

**“The Analysis of Classroom Interaction:
A Birmingham School Approach”**



By

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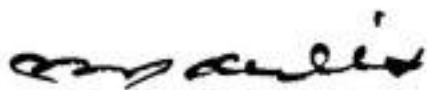
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The Writer

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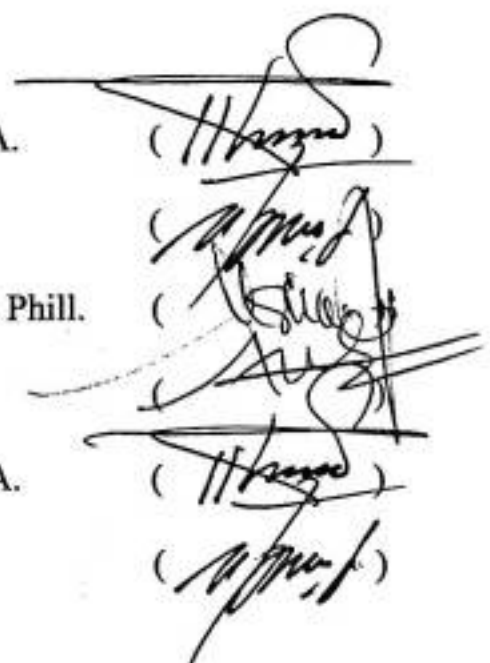
**THE ANALYSIS OF CLASSROOM INTERACTION:
A BIRMINGHAM SCHOOL APPROACH**

Yang diajukan dalam rangka memnuhi salah satu syarat ujian akhir guna memperoleh gelar sarjana pada Fakultas Ilmu Budaya, Jurusan Sastra Inggris, Universitas Hasanuddin.

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ABSTRAK

Skripsi ini berjudul "*The Analysis of Classroom Interaction: A Birmingham School Approach*". Skripsi ini membahas penerapan Birmingham School Approach pada interaksi yang terjadi di dalam kelas. Birmingham School Approach sendiri adalah pendekatan yang digunakan untuk menentukan **I-R-F moves** dan **act** dalam sebuah percakapan. Tujuan penulisan skripsi ini adalah untuk menerapkan Birmingham School Approach tersebut pada percakapan yang terjadi di salah satu kelas di Universitas Hasanuddin. Penulis tertarik melakukan analisis Birmingham School Approach tersebut dikarenakan bergantinya sistem pengajaran di Universitas Hasanuddin dari 'mengajar' menjadi 'memfasilitasi'. Penulis ingin mengetahui seberapa besar peran siswa dalam mengendalikan interaksi di dalam kelas.

Penulis melakukan penelitian pada Kelas Berbicara Bahasa Inggris II pada Jurusan Sastra Inggris Universitas Hasanuddin. Penulis memilih kelas ini dengan pertimbangan bahwa peserta kelas tersebut adalah mahasiswa semester V (lima) yang dianggap telah mampu bercakap bahasa Inggris dengan pengucapan yang mudah dimengerti. Data dikumpulkan dengan cara perekaman suara melalui *tape recoder*. Perekaman video melalui *handycam* juga dilakukan sebagai pendukung data yang terekam melalui *tape recorder*. Data yang telah terekam selanjutnya dijabarkan ke dalam table **act** dan **I-R-F moves**. Data yang telah dijabarkan ke dalam table selanjutnya dibahas dengan menggunakan teori Birmingham School Approach.

Hasil penelitian menunjukkan bahwa pengajar pada Kelas Berbicara Bahasa Inggris II tersebut tidak mendominasi jalannya interaksi yang terjadi. Siswa-siswa pada Kelas Berbicara Bahasa Inggris II tersebut pun mendapat kesempatan yang besar dalam interaksi baik itu dalam memulai interaksi, memberikan tanggapan, maupun memberikan tanggapan balik terhadap tanggapan yang telah diberikan sebelumnya.

CHAPTER I INTRODUCTION

1.1 Background

Human can not live better without language. With language, they can express both ideas and feelings to others. Through such activities, they can also build a relationship to understand each other. This allows people to get a good cooperation. Hence, language becomes an integrated part of human social life and its role is undeniable.

Most of the significant and engrossing activity in human life is to communicate through conversation. While communicating, they use words and sentences in conveying their messages to make the hearers/listeners understand what they intend to mean.

In classroom activity, conversation often occurs between teacher and students. In this case, teacher, as the instructor, plays a significant role in learning itself. Concerning with classroom conversation, there is a moving method used to analyze the types of discourse occurred in classroom especially spoken discourse. The approach is known as Birmingham School Approach. This approach is pioneered by Sinclair and Coulthard (1975).

Universitas Hasanuddin, as the biggest university in the Eastern Indonesia, has recently changed its classroom teaching system from 'teaching' into 'facilitating'. It means that the teachers in the classrooms are not only dictating the lessons but also giving their pupils to contribute more in class activity. Thus, the teachers are do not play the most significant role any more in learning itself. In

interacting, the pupils are given a lot of opportunity to began a conversation. It can be realized by giving them a lot of activities such as discussion, topic presentation, or even making a little acting in front of the class concerned with the topic chosen. Therefore the writer is curious to analyze the application of Birmingham School Approach that carries out by the teacher and the pupils. That is the reason why the writer choose **“The Analysis of Classroom Interaction: A Birmingham School Approach”** as the title of this thesis.

The writer did the research at Speaking II course in the English Department of Universitas Hasanuddin as the object of the study. The writer chose this class because the students who take this class are the year 2005 students which are considerable to have a good enough English skill and able to make an interactive conversation between them and teacher.

1.2. Identification of Problem

There are several problems the writer identifies in analyzing the conversations occurred:

1. It is difficult to analyze the application of Birmingham School Approach in Speaking II class due to the new teaching system applied.
2. It is difficult to elaborate the conversations that carried out in Speaking II class by using *acts* and *I-R-F moves* of Birmingham School Approach due to the new teaching system applied.

1.3. Scope of Problem

From the above identification, the writer did research at Speaking II class of English Department, University of Hasanuddin. From the five rank structures mentioned above (lesson, transaction, exchange, move and act), the writer only focus on *the acts* and *the I-R-F moves*.

1.4. Statement of Problems

Based on the scope of the problem, the analysis is focused on the following points:

1. How are the interactions in Speaking II class carried out by the teacher viewed from *acts* and *I-R-F moves* of the Birmingham School Approach?
2. How are the interactions in Speaking II class carried out by the students viewed from *acts* and *I-R-F moves* of Birmingham School Approach?

1.5. Objectives of Study

This writing certainly has objectives. The objectives of this writing are:

1. To analyze the application of Birmingham School Approach in Speaking II class.
2. To elaborate the conversations that carried out in Speaking II class by using *acts* and *I-R-F moves* of Birmingham School Approach.

1.6. The Significance of the Study

The writer hopes this writing will have a contribution to the development of such field of study. The writer also hopes this research will have continuity from the readers who are attractive to this research.

1.7. Methodology

Methodology is useful to help the writer in collecting theories and analyzing the data. The methodologies the writer used in this writing are as follows:

1.7.1 Library Research

Library Research is the way of collecting theories through literature connected with the problem presented. Relevant books and other published materials in the form of paper and thesis are helpful in presenting this writing.

1.7.2 Field Research

The writer did the research in Speaking II class that locted at Laboratory F FIS V 109. The class was attended by around twenty six students, which all of them are the year 2006 students. Before doing the research, the writer asked the teacher in order to get permission in doing the research in her class. The research is done in two days; on Friday, May 2, 2008 and Friday, May 9, 2008. Generally for the data, the writer used recording techniques in gathering them. The recording

techniques were tape-recording and video-recording. Tape-recording used as the main technique and video-recording as the supporting technique. It is meant to get data well structured and easy to analyze.

1.7.3 Method of Analyzing Data

In analyzing the data, the writer used descriptive method by the following steps:

- a. Transcribing the conversations.
- b. Numbering the conversation.
- c. Making tables for each conversation.
- d. Analyzing the *acts* and the *I-R-F moves* of Birmingham School Approach in the conversations.
- e. Making the conclusion of analysis.

1.7.4 Source of Data and Sample

Data source and sample can be seen below:

1.7.4.1 Source of Data

Data source in this research is all of the transcription in Speaking II class of English Department, University of Hasanuddin, which occurred on Friday, May 9, 2008.

1.7.4.2 Sample

The samples taken were selected from nine parts of data in the conversation on Friday, May 9, 2008. The writer did not choose the data recorded on Friday, May 2, 2008 because the writer had considered that the rank structure of Birmingham School Approach was in the data taken on Friday, May 9, 2008. The selected data were three, five, six, seven, and nine. The total of this five parts were 77 conversations. The writer meant to take on purpose half of data in this research because he thinks that this amount of part is enough to represent the approach intended.

CHAPTER II THEORETICAL BACKGROUND

The writer has done the research by using analysis of discourse. The analysis focused on Birmingham School Approach which is pioneered by Sinclair and Coulthard (1975). Below are the basic theories which are used as the reference by the writer.

2.1. Previous Studies

The previous works are:

2.1.1 *The Birmingham School Model In Television Situation Comedy 'FRIENDS': A Discourse Analysis*

This thesis was written by Arianti in 2004. It discussed the application of Birmingham Model in a television situation comedy, Friends. 'Friends' is television situation comedy which tells about the life of a group of people live in an area and be friends to each other. The writer then took one of the episodes as the research object by using the Birmingham Model. The purpose of the thesis was to apply the Birmingham Model outside the classroom especially to a comedic conversation. The writer would like to see the existence of *acts* in that kind of conversation. The data were processed by recording the conversation, writing the utterances happened, numbering, tabling, coding, dividing according to the topic, and finally analyzing. The result showed that the Birmingham Model not only can be applied inside of

classroom, but also outside the classroom, even though the order of *I-R-F moves* was not always right.

2.1.2 *The Analysis of Classroom Interaction in IDP: A Birmingham School Approach*

This thesis was written by Patricia in 2006. The purpose of this thesis was to apply the Birmingham School Model outside a formal school especially in an English course. The writer would like to see the existence of *acts* in the English course conversations whether they have the right order of *I-R-F moves* or not. The data were processed by recording the conversation, writing the utterances happened, numbering, tabling, coding, dividing according to the topic, and finally analyzing. The result finally showed that *I-R-F moves* not always appear in every talks as well as the order. From 22 *acts*, the teacher did 15 *acts* and other participants did only 6 *acts*. The teacher did the three moves excellently and the other participants only did the two moves, *initiation* and *response without initiation*.

2.2 Discourse Analysis

Discourse is a stretch of language that bigger than a sentence and it is used to communicate something and felt to be coherent. A discourse can be a set of utterance which constitutes any recognizable speech event, e.g.: a conversation, a joke, etc.

According to Cook (1989: 6), discourse is a kind of language, which has been used to communicate something and is felt to be coherent (and may, or may not, happen to correspond to a correct sentence or a series of correct sentence).

