. The first one was 'Yes' which was used as a response to the teacher's 'WH' question, not a 'Yes/No' question. It reflects that the expressions was meaningless and did not represent the answer expected by the teacher. Therefore, it is categorized as phatic expression.

The other expression was 'Bingo'. It was functioned as the sign that the students were going to say something. The result shows that students frequently shouted that expression right after the teacher asked them a question then she pointed one of them to say the answer.

Considering the frequency of the occurrence of the second expression, it reflects that the students showed their attitude in playing their role in the oral interaction. The extract shows that the students tent to use the second expression before the mentioned their answer. This fact indicates that the students exactly know that there is a rule to participate the discussion.

Referring to the language the students used as the phatic expressions, English was the only language used by the students. The teachers explained that those expressions, particularly the second one,

were fixed expressions to use in a discussion and had been introduced to all students by the English teachers since the first meeting.

- **The Absent Processes**

However, the findings show that there were three processes were absent during the oral interaction. They were behavioral, existential, and verbal process. The absence of behavioral process indicates that the interaction did not contain any items representing the process of physiological and psychological reaction. Likewise, the lack of the existential process reflects that the interaction did not discuss the process of existence.

Meanwhile, concerning the point being discussed during the interaction, the objective of the lessons learned, about 'asking for apology' and 'expressing gratitude', during the oral interaction is that the students will be able to express gratitude and ask for apology appropriately in relation to the real life situation. It shows that the verbal process was expected, even demanded, to occur. Meanwhile, the result shows that the oral interaction lacks of that students' verbal activity where they use the asking for apology and gratitude expression purposefully, not as a matter of practicing.

Process Types	Indonesian	English
Intensive Identifying Relational	12.8%	59%
Intensive Attributive Relational	2.6%	-
Material	5.1%	-
Mental	2.55%	2.55%
Phatic Expressions	-	15.4%

Table 4.7. Process Types of Students Interpersonal Expressions in Indonesian and English

Furthermore, the table shows that some contrasts in regard to the students' language were found. English was used most frequently in their interpersonal expressions reflecting the experiential functions which are then classified into the intensive identifying relational process and mental process (one clause). Otherwise, there were some interpersonal expressions in English categorized into the phatic communication since they did not represent any experiential meaning. Meanwhile, Indonesian was used less frequently in the students' interpersonal expressions. Those Indonesian expressions reflected the intensive identifying relational process, material process, and mental process.

To conclude, in accordance to the process types reflected by the students' interpersonal expressions in Indonesian and English, English seemed to be used the students only as the matter of practice in the classroom oral interactions. Meanwhile, Indonesian was preferred to use by the students in their interpersonal expressions. Therefore, the L1 was used by the students in more meaningful way than the target language to do their moves in the English classroom oral interaction.

4.4. Validation of the Findings

The findings discussed in this chapter has been validated and confirmed by the two of English teachers of SMPN 47 Jakarta. They also confirmed that the findings revealed the typical situation of all EFL classes in SMPN 47 Jakarta. Therefore, the findings of this study are the reflection of the teaching and learning process in EFL class, especially the classroom oral interaction.