

## **CHAPTER IV DISCUSSION**

In this chapter, the writer would like to present the finding of research and the discussion. It will be describe bellow :

### **4.1 Finding**

In this part, the writer will present the general description of classroom interaction of eleventh grade of language major of MAN Bawu Jepara . This class handled by Mr. Zaini.,S.S as an English teacher. The first orservation was on 12<sup>th</sup> September 2018 at 07.15 – 08.00 a.m and the second observation was on 15<sup>th</sup> September 2018 at 10.00 – 10.45 a.m.

Based on the procedure, firstly the writer and co writer come to the class. The writer sat at the backside to encode the interaction between the teacher and the students on the Flander Interaction Matrix. Whereas, the co writer focused to record the interaction between the teacher and the students by using video recorder. After recording and encoding the teaching and learning process into ten categories that consist of ten rows and ten columns, the writer concerned with the construction of an Flander Interaction Matrix. Based

Doing observation, the writer calculated the teacher and students talk by using Flander's formulas that consist of 6 items ; 1) Teacher Talk Ration/ Percentage of Teacher Talk (TT), 2) Indirect Teacher Talk Ration (ITT), 3) Direct Teacher Talk Ration (DTT), 4) Students' Talk Ratio/Percentage of Students Talk (PT), 5) Silence or Confusion Ratio (SC), 6) Indirect and Direct Ratio. And finally, the writer identified students' and teacher's characteristics

by referring to the Flander's interaction matrix to identify the teacher's characteristics based on the data result of observation. The data would like to explain below :

#### **4.1.1 Interaction Event**

The data of observation generated from taking video recorder of two meetings of eleventh grade of language major of MAN Bawu Jepara. The writer observed the classroom interaction during 45 minutes each meeting. To collect the data, the writer conducted the study for one month. It was September 2018.

The subject of this study was English teacher named Mr. Zaini.,S.S and the students of eleventh grade of language of MAN Bawu Jepara, that consist of 30 students; 10 boys and 20 girls. The observation were focused on verbal interaction between the teacher and the students during the teaching and learning process. In addition, the writer also analyzed the pattern of classroom interaction that consist of four item; 1) content cross, the teacher control, teacher support and students participation in the classroom. The matrix presented in form of table and the complete enclosed in the appendix 4.

Table. 4.1 1<sup>th</sup> Meeting

		Teacher Indirect Talk			Teacher Direct Talk				Student Talk			Total
		AF	PE	AI	AQ	L	GD	CJ	SR	SI	SPC	
		1	2	3	4	5	6	7	8	9	10	
AF	1	2										
PE	2		1									
AI	3			5								
AQ	4				27							
L	5					13						
GD	6						4					
CJ	7							3				
SR	8								24			
SI	9									13		
SPC	10										2	
Total												94

Table. 4.2 2<sup>nd</sup> Meeting

		Teacher Indirect Talk			Teacher Direct Talk				Student Talk			Total
		AF	PE	AI	AQ	L	GD	CJ	SR	SI	SPC	
		1	2	3	4	5	6	7	8	9	10	
AF	1	1										
PE	2		9									
AI	3			4								
AQ	4				33							
L	5					18						
GD	6						7					
CJ	7							4				
SR	8								32			
SI	9									9		
SPC	10											
TOTAL												117

Form the matrix above, the writer interpreted that the teacher was dominated the class. Abarca (2004:3) state that teacher domination classroom is the one where the teacher spend most of the time taking, and the students participation is very limited. It can be seen from the number of teacher talk (tail 1-7) and students talk (8-10) that the number of teacher talk was much higher than students talk.

#### 4.1.2 Teacher Talk and Students Talk

In this part, the writer showed the percentage of teacher talk and students talk of eleventh grade of language major of MAN Bawu Jepara. Based on the Flander explanation (1970 cited Hai and Bee 2006). First, the percentage of teacher talk represented the amount of the total class during which the teacher speaking. Second, the percentage of student talk indicated the amount of the total class. The data presented below. The complete result can be seen in the appendix 3.