Discourse analysis is a method used to analyze such discourse. Cook (1989:6) mentioned that discourse analysis is the search for what gives discourse coherence. Further he explained that discourse analysis examines how stretches of language considered in their full textual, social, and psychological context become meaningful and unified for the research.

Michael McCarthy defines discourse analysis in his writing as follows:

“Discourse analysis is concerned with the study of the relationship between language and the context in which it is used. It grew out of work in different disciplines in the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropology and sociology. Discourse analysts study language in use: written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk.” (1991: 5)

So it can be concluded that discourse analysis is a way to examine how stretches of language become meaningful and unified for their user, considered in their full textual, social, and psychological context (Cook, 1981: 1)

2.3 The Birmingham School Approach

Birmingham School Approach is an approach used to analyze the spoken discourses occurs in classroom activity/conversation. This model of analysis is found by Sinclair and Coulthard (1975) where research initially concerned with the structure of discourse in school classroom at University of Birmingham. Although this model is not the only valid approach to analyze discourse, this model is simple and powerful enough which has relationship with the study of speech act as proposed by Austin (1962) and John Searle (1969, 1975). Sinclair and Coulthard found that traditional

classroom activity has no varying pattern of conversation. It often occurs that the conversation in such classroom seems like journalistic interview; the teacher ask then the pupil(s) answer then the teacher ask again then the pupil(s) answer again and so on.

As Atkins (2001) proposed, the approach should be useful when applied to the language of the classroom because the language of the classroom differs from many forms of spoken discourse in that it is formally structured and controlled by one dominant party, i.e. the teacher.

An extract from their data illustrates this:

(T = Teacher, P = any pupil who speaks)

T: Now then... I've got some things here, too. Hands up. What's that, what is it?

P: Saw

T: It's a saw, yes this is a saw. What do we do with a saw?

P: Cut wood.

T: Yes. You're out though. What do we do with a saw? Marvelette.

P: Cut wood.

T: We cut wood. And, erm, what do we do with a hacksaw, this hacksaw?

P: Cut trees.

T: Do we cut trees with this?

P: No. No.

T: Hands up. What do we do with this?

P: Cut wood.

T: Do we cut wood with this?

P: No.

T: What do we do with that then?

P: Cut wood.

T: We cut wood with that. What do we do with that?

P: Sir.

T: Cleveland.

P: Metal.

T: We cut metal. Yes we cut metal. And, er, I've got this here. What's that? Travis.

P: An axe.

T: It's an axe yes. What do we cut with axe?

P: Wood, wood.

T: Yes I cut wood with the axe. Right...now then, I've got something more things here ...

(etc.)

(McCarthy, 1991: 12-13, based on Sinclair and Coulthard 1975: 93-4)

The rank structure for the lessons as follows:

- Lesson
- Transaction
- Exchange
- Move
- Act
-

2.3.1. Acts

Acts, as the lowest rank in this scale, are speech acts of Austin (1962) and John Searle (1969, 1975). It is the smallest unit of Birmingham ranks. Acts are defined principally by their interactive function. The definition of it is depending on the function of each act. Usually acts are expressed both by clauses or single word. Below is the list of speech act Sinclair and Coulthard identified which is usually used by the teacher and pupils.


Sinclair et al. proposed twenty-two acts; with subvarieties distinguished in terms of content so we can present the system here without oversimplification in terms of seventeen acts, which can be grouped into three major categories – meta-interactive, interactive, and those concerned specifically with turn-taking; the seventeenth act, aside, was proposed to handle occasions in the classroom when the teacher withdrew from interaction and produced utterances like ‘Where did I put my chalk?’. (Coulthard, 1985: 126)

Coulthard (1985) illustrated the seventeen acts as follows:

<i>Meta-interactive</i>		<i>Interactive</i>	<i>Turn-taking</i>
marker	informative	Acknowledge	cue
metastatement	Directive	React	bid
loop	Elicitation	Reply	nomination
	Starter	Comment	
	Accept	Evaluate	

Taking the meta-interactive acts first, *marker* is the act, which realizes framing moves, ‘now’, ‘right’, etc; *metastatement*, talks about the discourse, realizes focusing moves; and *loop*, realized by such terms as ‘pardon’, ‘again’, ‘what did you say’, which can occur following any move, puts the discourse back to where it was before the preceding move (Coulthard, 1985: 126).

Within those categories is the IRF model, which will be used specifically to fit data:

<u><i>Initiation</i></u>	<u><i>Response</i></u>	<u><i>Follow-up</i></u>
informative	acknowledge	-----
directive	(acknowledge) react	 accept evaluate comment
elicitation	reply	

And below is the twenty-two acts proposed by Sinclair and Coulthard:

Code	Act	Function	Realization (e,g)
Acc	Accept	Shows T has heard correct	'Yes', 'Good', 'Fine'
Ack	Acknowledge	Shows P has understood, intends to react	'Yes', 'OK', 'mhmm', 'Wow'
Z	Aside	T talking to himself/herself	Statement/question/command
Bid	Bid	Signals desire to contribute	'Miss!', 'Sir!' Raised Hand
Ch	Check	Check progress	'Finished?', 'Ready?'
C	Cue	Evokes bid	'Hands Up!', 'don't call out'
Cl	Clue	Gives extra information	Statement/question/command
Com	Comment	Exemplifies/expands/justifies	Statement/tag question
Con	Conclusion	Summarizes	'So, what we've been doing here is'
D	Directive	Requests action	Imperative
EI	Elicitation	Requests answer	Question
E	Evaluation	Evaluates	'Good', 'Interesting', 'Yes'.
I	Information	Provides	Statement
L	Loop	Returns to point before P's answer	'Pardon?', 'Again?'
M	Marker	Marks boundary in discourse	'Well', 'OK', 'Right'
Ms	Metastatement	Explicitly refers to development of lesson	Statement
N	Nomination	Tells or permits a P to development of lesson	'You', 'Yes', 'Jane'
P	Prompt	Tells or permits a P to contribute	Go on', 'Hurry Up'
Rea	React	Reinforces directive or elicitation	Non-linguistic
Rep	Reply	Provides appropriate reply to elicitation	Statement/question/nod
-	Silent stress	Highlights marker	Pause
S	Starter	Provides information to facilitate response	Statement/question/command

(Cook, 1989:47, based on Sinclair and Coulthard 1975: 40-44)

2.3.2. Move

Move is larger than acts. Moves consist of one or more acts and combine to form various kinds of exchange – rather than as grammarians formulate rules describing how words combined into phrases, or phrases into clauses.

There are five types of move: *framing move*, *focusing move*, *opening move*, *responding move*, and *follow-up move*.

Framing move is used to mark put the lesson in some way; by giving the pupils a clear signal of the beginning and end of mini-phase of lesson with using the words “now then” and “right” with falling intonation and short pause afterwards. It is a kind of meta-linguistic speech used to attach to certain structural feature.

Focusing move is also a kind of meta-linguistic speech used to structure the discourse, and the analogy with both framing and focusing moves’ non-specialist meanings should not be taken too far.

The next three types of moves are the main moves in an exchange. Sinclair and Coulthard call them as *opening move*, *answering move* and *follow-up move* (McCarthy, 1991: 16, based on Sinclair and Coulthard, 1975: 26-27), while Sinclair and Brazil prefer to talk of *initiation*, *response*, and *follow-up* (McCarthy, 1991: 16, based on Sinclair and Brazil, 1982: 49). The writer decides to call *initiation*, *response*, and *follow-up* (IRF) for consistency.

2.3.3. Exchange

Exchange consist of three moves; opening, answering, and follow-up moves. If we are talking about adjacency pairs, we can find it in exchange. Opening and answering moves are other words of adjacency pairs' utterance and response. In example below, there is such coincidence, but in adjacency pairing occurs in the opening and answering (*statement of achieving – congratulation*), and in the answering and follow-up move (*congratulation – thanks*):

1. A: Congratulations on the new job, by the way.

B: Oh, thanks

2. A: I've just passed my driving test

B: Oh, congratulations.

A: Thanks

(McCarthy, 1991:122)

According to Sinclair and Coulthard (1975), in a traditional classroom teachers often use the opening and follow-up moves, while pupils are restricted to answering move. Pupils almost do not have opportunity to do follow-up moves even opening moves because both are often still in the hands of teachers. Contrast with outdoor conversations, the conversations often has a complete move; opening, answering, and follow-up. It is because people outside classroom do not behave like teachers and evaluate the quality of one another's utterance. People outside classroom often evaluate the content of utterance. Compare the examples below:

1. Teacher : Now Maria, you ask Fumiko.

Maria : What did you do at the weekend?

Fumiko : I went to Wales.



- Teacher : Good, now Fumiko, you ask Marco ... (etc.)
2. Maria : What did you do at the weekend?
- Fumiko : I went to Wales
- Maria : Oh really? Where did you go?

(McCarthy, 1991: 123)

Atkins (2001) writes exchange is divided into two types; *boundary* and *teaching (free) exchange*. The combination of framing and focusing move forms boundary exchange, and the combination of initiation, responding, and follow-up moves (I-R-F) forms free exchange.

Below are examples of exchange consists of I-R-F moves:

Move	Exchange 1	Exchange 2	Exchange 3
Initiation	A: What time is it?	A: Tim's coming tomorrow	A: Here, hold this
Response	B: Six Thirty.	B: Oh yeah.	B: (takes the box)
Follow-up	A: Thanks	A: Yes	A: Thanks

(McCarthy, 1991: 16)

Based on the type initiation move, exchange can be divided into three types; *elicit exchange* (when initiation move consists of elicitation), *inform exchange* (when consists of information), and *direct exchange* (when consists of directive act).

Examples of moves are given below (each point (a, b, and c) are exchanges, each with three moves also with the types of exchange):

- (a) A: What time is it?
B: Six thirty. *(elicit exchange)*
A: Thanks.
- (b) A: Tim's coming tomorrow
B: Oh yeah. *(inform exchange)*
A: Yes
- (c) A: Here, hold this.
B: (takes the box) *(direct exchange)*

A: Thanks
(McCarthy, 1991: 15)

In modern classroom, *teaching exchange* consist of *initiation move* (called the opening move in Sinclair and Coulthard's original mode), *response move* (answering move), and *follow-up move*. This three-move structures of an exchange (IRF) is characteristic of teacher-led discourse, in which the teacher asks question on provides some degree of comment or evaluation.

2.3.4. Transaction

Transaction is larger than exchange. It is a kind of utterance that makes boundary of a discourse (a lesson in this case). Sinclair and Coulthard said that transaction consist of two framing moves. Framing moves is an utterance to mark out a lesson to another. Framing moves can be 'Now then....' or 'Right...Now then'. It is meant to give the pupils a clear signal of the beginning and end of this mini-phase of lesson by using those words in a particular way (with falling intonation and a short pause afterwards) that make them into short of frame on either side of the sequence of question and answer. Transaction captures the feeling of what is being done with language here, rather in the way that we talk of a 'transaction' in a shop between a shopkeeper and a costumer, which will similarly be a completed whole, with a recognizable start and finish.

Coulthard wrote:

Transactions do have a structure, expressed in terms of exchanges, and Sinclair et al. note that the boundaries of transactions are typically marked by *frame* whose realization at the level of form is largely limited to five words – ‘OK’, ‘well’, ‘now’, ‘good’ – uttered with strong stress, high falling intonation and followed by a short pause. It was also observed that teachers follow a frame, indicating the beginning of the transaction, with a *focus*, a *metastatement about* the transaction. (1985: 123)

2.3.5. Lesson

The largest unit, lesson, is an act of faith since they were unable to provide any structural a statement in terms of transaction. As no structure has been discovered since, it looks as if fact lessons the same status as paragraph in grammar.

Figure below shows an illustrative analysis of part of a lesson. This extract was chosen because there is a detailed information transcript available in Brazil *et al.* (1980, pp. 159-61) and the recording is available on the tape that accompanies that book.

Exchange type	Initiation	Act	Response	Act	Follow-up	Act
directing	Put it near your tissue paper	Dir				
eliciting	Tell me what happens when you put your pen near your tissue paper	el	Sir the pen er picks it up	rep	Yes	ev
eliciting	Would you say the pen is doing some work	el	Yes sir	rep	Yes	Ev
eliciting	Would you say the pen was using something	el	i) Yes sir ii) Energy sir	rep rep	i) Yes ii) It's using energy Yes	ev ev acc
eliciting	Where did you get the energy from	el	Sir, sir From your arm	bid rep	From the rubbing Yes	ev acc
boundary	Right FRAME	mark				
directing	Put your pens down	dir				
directing	All eyes on me	dir				
informing	Now,	mark				

	What we've just done is given some energy to this pen	inf	
eliciting	Now, Where've we got the energy from	mark el	

A horizontal line across the page marks an exchange boundary, a bold line a transaction boundary; the initiating, responding and follow-up moves are then presented sequentially across the page. (Coulthard, 1985: 127-129)

CHAPTER III ANALYSIS OF DATA

In this chapter, the writer would like to describe the conversation occur that carry out by teacher and pupils in Speaking Class II by using *acts* and *I-R-F moves* of Birmingham School Approach. The class was attended by around twenty six students, which all of them are the year 2006 students.

The ways of the writer analyzing the data are; first of all, the writer presents the talks of each datum; then, the witer organizes the talks into a table which is presented previously in page 16; after that, the writer presents the complete form of abbreviations from the table; and finally, the writer describes the talks with the *acts* and *I-R-F moves* of Birmingham School Approach.

The writer chooses four selected parts from the eights parts of the conversation recorded. The parts are part three, part five, part six, and part seven. The conversation was occured and was recorded on Friday, May 9, 2008. For information, the current teaching system in the class is the teacher gives the opportunity to the pupils to make some presentations with certain topics.

Moreover, the writer only emphasize on *acts* and *I-R-F moves* of the Birmingham School Approach inspite of the well-formed ness of the language the participants use in the conversation.

4.1. Presentation and Analysis of Datum 1

4.1.1 Presentation of Datum 1

Part three

(016) Andika: (talking on the phone)

- Hello..Assalamu alaikum..
- (017) Sandy: (answering on the phone)
Wa'alaikum Salam..
- (018) Andika: Aa..Sandy, can you come back home tomorrow?
Because there is something that important I want to tell you.
- (019) Sandy: Tomorrow?
What is that important?
OK, I will come tomorrow.
- (020) Andika: OK.
- (021) Sandy: (talking normally, walking toward Andika)
Assalamu alaikum..
- (022) Andika: Wa'alaikum Salam, come in.
- (023) Sandy: (putting his backpack in the corner of the class)
By the way, where is mummy?
- (024) Andika: She is going out.
A..Sandy, come here son, i want to talk something that important.
- (025) Sandy: OK, I'm coming.
(walking toward Andika)
- (026) Andika: A.. Actually, I have a friend in my office.
He has a daughter.
A.. do you want to marry her?

- What do you think?
- (027) Sandy: Oh.. come on dad, I'm eighteen years old.
I think I'm too young to get married.
I want to continue my school.
Come on..
- (028) Andika: I understand.
But you can continue your study after you get married.
- (029) Sandy: Hm..OK, but actually I have a girlfriend.
I know her since junior high school and I really love her.
- (030) Andika: But this one is beautiful!
- (031) Sandy: Really??
- (032) Students: (laughing)
- (033) Andika: She is smart, and I think she will be a great wife for you.
- (034) Sandy: Why don't you tell me earlier?
- (035) Students: (laughing)
- (036) Sandy: No, I'm kidding.
I love my girlfriend and I can leave her.
- (037) Andika: Well, OK. If you think that she is the best for you, I cannot force you.
You must fight for your love like when I loved your mom.
OK?
- (038) Sandy: Thank you dad.
- (039) Andika: OK, thank you.

Datum Number	Initiation		Response		Feedback
1	016 (talking on the phone) Hello..Assalamu alaikum..	s	017 (answering on the phone) Wa'alaikum Salam..	rep	
	018a Mmh..Sandy, can you come back home tomorrow? 018b Because there is something that important I want to tell you.	el cl	019a Tomorrow? 019b What is that important? OK, I will come tomorrow.	ack rep ack	020 OK. acc
	021 (talking normally, walking toward Andika) Assalamu alaikum..	s	022 Wa'alaikum Salam, come in	rep	
	023 (putting his backpack in the corner of the class) By the way, where is mummy?	el	024 She is going out	rep	
	024a Mmh..Sandy, come here son, I want to talk something that important	d	025a OK, I'm coming. 025b (walking toward Andika)	ack rea	
	026a Mmh.. Actually, I have a friend in my office. He has a daughter. 026b Aa.. do you want to marry her? What do you think?	cl el	027a Oh.. 027b Come on dad, I'm eighteen years old. I think I'm too young to get married. I want to continue my school. Come on..	ack rep	028a I understand acc
	028b But you can continue your study after you get married.	cl	029a Hm.. 029b OK, but actually I have a girlfriend. I know her since junior high school and I really love her.	ack rep	
	030 But this one is beautiful!	cl	031 Really?? 032 Haha (laughing)	ack rea	
	033 She is smart, and I think she will be a great wife for you.	cl	034 Why don't you tell me earlier? 035 Hahaha (laughing) 036 No, I'm kidding. I love my girlfriend and I can't leave her.	rep rea rep	037a Well, OK, acc
	037b If you think that she is the best for you, I cannot force you. You must fight for your love like when I loved your mom. 037b OK?	con ch	038 Thank you dad.	rep	039 OK, thank you. acc

+ The conversation above is consists of twenty three talks. The table above is an organized table to classify the acts and the I-R-F moves from the conversation. The complete forms of the abbreviations above is explained below.

Code	Act	Function	Realization (e,g)
s	Starter	Provides information to facilitate response	Statement/question/command
rep	Reply	Provides appropriate reply to elicitation	Statement/question/nod
el	Elicitation	Requests answer	Question
cl	Clue	Gives extra information	Statement/question/command
ack	Acknowledge	Shows pupils has understood, intends to react	'Oh', 'OK', 'really', 'Hmm'
d	Directive	Requests action	Imperative
rea	React	Reinforces directive or elicitation	Non-linguistic
acc	Accept	Shows T has heard correct information	'Well', 'OK',
ch	Check	Check progress	'OK?'

4.1.2 Analysis of Datum 1

The datum is taken from third part of the recording. It is a conversation between two students. Actually they are making a group assignment by performing a situational conversation between a father and a son. The students are Andika and Sandy. They perform it in front of class with Andika as the father and Sandy as the son.

The conversation begins when father (Andika) phone his son (Sandy). Father is standing in front of class while son is standing nearby the door. Father takes his phone and calls his son. He initiates the conversation by saying '*Hello, Assalamu Alaikum*' (016). This acts is classified as a starter because he starts to

open the conversation by greeting his son. Then, the son gives a response by replying '*Wa'alaikum salam*' (017). This act is definitely classified as a reply since he replies the greeting.

Afterwards, the father initiates again the next talks by asking his son for his coming home (018a) and then continues with a statement that there is something important he wants to tell his son (018b). Both talks are realized as elicitation and clue, respectively. The reason for realizing the talk (018b) as a clue, not as an informative act because the statement is not only giving the information, but also providing additional information that helps the hearer to answer the elicitation. The son then gives a response with two questions and a statement. The first question, '*tomorrow?*' (019a), is realized as an acknowledgment act rather than an elicitation since the utterance '*tomorrow*' shows that the initiation has been understood. The second question, '*What is that important?*' and the statement '*OK, I will come tomorrow*' (019b) is realized as the reply act. Furthermore, the response move of the son is followed with the accept act by the father by saying '*OK*' (020). He has heard that reply and the reply was appropriate.

The next talk is an initiation by the son. The scene of their little acting is changed into the face-to-face meeting. The son starts the meeting with a greeting, '*Assalamu Alaikum*' (021), which is replied by the father (022). Talk (021) is realized as a starter act and the response (022) as a reply. The conversation continues with a question from the son by asking (023). This initiation is realized as an elicitation act since the initiation is in a question form. Then the father gives a response in reply act by answering the question (024a).

Moreover, the father take the initiation of the next talk. The initiation (024b) is a directive act. He commands his son to come to him because there is something he wants to talk. The son replies by saying '*OK, I'm coming*' and walking closer to his father. This response is consists of two act, verbal and non-verbal acts. The verbal is realized by saying '*OK, I'm coming*' (025a) and the non-verbal is realized by walking toward to his father (025b). So, the verbal one can be identified as an acknowledge because it indicates that the son has understood the command, and the non-verbal one is identified as a react.

The father again make an initiation move by telling his son that his friend in his office has a daughter (026a)and asking his son if he wants to marry her or not and asking his opinion about it (026b). The statement that his friend has a daughter can be classified as a clue because this information helps his son to answer the question given next, which is classified as an elicitation. The son then start his response with a closed class of item, '*oh*' (027a), which is identified as acknowledge act since he has understood the initiation. He continues by saying a statement that he is eighteen years old and he thinks that he is too young to get married and wants to continue his study (027b). This statement can be classified as a reply act. This response is followed by a follow-up move from his father by saying '*I understand*' (028a) , which is identified as a accept act that indicates that he has heard the response and it is appropriate.

Furthermore the father ensure his son that he can continue his study after he get married. The father thinks that a marriage is not a big problem in continuing the study. He says '*But you can continue your study after you get*

married (028b) to his son, which this initiation can be classified as a clue that helps his son to answer his previous question. The son then shows that he understands his father's wish by saying a closed class of item '*Hmm.. OK*' (029a). But he still does not want to marry his father's friends' daughter by telling him that actually he has a girlfriend that he knows her since junior high school and adding that he really loves her (029b). The closed item, '*OK*' is an acknowledge act that indicates that he has understood his father's wish, and the following statement is a reply act in order to answer his father's initiation.