**Table 4.3 Comparison of Teacher Talk and Students Talk**

No	Meeting	Teacher Talk		Students Talk		SILENCE	
		Quantity	%	Quantity	%	Quantity	%
1.	First	55	26,06%	37	17,53%	2	0,94 %
2.	Second	76	36,01%	40	18,95%	-	-
<b>TOTAL</b>		<b>131</b>	<b>62,08 %</b>	<b>77</b>	<b>36,49%</b>	<b>2</b>	<b>0,95%</b>

This matrix described the comparison between teacher talk percentage and students talk percentage for two meetings. The result shows that the percentage of teacher talk and students talk are not really contrast; the score of teacher talk is 62,08% and the score of students talk is 36,49% and the score of silence is 0,95%. It was indicate that the students still have chance to participate in the calssroom. Although, the number of teacher talk is higher than students talk.

Furthermore, the proportion of teacher talk is 131 or 62,08%. It divided into 3 patterns; content cross, teacher control, teacher support. Second, the proportion of students talk is 77 or 36,49% and called students participation. The data will be presented below :

**Table 4.4 Comparison of Teacher Talk and Students Talk**

No	Profile	1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	Total
1.	Content Cross	18,94%	24,17%	43,11%
2.	Teacher Control	3,31%	5,21%	8,52%
3.	Teacher Support	3,76%	6,63%	10,39%
4.	Student Participation	17,53%	19,43%	36,96%

The written have been been counted these data by using FIACS formulas to get the valid data. The outcome of the data shows that

teacher talk number are 43.11%, 8.52%, 10,39%. (*content cross, teacher control, teacher support and students participation*). It showed that the predominant of teacher talk is content cross. It means that the teacher spent most of their time for lecturing and ask question and least is teacher support (*accept feeling, praise and encourage, and criticizing and justifying authority*). While students participation is 36,96%. It means that the students are quite active to respond and initiate the teacher's interaction. Then, the writer conclude that between the teacher and the students tried to take their own part in the classroom, interaction, although the students should increase their participation so the classroom interaction will be balanced.

## **4.2 Discussion**

The writer has finished to collect the data by using tally sheet (observation) and video recorder helped by co writer. The next is to discuss the result of observation that conducted for two time. The research goal of this study is to find out the predominant pattern of students talk and teacher talk, and to identify the types of classroom interaction. Will be explained below:

### **4.2.1. Predominant Pattern of Classroom Interaction in the Eleventh Grade of Language Major of MAN Bawu Jepara.**

Based on the data result of observation that has been explained in the previous part of this chapter, it presented the most dominant categories was teacher talk. This category divided into two categories;

indirect talk (*Accept Feeling, Praise and Encouragement, Accepts or Uses Ideas of Students*) and direct talk (*Asking Question, Lecturing, Giving Direction, Criticizing or Justifying Authority*). The data showed that the percentage of teacher talk was 131 or 62,08 % . The complete result can be seen in the appendix 3.

It indicated that the number of teacher talk was highest than students talk. Then, the writer interpreted that the teacher took most of time to speaking in the teaching classroom. Between indirect and direct talk the big score got by category of ‘Asking Question’. The score was 27 (1<sup>st</sup> meeting) and 33 (2<sup>nd</sup> meeting ). The data will be presented below.

**Table 4.5 Matrix Of Flander Interaction in Two Meetings**

	Teacher Talk										Students Talk				Silence		TOTAL			
	AF		PE		AI		AQ		L		GD		CJ		SR			SI		SPC
Meeting	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II	I	II
AF	2	1																		
PE			1	9																
AI					5	4														
AQ							27	33												
L									13	18										
GD											4	7								
CJ													3	4						
SR															24	32				
SI																	13	9		
SPC																			2	
<b>TOTAL</b>																				<b>211</b>

## 1. Accept Feeling

In the result of observation, accept feeling got lowest score in the teacher talk categories. In the first meeting the score was 2 of 55 and the second meeting the score was 1 (1<sup>st</sup> meeting ) of 76 (2<sup>nd</sup> meeting) from the total of 211. It was very limited than the others. The complete data will be seen in the appendix of 1.