Still, his father makes a clue act by keep telling him that this girl is beautiful (030). The son is surprised after knowing that the girl is beautiful. He says '*Really??*' (031) with a surprising expression, which can be classified as an acknowledge act since the question indicates that he has understood with the earlier initiation. This expression makes all students in the classroom laughing. This act of laughing (032) is identified as a react since it is realized by a non-linguistic action.

The father continues his clue act in the initiation move by giving more information about that girl. He says that she is smart, and she will be a great wife for his son (033). The son replies with a question, '*Why don't you tell me earlier?*' (034), which once again makes all students laugh in the classroom (035). The question will not be classified as an elicitation but as a reply. And similar to the previous response, students' laughing is still classified as a react. These talks are followed by a clarification from the son that he is only kidding and he still loves his girlfriend and he can't leave her (036). This response is a reply for his father's

earlier statement. Finally, his father understand with his son's wish by replying his son's answer by saying '*Well, OK*' (037b), which is identified as an accept act. This indicates that his father will not force his son anymore to marry a girl he does not love.

Finally he tells his son that he will not force him anymore to marry his friend's daughter. He says '*If you think that she is the best for you, I cannot force you. You must fight for your life like when I loved your mom*' (037b). This statement, although does not make any conclusive closed class such as 'so', or 'then', it still can be classified as a conclusion act since the sentence concludes the result of the whole conversation. He adds a closed class item, '*OK?*' (037c). This word is identified as a check because this helps him to ascertain wheter his son is understand with the conclusion. This initiation then is followed by a reply act by saying, '*thank you dad*' (038). His father then answer his thank by thanking him again (039). This is definitely classified as an accept act.

From this table and its description, it shows the pupils took the whole moves; initiation, response, and feedback. From the datum selected, the teacher did not take any talks in this interaction. The teacher allowed them both to interact as possible as they can. It is due to the performing they were making. Again, in the teaching system, performing a little situational conversation is one of the curriculums in order to give a lot of opportunity to the pupils to do more in the class, in this case, to improve their speaking ability.

Furthermore, it also can be seen that from twenty three talks, only four are follow-ups. It means, in interacting, pupils usually ignore the feedback. They are

not to be familiar to give a feedback when their questions, commands, and statements are responded. It also can be concluded that pupils are only to be familiar to give an acceptance act, which means that they have heard or seen the response given. It can be seen from the whole follow-ups in this datum are only acceptance act. They are not accustomed to give an evaluating follow-up that evaluates the quality of the response given.

4.2. Presentation and Analysis of Datum 2

4.2.1 Presentation of Datum 2

Part five

(056) Teacher: OK, please.

Note this carefully, after doing your presentation, two questions... two questions will be asked. OK, you can explain it for around two minutes and get the interactive things.

(057) Sandy: (Viewing the headline topic entitled 'Some people believe that happiness is close related to money. Do you believe it?')

(058) Mukhlis: (raising hand)

(059) Teacher: OK.

(060) Mukhlis: I think the happiness has no relationship with the money. Why? I think, a.. without money, in my mind, without money, we can enjoy our life. I think it is one of happiness.

(061) Teacher: Sometimes yes, sometimes no.

- (062) Mila: (raising hand)
- (063) Teacher: OK
- (064) Mila: Especially for me, a.. sometimes, a.. without money, a.. I can't, a... I can't, a.. without money, a... without money, a... we can't be happy.
- (065) Teacher: U.. (teasing)
So it means that she has plenty, plenty of money.
- (066) Students: Haha (laughing)
- (067) Teacher: Because she is so happy, hahaha (laughing)
- (068) Students: Hahaha (laughing)
- (069) Teacher: OK. (talking to Sandy) You can continue.
- (070) Sandy: OK

Above are the presentation of datum 2. The conversation above is consists of fourteen talks. The following table is the acts and I-R-F moves of conversation and below it is a list of complete forms of the abbreviations in the table.

Datum Number	Initiation	Acts	Response	Acts	Follow-up	Acts
2	056c OK.	m				
	056d You can explain it for around two minutes and get the interactive things.	d	057 (Viewing the headline topic entitled 'Some people believe that happiness is close related to money. Do you believe it?')	rea	059 OK.	acc
			058 (raising hand)	bid		

060	I think the happiness has no relationship with the money. Why? I think, a.. without money, in my mind, without money, we can enjoy our life. I think it is one of happiness.	i	061	Sometimes yes, sometimes no.	rep		
			062	(raising hand)	bid	063	OK acc
064	Especially for me, a.. sometimes, a.. without money, a.. I can't, a... I can't, a.. without money, a... without money, a... we can't be happy.	i	065a	U.. (teasing)	ack		
			065b	So it means that she has plenty, plenty of money.	con		
			066	Haha (laughing)	rea		
			067	Because she is so happy, hahaha (laughing).	con		
			068	Hahaha (laughing).	rea		
069a	OK.	m					
069b	(talking to Sandy) You can continue.	d	070a	OK.	ack		

Code	Act	Function	Realization (e.g)
m	Marker	Marks boundary in discourse	'OK',
rea	React	Reinforces directive or elicitation	Non-linguistic
acc	Accept	Shows T has heard correct information	'OK'
bid	Bid	Signals desire to contribute	Raised Hand
i	Information	Provides	Statement
rep	Reply	Provides appropriate reply to elicitation	Statement/question/nod
con	Conclusion	Summarizes	'So it means that she has plenty, plenty of money'
ack	Acknowledge	Shows P has understood, intends to react	'OK'

4.2.2 Analysis of Datum 2

Datum 2 is taken from fifth part. The conversation involves four participants; teacher, Sandy, Mukhlis and Mila. In this part, Sandy is performing his presentation in front of the class by using OHP. The topic is about money. Sandy does his presentation with the guidance from the teacher. In this part, as a presenter, Sandy actually do not give more follow-up moves than the teacher.

The conversation starts when the teacher makes a marker act (056c) to give signal that they all are ready for Sandy's presentation. After saying 'OK', the teacher continues with a command. He ask Sandy to explain each point for only two minutes and to get an interactive thing (056d), which this command can be classified as a directive act. After hearing his teacher command him to start explain his topic, Sandy start to view his topic (057) by using OHP. The topic headline he viewed entitled 'Some people believe that happiness is related close to money. Do you believe it?'. This is inteded to attract some comments from the students. He wants some of his friends will give a comment after reading the headline of the topic he gave. This is also as a response defined by the directive command from the teacher. This can be classified as a react act since it realized by a non-linguistic action and the response is appropriate. Mukhlis, one of his friend then rasing his hand up (058). He wants to give a comment related to the topic viewed by Sandy. Like Sandy, this is also a response defined by directive command from the teacher. But this one is identified as a bid act because it realized by a closed class non-verbal item, which is intended to signal a desire to

contribute to the discourse. Watching Mukhlis raising his hand up, teacher then gives him the opportunity to give a comment he wants by saying 'OK' (059), which means the teacher has seen and that the react was appropriate.

Mukhlis then gives his opinion about the topic given by Sandy. He says, '*I think the happiness has no relationship with the money. Why? I think a. without money, in my mind, without money we can enjoy our life. I think it is one of the happiness*' (060). This move is classified into a initiation move and as a informative act since it realized by a statement that provide information, which in this case the information about his opinion to the topic concerned. The teacher adds his opinion by saying '*Sometimes yes, sometimes no*' (061) that classified as a reply act. Afterwards, one of the students, Mila, raising her hand up (062), intends to give a comment from the topic viewed. This is classified as a bid since it signals a desire to contribute to the discourse. The teacher then gives her the opportunity to tell her opinion (063).

Mila initiates by telling that for her sometimes he cannot be happy if she has no money (064). After hearing her initiation, the teacher teases her by saying '*Uu.*' (065a). The teacher adds by telling to the students '*So it means that she has plenty, plenty of money*' (065b). The students followed by laughing (066). The teacher again adds by saying '*because she is so happy*' (067) that makes the students laughing again (068). Mila's initiation can be classified as an informative act since she provides an informative statement about his opinion concerned the topic discussed. The teacher's teasing, (065a), can be identified as an acknowledge act. It indicates that the initiation has been understood and realized

by a non-verbal gesture. Teacher's statement (065b) and (067) can be said as a conclusion act. It shows that the teacher is summarizing Mila's initiation. Then students' laughing (066) and (068) are classified as a react act because they realized by a non-linguistic action and provide the appropriate non-linguistic responses. The next teacher's statement is a reply act. It provides a linguistic response, which is appropriate to the initiation and realized by a statement.

The teacher furthermore ends the commenting session by saying 'OK' (069a). She intends to finish the session and steps to the next session of presentation. She says to the presenter, Sandy, to continue (069b). Sandy replies with a closed class item, OK (070a). The command (069b) is a directive act. It indicates a requesting for a non-linguistic response. Sandy's response, (070a), is classified as an acknowledge act. It shows that he has understood the initiation and realized by a closed class item.

From the fourteen talks, most of the initiation is given by students. In this case, they were giving their opinion about the topic discussed. From the transcription above, it shows that pupil, in this case Sandy, did not make any initiation and follow-up moves. Actually, it happened because he did not take the real key role in his presentation. Although he was performing his presentation, he did not then take the all role as an instructor in controlling the class interaction. The two follow-up moves in this datum are all done by the teacher. The both follow-up moves were functioned to allow the other pupils to join into the discussion, by all means, after those pupils raised their hands. In his beginning of presentation, the teacher still took her function as the presenter by making some

response moves (in responding the pupils' statements about their opinion) and some follow-up moves in form of acceptance act (in allowing pupils to join into the discussion).

4.3. Presentation and Analysis of Datum 3

4.3.1. Presentation of Datum 3

Part six

- (070) Sandy: Money, money and money.
Everything talks about money.
Everything is money.
The topics I bring here are; the first: 'what is money?', second is 'what money can do?', the third is 'is it important?'.
I think money is something, a.. we use to bring happiness in our life. I think that.. I mean. What about you Ferry?
- (071) Ferry: I dont think so. For me, having money doesn't mean we can get happiness.
- (072) Sandy: Why do you say that?
- (073) Ferry: Aa.....
- (074) Teacher: because...
- (075) Sandy: Come on!
- (076) Teacher: (talking to Ferry) He just want to justify your opinion.

You said that money doesn't guarantee that we happy.

Why?

(077) Ani: (raising hand)

(078) Teacher: OK

(079) Ani: I think happiness just in our heart, we can find it.. not a.. with the money.. just not money..

(080) Teacher: You can meet there, only with money, ya.

(081) Ani: Ya.

(082) Teacher: So that's why I delimitate 'sometimes yes, sometimes no'.
OK.

(083) Sandy: (talking to S1) I agree with you. Although money can bring a lot of things in our life, it doesn't mean, a.. it brings happiness in our life. Mm... (quieting for a long time)

(084) Teacher: Speak!

(085) Sandy: Money can bring happiness if we use it in right way, a...

(086) Teacher: Appropriately.

(087) Sandy: Appropriately.

Money can bring happiness if..

(088) Teacher: We use it wisely.

(089) Sandy: We use it wisely.

And money can bring a disaster if we don't use it wisely.

Above are the presentation of datum 3 that consists of nineteen talks and below is the table of the *acts* and the *I-R-F movesi* of datum 3.

Datum Number	Initiation	act	Response	act	Follow-up	act
3	070a Money, money and money. Everything talks about money. Everything is money. The topics I bring here are; the first: 'what is money?', second is 'what money can do?', the third is 'is it important?'. I think money is something, a.. we use to bring happiness in our life. I think that.. I mean. What about you Ferry?	i	071 I dont think so. For me, having money doesn't mean we can get happiness.	rep		
	070b	cl				
	070c	el				
	072 Why do you say that?	el	073 Aa.....	rep		
	074 because...	el				
	075 Come on!	p				
	076a (talking to Ferry) He just want to justify your opinion. You said that money doesn't guarantee that we happy.	cl				
	076b Why?	el				
			077 (raising hand)	bid	078 OK	acc
	079 I think happiness just in our heart, we can find it.. not a.. with the money.. just not money..	i	080 You can meet there, only with money, ya.	rep	081 Ya.	acc
	082a So that's why I delimitate 'sometimes yes, sometimes no'.	con				
	082b OK.	m				
	083 (talking to S1) I agree with you. Although money can bring a lot of things in our life, it doesn't mean, a.. it brings happiness in our life. Mm... (quieting for a long time)	i				
	084 Speak!	p	085 Money can bring happiness if we use it in right way, a...	rep	086 Appropriately.	e
			087 Appropriately. Money can bring happiness if..	rep	088 We use it wisely	e
			089 We use it wisely And money can bring a disaster if we don't use it wisely.	rep		

The following list is the complete forms of the abbreviations in the table.

Code	Act	Function	Realization (e.g)
cl	Clue	Gives extra information	Statement/question/command
el	Elicitation	Requests answer	Question
p	Prompt	Tells or permits a P to contribute	'Come on'
bid	Bid	Signals desire to contribute	Raised Hand
acc	Accept	Shows T has heard correct information	'OK', 'Ya'.
i	Information	Provides	Statement
con	Conclusion	Summarizes	'So, that's why I delimitate'
m	Marker	Marks boundary in discourse	'OK'
e	Evaluation	Evaluates	'Appropriately!'.

4.3.2 Analysis of Datum 3

The datum is taken from sixth part of the whole conversation. There are four participants involved in this conversation; Sandy, the teacher, Ferry, and Ani. Continued from part five, in this section, Sandy continues his presentation by taking more initiation moves than the teacher. Sandy gives a lot of his opinion about the topic he brings and sometimes asking his classmates to give their opinion.

Sandy starts with a little introduction about money then he continues with the name of the subtopics he brings (070a). Then he gives a thought that money is something to bring happiness into human life (070b) and finally ask his classmate, Ferry, to share his opinion (070c). Ferry then gives his opinion by replying '*I*

don't think so. For me, having money doesn't mean we can get happiness' (071).

The opening statement from Sandy is an informative act because it realized by a statement and provides information. The next talk, (070b), can be classified as a clue act. The reason is although this statement is also providing information, it is more focusing on helping the hearer, Ferry, to answer the question '*What about you Ferry?*' (070c). The clue is followed then by an elicitation act (070c), which being answered by a reply act then by Ferry (071).

After hearing Ferry's opinion, Sandy ask him again '*Why do you say that?*' (072). Ferry starts to answer but he could not find his own answer. This can be known since he just saying a non-verbal phrase '*Aa.*' (073). The teacher then helps him to get his own answer. The teacher says '*because.*' (074), which means she intends to help Ferry in finding his own answer by giving him a key word of answer, 'because'. The teacher hopes by giving him it, he will continue the word with his own answer. Ferry still quiet. Sandy try to encourage him by saying '*Come on!!*' (075). The teacher then helps Sandy in encouraging Ferry to answer the question. The teacher tells Ferry that Sandy just wants to know what is your reason, it is not a big problem wheter your answer is true or wrong (076a). The teacher adds, '*You said that money doesn't guarantee that we happy, why?*' (076b).

The writer would like to describe talks above. The statement from Sandy, '*Why do you say that?*' (072) is an elicitation. It is located in the initiation move. Ferry's answer, '*Aa.*' (073), is a reply because it realized by a non-linguistic surrogate. Although it is not realized by a statement, the word '*Aa.*' from Ferry

could be classified as reply because Ferry is replying the question. He just does not know what is the answer. It differs from acknowledge act that only indicates that the initiation has been heard or seen. Teacher's word, '*because..*' (074) is an elicitation. Although it is not realized by a question, like a common elicitation, this word is also requesting a linguistic response. Teacher's intention in saying this word is in order that Ferry will repeat the word and continue with his own answer. Furthermore Sandys' encouragement, '*come on!!*' (075), is identified as a prompt act. Prompt act is used to expect or even demand a response and realized by a closed class item. Teacher's statement, '*he just want to justify your opinion, you said that money doesn't guarantee that we happy*' (076a) is classified as a clue since it provides information concerned with the question following it, '*Why?*' (076b).

Furthermore, Ani raises her hand up (077), try to contribute to the discussion. The teacher then allows her (078) by saying '*OK*'. Ani tells her opinion that she think that happiness is not coming from money. She think that the true happiness is in our heart (079). Teacher replies her initiation by showing an agreement (080). Ani replies the teacher by saying '*Ya*' (081). Teacher continues '*So that's why I delimitate sometimes yes, sometimes no*' (082a). She adds '*OK*' (082b), try to make a boundary of the discussion.

Ani's raising hand (077) is classified as a bid act. It shows a desire of Ani to contribute into discourse. Teacher's allowance, '*OK*' (078) is an accept act. It indicates that the teacher has heard the response and it was appropriate. Then the statement from Any (079) is identified as an informative act since it gives

information of her opinion. Teacher's replying (080) is a reply act since it replies Ani's initiation. Ani's replying, 'Ya' (081), is an accept act because it shows that she has heard teacher's response. The teacher then initiates, "*So that's why I delimitate sometimes yes, sometimes no*" (082a), which can be classified as a conclusion since it indicates that teacher is concluding the interaction so far.

After that, Sandy try to initiate by telling to Ani that he is agree with her. He says '*I agree with you, although money can bring a lot of things in our life, it doesn't mean, a.. it brings happiness in our life. Mm..*' (083). After saying it, Sandy quieting for a long time. He is out of idea. The teacher then try to motivate him by saying '*speak!*' (084). Sandy continues '*Money can bring happiness if we use it in right way, a..*'. Sandy is out of idea again. The word '*a..*' shows that he has no more words. The teacher helps him then by saying '*appropriately*', intend to support his argument and help him to find a longer reason. The teacher means money can bring happiness if we use it appropriately. Sandy then repeats the teacher's word, '*Appropriately*', which means he agree with her. Then he continues, '*Money can bring happiness if..*', but again he loses his idea. The teacher try to help him again by saying '*if we use it wisely*'. The teacher intends to repeat his previous way in helping Sandy. Sandy after that repeat that word and continue with his own sentence, '*And money can bring a disaster if we don't use it wisely*' (089).

Sandy's statement that he is agree with Ani is an initiation move and is an informative act since he is starting the interaction and his statement provides information about what he think to Ani's opinion. Teacher's command, '*speak!*' is

a not a directive act but a prompt act. It indicates that the teacher is demanding a response and realized by a closed class item. Sandy's sentence, '*money can bring happiness if we use it in right way, a..*' is a reply act. It shows that Sandy replies the prompt from the teacher to continue his argument. Teacher's follow up, '*appropriately*'(086) is an evaluation of the Sandy's response. It indicates that the teacher is commenting on the quality of the reply and it is also similar to talk (088). Sandy then continues his reply by repeating word '*appropriately*' from the teacher and following it with his own argument and also it is similiar to talk (089a).

In this section, Sandy made a lot of initiation. It indicates that he was started to control the interaction. Even, he made some elicitation moves. He asked his classmates to contribute into his topic. Moreover, he made a prompt act. Prompt act indicates an action in telling or permitting a pupil to contribute. In this case, he permitted on of his classmate to continue his opinion by saying 'Come on!'.

Based on this conversation, it can be seen that both Sandy and the teacher are controlling the interaction. Sandy made the initiation moves by giving his opinion about the topic concerned, while the teacher was responding and following-up any statement from the other pupils who gave their opinion. And again, Sandy still did make any follow-up moves. It also can be seen that teacher made some evaluating act. It shows the differentiation between the teacher and pupils. Teacher could make the follow-up as well as she make the initiation.

Whereas students, even though they make an initiation, they are too awkward to make an evaluating follow-up.

4.4 Presentation and Analysis of Datum 4

4.4.1 Presentation of Datum 4

Part Seven

- (089) Sandy: The second is, 'what money can do'. Mm..
- I think, money is not everything, but money can buy anything. But i don't agree with that opinion because I think money can, eh.. can't buy anything because there is a lot of think we can't buy with money. Love, maybe, we can't buy love with money and there are others.
- (090) Teacher: So what money can do?
- (091) Sandy: Mmm.. Money, I think, money can change the truth into ..
- (092) Teacher: A liar..
- (093) Sandy: Into a liar, like in a 'pengadilan'..
- (094) Teacher: Court
- (095) Sandy: like in a court.
- With a lot of money, we can change the reality, a liar into a truth, truth into liar.
- Eh.. what money can do.. eh..money can buy something to eat, or our cloth, or something physically.

This conversation is consist of six talks. It is the seventh part of conversation.

Below is the table of *acts* and *I-R-F moves* of the conversation.

Datum number	Initiation	act	Response	act	Follow up	act
4	089b The second is,	m				
	089c 'What money can do'. Mm.. I think, money is not everything, but money can buy anything. But i don't agree with that opinion because I think money can, eh.. can't buy anything because there is a lot of think we can't buy with money. Love, maybe, we can't buy love with money and there are others.	i				
	090 So what money can do?	el	091a Mmm.. 091b Money, I think, money can change the truth into ..	ack rep	092 A liar..	e
			093 Into a liar, like in a 'pengadilan'..	rep	094 Court	e
			095a like in a court.	rep		
	09b With a lot of money, we can change the reality, a liar into a truth, truth into liar. Eh.. what money can do.. Eh..money can buy something to eat, or our cloth, or something physically.	i				

These are the the complete forms of abbreviations in the table above.

Code	Act	Function	Realization (e.g)
ack	Acknowledg e	Shows P has understood, intends to react	'Mmhmm'
i	Information	Provides	Statement
el	Elicitation	Requests answer	Question

m	Marker	Marks boundary in discourse	'The second is'
i	Information	Provides	Statement
e	Evaluation	Evaluates	'A liar', 'court'.