Talking about accept feeling, it was category was rarely used by the teacher because the teacher was comply the rule of school and the rule of teaching. This the example of accept feeling.

### Extract 4.1

*T : Assalamualaikum Wr. Wb*

*S :L Waalaikumsalam Wr. Wb*

The context of this conversation was the teacher greeted the students for giving salam. Afterward, the students responded teacher's greeted. This category should be applied by the all of teacher to fulfill the school and teaching rule of the teacher. And accept feeling used by the teacher to open and close the learning process. Such as greetings.

## 2. Praise and Encouragement

The category of praise and encouragement was focus on how the teacher appreciated about students behavior, students' ideas, and also students understanding. Sometimes, the teacher need to praise the students for their positive behavior. The example of



expressions used by the teacher were clearly in the following in the extract 4.2.

**Extract 4.2**

*T : Dika?*

*S : Yes sir. "I think smoke is bad"*

*T : Yes. Excellent*

In this conversation, the teacher ask to one of the student named Dika to give an example of exposition sentence. Then, the student gave correct answer, so the teacher gave him praise by saying "Yes Excellent".

Then, the result of observation, the score of praise and encouragement was 1 (1<sup>st</sup> meeting ) and 9 (2<sup>nd</sup> meeting) from the total of 211. It indicated that the teacher should applied this category more. Because when the teacher gave a praise to the students, it made the student's enthusiasm will improved. For the reason, they felt that their opinion or their ideas praised by the other, especially for the teacher. So, in the next, the students' will be braved to express their ideas. And finally, the students participation will be improved.

**3. Accepts or Uses Ideas of Students**

The score of accept or uses ideas of students was 5 (1<sup>st</sup> meeting) and 4 (2<sup>nd</sup> meeting) from the total of 211. It showed that this category was very limited also. While this category become the important thing for the students. Because in this category the

teacher invite the student's opinion in order to the students were not afraid to talk in the classroom and the students has motivation to talk about their opinion. In consequence, if there was no accept feeling or just little, the students participation will be decrease. Because actually, this categories helped the teacher to improve students' involvement in the teaching and learning process. The expressions used by the teacher were clearly in the following in the extract 4.1

**Extract 4.3**

*T : Last time, we learned about?*

*S : Analytical Exposition sir.*

*T : Yes, that correct*

This conversation described that the teacher checked students' memory about the materials last time. And the students answer to the teacher's question correctly, with the result the teacher confirm students' answer.

**4. Asking Question**

The category of asking question got the highest score of teacher talk. The score was 27 (1<sup>st</sup> meeting) and 33 (2<sup>nd</sup> meeting) from the total of 211. It means that the teacher spent their most of time to give question to the students in the teaching process. Based on Lili's statement (2011:5) teacher asks a question about content or

procedure with the intent that a student. The expressions used by the teacher were clearly in the following in the extract 4.4

**Extract 4.4**

*T : Who is absent today?*

*S : No sir*

In this conversation, the teacher check students attendance list by asking question to the students in the classroom. But as the result, the domination of ‘asking question’ supported by the teaching method that teacher used. It was a questioning. The method focused on the teacher. So, it made the process of learning walked unbalanced. While, in the century era, the concept of education placed the students as an center of learning. But in the reality, the teacher still be an actor in the learning process of classroom.

In conclusion, the teacher better than to use the method that focus on the students also, such as cooperative learning. This method designed to makes the students participation increase. So, the classroom interaction walked balanced.