4.4.2 The Analysis of Datum 4

Datum 4 is taken from seventh part of all conversations. It is a small conversation between Sandy, which is performing his presentation, and the teacher, which is helping Sandy performing his presentation. In this part, Sandy continues with the sub topic 2 of his topic. In this sub topic, Sandy is holding the whole initiation due to his role as the presenter in front of the class. Sandy does not give some opportunities to his classmates to give their opinion. He intends to finish the whole sub topics before he asks some of his friend to share their thought.

Sandy starts, *'The second is, "what money can do?"; hmm.. I think money is not anything, but money can buy anything. But I don't agree with that opinion because I think money can, eh.. can't buy anything because there is a lot of think we can't buy with money. Love, maybe, we can't buy with money and there are others'* (089). The statement *'The second is "what money can do?" hmm..'* (089b) is a marker. Sandy intends to make a boundary to enter his second sub topic. He also wants to attract the attention from class that this is different from his previous explanation, this is a new sub topic. So, this statement can be classified as a marker act since it function in marking boundary in the discourse. The next statement, *'I think money is not anything, but money can buy anything. But I don't*

agree with that opinion because I think money can, eh. can't buy anything because there is a lot of think we can't buy with money. Love, maybe, we can't buy with money and there are others' (089b), is an informative. He informs the class that his opinion about the main of his topic is like this.

After hearing Sandy's explanation, teacher try to ask him. Teacher's intention in asking is not she does not know what is the answer, but she just want to open the discourse and in order that the other students will share their opinion after hearing the answer from Sandy. Teacher asks, *'So what money can do?'* (090). This talk is identified as a elicitation ask since its function to request a linguistic response.

Sandy then replies his teacher's question. He says. *'Mm.. Money, I think, money can change the truth into..'* (091), but he can not continue his sentence because he does not know what is the translation of the next word he wants to say. The teacher then helps him continuing his word, *'A liar'* (092), says the teacher. Hearing his teacher saying, Sandy continues his explanation by saying *'Into a liar, like in a "pengadilan"'* (093). The teacher again helps him finding his word *'pengadilan'* into English, *'Court'* (094), says the teacher. Sandy again continues his word after hearing the right translation of his word from the teacher. He continues, *'Like in a court'* (095a).

Sandy's reply, *'Mm..'* (091a) is a acknowledge act. It indicates that he has been understood with the teacher's question. His statement, *'Mm.. Money, I think, money can change the truth into..'* (091b) is a reply act since it function in providing a linguistic response, which is appropriate to the elicitation. Meanwhile,

teacher's follow up move, '*a liar*' (092) is an evaluate act since its function in evaluating or commenting on the Sandy's response. Sandy's explanation further, '*Into a liar, like in a "pengadilan"*' (093) is a response act since it is continuing his earlier explanation. Then teacher's helping by saying, '*Court*' (094), is an evaluate act just like she did before. Also, Sandy's last statement, '*Like in a court*' (095a) is a response just like he did before, continuing his earlier response.

The last talk in this part is Sandy's statement continuing his explanation about his opinion to the sub topic. He says, 'With a lot of money, we can change the reality, a liar into a truth, truth into liar. Eh.. what money can do.. eh..money can buy something to eat, or our cloth, or something physically' (095b). This statement is classified as a initiation move since it initiates the interaction, and as a informative act since it provides the information about his Sandy's opinion.

In this small conversation, Sandy made some initiation moves and some responsive moves answering the teacher's questions to him. Only two follow-up moves had been made here. Both are from the teacher which was correcting Sandy's statement. This act classified to the evaluating acts. Again, pupils are not accustomed to make an evaluating act.

4.5 Presentation and Analysis of Datum 5

4.5.1 Presentation of Datum 5

Part nine

(102) Sandy: A.. the last, happines. A.. what makes me happy in my life is if someone loves me and I love someone.

- (103) Students: Hu.. (teasing)
- (104) Sandy: No, it's not only from a boy to a girl but love from friends, family, or anyone.
- (105) Teacher: Now you can ask, what about them, randomly.
- (106) Sandy: Ha.. (teasing his friends)
Irma.
What makes you happy?
- (107) Teacher: What makes you happy?
- (108) Irma: Hmm.. for me, happiness comes from love of people around, e.. our parents,..
- (109) Teacher: Hmm..
- (110) Irma: friends, and family. A.. and happiness.. it is very difficult to make our heart happy.
- (111) Sandy: So what makes you happy?
- (112) Students: Haha.. (teasing Irma)
- (113) Sandy: I know what makes you happy.
- (114) Students: Haha (teasing Irma while laughing)
- (115) Sandy: I think the way for bringing happiness is different..
- (116) Teacher: For every person
- (117) Sandy: For every person

Conversation above consists of fifteen talks. It is the ninth part of conversation. Below is the table of *acts* and *I-R-F moves* of the conversation and the complete form of abbreviation in the table.

Datum number	Initiation	Act	Response	Act	Follow up	Act		
5	102c	A.. the last, happiness.	103 Hu.. (teasing)	ack	104 No, it's not only from a boy to a girl but love from friends, family, or anyone.	e		
	102d	A.. what makes me happy in my life is if someone loves me and I love someone.						
	105	Now you can ask, what about them, randomly	106a	Ha.. (teasing his friends)	ack			
	106b	Irma What makes you happy?	el					
	107	What makes you happy?	el	108	Hmm.. For me, happiness comes from people around, a.. our parents, friends, family. A.. and happiness.. it is very very difficult to make our heart happy	ack rep	109	Hmm.. acc
				110	friends, family. A.. and happiness.. it is very very difficult to make our heart happy	rep		
	111	So what makes you happy?	el	112	Haha (teasing Irma)	ack		
	113	I know what makes you happy.	i	114	Haha (teasing Irma while laughing)	ack		
	115	I think the way for bringing happiness is different..	con	116	For every person	e		
117	For every person.	con						

Code	Act	Function	Realization (e,g)
m	Marker	Marks boundary in discourse	'A.. the third'
i	Information	Provides	Statement
d	Directive	Requests action	'Now you can ask them'
el	Elicitation	Requests answer	'What makes you happy?'
ack	Acknowledge	Shows P has understood, intends to react	'Hmm'
rep	Reply	Provides appropriate reply to elicitation	Statement
e	Evaluation	Evaluates	'No, it is not'

acc	Accept	Shows T has heard correct information	'Hmm'
Con	Conclusion	Summarizes	Statement

4.5.2 Analysis of Datum 5

The date taken is part nine of whole conversations. In this part, Sandy still continues his presentation. This time, under the teacher's instruction, Sandy tries to ask his classmates to contribute by giving their opinion about the topic. The participants in this section are three; Sandy, the teacher, and Irma.

Sandy begins the interaction by saying 'A.. the last, happiness' (102c). He means that now they are in the subtopic 3. So he goes to make a boundary, to inform everyone in the class that he is going to discuss the subtopic 3, Happiness. Then he continues by saying his opinion about happiness. He says 'A.. what makes me happy in my life is if someone loves me and I love someone' (102d). Hearing his opinion about happiness, his classmates then tease him (103). But he replies them by saying 'No, it's not only from to a boy to a girl but love from friends, family or anyone' (104). He argues that love he means is not only a girlfriends or boyfriends loving but everyone loving.

Sandy's beginning sentence (102c) is a mark act since it mark boundaries in the discourse. The statement following it, (102d), can be classified as an informative act. His friends' teasing, (103), is identified as an acknowledge act. It shows that the initiation from sandy has been understood. After that, Sandy's replying, (104) is classified as an evaluation act. It indicates that Sandy evaluates his friends teasing by saying that love he means is not like what his friends think.

Furthermore, the teacher asks Sandy to ask his friends about their opinion (105). Followed his teacher's command, he start to ask his friends by teasing them before (106a). Then he asks his friend, Irma to give her opinion by saying 'Irma, What makes you happy?' (107b). The teacher enforces his question by repeating it (108). Irma replies, 'Hmm.. for me, happiness comes from love of people around, e.. our parents,' (108). The teacher then replies her statement by saying 'hmm' (109). It means that the teacher has been understand his opinion so far. After that, Irma continues, 'friends, and family. A.. happiness .. it is very very difficult to make our heart happy' (110). But Sandy can get the answer from hes earlier question. So that, Sandy re-enforce his earlier question by asking her again 'So what makes you happy?' (111). The students then tease her after hearing Sandy repeating his question. Sandy replies, 'I know what makes you happy' (113). The students again tease both of them again while laughing (114). The writer does not know why the students tease both of them, it might be there is something the writer does not know between both of them. Finally Sandy concludes it by saying 'I think the way for bringing happiness is different' (115), then the teacher adds, 'for every person' (116), which Sandy repeating it by saying 'for every person' (117).

The teacher's asking Sandy to ask his friends opinions is a directive act because it is realized by a command. Sandy's teasing, (106a) is an acknowledge act since it shows that Sandy has been undestood to the command. After that, Sandy's asking his friend, Irma, to contribute can be classified as an elicitate act due to its realization by a question. Similar to Sandy's question, the teacher's

question (107) can be also classified as an elicitate act. Irma's reply, (108) could be identified as a reply act. It provides a linguistic response, which is appropriate to the elicitation. The teacher's 'hmm' (109) is classified as an accept act. It shows that the teacher

Sandy's next question, 'So what makes you happy?' (111) is definitely a elicitate act because it is realized by a question and requests a linguistic response. Moreover, Sandy's statement, (113) is classified as an elicitation as it realized by a question and is placed in initiation move. Furthermore, students teasing and laughing is identified as a react act because it realized by a non-linguistic action. Finally, Sandy conclusion about the way happiness comes (115) is a conclusion act since it concludes the answer from Irma.

This section of conversation was more interactive and relaxes. There were a lot of questions, responses, or even laughing occurred in the class. Just like before, Sandy and the teacher made some initiations together in form of questions. Some students made some response concerning to the questions made. And finally, in this section, Sandy made an evaluating follow up. He was correcting his classmates who were teasing him. Even, he made a conclusive statement regarding to the topic he brought.

CHAPTER IV CONCLUSION AND SUGGESTION

4.1 Conclusion

After analyzing the data in the previous chapter, the writer may conclude:

1. He finds that in general all of the acts in Speaking Class II are not dominated by the teacher. This is due to the application of the new teaching system of Universitas Hasanuddin. Students are given the opportunity to open an interaction. He also finds that almost all of 22 acts of Birmingham School can be used by every participants who involves in an interaction although they do not have a same position in it. Based on the data presented teacher has *13 types of acts*. The acts are *marker act, directive act, acceptance act, reply act, acknowledgement act, conclusion act, reaction act, starter act, elicitation act, clue act, informative act prompt act, and evaluation act*.
2. In the new teaching system applied, he finds that students have a lot of opprtunity in making an opening talk of conversation. Based on the data presented, students have *14 types of act*, which are *starter act, reply act, elicitation act, acknowledge act, acceptance act, clue act, directive act, conclusion act, check act, marker act, informative act, bid act, prompt act, and evaluation act*. So it can be concluded that the role of students in the interaction in Speaking II Class is almost similar to the role of the teacher. In the new teaching system, the teacher is not only teaching, but

also facilitating the students to speak more than her, with the result that students can make the initiation and the response move, or even the follow-up move.

4.2 Suggestion

He suggest to other students who are interested in Birmingham School Approach to do more reasearch with different objects. This model of approach has been studied and expanded by many linguists, some of them have made some modification from the original model. The other kinds of interactional situation can be studied further such as interaction in a traditional market, in a doctor office, or in a television program. Finally he hopes that this study can contribute to the development of discourse analysis.

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No	Label	Sym	Formal features and functional definition
1	accept	acc	Realized by a closed class of items - 'yes', 'no', 'good', 'fine', and repetition of pupil's reply, all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.
2	acknowledge	ack	Realized by 'yes', 'OK', 'cor', 'mm', 'wow', and certain non-verbal gestures and expressions. Its function is to show that the initiation has been understood, and, if the head was a directive that the pupil intends to react.
3	aside	z	Realized by statement, question, command, moodless, usually marked by lowering the tone of voice, and not really addressed to the class. As we noted above, this category covers items that we have difficulty dealing with. It is really instances of the teacher talking to himself; 'it's freezing in here', 'where did i put my chalk?'
4	bid	b	Realized by a closed class of verbal and non-verbal items - 'Sir', 'Miss', teacher's name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.
5	check	ch	Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. They are 'real' questions in that for once the teacher doesn't know the answer. If he does know the answer to, for example, 'have you finished', it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.
6	clue	cl	Realized by a statement, question, command of moodless items. It is subordinate to the head of the initiation and function by providing additional information, which helps the pupil to answer the elicitation or comply with the directive.

7	comment	com	Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page, it is difficult to distinguish from an informative because the outsider's ideas of relevance are not always the same. However teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.
8	conclusion	con	Realized by an anaphoric statement, sometimes marked slowing of speech rate and usually the lexical items 'so' or 'then'. In a way it is the converse of a metastatement. Its function is again to help pupils understand the structure of the lesson but this time by summarizing what the preceding chunk of the discourse about.
9	cue	cu	Realized by a closed class of which we so far have only three exponents, 'hands up', 'don't call out', 'is Jhon the only one'. Its sole function is to evoke an (appropriate bid).
10	directive	d	Realized by a command. Its function is to request a non-linguistic response.
11	elicitation	el	Realized by a command. Its function is to request a linguistic response.
12	evaluate	el	Realized by a statement and tag questions, including words and phrase such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react, initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition, of the pupil's reply with either high-fall intonation, and repetition, of the pupil's reply with either high-fall (positive), or a rise of any kind (negative evaluation)
13	informative	i	Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention or understanding.

14	loop	l	Realized by a closed class of items – ‘pardon’, ‘you what’, ‘eh’, ‘again’, with rising intonation and a few questions like ‘did you say’, ‘do you mean’. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.
15	marker	m	Realized by a closed class of items – ‘well’, ‘OK’, ‘now’, ‘good’, ‘right’, ‘alright’. When a marker is acting as ahead of a framing move, it ahs a falling intonation, [l] or [l+], as well as a silent stress. Its function is to mark boundaries in the discourse.
16	metastatement	ms	Realized by a statement which refers to some future time when what is described will occur. Its function is to help pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.
17	prompt	p	Realized by a closed class of items – ‘go on’, ‘come on’, ‘hurry up’, ‘quickly’, ‘have a guess’. Its function therefore is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.
18	nomination	n	Realized by a closed class consisting of the names of all the pupils, ‘you’, with constrictive stress, ‘anybody’, ‘yes’ and one or two idiosyncratic items such as ‘who hasn’t said anything yet’. The function of nomination is to call on or give permission to apupil to contribute to the discourse.
19	react	rea	Realized by a non-linguistic action. Its function is to provide the appropriate non-lingusitic response defined by the preceeding directive.
20	reply	rep	Realized by a statement, question or modless item and non-verbal surrogates such as nods. Its function is to provide a lingusitic response, which is appropriate to the elicitation.
21	silent stress	^	Realized by a puse of one or more beats, following a marker. It functions to highlight the marker when is serving as the head of a boundary exchange indicating a transaction boundary.

22	starter	s	Realized by a statement, question or command. Its function is to provide information about or direct attention to or though towards an area in order to make a correct response to the initiation more likely.
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APPENDIX 2

THE TRANSCRIPTION OF THE RECORDING

- (001) Teacher: Ok, Assalamu Alaikum Warahmatullahi Wabarakatuh
(002) Students: Wa'alaikum Salam Warahmatullahi Wabarakatuh
(003) Teacher: How were your weekend?
(004) Students: (Quieting)
(005) Teacher: Did you take your weekend?
(006) Students: No...
(007) Teacher: No? So you take it in Friday?
(008) Students: Yes..
(009) Teacher: Oh how pity!
(010) Students: (laughing)
(011) Teacher: OK, today we are going to make the activity, eh... speaking presentation.
However we still have one more group left to perform something about learning experience.
As I know, we have group one until six to they prepare that.. that created by themselves.
OK I hope you are wondering what they are going to prepare.
(012) Teacher: OK, I would like to invite Andika and Sandy.
(013) Students: Yeah (applausing)
(014) Sandy-Andika:(walking forward the class, standing farther each other, making some acting)
(015) Teacher: OK. You can stand here.
OK? Camera! Action! Enjoy this and please quiet.
(016) Andika: (talking on the phone)
Hello..Assalamu alaikum..
(017) Sandy: (answering on the phone)
Wa'alaikum Salam..
(018) Andika: Aa..Sandy, can you come back home tomorrow?
Because there is something that important I want to tell you.
(019) Sandy: Tomorrow?
What is that important?
OK, I will come tomorrow.
(020) Andika: OK.
(021) Sandy: (talking normally, walking toward Andika)
Assalamu alaikum..
(022) Andika: Wa'alaikum Salam, come in.
(023) Sandy: (putting his backpack in the corner of the class)
By the way, where is mummy?
(024) Andika: She is going out.

- A..Sandy, come here son, i want to talk something that important.
- (025) Sandy: OK, I'm coming.
(walking toward Andika)
- (026) Andika: A.. Actually, I have a friend in my office.
He has a daughter.
A.. do you want to marry her?
What do you think?
- (027) Sandy: Oh.. come on dad, I'm eighteen years old.
I think I'm too young to get married.
I want to continue my school.
Come on..
- (028) Andika: I understand.
But you can continue your study after you get married.
- (029) Sandy: Hm..OK, but actually I have a girlfriend.
I know her since junior high school and I really love her.
- (030) Andika: But this one is beautiful!
- (031) Sandy: Really??
- (032) Students: (laughing)
- (033) Andika: She is smart, and I think she will be a great wife for you.
- (034) Sandy: Why don't you tell me earlier?
- (035) Students: (laughing)
- (036) Sandy: No, I'm kidding.
I love my girlfriend and I can't leave her.
- (037) Andika: Well, OK. If you think that she is the best for you, I cannot force you.
You must fight for your love like when i loved your mom.
OK?
- (038) Sandy: Thank you dad.
- (039) Andika: OK, thank you.
- (040) Teacher: OK (applauding)
- (041) Sandy-Andika:(walking backwards, taking a sit)
- (042) Students: (applauding)
- (043) Teacher: What a fun and very wise.. very wise father.
OK, so, that's the end of our activity last week and now we are going to start with the new activity.
I would like to give the firts opportunity for those who are using OHP because we have to.. we have to change this when nobody.. no more groups want to use it then you will change it to the infocus.
We are going to use the LCD. OK? So, who's group want to start first?
The one that using teh OHP.

- How many groups? How many groups use the OHP?
- (044) Sandy: (raising hand)
- (045) Teacher: One group? Only one group?
- (046) Students: Yes.
- (047) Teacher: OK. So are you ready?
- (048) Sandy: Not yet.
- (049) Teacher: How many friends do you have in your groups?
- (050) Sandy: Just two.
- (051) Teacher: Ouw.. Take it like this.
Until next week you'll never be ready.
So, why you don't just do it now and you'll free.. you will be free? Yeah! (motivating the group to come forward by applauding)
- (052) Students: (applauding)
- (053) Teacher: You can do it! Come on! Make yourself more confident.
You have to tell yourself that this is your presentation.
You are the one who prepare this.
You are the one who have done a little research about your topic.
So you.. you are the one who know that.
Nobody can understand better than you.
So, keep that spirit! OK class, let's give applause for Sandy.
- (054) Students: (applauding)
- (055) Sandy: (finally coming forward)
- (056) Teacher: OK, plesae.
Note this carefully, after doing your presentation, two questions... two questions will be asked. OK, you can explain it for around two minutes and get the interactive things.
- (057) Sandy: (Viewing the headline topic entitled 'Some people believe that happines is close related to money. Do you believe it?')
- (058) Mukhlis: (raising hand)
- (059) Teacher: OK.
- (060) Mukhlis: I think the happines has no relationship with the money. Why? I think, a.. without money, in my mind, without money, we can enjoy our life. I think it is one of happiness.
- (061) Teacher: Sometimes yes, sometimes no.
- (062) Mila: (raising hand)
- (063) Teacher: OK
- (064) Mila: Especially for me, a.. sometimes, a.. without money, a.. I can't, a... I can't, a.. without money, a... without money, a... we can't be happy.
- (065) Teacher: U.. (teasing)
So it means that she has plenty, plenty of money.

- (066) Students: Haha (laughing)
- (067) Teacher: Because she is so happy, hahaha (laughing)
- (068) Students: Hahaha (laughing)
- (069) Teacher: OK. (talking to Sandy) You can continue.
- (070) Sandy: Money, money and money.
Everything talks about money.
Everything is money.
The topics I bring here are; the first: 'what is money?', second is 'what money can do?', the third is 'is it important?'.
I think money is something, a.. we use to bring happiness in our life. I think that.. I mean. What about you Ferry?
- (071) Ferry: I dont think so. For me, having money doesn't mean we can get happiness.
- (072) Sandy: Why do you say that?
- (073) Ferry: Aa.....
- (074) Teacher: because...
- (075) Sandy: Come on!
- (076) Teacher: (talking to Ferry) He just want to justify your opinion.
You said that money doesn't guarantee that we happy. Why?
- (077) Ani: (raising hand)
- (078) Teacher: OK
- (079) Ani: I think happiness just in our heart, we can find it.. not a.. with the money.. just not money..
- (080) Teacher: You can meet there, only with money, ya.
- (081) Ani: Ya.
- (082) Teacher: So that's why I delimitate 'sometimes yes, sometimes no'. OK.
- (083) Sandy: (talking to S1) I agree with you. Although money can bring a lot of things in our life, it doesn't mean, a.. it brings happiness in our life. Mm... (queting for a long time)
- (084) Teacher: Speak!
- (085) Sandy: Money can bring happiness if we use it in right way, a...
- (086) Teacher: Appropriately.
- (087) Sandy: Appropriately.
Money can bring happiness if..
- (088) Teacher: We use it wisely.
- (089) Sandy: We use it wisely.
And money can bring a disaster if we don't use it wisely.
The second is, 'what money can do'. Mm..
I think, money is not everything, but money can buy anything. But i don't agree with that opinion because I think money can, eh.. can't buy anything because there is a lot of think we can't buy with money. Love, maybe, we can't buy love with money and there are others.