## **5. Lecturing**

In usual, lecturing could be defined as an teacher activity for giving the explanation, information or lecture about the material to the students. this category was often applied by the teacher in the classroom because the students would not understood about the

lesson without explanation or lecture by the teacher. The expressions used by the teacher were clearly in the following in the extract 4.5

**Extract 4.5**

*“T : Actual is a something happening right now. You shouldn't write a news that happened last year. Actual is something happens right now. Factual based on the fact. Something that people are talking at the present time”*

In data result of observation, the score of this category was 13 (1st meeting) and 18 from (2nd meeting) from the total of 211. It means that, the teacher used his times much quite. For two meetings, the teacher explained chapter 3 entitled “An Exposition About Environment’ through of introduction, analytical exposition, social function of analytical exposition, structure of analytical exposition, language features of analytical exposition. All the materials explained by the teacher conventionally. Such as, teacher just explained the material in front of the class and the students sat in the chair and heard teacher’s explanation.

Moreover, the teacher could be used another media of learning to explains the materials to the students. Such as a picture, projector, puppet or etc. It made the students more interested to listen teacher’s explanation and also helped the teacher to make the students more understood about the material.

## 6. Giving Direction

In the classroom activity, the teacher as a manager. It means that the teacher decided what the classroom would be. belongs to giving direction. By giving direction, the teacher arranged the classroom appropriate with teacher's classroom design. The expressions used by the teacher were clearly in the following in the extract 4.6

### **Extract 4.6**

*T : The next please read by your self.*

*S : Yes sir.*

The context of this conversation was the teacher gave the students command to read the rest of text. And the students respond teacher's direction.

Then, according to result of data observation, the score of giving direction was 4 (1st meeting) and 7 from (2nd meeting) from the total of 211. It presented that during of teaching and learning activity, the teacher just little bit for giving the student's command. Because most of time used by teacher for asking the students. Such as check students understanding.

## 7. Criticizing and Justifying the authority

Criticizing and Justifying the authority sometimes happened when the students has wrong or not complete in doing something, so the teacher must critic and justify about it in order

to the students knew about their wrong and the students were not repeated about their wrong. The expressions used by the teacher were clearly in the following in the extract 4.7

**Extract 4.7**

*T : What the example of public facilities? please mention it.*

*S : Park, buss station*

*T : What else?*

*S : Airport, street, tourist destination*

The word of ‘what else’ indicated that the teacher tried to explore the students’ opinion more. And finally the students gave their another answer. This categorize also helped the teacher to discover the students’ ideas as much as possible. But in the result of data observation, showed that the number of criticizing and justifying the authority was low. It was 3 (1st meeting) and 4 (2nd meeting) from the total of 211. So, the teacher should gave many feedback to the students. Not only gives simple question, but tried to gave the question ‘what’ and ‘why’ . It practiced the students to think critically.

**4.2.2. Less Dominant Pattern of Classroom Interaction in the Eleventh Grade of Language Major of MAN Bawu Jepara.**

Based on the data that presented before, the total precentage of students talk lower than teacher talk. It showed that students talk was less dominated pattern in the classroom intereraction of eleventh grade

of language major of MAN Bawu Jepara. This statement related to the data below :

**Table 4.6 Comparison Of Teacher Talk And Students Talk**

No	Meeting	Teacher Talk		Students Talk		SILENCE	
		Quantity	%	Quantity	%	Quantity	%
1.	First	55	26,06%	37	17,53%	2	0,94%
2.	Second	76	36,01%	40	18,95%	-	-
<b>TOTAL</b>		<b>131</b>	<b>62,08%</b>	<b>77</b>	<b>36,49%</b>	<b>2 %</b>	<b>0,95%</b>

The difference number of the the teacher and the students were 22.64 %. It was quite high. Students Talk divided into three categories ; Student Talk Respond, Student Talk Initiate, Silence of Confusion. The highest score got by 'Student Respond' that was, 24 (1<sup>st</sup> meeting) and 32 (2<sup>nd</sup> meeting). The The complete result can be seen in the appendix 1.

### **1. Student Talk Respond**

This pattern became the most dominant compared in the category of students talk. Based on the data above, presented that the score of students talk respond was 56 utterances out of 211 total utterances. It described that the students response to teacher talk as

much as possible. When the writer analyze in the classroom, mostly the students gave their answer after teacher gave a question to the students. The expression used by the students were clearly shown in the following extract 4.8

**Extract 4.8**

*T : Exposition is an arguments text. Do you ever heard?*

*S : Yes sir.*

This conversation aimed to check students knowledge about exposition text. Directly, the students gave respond that they ever heard about the material. After found the data, the writer conclude when the students respond to the teacher's question, it has good impact to engage the students to have participation more.

**2. Student Talk Initiate**

The another categories of students talk was student talk initiate. According to Lili et al (2011: 5) defined students talk initiate including the respond to the teacher's statement which indicates the student is willing to talk. The expression used by the students were clearly shown in the following extract 4.9

**Extract 4.8**

*T : As a tourist, what do you feel if you visit to the tour destination with full of rubbish?*

*S : It will makes the tourist uncomfortable in that place sir.*

The conversation above, pointed that the student was confidence to gave her own idea to answer teacher's question.



Meanwhile, the total number of student talk initiate was 32 utterances out of 211 total utterances. It means that the students were able to express their own ideas orally and has motivation in initiating their opinion during learning process. In other hand, the students' confidence will grow and braver to express their opinion to another people. It related to Pinter in Septiningtyas (2016: 79) state good characteristics of learner are those who willingness to experiment the language and initiate questions in interacting with teacher.

In conclusion, the willingness of the students participation for giving ideas or opinion was very important. Because it helped the students speaking much better.

### **3. Silence of Confusion**

The variable of student participation is silence. It presented in lowest frequency 0,95% or 2 utterance of 211 of total utterance. Silence happened when the students do not produce sound to respond teacher question. The expression used by the students were clearly shown in the following extract 4.10

#### **Extract 4.10**

*T : Have you ever heard about emotive word?*

*S : (No answer)*

Sometimes the students silence because they did not what the teacher said or they did not understand the question of teacher's gave. Finally, the students just silence and didn't gave respond to the teacher's question. If this happened, the teacher should helped the students to find out the answer or provided extra time for the students to get the answer.

#### **4.2.3. Types of Classroom Interaction**

The most important elements of teaching and learning process was interaction. If there is no interaction, there is no transfer of knowledge. And if there is no transfer of knowledge, there is no teaching and learning process. So, the position of interaction is very urgent. The success of interaction between the teacher and the students, also indicated of the successful of teaching and learning process in the classroom.

The ideal of classroom interaction happened when the teacher talk and students talk walked balanced minimally. Indeed, the concept of education was students as a centered learning recently. The role of teacher as a facilitator and the students as an prime actor in the learning process. It means that teacher less active and the students more active. But after conducted observation in eleventh grade of language major of MAN Bawu Jepara. The teacher quite dominant than the students. This statement proven by the data that the writer got from conducted observation for two times.

**Table 4.7 Comparison of Teacher Talk And Students Talk**

No	Meeting	Teacher Talk		Students Talk		SILENCE	
		Quantity	%	Quantity	%	Quantity	%
1.	First	55	26,06%	37	17,53%	2	0,94 %
2.	Second	76	36,01%	40	18,95%	-	-
<b>TOTAL</b>		<b>131</b>	<b>62,08%</b>	<b>77</b>	<b>36,49%</b>	<b>0,94</b>	<b>0,95%</b>

From the data above, the writer conclude that the types of classroom interaction of eleventh grade of MAN Bawu Jepara was “Teacher Dominate the Classroom Interaction”. Because the total of the teacher talk frequency was 62,08% much better than students talk 36,49% . The difference of both almost a half of in it. It indicated that the teacher taking the most of time to control the classroom activity. And the students have chance to participation was little bit.