- (090) Teacher: So what money can do?
- (091) Sandy: Mmm.. Money, I think, money can change the truth into ..
- (092) Teacher: A liar..
- (093) Sandy: Into a liar, like in a 'pengadilan'..
- (094) Teacher: Court
- (095) Sandy: like in a court.
With a lot of money, we can change the reality, a liar into a truth, truth into liar.
Eh.. what money can do.. eh..money can buy something to eat, or our cloth, or something physically.
Eh..is it impotant.. eh..yes. I think it's realy really important because we can't continue our life if we don't have money. We can't continue our school if we don't have money. What about you Fery?
- (096) Fery: Ya..I think money is important. I ask money from my parents because everyday I need money.
- (097) Students: (laughing)
- (098) Sandy: Is it anyone say that money is doesn't important?
- (099) Teacher: Not important.
- (100) Sandy: Not important?
- (101) Students: (silent)
- (102) Sandy: Nobody?
I think we are all agree that money is important to our life.
A.. the last, happines. A.. what makes me happy in my life is if someone loves me and I love someone.
- (103) Students: Hu.. (teasing)
- (104) Sandy: No, it's not only from a boy to a girl but love from friends, family, or anyone.
- (105) Teacher: Now you can ask, what about them, randomly.
- (106) Sandy: Ha.. (teasing his friends)
Irma.
What makes you happy?
- (107) Teacher: What makes you happy?
- (108) Irma: Hmm.. for me, happiness comes from love of people around, e.. our parents,..
- (109) Teacher: Hmm..
- (110) Irma: friends, and family. A.. and happiness.. it is very very difficult to make our heart happy.
- (111) Sandy: So what makes you happy?
- (112) Students: Haha.. (teasing Irma)
- (113) Sandy: I know what makes you happy.
- (114) Students: Haha (teasing Irma while laughing)
- (115) Sandy: I think the way for bringing happiness is different..

(116) Teacher: For every person
(117) Sandy: For every person

	<i>Initiation</i>	<i>Act</i>	<i>Response</i>	<i>Act</i>	<i>Follow-up</i>	<i>Act</i>
1	001 Ok,	m				
	001 Assalamu Alaikum Warahmatullahi Wabarakatuh	s	002 Wa'alaikum Salam Warahmatullahi Wabarakatuh	rep		
	003 How were your weekends?	el	004 (Quieting)			
	005 Did you take your weekend?	el	006 No...	rep	007 No?	acc
	007 So you take it in Friday?	el	008 Yes..	rep	009 Oh	acc
	009 How pity!	d	010 Hahaha (laughing)	rea		
	011 OK	m				
2	011 Today we are going to make the activity, eh... speaking presentation.	i				
	011 However we still have one more group left to perform something about learning experience. As I know, we have group one until six to they prepare that.. that created by themselves.	i				
	011 OK	m				
	011 I hope you are wondering what they are going to prepare.	i				
	011 OK	m				
	012 I would like to invite Andika and Sandy.	d	013 Yeah (applauding) 2	ack		
			014 (walking forward the class, standing farther each other, making some acting)	rea		
	015 OK You can stand here. OK?	M d ch				
015 Camera! Action! Enjoy this and please quiet.	d					
3	016 (talking on the phone) Hello..Assalamu alaikum..	s	017 (answering on the phone) Wa'alaikum Salam..	rep		
	018 Mmh..Sandy, can you come back home tomorrow? Because there is something that important I want to tell you.	el cl	019 Tomorrow? What is that important? OK, I will come tomorrow.	ack rep ack	020 OK.	acc
	021 (talking normally, walking toward Andika) Assalamu alaikum..	s	022 Wa'alaikum Salam, come in	rep		
	023 (putting his backpack in the corner of the class) By the way, where is mummy?	el	024 She is going out	rep		
	024 Mmh..Sandy, come here son, i want to talk something that important	d	025 OK, i'm coming. (walking toward Andika)	ack rea		
	026 Mmh.. Actually, I have a friend in my office. He has a daughter.	cl	027 Oh.. Come on dad, I'm eighteen years old.	ack rep	028 I understand	acc

	Aa.. do you want to marry her? What do you think?	el	I think I'm too young to get married. I want to continue my school. Come on..			
	028 But you can continue your study after you get married.	cl	029 Hm.. OK, but actually I have a girlfriend. I know her since junior high school and I really love her.	ack rep		
	030 But this one is beautiful	cl	031 Really?? 032 Haha (laughing)	ack rea		
	033 She is smart, and I think she will be a great wife for you.	cl	034 Why don't you tell me earlier? 035 Hahaha (laughing) 036 No, I'm kidding. I love my girlfriend and I can leave her.	rep rea rep	037 Well, OK,	acc
	037 If you think that she is the best for you, I cannot force you. You must fight for your love like when I loved your mom. OK?	con ch	038 Thank you dad.	rep	039 OK, thank you.	acc
4	040 OK (applauding)	m	041 (walking backwards, taking a sit) (applauding)	ack ack		
	042 What a fun and wise.. wise father.	i				
	042 OK.	m				
	043 So, that's the end of our activity last week and now we are going for new activity.	con				
	043 And we are going to give the opportunity for those who are using OHP because we have change this when nobody.. no more groups want to use it then you will change it to the infocus. We are going to use the LCD.	i i				
	043 OK.	m				
	043 So, who's group want to start first? The one who are using the OHP. How many groups? How many groups use the OHP?	cu cu	044 (raising hand)	bid	045 One group?	acc
	045 Only one group?	el	046 Yes.	rep	047 OK.	acc
	047 So are you ready?	el	048 Not yet.	rep		
	049 How many friends do you have in your groups?	el	050 Just two.	rep	051 Ouw..	acc

	051	Take it like this. Until next week you'll never be ready. So, why you don't just do it now and you'll free.. you will be free? Yeah! (motivating the group to come forward by applauding)	d d d	052	(applauding)	ack		
	053	You can do it! Come on! Make yourself more confident. You have to tell yourself that this is your presentation. You are the one who prepare this. You are the one who have done a little research about your topic. So you are the one who know that. Nobody can understand better than you. So, keep that spirit! OK	d ch	055	(finally coming forward)	rea		
	053	Class, let's give applause for Sandy.	d	054	(applauding)	rea	056	OK, please acc
	056	Note this carefully, after doing your presentation, two questions... two questions will be asked.	d					
5	056	OK.	m					
	056	You can explain it for around two minutes and get the interactive things.	d	057	(Viewing the headline topic entitled 'Some people believe that happiness is close related to money. Do you believe it?')	rea	059	OK. acc
				058	(raising hand)	bid		
	060	I think the happiness has no relationship with the money. Why? I think, a.. without money, in my mind, without money, we can enjoy our life. I think it is one of happiness.	i	061	Sometimes yes, sometimes no.	rep		
				062	(raising hand)	bid	063	OK acc
	064	Especially for me, a.. sometimes, a.. without money, a.. I can't, a... I can't, a.. without money, a... without money, a... we can't be happy.	i	065	U.. (teasing) So it means that she has plenty, plenty of money.	ack con		
				066	Haha (laughing)	rea		
				067	Because she is so happy, hahaha (laughing).	con		
				068	Hahaha (laughing).	rea		
	069	OK.	m					
	069	(talking to Sandy) You can continue.	d	070	OK.	ack		
6	070	Money, money and money. Everything talks about money. Everything is money.	i	071	I don't think so. For me, having money doesn't mean we can get	rep		

	The topics I bring here are; the first: 'what is money?', second is 'what money can do?', the third is 'is it important?'. I think money is something, a.. we use to bring happiness in our life. I think that.. I mean. What about you Ferry?	cl el	happiness.			
	072 Why did you say that?	el	073 Aa.....	rep		
	074 because...	el				
	075 Come on!	p				
	076 (talking to Ferry) He just want to justify your opinion. You said that money doesn't guarantee that we happy. Why?	cl el				
			077 (raising hand)	bid	078 OK	acc
	079 I think happiness just in our heart, we can find it.. not a.. with the money.. just not money..	i	080 You can meet there, only with money, ya.	rep	081 Ya.	acc
	082 So that's why I delimitate 'sometimes yes, sometimes no'.	con				
	082 OK.	m				
	083 (talking to S1) I agree with you. Although money can bring a lot of things in our life, it doesn't mean, a.. it brings happiness in our life. Mm... (queting for a long time)	i				
	084 Speak!	p	085 Money can bring happiness if we use it in right way, a...	rep	086 Appropriately.	e
			087 Appropriately. Money can bring happiness if..	rep	088 We use it wisely	e
			089 We use it wisely And money can bring a disaster if we don't use it wisely.	rep		
7	089 The second is, 'What money can do'. Mm.. I think, money is not everything, but money can buy anything. But i don't agree with that opinion because I think money can, eh.. can't buy anything because there is a lot of think we can't buy with money. Love, maybe, we can't buy love	m i				

	with money and there are others.					
	090 So what money can do?	el	091 Mmm.. Money, I think, money can change the truth into ..	ack rep	092 A liar..	e
			093 Into a liar, like in a 'pengadilan'..	rep	094 Court	e
			095 like in a court.	rep		
	095 With a lot of money, we can change the reality, a liar into a truth, truth into liar. Eh.. what money can do.. Eh..money can buy something to eat, or our cloth, or something physically.	i				
8	Eh..is it impotant..	m				
	Eh..yes. I think it's really really important because we can't continue our life if we don't have money. We can't continue our school if we don't have money. What about you Fery?	cl el	Ya.. I think money is important. I ask money from my parents because everyday I need money. Hahaha (laughing)	ack rep rea		
	Is it anyone say that money is doesn't important?	cu	Not important.	e	Not important?	
			(silent)	ack		
	Nobody? I think we are all agree that money is important to our life.	El cl				
9	102 A.. the last, happines. A.. what makes me happy in my life is if someone loves me and I love someone.	m i	103 Hu.. (teasing)	ack	104 No, it's not only from a boy to a girl but love from friends, family, or anyone.	e
	105 Now you can ask, what about them, randomly	d	106 Ha.. (teasing his friends)	ack		
	106 Irma What makes you happy?	el				
	107 What makes you happy?	el	108 Hmm.. For me, happiness comes from love of people around, a.. our parents..	Ack rep	109 Hmm..	acc
			110 friends, family. A.. and happiness.. it is very very difficult to make our heart happy	rep		
	111 So what makes you happy?	el	112 Haha (teasing Irma)	ack		
	113 I know what makes you happy.	i	114 Haha (teasing Irma while laughing)	ack		
	115 I think the way for bringing	i	116 For every person	e		

	happiness is different..	:		:		:
117	For every person.	:	i	:		: