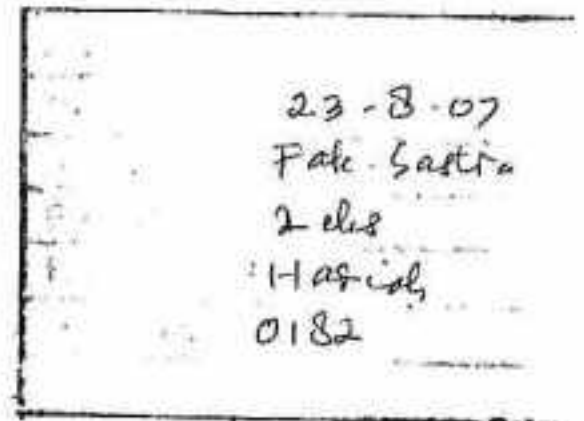


CLASSROOM INTERACTIONS

IN BARANA' CHRISTIAN SENIOR HIGH SCHOOL, TANA TORAJA

(A Pragmatic Study)



A Thesis

**Submitted to the Faculty of Letters, Hasanuddin University
In partial fulfillment of the requirement to obtain
Sarjana degree in English Department**

By:

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ENGLISH DEPARTMENT FACULTY OF LETTER

HASANUDDIN UNIVERSITY

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SKRIPSI

CLASSROOM INTERACTIONS IN BARANA' CHRISTIAN SENIOR HIGH SCHOOL, TANA TORAJA (A Pragmatic Study)

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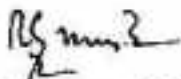
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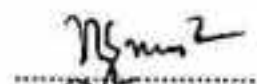
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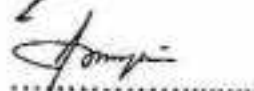
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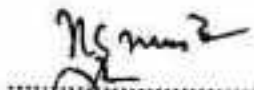
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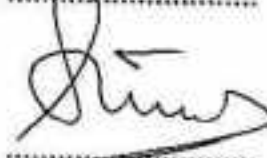
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Makassar, June 2007

WRITER

ABSTRAK

MARGARETA.2007.*Classroom Interaction in Barana' Christian Senior High School, Tana Toraja: A Pragmatic Study* (Dibimbing oleh Nasmilah Imran dan Simon Sitoto).

Studi ini bertujuan mengetahui interaksi guru dan murid-murid dalam proses belajar-mengajar di kelas dan juga siapa yang mempunyai peranan paling besar dalam interaksi. Penulis mengidentifikasi *I-R-F moves, acts* dan *speech acts* yang terjadi selama interaksi berlangsung. Interaksi tersebut kemudian dianalisis menggunakan teori *Birmingham school Approach* dan *Speech Act*.

Penelitian ini dilakukan di SMU Kristen Barana', Tana Toraja. Data dikumpulkan dengan cara merekam interaksi dalam kelas, mencatat dan memilih enam percakapan, mengkategorikan data yang dipilih berdasarkan jenis *moves* dan *acts* serta *speech acts* dalam bentuk tabel. Penentuan sampel dilakukan dengan cara memilih para murid yang melakukan interaksi dengan guru. Kemudian data dianalisis secara deskriptif dengan menggambarkan munculnya *rank structure* pada teori *Birmingham School Approach* dan terakhir membuat kesimpulan berdasarkan analisis.

Hasil penelitian menunjukkan bahwa *Birmingham School Approach* dapat terjadi dalam interaksi kelas di SMU Kristen Barana', Tana Toraja. Semua *moves* yaitu *interaksi (interaction)*, *tanggapan (response)*, dan *tindakan lanjut (follow-up)* terjadi dalam interaksi kelas. Dari 22 *acts* yang diusulkan oleh Sinclair dan Coulthard, hanya *loop act (tindakan untuk menanyakan kembali dengan maksud memperjelas maksud pembicara)* dan *prompt act (tindakan mendesak)* yang tidak pernah muncul dalam interaksi kelas dan sebaliknya *elicitation (elitisasi)* dan *reply act (jawaban)* yang paling sering digunakan oleh para peserta interaksi, baik guru maupun para murid. Guru masih menjadi pusat dalam memulai interaksi dalam kelas dan para murid hanya sebagai partisipan.

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ABBREVIATIONS ON CHAPTER III

1. C : Calvin
2. D : Dorotea
3. E : Elvis
4. M : Marlin
5. Sc : Student (c)
6. Ss : All students
7. T : Teacher

CHAPTER I

INTRODUCTION

1.1 Background

Language is the way to speak to other people. It is used to tell somebody what is in our mind or what we want other people to know. People can not understand other people's opinion without language. This means that language is very important in people's life. Every country in this world has its own language used in its communication.

Communication is done by people to transfer their information to other people. The information can be in the form of written or spoken language. Spoken language is used in conversation in which some interactions appear among the participants. It is interesting to be analyzed because we can also see how people interact each other. The interaction that happens is really natural and people must not arrange their words to make a formal language. Spoken language covers exactly the ordinary conversation in daily life.

Based on the above argument, the writer is interested in doing research on the interaction that happens between teacher and students in the classroom, and also to find out whether classroom interaction is dominated by teacher or students (pragmatic study). The reason why the writer is interested in conducting this research is because she wants to know how the teacher and the students interact in the classroom and also to find out who dominate the interaction. Based on Sinclair and Coulthard's (1975)

record in British primary school, there are five rank structures that happen in classroom interaction. They are lessons, transaction, exchange, move and act which are then called the Birmingham School Approach. The five rank structures will be examined whether or not they are applicable in Indonesian classroom interaction. In addition, pragmatics is the relation between language and its context of a branch of linguistics.

In Cook's book (1989), he writes that Sinclair and Coulthard (1975) have found a number of acts which are used by teacher and students in their conversation. Based on that, the writer wants to find out how those acts mix together to produce move and how move produces various kinds of exchanges. This, by Sinclair and Coulthard (1975) is called a teaching exchange which has three moves; **Initiation – Response – Follow Up**. In addition, the writer also needs to know who dominates the classroom interaction. This will be analyzed using **speech act** in pragmatic.

The reason above makes the writer curious to find out the object that can represent this Birmingham School Approach. Barana' Christian Senior High School in Tana Toraja is the object of this research. The writer chooses that School because it is one of the favorite schools in Tana Toraja where we can find that students use English to interact with their teacher when they are studying English. It is also a school where the students live in school's boarding-house under strict rules.

Finally, the writer will examine more about the moves, acts and also speech acts in theoretical background. Hopefully, this research will fulfill the writer's purpose in examining classroom interactions.

1.2 Identification of Problem

Concentrating on the interaction between teacher and students in the classroom, there are some problems identified in the classroom interactions at Barana' Christian Senior High School, Tana Toraja, such as:

1. The teacher does not ask for the students' participation. This causes the lack of interactions in the classroom at Barana' Christian Senior High School.
2. It is not easy to categorize various kinds of acts by using Birmingham School Approach in classroom interactions at Barana' Christian Senior High School.

1.3 Scope of Problem

Based on the identification of problem above, the writer limits the problem by analyzing two things. They are, first, the occurrences of the rank structure in the classroom conversation, second is the acts and I – R – F moves in the classroom interactions at Barana' Christian Senior High School, Tana Toraja.

1.4 Research Questions

1. How does the rank structure of Birmingham School Approach take place in the classroom interactions at Barana' Christian Senior High School, Tana Toraja?
2. What kind of I – R – F moves and act structures frequently occur in the classroom interactions at Barana' Christian Senior High School, Tana Toraja?

3. How are the interactions in classroom of Barana' Christian Senior High School, Tana Toraja carried out by the students?

1.5 The Objectives of Writing

This study is conducted:

1. To explain how the rank structure of Birmingham School Approach takes place in the classroom interactions at Barana' Christian Senior High School, Tana Toraja.
2. To analyze some of the I – R – F moves and acts structures that frequently occur in the classroom interactions at Barana' Christian Senior High School, Tana Toraja.
3. To disclose the interactions in the classroom of Barana' Christian Senior High School carried out by the students.

1.6 The Significance of Study

This research is expected to give more insight in understanding Birmingham School Approach on the rank structure that is suggested by Sinclair and Coulthard (1975), as one of the alternatives in analyzing spoken discourse and also to find out whether teacher or students dominate the conversation in classroom interaction. Hopefully, this research will give more information to the students who have the same interest in analyzing classroom interaction which is combined with pragmatic approach.

1.7 Methodology

1.7.1 Library search

This was used to find some related information. The writer looked for some resources or other referential materials to support the research, such as books, theses, or articles from the internet.

1.7.2 Field research

1.7.2.1 Technique of data collection.

Two techniques were chosen to collect data from the classroom interaction at Barana' Christian Senior High School, Tana Toraja:

a. Recording

The writer used only video recorder as the main instrument in this analysis. This recording would be done in the classroom while pupils were studying English. The record would be done for 90 minutes in one day.

b. Note taking

After recording the conversation, the writer listening it frequently and after that she transcribed the conversation on a piece of papers that help her elaborate any occurring events.

1.7.2.1 Data analysis

In analyzing the data, the writer used descriptive method. The steps are as follows:

- a. Listening to the recording frequently.
- b. Transcribing all the recorded data from classroom interaction at Barana' Christian Senior High School, Tana Toraja then choosing six of the conversation segment in classroom interaction as the sample of the data.
- c. Numbering the conversations that have been chosen. After choosing the six conversation, the writer numbering them based on their
- d. Categorizing the data in the rank structure. The chosen data then categorized based on the moves and acts from the sentences that have been talked
- e. Making table for each conversation. The table consists of two, one for Birmingham Model and the other for speech acts. This is to help the writer easier to analyze the data.
- f. Analyzing and describing the occurrences of the rank structure. This was done after the writer look at the table from each data. The writer read it carefully to get the best conclusion.
- g. Making a conclusion based on the analysis. This is to get the answer of the research questions.

1.7.3 Population and Sample

1.7.3.1 Population

The population of this research is taken from the total number of students in the exact class of third year in Barana' Christian Senior High School, Tana Toraja. It is about ninety students which are divided into three classes. Each class consists of thirty students.

1.7.3.2 Sample

The writer takes one class, IPA II, and from it the writer used purposive sampling to choose five students who also make interactions with the teacher as the sample.

CHAPTER II

THEORETICAL BACKGROUND

2.1 Previous Study

The Birmingham School Approach is one of the studies in Discourse Analysis that is interesting to be analyzed. This research has been conducted by three students of English Department as their thesis subjects.

Nita Arianti (2004) is the first one. Her thesis title is 'The Birmingham Model in Television Comedy 'Friends': A Discourse Analysis'. Her research main point is to identify the application of Birmingham Model in television situation comedy. She only focuses on the existence of the 22 acts of Birmingham Model when they are applied in television situation comedy.

The second is Ong Patricia (2006) in her thesis 'The Analysis of Classroom Interaction in IDP: A Birmingham School Approach. Her thesis shows the interaction in conversation class of IDP viewed from the acts and I – R – F moves of Birmingham School Approach.

Third is Amriati (2007) in her thesis 'Birmingham School Approach in 'Oprah Winfrey Show' on Metro TV: A Discourse Analysis. Her thesis main point is to describe the Birmingham's moves that frequently appear in the talk show and also to find out the contribution of Birmingham's acts and the I – R – F moves in a talk show.

This writing is different in object from the three theses above. In this research, the writer intends to apply Birmingham School Approach in classroom interaction to disclose the possibility of this approach carried out in Indonesian school. The writer disclose the classroom interaction carried out by the students in the class by using speech acts.

2.2 Discourse Analysis

There are some definitions of discourse analysis that are given by discourse analysts that can help us to understand more of what discourse analysis is.

Cook (1989:6) explains a discourse as a piece of language which is used to communicate something and is felt to be coherent. He continues that language in use, for communication is called *discourse* and the search for what gives discourse coherence is *discourse analysis*.

Stubbs (1983:1) defines discourse analysis as language use beyond the boundaries of a sentence or utterances and interrelationship between language and society.

Furthermore McCarthy (1991:5) explains that discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.

According to Hatch (1992:1) discourse analysis is the study of the language of communication – spoken or written.

Demo also defines discourse analysis in his writing entitled *What is Discourse*

Analysis? as follows:

“Discourse analysis is the examination of language use by members of a speech community. It involves looking at both language form and language function and includes the study of both spoken interaction and written texts...A discourse analysis of written texts might include a study of topic development and cohesion across the sentences, while an analysis of spoken language might focus on these aspects plus turn-taking practices, opening and closing sequences of social encounters, or narrative structure” (2004:quoted in Arianti)

Based on the information above, the writer concludes that discourse analysis is a linguistic analysis which is used as communication by someone in written or spoken language both in formal or informal context.

2.3 The Birmingham School Approach and Pragmatic Approach

2.3.1 The Birmingham School Approach

Sinclair and Coulthard (1975) from the University of Birmingham explain a model for analyzing spoken discourse. They recorded a number of British primary school lessons. They found that language in classroom had a narrow pattern, where teachers and students interact according to very fixed perceptions of their roles. This approach is known as the Birmingham Model or Birmingham School Approach.

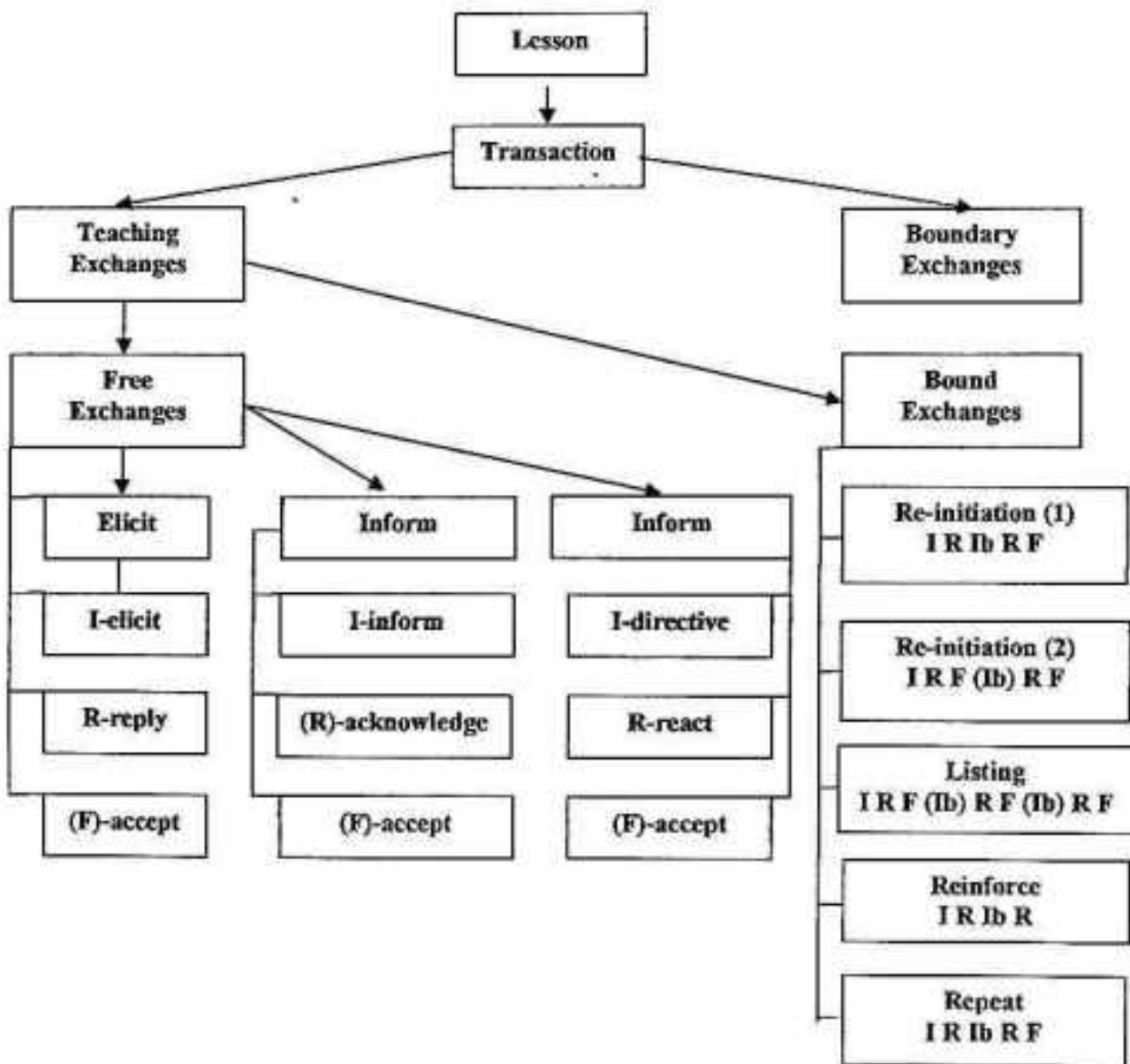
The Birmingham Model or Birmingham School Approach is not the only valid approach to analyze discourse, but it is a relatively simple model to capture the larger structures.

Sinclair and Coulthard (1975) propose five rank structures for Birmingham School Approach, these are:

- Lesson
- Transaction
- Exchange
- Move
- Act

(In Cook, 1989:46)

Sinclair and Coulthard identify twenty-two different classes of *acts*, which are combined to make five classes of *moves*. These are *framing and focusing moves*, which are combined to make *boundary exchanges* and *opening (initiation), responding and follow-up moves*, which are combined to make *teaching exchange*. A number of these *exchanges* are combined to make *transaction*, and altogether are combined to make *lessons*. The following is a diagrammatic representation of Sinclair and Coulthard's Initiation – Response – Follow Up moves (quoted from farooq, 199b:31):



2.3.1.1 Lesson

Lesson is the largest unit in Birmingham School Approach proposed by Sinclair and Coulthard (1975). It is an act of faith since they were unable to provide any structural statement in terms of transaction (Coulthard 1977:123). The following table shows an illustrative analysis of part of lesson:

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 pen near your tissue paper	el	Sir the pen er picks it up	rep	Yes	Eve
eliciting	Would you say the pen is doing some work	el	Yes sir	rep	Yes	Eve
eliciting	Would you say the pen was using something	el	i) Yes sir ii) Energy sir	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 What we've just done is given Some energy to this pen	mark inf				
eliciting	Now Where've we got the energy from	mark el				

(Coulthard, 1977:128)

The table above is used to analyze the data that have been chosen by the writer.

2.3.1.2 Transaction

Transaction has a structure which is expressed in terms of exchange – begin and often end with a *boundary exchange*. It consists of a *frame* and *focus*. Sinclair notes that the boundaries of transactions are typically marked by *frames* whose realization at the level of form is largely limited to five words, they are 'OK', 'well',

'right', 'now', 'good' which uttered with strong stress, high falling intonation and followed by a short pause.

The teacher can isolate, present and exemplify a set of useful transaction markers such as *right, now, so, okay*, and so on, for example by drawing attention to how he/she uses markers to divide up a lesson (McCarthy, 1991:130).

For example:

Frame: well

Focus: today I thought we'd do three quizzes

(Coulthard, 1977:123)

From the example above we know that *frame* is indicate that one stage is begin by the word 'well' and *focus* tell the hearer what is going to happen.

2.3.1.3 Exchange

A minimal group of moves is an exchange. Exchange is divided into two basic types: *boundary* and *teaching (free) exchanges*. Boundary exchange is formed by the combination of *framing* and *focusing* moves, while teaching exchange is formed by the combination of *opening, responding, and follow-up moves* (Atkins, 2001:3).

Free exchange can be divided into *elicit, inform, and direct* exchange based on the initiation moves. When the initiation consists of elicitation, the exchange is identified as elicit exchange; when the initiation provides information, the exchange is called inform exchange; if the initiation consists of directive act, the exchange is identified as direct exchange. The following is the example of exchange:

Elicit

A: What time is it?

B: Six thirty.

A: Thanks

(McCarthy, 1991:15)

The example of the elicit exchange tell us that the type of this exchange was marked by the question. This means that elicit consist of sentence which needs the answer.

Inform

A: Tim's coming tomorrow.

B: Oh yeah.

A: Yes

(McCarthy, 1991:15)

Different from elicit exchange, inform exchange provides information for the hearer. It is mean that when the initiation in the interactions provides information, we can categorize them as the inform exchange.

Direct

A: Here, hold this.

B: (takes the box)

A: Thanks.

(McCarthy, 1991:15)

Direct exchange means that the speaker ask the hearer to do something for him/her. It is mean that when the sentences consist of directive act, the exchange identified as direct exchange.

Each free or teaching exchange consists of three moves i.e. initiation, response, and follow-up, and so it is called three-part exchange or **IRF** exchange.

2.3.1.4 Move

The next rank structure by Sinclair and Coulthard (1975) is move. Moves are combined to form exchanges and moves themselves consist of one or more acts.

There are five types of moves:

1. Framing moves
2. Focusing
3. Opening (initiation)
4. Answering (responding)
5. Follow-up moves

Framing moves indicate that one stage of the lesson is ended and another is about to begin (e.g. 'right', 'OK', 'well', or stress silence). **Focusing moves** tell the students what is going to happen or what has happened and it consists of *metastatement*. Hatch (1992:97) writes that:

"Framing moves indicate that one stage of the lesson is about to begin....Focusing moves tell the students what is going to happen or what has happened."

Opening moves (initiation) make students participate in the teaching exchange. These are often followed by an answering move then given a follow – up.

This is the example of move:

- Framing : Right
(Silent Stress)
Now,
- Focusing : What we've just done, what we've just done is we've decided how to outline our arguments.
- Opening : There were differences in who interrupted the most.
Do you know who did the most interruptions?
I'm sure you do.
Vanesse?
- Answering : The- the man did. At least in meetings.
- Followed - up : The man did.
That's another important finding.

(Hatch, 1992:97)

Framing moves tell the hearer that one stage of the lesson is ended and it is marked by the word 'right'. The other word, 'now', wants to tell the hearer that other stage of the lesson is going to begin.

Opening (initiation), responding, and follow – up moves are called as the normal pattern in classroom interaction in which opening is usually doing by the

teacher (T), responding by the pupils (P), and follow – up move is also by the teacher.

This is the example:

T (initiation) : Those letters have special names. Do you know what it is?
What is one name that we give to these letters?

P (response) : Vowels.

T (follow-up) : They're vowels, aren't they?

T (initiation) : Do you think you could say that sentence without having the
vowels in it?

(Coulthard 1977:125)

The example above shows that teacher begin the interactions by asking pupils the special name of the letter. This is then responds by pupils by answer teacher's question. Teacher give feedback to their answer. Next stage, teacher begin or initiate pupils by asking them new question.

2.3.1.5 Act

Act is the smallest unit in the rank structure which was proposed by Sinclair and Coulthard (1975). The definition of act depends on the function of each act. Sinclair and Coulthard (1975) identified a finite number used by the teacher and pupils in their conversation. This table shows the twenty-two acts based on their identification:

<i>Code</i>	<i>Act</i>	<i>Function</i>	<i>Realisation (e.g.)</i>
Acc	Accept	Shows T has heard correct information	'Yes', 'Good', 'Fine'
Ack	Acknowledge	Shows P has understood, intends to react	'Yes', 'OK', 'mmhm', 'Wow'
Z	Aside	T talking to himself/herself	Statement/question/command
B	Bid	Signals desire to contribute	'Miss!' 'Sir!' Raised hand
Ch	Check	Checks progress	'Finished?' 'Ready?' Questions
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	Summaries	'So, what we've been doing is...'
D	Directive	Requests action	Imperative
EI	Elicitation	Requests answer	Question
E	Evaluation	Evaluates	'Good', 'Interesting', 'Yes'
I	Information	Provides information	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 contribute	'You', 'Yes', 'Jane'
P	Prompt	Reinforces directive or elicitation	'Go on', 'Hurry up'
Rea	React	Provides appropriate reply to directive	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

Key
T = teacher
P = pupil

(Cook, 1989:47)

The acts above were simplified by Coulthard (1975) into seventeen acts, which consist of three major categories; they are **meta-interactive**, **interactive**, and **turn-taking**.

Meta-interactive	Interactive		Turn-taking
Marker	informative	acknowledge	cue
Metastatement	directive	react	bid
loop	elicitation	reply	nomination
	starter	comment	
	accept	evaluate	

The marker in **meta-interactive** 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, putting the discourse back to where it was before the preceding move.

The **interactive** consists of *initiation, response and follow-up*.

Initiation	Response	Follow-up
Informative	acknowledge	-
Directive	acknowledge (react)	accept
Elicitation	reply	evaluate
		Comment

The **turn-taking** act includes *cue, bid, and nomination*. These three acts will be shown by the following example.

T: (<i>cue</i>)	Hands up.
(<i>elicit</i>)	What's that?
P: (<i>bid</i>)	RAISED HAND
T: (<i>nomination</i>)	Janet
P: (<i>reply</i>)	A nail
T: (<i>evaluation</i>)	A nail, well done, a nail.

(Coulthard, 1977:127)

2.3.2 Pragmatic Approach

Pragmatic can be defined as the study of language use, or, to employ a somewhat more complicated phrasing, the study of linguistic phenomena from the point of view of their usage properties and processes (Verschueren 1999:1). Both pragmatics and discourse analysis study the meaning in context, analyzing the parts of meaning that can be explained by knowledge of the physical and social world, and the socio-psychological factors influencing communication, as well as the knowledge of the time and place in which they are uttered or written. Both approaches focus on the meaning of words in interaction and how interactors communicate more information than the words they use. The speaker's meaning is dependent on assumptions of knowledge that are shared by both speaker and hearer; the speaker constructs the linguistic message and intends or implies a meaning, and the hearer interprets the message and infers the meaning (quoted from Cutting 2003:2)

Cutting (2003:2) continued that pragmatics and discourse analysis have in common the fact that they are both concerned with functions: the speakers' short-term purposes in speaking, and long-term goals in interacting verbally. Where discourse analysis differs from pragmatics is in its emphasis on the **structure of text**. Discourse analysis studies how large chunks of language beyond the sentence level are organized, how the social transaction imposes a framework on discourse.

Next Cutting (2003:3) explain that pragmatics differs from discourse analysis in the importance given to the **social principles** of discourse. Pragmatics takes a socio-cultural perspective on language usage, examining that the way the principles of social behaviour are expressed is determined by the social distance between speaker. It describes the unwritten maxims of conversation that speakers follow in order to cooperate and be socially acceptable to each other. One kind of pragmatic is the **speech act**.

Mey (2001:95) explain speech acts are verbal happening in the world. Austin (1962) defined speech acts as the actions performed in saying something. **Speech act theory** said that the action performed when an utterance is produced can be analyzed on three different levels. The next example is the conversation between three students who are sitting together at the 'bun lunch', the social occasion at which the university lays on filled rolls and fruit juice on the first day of the course, to welcome the students and help them to get to know each other (Cutting 2002:16)

MM I Think I might go and have another bun.

AM I was going to get another one.

BM Could you get me a tuna and sweetcorn one please?

AM Me as well?

The first level of analysis is the words themselves: 'I think I might go and have another bun', 'I was going to get another one', and so on. This is the **locution**, 'what is said', the form of the words uttered: the act of saying something is known as the **locutionary act**. The second level is what the speaker doing with their words: AM and MM are 'asserting' and 'expressing intentions about their own action', and BM and AM are 'requesting action on the part of the hearer'. This is the **illocutionary force**, 'what is done in uttering the words', the function of the words, the specific purpose that speakers have in mind. Other examples are speech acts 'inviting', 'advising', 'promising', 'excusing', and 'apologising'. The last level of analysis is the result of the words MM gets up and brings AM and BM a tuna and sweetcorn bun each. This known as the **perlocutionary effect**, 'what is done by uttering the words': it is the effect on the hearer, the hearer's reaction.

Based on Searle (1976) in Levinson's book (1983:240) explain that there are just five basic kinds of action that one can perform in speaking, by means of the following five types of utterance:

- a. **Representatives**, which commit the speaker to the truth of the expressed proposition (paradigm cases: asserting, concluding, etc)
- b. **Directives**, which are attempts by the speaker to get the addressee to do something (paradigm cases: requesting, questioning)

- c. **Commissives**, which commit the speaker to some future course of action (paradigm cases: promising , threatening, offering)
- d. **Expressives**, which express a psychological state (paradigm cases: thanking, apologizing, welcoming, congratulating)
- e. **Declarations**, which effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra-linguistic institutions (paradigm cases: excommunicating, declaring war, christening, firing from employment)

The theories above show that Birmingham School Approach is applicable to analyze classroom interaction while Pragmatic Approach is used to analyze the speech acts that happen in the interaction. In this research, the writer tries to find whether this Birmingham School Approach is applicable in the Indonesian classroom interaction, especially in Barana' Senior High School, Tana Toraja as one of the favorite schools in Tana Toraja, South Sulawesi. Besides, it also finds out who dominates the classroom interaction, teacher or students.



CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

In this chapter, the writer would like to describe and elaborate the *acts* and the *I-R-F moves* of Birmingham School Approach and also *speech act* to find out who get the most power in the classroom interaction, the teacher or the students, in Barana' Christian Senior High School, Tana Toraja.

In analyzing the data, the writer transcribes the conversation. Then, the writer arranges the conversation in the table by using rank structure of Birmingham School Approach. Next, the writer classifies the conversation into some kinds of *speech acts*. Lastly, the data are analyzed from the table with the *acts* and *I-R-F moves* of Birmingham School Approach and also the classification of *speech acts* of pragmatic study.

The following is six chosen examples in the conversation on 'Relative Clause' between teacher and students which was recorded on Monday, April 9th, 2007. The examples are part one, three, five, eight, nine, and part ten. The writer is not analyze the data in order because she just take the part of the interaction that consist of many sentences or complete sentences.

Please note, however, the language that is used by the student in the classroom interaction is not in well-formed language, but it is not the writer's main point anyway. The concentration of the writer is not in the well-formedness of the

language that is used but is on the *acts* and *I-R-F moves* of Birmingham School Approach and the *speech acts* of the pragmatic study.

3.1 Presentation and Analysis of Datum 1

3.1.1 Presentation of Datum 1

Part 1

- (001) Teacher : Have we talked about relative clause?
(002) All Students: Not yet.
(003) Teacher : OK.
(003b) We can talk it today because we'll always find it in try out and also in the university test.
(003c) Look at page 238 and take your note! Write in the middle "that"!
(003d) Finish?
(004) All Students: Yes.
(005) Teacher : Write in the left "who, whom and whose" then write "which" in the right.
(005b) Finish?
(006) All Students: Yes.
(007) Teacher : Now, make a circle. Start from "that" to "who, whom, and whose". This one is refers to "people". Then from "that" to "which". This is refers to "thing, idea, etc"
(007b) So, "that" is used for both people and thing.
(007c) You get the point?
(007d) Anybody confuse?
(008) Elvis : RAISED HAND
(009) Teacher : Elvis.
(010) Elvis : Is who, whom, whose can be used to animals?
(011) Teacher : So far, we never used it, except, in the literature...kesusastraan. Maybe the writer do it on the purpose...karena dia...just imagine maybe the animals act like human being.
(012) Elvis : So, we use which or that for it?
(013) Teacher : Yes.
(013b) Have a look at this one.
(013c) I want to emphasize for this one. "Who" is used for subject and object while "whom" is used just for object.

There are thirteen talks in datum 1. They can be analyzed in the table by using bank structures of Birmingham School Approach and categorized based on the speech act in pragmatic. The following shows how the above data are organized in table.

CLASSROOM ANALYSIS						
change type	Initiation	Act	Response	Act	Feedback	Act
ing	(001) Have we talked about relative clause? (T)	s	(002) Not yet (Ss)	ack	(003) OK (T)	acc
ing					(003b) We can talk it today because we'll always find it in try out and also in the university test. (T)	ms
ing	(003c) Look at page 238 and take your note! Write in the middle "that". (T)	d				
ng	(003d) Finished? (T)	ch	(004) Yes (Ss)	ack	(005) Write in the left "who, whom, and whose" then write "which" in the right. (T)	d
	(005b) Finished? (T)	ch	(006) Yes (Ss)	ack	(007) Now, make a circle. Start from "that" to "who, whom, and whose". This one is refers to "people". Then from "that" to "which". This is refers to "thing, idea, etc" (T) (007b) So, "that" is used for both people and thing. (T)	d con
	(007c) You get the point? (T) (007d) Anybody confuse? (T)	ch el	(008) RAISED HAND (E)	b	(009) Elvis (T)	n
	(010) Is who, whom, whose can be used to animals? (E)	el	(011) So far, we never used it, except, in the literature...kesusastraan. Maybe the writer do it on the purpose...karcna dia...just imagine maybe the animals act like human (T)	cl	(012) So, we use which or that for it? (E)	con

		(013) Yes (T)	acc	(013b) Have a look at this one. I want to emphasize for this one. (T)	d
				(013c) "who" is used for subject and object while "whom" is used just for object. (T)	con

These are the complete forms of the abbreviations in the table above: (Cook 1989:47)

	<i>Code</i>	<i>Act</i>	<i>Function</i>	<i>Realization</i>
1.	s	starter	Provides information to facilitate response	Question
2.	ack	acknowledge	Shows students have understood intends to react	'Yes'
3.	acc	accept	Shows teacher has heard Correct information	'OK'
4.	ms	metastatement	Explicitly refers to development of lesson	Statement
5.	d	directive	Request action	Imperative
6.	el	elicitation	Request answer	Question
7.	con	conclusion	Summaries	'So,
8.	b	bid	Signals desire to contribute	Raised hand

- | | | | | |
|-----|----|------------|--|-------------|
| 9. | n | nomination | Tells or permits a student to contribute | 'Elvis' |
| 10. | cl | clue | Gives extra information | Statement |
| 11. | ch | check | Checks progress | 'Finished?' |

The next table shows some kinds of *speech act* that happened in the interaction between teacher and students. (Based on the category suggested by Searle in the Cutting 2002:16-17)

Speech Act	Category	Realization (e.g)
Directives	Requesting	(001) Have we talked about relative clause? (003d) Finish? (007c) You get the point? Anybody confuse? (010) Is who, whom, whose can be used to animals?
Directives	Commanding	(003c) Look at the page 238 and take your note! Write in the middle "that"! (005) Write in the left "who, whom, and whose" then write "which" in the right! (013b) Have a look at this one!
Representatives	Describing	(003b) We can talk it today because we'll always find in try out and also in the university test. (013c) "Who" is used for subject.....
Representatives	Predicting	(011) Maybe the writer...

3.1.2 Analysis of Datum 1

The first is the analysis of datum 1 which is taken from part one of the recording. The conversation that happens between teacher and students are about the use of "relative clause". All students are the participants in this first datum besides Elvis who raises a question.

The conversation begins when the teacher asks the students whether they have talked about relative clause or not.

Firstly, the teacher initiates to direct the students to the topic he wants to talk about. He begins by asking a question *'Have we talked about relative clause?'* (001). This act is classified as a starter since the teacher starts to ask question to the students and cause a directives speech act in request category, because the speaker needs to get the answer of his question. Then, this question is answered by the students (002) that they have not talked about that. The students' act is classified as acknowledge act since they intend to react to the teacher question. The teacher gives an agreement feedback (003) which is classified as acceptance act when he shows that he hear correct information. He then continues by giving focus on what they want to talk about (003b) by describing it (speech act), because the teacher want to describe the subject that they are going to talk about. This act is realized as metastatement because teacher explicitly refers to the development of lesson.

Later, the teacher initiates the students by directing them to pay attention to the page of the subject they want to talk about (003c). The act is called directive which, in the speech act, is categorized as commanding act. This is because the teacher ask them to look at the page 238 and to take their note. He continues initiating the students by asking *'Finished?'* (003d) to make sure whether the students get the point of what he is talking about. This act is classified as check and directive speech act in order to request an answer, because the teacher needs something from his question that given by the students. This initiation is then responded by the students

by saying 'Yes' (004). The act is realized as an acknowledge act since its mark is a closed class item 'yes'. The teacher then gives feedback by directing students to write in their note (005). This act is called directive because he commands the students to write. Furthermore, the teacher checks the progress of the subject by asking 'Finished?' (005b). That is why the teacher's act is called check. The students give their act by saying 'Yes' (006) which is called acknowledge act to show that they have done what the teacher ask them to do. The students' answer then followed by the teacher's new command (007), so the class of the act is directive act which consists of commanding category of speech act. Then, the teacher gives conclusion on his follow – up (007b).

Next, the teacher continues the interaction asking the students by saying 'You get the point?' (007c). This question is then classified as check act and requesting speech act, because the teacher wants to find out whether the students understand or not. He continues his act by eliciting the students (007d). This act is classified as elicitation since its mark shows an act that needs an answer. Elvis gives his response by raising his hand (008). This act is realized as bid because he gives a signal desire to contribute to the teacher's question. The teacher then nominates it by saying 'Elvis' (009). The act is called a nomination since the teacher permits Elvis to give contribution. Elvis initiates the conversation by asking question to teacher (010). This is called elicitation because he requests an answer. The teacher responds to his question by giving an extra information (011). That is why the act is classified as clue and categorized as predicting speech act because the speaker (teacher) explains his

believes on the lesson. Elvis continues the teacher's answer by concluding it (012) which is called as conclusion act because he has understood of by the teacher's explanation.

Finally, the teacher gives a response again by showing his agreement with Elvis' conclusion (013). The act is realized as acceptance. To make sure about his opinion, the teacher then gives his follow-up by directing Elvis and all other students to look at his explanation (013b). As the closing conversation of part one, the teacher concludes the subject in his follow-up (013c). The act aims to help all the students to understand the lesson by summarizing the preceding discourse.

3.2 Presentation and Analysis of Datum 2

3.2.1 Presentation of Datum 2

Part 3

- (035) Elvis : Sir!
- (036) Teacher : Yes?
- (037) Elvis : Is it a different between plural and singular in relative clause?
- (038) Teacher : Yes...and also for tenses.
- (038b) Have a look at this one!
- (038c) Kepala sekolah yang memimpin SMU Barana' dulunya adalah seorang perempuan. So, the headmaster who led Barana' Senior High School was a woman. Kalau sekarang, the headmaster who leads Barana' Senior High School is a man.
- (038d) You get the point?
- (039) Elvis : I ask not about the sentence but is it a changes of relative clause if the sentence tells about plural or singular noun?
- (040) Teacher : Oh...no. The concept of plural and singular just in the concept of verb.
- (040b) I see want you mean. For example man who sleep....,is it change if men....sleep...., begitu?
- (041) Elvis : Yes.
- (042) Teacher : Oh...no...no. There is no change.
- (042b) Of course they have the different meaning, man..seorang pria, men....beberapa pria.
- (042c) Just understanding from the context.

Datum 2 consists of eight talks which will be analyzed in the table of Birmingham School Approach and categorized them into speech act. This following table shows the analysis of classroom interactions and also speech acts that happened between the teacher and the student.

CLASSROOM ANALYSIS

Exchange type	Initiation	Act	Response	Act	Feedback	Act
	(035) Sir! (E)	b	(036) Yes? (T)	n		
citing student)	(037) Is it a different between plural and singular in relative clause? (E)	s	(038) Yes...and also for the tenses (T) (038b) Have a look at this one! (T)	rep d		
forming			(038c) Kepala sekolah yang memimpin SMU Barana' dulunya adalah seorang perempuan. So, the headmaster who led Barana' Senior High School was a woman. Kalau sekarang, the headmaster who leads Barana' Senior High School is a man (T)	cl		
citing	(038d) You get the point? (T)	ch	(039) I ask not about the sentence but is it a changes of relative clause if the sentence tells about plural or singular noun? (E)	rep	(040) Oh..no..no.... The concept of plural and singular just in the concept of verb. (T) (040b) I see what you mean. For example man who sleep..... is it change if men....sleep..... begitu? (T)	ev com
			(041) Yes. (E)	ack	(042) Oh...no...no.. There is no change. (T) (042b) Of course they have the different meaning, man...seorang pria, men...beberapa pria. (T) (042c) Just understanding from the context. (T)	com cl com

These are the complete forms of the abbreviations on the table above (Cook, 1989:47)

Code	Act	Function	Realization (e.g)
1. b	bid	Signals desire to contribute	'Sir!'

2.	n	nomination	Tells or permits students to contribute	'Yes'
3.	s	starter	Provides information to Facilitate response	Question
4.	rep	reply	Provides appropriate reply to elicitation	Statement
5.	d	directive	Request action	Imperative
6.	cl	clue	Gives extra information	Statement
7.	ch	check	Check progress	Question
8.	ev	evaluation	Evaluates	'Oh...no...no...'
9.	com	comment	Exemplifies/expands/justifies	Statement
10.	ack	acknowledge	Shows students understood,	'Yes'
11.	con	conclusion	Summaries intends to react	'Just understanding...'

Next table is *speech act* that happened in the conversation:

Speech Act	Category	Realization (e.g)
Representatives	Describing	(038c) Kepala sekolah... (040) ...The concept of plural.... (042b) Of course they have.....
Commissives	Refusing	(039) I ask not about.... (040) Oh...no...no... (042) Oh...no...no...
Directives	Commanding	(042c) Just understanding from....
Directives	Requesting	(037) Is it a different....? (038d) You get the point?

3.2.2 Analysis of Datum 2

Datum 2 consists of part three in the conversation. The conversation is between the teacher and Elvis. It begins when Elvis said 'Sir!' (035) to show his bid act. He gives signal desire to ask a question. The teacher responds the initiation of Elvis by saying 'Yes'. This act is realized as nomination which permits Elvis to contribute.

Elvis initiates by giving a question (037). Elvis' act is called a starter since he starts to ask question to the teacher. The teacher gives response by replying act (038) which provides appropriate reply to the question. Then he continues by directing him to pay attention to the teacher's explanation (038b) which then categorize as directive act and gives an extra information for answering Elvis' question (038c). The teacher's act in order to raise an extra information then classified as clue act and realize as the representatives speech act in the category of describing. This is categorize in the speech act because the teacher describe an example in order to help Elvis get the best answer for his question.

Next, the teacher initiates by asking Elvis back in order to find out whether he understands his explanation or not (038d). This is realized as check act. Elvis replies by giving his response by refusing the teacher explanation (039). This is in the speech act is categorize as commissives speech act because the speaker commit a future action to refuse the explanation and tell the teacher that his question is not about what the teacher has told in his response. The teacher then evaluates Elvis' response (040) and give his comment to clarify his explanation (040b). That is why the teacher act in

sentence (040) is realized as evaluation act and for the sentence (040b) is categorized as comment act. Elvis gives his agreement response of teacher's feedback. His act is realized as acknowledge act to show that he understands the teacher's explanation.

Finally, the teacher gives comment (042) and his extra information (042b) to make sure of his answer. Conclusion is then given to make Elvis understand and satisfied about the teacher's answer.

3.3 Presentation and Analysis of Datum 3

3.3.1 Presentation of Datum 3

Part 5

- (045) Student (c) : RAISED HAND
(046) Teacher : Yes?
(047) Student (c) : How to differentiate clearly between "who" and "whom"?
(048) Teacher : "Who" is used for subject and object, but whom is only for object.
(048b) : Now,
(048c) : how to differentiate it in the context?
(048d) : For example, who want to pinch me?
(049) All Students: *Silent.*
(050) Teacher : You,
(051) Marlin : *React to pinch the teacher.*
(052) Teacher : Aow....
(053) All Students: Ha...ha...ha
(054) Teacher : Cewek yang mencubit guru itu adalah Marlin. The girl who pinched the teacher was Marlin. You can't replace "who" by "whom"
(054b) : Sekarang,
(054c) : guru yang dicubit oleh Marlin adalah Jackjoy. The teacher whom Marlin pinched was Jackjoy, "whom" menuju ke teacher.
(054d) : Lets look at the proof here!
(054e) : Who was pinch the teacher? Marlin was pinch the teacher.
(054f) : Is that have subject?
(055) All Students: Yes.
(056) Teacher : Now,
(056b) : whom did Marlin pinch? Marlin pinched the teacher.
(056c) : Is that have talking about an object?
(057) All Students: Yes.
(058) Teacher : Have you differentiate it clearly?
(059) Student (c) : Yes.
(060) Teacher : OK.

There are sixteen talks in datum 3 and four other non-linguistic acts. In this datum the interaction is between the teacher, student c, and Marlin who does non-linguistic act. The following table gives more explanation of the data.

CLASSROOM ANALYSIS

change type	Initiation	Act	Response	Act	Feedback	Act
	(045) RAISED HAND (Sc)	b	(046) Yes? (T)	n		
iting ident)	(047) How to differentiate clearly between "who" and "whom"? (Sc)	s	(048) "Who" is used for subject and object, but whom is only for object. (T)	i		
	(048) Now (T) (048b) how to differentiate in the context? (T) (048c) For example, who want to pinch me? (T)	m el el	(049) <i>silent</i> (Ss)	-	(050) You (T)	n
			(051) <i>react to pinch the teacher</i> (M)	rea	(052) Aow.... (T)	rea
			(053) Ha, ha, ha. (Ss)	rea		
	(054) Cewek yang mencubit guru itu adalah Marlin. The girl who pinched the teacher was Marlin. You can't replace "who" by "whom" (T) (054b) Sekarang, (T) (054c) guru yang dicubit oleh Marlin adalah Jackjoy. The teacher whom Marlin pinched was Jackjoy, "whom" menuju ke teacher. (T) (054d) Lets look at the proof here! (T) (054e) Who was pinch the teacher? Marlin was pinch the teacher. (T)	i m cl d i				
iting	(054f) Is that have subject? (T)	el	(055) Yes (Ss)	ack		
rming	(056) Now, (T) (056b) whom did Marlin pinch? Marlin pinched the teacher. (T) (056c) Is that have talking about an object? (T)	m i el	(057) Yes (Se)	ack	(058) Have you differentiate it clearly? (T)	el
			(059) Yes (Sc)	ack	(060) OK (T)	acc

These are the complete forms of the abbreviations on the table above (Cook, 1989:47)

	<i>Code</i>	<i>Act</i>	<i>Function</i>	<i>Realization (e.g)</i>
1.	b	bid	Signals desire to contribute	RAISED HAND
2.	n	nomination	Tells or permits a students to contribute	'Yes'
3.	s	starter	Provides information to facilitate response	Statement
4.	i	information	Provides information	Statement
5.	m	marker	Marks boundary in discourse	'Now'
6.	el	elicitation	Request answer	Question
7.	-	silent stress	Highlights marker	Pause
8.	rea	react	Provides appropriate reply to directive	Non-linguistic
9.	cl	clue	Gives extra information	Statement
10.	d	directive	Request action	Imperative
11.	ack	acknowledge	Shows student understood, intends to react	'Yes'
12.	acc	accept	Shows teacher heard correct Information	'OK'

These following table shows a *speech act* in the conversation:

Speech Act	Category	Realization (e.g)
Representatives	Describing	(054) Cewek yang (054c) ...guru yang dicubit....
Directives	Requesting	(047) How to differentiate...? (048c) ...how to differentiate....? (048d)who want...? (054f) Is that have....? (056c) Is that have...? (058) have you....?
Directives	Commanding	(054d) Lets look at....

3.3.2 Analysis of Datum 3

Datum 3 consists of part five in the conversation. The conversation is between the teacher, student (c), Marlin who does a non – linguistic act and all of the other students in the classroom.

It begins when student (c) raises her hand (045) to show her bid act. She gives signal to contribute a question. The teacher responds the initiation from the student by saying 'Yes?' (046). This act is realized as nomination which permits the student to contribute.

Student (c) initiates by giving a question (047). Her act is called as starter since she starts to ask question and realized as directives speech act in category of requesting because she needs the answer about the difference between "who" and "whom". The teacher gives his response by providing information to the students about "who" and "whom". That is why, this act is classified as information act (048). The teacher then continues by initiating the students. He says 'now' (048) which is classified as marker act to mark boundary in the lesson. He replies student's question by asking back all other students (048b) and also requests for their action to pinch

him (048c). Both of the teacher's acts are categorized as elicitation acts. The students response the initiation by giving *silent stress* or no answer. This then makes the teacher give a feedback to choose one student by saying 'you' (050). This act is realized as nomination since the teacher permits Marlin to contribute and she provides appropriate reply to the teacher's command by reacting to pinch the teacher (051). Then the teacher screams by saying 'aow' (052) to show his feedback to Marlin's response and it is followed by other students' response by laughing (053). Those three acts (051, 052, 053) by the writer are classified as reaction because the acts consist of non-linguistic acts.

The teacher continues to initiate the student by providing information to describe (speech act) the situation or example in order to give a correct answer for student(c)'s question(054). This act is classified as information act and as the representatives speech act in the describing category. It is because the teacher commit to give best answer for the question. He then shows a marker act to limited his explanation by saying '*sekarang*' (054b). Next, he distributes an extra information in order to make the students more understand (054c); the act then called clue. After that, he directs (commanding) the students to give more attention on his explanation (054d); the act is classified as directive since he requests action from the students. It is categorized as the directives speech act because the teacher ask for the students' attention to his explanation of the subject. Then, he continues provides an information (054e). That is why the writer realized its as an information act. The teacher continues provide question (054f) and request the answer to find out whether

the students understand or not. This act is called as elicitation. The students contribute an acknowledge response to show that they have understood about the explanation (055).

Finally, the teacher begins the initiation by showing a marker act to boundary the lesson (056). Then he continues to provide information (056b); that is why the act realize as information. The teacher closes his initiation by asking the students (056c); this called an elicitation act. The students respond it by saying 'yes' (057). The teacher gives feedback by asking student (c) whether she understand the explanation or not (058); the act then called as elicitation. Student (c) responds by saying 'yes' (059). Both act in the conversations (057 and 059) categorized as acknowledge act because it shows that the students have understood about teacher's explanation. The teacher gives feedback by saying 'OK' (060) in order to show that he has heard correct information; the act is called as accept act.

3.4 Presentation and Analysis of Datum 4

3.4.1 Presentation of Datum 4

Part 8

- (093) Calvin : Sir!
(094) Teacher : Yes?
(095) Calvin : May I write like this: A child was started to cry who toys I broke?
(096) Teacher : Oh....no...no... You can't say like that. It can not be understand. It is not understandable, tidak bisa dipahami.
(097) Calvin : Maksud saya, Ia mulai menangis yang mainannya dirusak.
(098) Teacher : Tidak, yang dimaksud adalah anak yang mainannya saya rusak, Ia mulai menangis.
(098b) : Coba, coba kamu pahami!
(098c) : Ia mulai menangis yang mainannya kamu rusak.
(098d) : Bisa dipahami dalam bahasa sehari – hari?
(099) Calvin : Bisa.
(100) Teacher : Benar,
(100b) : tetapi kita menggunakan standar language. Apakah anak yang mainannya kamu rusak mulai menangis?
(101) Calvin : Jadi, harusnya seperti ini: A child whose toys I broke was started to cry?
(102) Teacher : Yes.
(102b) : That's why I say use your logic.

There are ten talks in datum 4 which are taken from part 8 of the conversation in the classroom interaction. The conversation that happens is between the teacher and Calvin. The following table shows the rank structure of Birmingham School Approach and category of speech act.

CLASSROOM ANALYSIS

change type	Initiation	Act	Response	Act	Feedback	Act
	(093) Sir! (C)	b	(094) Yes? (T)	n		
iting ident)	(095) May I write like this: A child was started to cry who toys I broke? (C)	s	(096) Oh...no...no... You can't say like that. It can not be understand. It is not understandable, tidak bisa dipahami. (T)	rep	(097) Maksud saya, la mulai menangis yang mainannya dirusak. (C)	com
			(098) Tidak, yang dimaksud adalah anak yang mainannya saya rusak, la mulai menangis. (T) (098b) Coba, coba kamu pahami! (T) (098c) la mulai menangis yang mainannya kamu rusak. (T)	i d i		
iting	(098d) Bisa dipahami dalam bahasa sehari-hari? (T)	el	(099) Bisa (C)	ack	(100) Benar, (T) (100b) tetapi kita menggunakan standar language. Apakah anak yang mainannya kamu rusak mulai menangis? (T)	acc i
			(101) Jadi harusnya seperti ini: A child whose toys I broke was started to cry? (C)	el	(102) Yes. (T) (102b) That's why I say use your logic. (T)	acc con

These are the complete forms of the abbreviations on the table above (Cook, 1989:47)

	<i>Code</i>	<i>Act</i>	<i>Function</i>	<i>Realization (e.g)</i>
1.	b	bid	Signals desire to contribute	'Sir!'
2.	n	nomination	Tells or permits a students to contribute	'Yes'
3.	el	elicitation	Request answer	Question

4.	rep	reply	Provides appropriate reply to elicitation	Statement
5.	com	comment	Exemplifies/expands/justifies	Statement
6.	i	information	Provides information	Statement
7.	d	directive	Requests action	Imperative
8.	ack	acknowledge	Shows student has understood, Intends to react	'Bisa'
9.	acc	accept	Shows teacher has heard Correct information	'Benar'
10.	con	conclusion	Summaries	'That's why I say....'

Table of *speech act*

Speech Act	Category	Realization (e.g)
Commissives	Offering	(095) May I....? (101) Jadi harusnya seperti.....?
Commissives	Refusing	(096) Oh...no..no...You can't... (098) Tidak....
Directives	Commanding	(098b) Coba, coba kamu pahami!
Directives	Requesting	(098d) Bisa dipahami....?

3.4.2 Analysis of Datum 4

Datum 4 is taken from part 8 in the conversation. The conversation is between the teacher and Calvin.

The initiation begins when Calvin say '*Sir!*' (093) to the teacher. This act is realized as a bid since Calvin gives signal to the teacher to contribute. The teacher then gives respond by saying '*Yes?*' (094) in order to permit Calvin to contribute. His act consider as nomination.

Calvin continues to initiate the conversation by offering (speech act) the teacher his answer of the subject (095). This is classified as the commissives speech act in the offering category because he offers the teacher his answer in order to find out whether the teacher agree with it or not. Calvin's talk is realized as elicitation act. The teacher then responds Calvin's initiation by refusing (speech act) his answer. This is also categorized as the commissives speech act in the refusing category because the teacher disagree with his answer by saying '*Oh...no...no... You can't say like that. It can not be understand. It is not understandable, tidak bisa dipahami*' (096). The act of the teacher is classified as reply act. Calvin gives his feedback to the teacher's response in order to explain his answer (097). That is why the writer realize Calvin's act as a comment. The conversation is going on when the teacher gives response to Calvin's feedback. The teacher begins with refuse his feedback by saying '*Tidak, yang dimaksud adalah anak yang mainannya saya rusak, ia mulai menangis*' (098) then explains it in order to provide information for Calvin. This act is classified as information. He continues explain by saying '*Coba, coba kamu pahami!*' (098b) to Calvin to help him more understand about the teacher's explanation. The act is called as directive and in speech act is called as commanding act because the teacher ask Calvin to think about his explanation in order to make him find out better answer. After directing Calvin, he then provides information in order to give more explanation (098c). This then realize as information act.

Finally, the teacher initiates Calvin by asking him a question in order to make sure that he understand to the teacher's explanation or not. The act is called elicitation

and in speech act is categorized as requesting act because the teacher needs Calvin's answer. Calvin then responds teacher's question by saying '*Bisa*' (099). This act is classified as acknowledge act since Calvin has understood to the teacher's question. The teacher then gives feedback by showing an accept act. This can be shown when he said '*benar*' (100) which mean that he agree with Calvin's answer. He continues provide information in order to give more understanding to Calvin (100b). The teacher's act is classified as the information act. Then Calvin responds the teacher's feedback by fixing his answer and tell his new answer (101). The act is called elicitation since he ask the teacher whether his new answer is true or not. Next, the teacher gives his feedback to Calvin's new answer by showing his agreement to his answer. He says '*yes*' (102) to tell that he has heard correct information. This part of conversation then closed by the teacher by giving a conclusion (102b).

3.5 Presentation and Analysis of Datum 5

3.5.1 Presentation of Datum 5

Part 9

- (103) Dorotea : Sir!
- (103b) I think the sentence is not about the girl's leg is trouble, but because climbing the stairs so her leg get trouble.
- (104) Teacher : Oh...let me see. I'm sorry, the teacher can make mistake.
A girl's leg is in cast. She has trouble climbing stairs.
A girl whose leg....
- (105) Dorotea : I think....what I mean is her leg get trouble because climbing the stairs, not the girl whose get trouble climbing stairs.
- (105b) So, I mean is the leg of the girl is trouble and she climbing the stairs. So, I think the sentence want the leg of the girl is trouble because climbing the stairs.
- (106) Teacher : So, how to combine that sentence using this one?
- (107) All Students: *Silent*
- (108) Teacher : Oh...begini, bisakah dikatakan dalam bahasa Indonesia.....cast artinya dipotong, diamputasi.
- (109) Dorotea : Kakinya diamputasi karena naik tangga.
- (110) Teacher : Cewek yang diamputasi naik tangga.
- (111) Dorotea : Bukan cewek yang diamputasi naik tangga, tapi dia diamputasi karena naik tangga.
- (112) Teacher : Kalau begitu, saya tidak bisa menginterfensi kalimatnya.....dia mau menggunakan "whose"
- (113) Dorotea : Cewek yang diamputasi kakinya karena naik tangga.
- (114) Teacher : Jadi,
- (114b) tidak bisa ditulis dalam relative clause. You can't write it in relative clause.
- (114c) Atau bisa dikerjakan?
- (115) Dorotea : Tidak, makanya saya bertanya.

- (116) Teacher : *silent*
- (117) Dorotea : A girl whose trouble climbing stairs is in cast.
- (118) Teacher : Cewek yang bermasalah dalam memanjat dipotong kakinya....Iya, itu boleh. That's right, you may use it.
- (119) Elvis : It is not logic, Sir!
- (119b) I have another sentence.
- (120) Teacher : Is it more logic?
- (121) Elvis : A girl whose leg in cast has trouble climbing stairs.
- (121b) Artinya,
- (121c) cewek itu bermasalah dalam memanjat tangga karena kakinya diamputasi.
- (122) Teacher : I think the most logic one is from here.
- (122b) So, listen!
- (123) Elvis : A girl whose leg in cast has trouble climbing stairs.
- (124) Teacher : I think it is the most appropriate one.
- (124b) No more objection?
- (125) All Students: No.
- (126) Teacher : OK.

There are twenty four talks in datum 5 which are taken from part 9 in the classroom interaction. The conversation that happen is between the teacher and two other students, Dorotea and Elvis The following table shows the rank structure of Birmingham School Approach and category of speech act.

CLASSROOM ANALYSIS

	Initiation	Act	Response	Act	Feedback	Act
change type ming lent)	(103) Sir! (D) (103b) I think the sentence is not about the girl's leg is trouble, but because climbing the stairs so her leg get trouble. (D)	b s	(104) Oh...let me see. I'm sorry, the teacher can make mistake. A girl's leg is in cast, she has trouble climbing stairs. A girl whose leg... (T)	rep		
using					(105) I think...what I mean is her leg is trouble because climbing the stairs, not the girl whose get trouble climbing stairs. (D) (105b) So I mean is the leg of the girl is trouble and she climbing the stairs. So, I think the sentence want the leg of the girl is trouble because climbing the stairs. (D)	ms con

eliciting	(106) So how to combine that sentence using this one? (T)	el	(107) <i>silent</i> (Ss)	-	(108) Oh...begini, bisakah dikatakan dalam bahasa Indonesia...cast artinya dipotong, diamputasi. (T)	z
			(109) Kakinya diamputasi karena naik tangga. (D)	i	(110) Cewek yang diamputasi naik tangga. (T)	i
			(111) Bukan cewek yang diamputasi naik tangga, tapi dia diamputasi karena naik tangga. (D)	ack	(112) Kalau begitu saya tidak bisa menginterfensi kalimatnya...dia mau menggunakan "whose" (T)	e
			(113) Cewek yang diamputasi kakinya karena naik tangga. (D)	i	(114) Jadi, (T) (114b) tidak bisa ditulis dalam relative clause. You can't write it in relative clause. (T)	m con
eliciting	(114c) Atau bisa dikerjakan? (T)	el	(115) Tidak, makanya saya bertanya. (D)	rep	(116) <i>silent</i> (T)	-
informing (student)	(117) A girl whose trouble climbing stairs is in cast. (D)	rep	(118) Cewek yang bermasalah dalam memanjat dipotong kakinya...iya, itu boleh. That's right, you may use it. (T)	acc	(119) It is not logic, Siri (E) (119b) I have another sentence. (E)	b i

eliciting	(120) Is it more logic? (T)	ei	(121) A girl whose leg in cast has trouble climbing stairs. (E) (121b) Artinya, (E) (121c) cewek itu bermasalah dalam memanjat tangga karena kakinya diamputasi. (E)	i m i	(122) I think the most logic one is from here. (T) (122b) So listen! (T)	con d
			(123) A girl whose leg in cast has trouble climbing stairs. (E)	i	(124) I think it is the most appropriate one. (T) (124b) No more objection? (T)	con ch
			(125) No. (Ss)	ack	(126) OK. (T)	acc

These are the complete forms of the abbreviations on the table above (Cook, 1989:47)

	<i>Code</i>	<i>Act</i>	<i>Function</i>	<i>Realization (e.g)</i>
1.	b	bid	Signals desire to contribute	'Sir!'
2.	s	starter	Provides information to facilitate response	Statement
3.	rep	reply	Provides appropriate reply to elicitation	Statement
4.	ms	metastatement	Explicitly refers to development of lesson	Statement
5.	con	conclusion	Summaries	'So, I mean.....'

6.	el	elicitation	Requests answer	Question
7.	-	silent stress	Highlights marker	Pause
8.	z	aside	Teacher talking to himself	Statement
9.	i	information	Provides information	Statement
10.	ack	acknowledge	Shows student has understood, 'Bukan cewek....' intends to react	
11.	e	evaluation	Evaluates	'Kalau begitu.....'
12.	m	marker	Marks boundary in discourse	'Jadi'
13.	acc	accept	Shows teacher has heard correct information	'....That's right....'
14.	d	directive	Requests action	'So listen!'
15	ch	check	Check Progress	'.... Objection?'

The table of *speech acts* analysis:

Speech Act	Category	Realization (e.g)
Representatives	Predicting	(103b) I think the sentence... (105) I think...what I mean is.... (122) I think the most... (124) I think it is....
Commissives	Refusing	(111) Bukan cewek yang ... (115) Tidak, makanya... (119) It is not....
Directives	Requesting	(106) So how to? (114c) Atau bisa? (120) Is it...? (124b) No more objection? (119b) I have another sentence.
Directives	Suggesting	(104)I'm sorry....
Expressives	Apologising	

3.5.2 Analysis of Datum 5

The conversation of this datum is taken from part 9 in the recording of classroom interaction at Barana' Christian Senior High School, Tana Toraja. The interaction is between teacher and two other students. They are Dorotea and Elvis.

It begins when Dorotea shows a bid act by saying 'Sir!' (103). This act shows that she gives signal in order to contribute. She continues by informing the teacher. The act is considered as starter act since she start to tell the teacher and all students what the sentence about (103b). This act in speech act by the writer categorized as a representatives speech act in a predicting category. It is because she predict what is the sentence about. The teacher then responds to her initiation by saying '*Oh...let me see. I'm sorry, the teacher can make mistake. A girl's leg in cast. She has trouble climbing stairs. A girl whose leg...*' (104). Teacher's act is classified as reply act. This act is also classified as expressive speech act in apologizing category because there is a part that the teacher says his apologizing. Before finishing his response, Dorotea then cut his talk and say '*I think...what I mean is her leg get trouble and she climbing the stairs. So, I think the sentence want the leg of the girl is trouble because climbing the stairs.*' (105). This act is realized as metastatement act because she explicitly refers to the development of lesson. After that, she concludes his opinion by giving her answer (105b).

The teacher asks question to initiate all other students (106). It is realized as an elicitation act because the act consists of a question and in speech act classified as the directives speech act in requesting category because the teacher needs an answer

from his question. All students have no response to the teacher's question. That is why then the writer realizes it as silent stress act (107) because there is no talk (pause). Then he gives feedback to the act by talking to himself (108). It is classified as aside act. Dorotea responds to the teacher's statement to provide information by giving her opinion (109). The act is classified as information act. The teacher gives his feedback again by telling his opinion too (110). It is realized as an information act. Dorotea then refuses his opinion by saying '*Bukan cewek yang diamputasi naik tangga, tapi dia diamputasi karena naik tangga.*' (111) and her act is realized as acknowledge act. This act then by the writer categorized as commissive speech act in the category of refusing because Dorotea disagree with teacher's opinion. Next, the teacher gives feedback to her statement in order to evaluate it by saying '*Kalau begitu, saya tidak bisa menginterfensi kalimatnya...dia mau menggunakan whose*' (112). It is realized as evaluation act. Dorotea is still in her answer by responding the teacher's feedback. She provides information in order to make other students help her to find better answer (113). Her act is classified as information act. Then, the teacher marks her response by saying '*Jadi*' (114) which act is categorized as marker act. He continues conclude that by saying '*tidak bisa ditulis dalam relative clause. You can't write it in relative clause*' (114b) and his act is realized as a conclusion act.

The action is still continuing with teacher's initiation (114c) to Dorotea. He asks her whether she can make a good answer. This is classified as an elicitation act and directives speech act because the teacher request answer from Dorotea. She then responds to his question by refusing (speech act) it because she can not do it. She said

'Tidak, makanya saya bertanya' (115). It is realized as a reply act. The teacher gives no feedback from her response. That is why the writer realize it as a silent stress (116). Dorotea initiates the conversation by informing her answer (117). This is realized as reply act. The teacher gives his response to her initiation by accept it (118).

Furthermore, Elvis then gives his feedback by refusing Dorotea's answer (119). His act is realized as bid act since he gives signal to contribute and categorized as the commissives speech act in the category of refusing because he disagree with her answer. Then he continues by suggesting his answer to the participants. That is why Elvis' act is categorized as the directives speech act in the category of suggesting. He said *'I have another sentence'* (119b). It is classified as information act since he provides information to the teacher and all other students. The teacher initiates to elicit him by asking *'Is it more logic?'* (120). Elvis responds it by giving his answer and also explain it (121). His act is classified as an information act. Then he marks his answer by saying *'Artinya'* (121b) which act is categorized as marker and continues it by giving information (121c). The teacher gives his feedback by concluding it. He says that Elvis' answer is the most logic (122). After that, he directs other student to pay attention to Elvis' answer by saying *'So listen!'* (122b). Next, Elvis responds teacher's feedback by repeating his answer (123). It is categorized as an information act. Last, the teacher concludes that his answer is the most appropriate (124). Then he checks progress whether there is any objection (124b). The students respond it by saying *'No'* (125) which mean that they have no objection. The act is

realized as acknowledge. The teacher closes it by saying 'OK' (126) which mean that he has heard correct information. The writer realize it as accept act.

3.6 Presentation and Analysis of Datum 6

3.6.1 Presentation of Datum 6

Part 10

- (126b)Teacher : Lets make a story by using relative clause.
Calvin is usually a little bit shy, but actually he wants explore himself. I know your ability. Calvin, please!
- (127) Calvin : Whatever?
- (128) Teacher : Whatever but apply this one: who, whom, which, etc. You did not have to apply all.
- (129) Calvin : Yesterday, on Sunday, we were go to church, me and my friend looked at somebody who never go to church. But, I was so surprise that this person at the first time go to church.
- (130) All Students: Ha...ha..ha...
- (131) Teacher : So,
(131b) did you shock or surprise?
- (132) Calvin : I was so happy, because maybe he wants to prepare himself to go to the Pelita Harapan University.
- (133) All Students: Wow.....
- (134) Teacher : Good.
(134b) Students, I think that's all today. I hope you are understand about our lesson today. Thanks for your attention.

There are nine talks in datum 6 which are taken from part 10 in the classroom interaction. The conversation that happens is between the teacher and Calvin. The following table shows the rank structure of Birmingham School Approach and category of speech act.

CLASSROOM ANALYSIS

Exchange type	Initiation	Act	Response	Act	Feedback	Act
directing	(126b) Lets make a story by using relative clause. Calvin is usually a little bit shy, but actually he wants to explore himself. I know your ability. Calvin, please! (T)	s	(127) Whatever? (C)	el	(128) Whatever but apply this one: who, whom, which, etc. You did not have to apply all. (T)	rep
			(129) Yesterday, on Sunday, we were go to church, me and my friend looked at somebody who never go to church. But, I was so surprise that this person at the first time go to church. (C)	i	(130) Ha...ha...ha.. (Ss)	rea
eliciting	(131) So, (T) (131b) did you shock or surprise? (T)	m el	(132) I was so happy, because maybe he wants to prepare himself to go to the Pelita Harapan University. (C)	rep	(133) Wow... (Ss) (134) Good. (T) (134b) Students, I think that's all today. I hope you are understand about our lesson today. Thanks for your attention. (T)	rea acc cor

These are the complete forms of the abbreviations on the table above (Cook, 1989:47)

	<i>Code</i>	<i>Act</i>	<i>Function</i>	<i>Realization (e.g)</i>
1.	s	starter	Provides information to facilitate response	Statement
2.	el	elicitation	Requests answer	Question
3.	rep	reply	Provides appropriate reply to elicitation	Statement
4.	i	information	Provides information	Statement

5.	rea	react	Provides appropriate reply to directive	Non-linguistic
6.	m	marker	Marks boundary in discourse	'So,
7.	ack	acknowledge	Shows student has understood, intends to react	'Wow'
8.	acc	accept	Shows teacher has heard correct information	'Good'
9.	con	conclusion	Summaries	'Students,.....'

Table of *speech acts* analysis

Speech Act	Category	Realization (e.g)
Representatives	Describing	(126b) ..Calvin is usually a little bit shy, ... (129) Yesterday, on Sunday, (132) I was so happy, because maybe he wants...
Directives	Commanding	(126b)Calvin, please! (128) Whatever but apply...!
Directives	Requesting	(127) Whatever? (131b) Did you...?

3.6.2 Analysis of Datum 6

The conversation of this datum is taken from part 10 in the recording of classroom interaction at Barana' Christian Senior High School, Tana Toraja. The interaction is between the teacher and Calvin.

The conversation begins when the teacher ask the students to make a story by using relative clause. Then he chooses Calvin to make it (126b). The act is classified as a starter since the teacher starts to ask the students' participation. This act then

categorized by the writer as the representatives speech in describing category. Because in his talk, the teacher describe Calvin's personality. Then, Calvin responds him by saying '*Whatever?*' (127). It is realized as an elicitation act and the directives speech act in the category of requesting because he request an answer from the teacher. The teacher then follow – up his comment by saying '*Whatever but apply this one: who, whom, which, etc. You did not have to apply all.*' (128). This act is realized as the reply act because the teacher provides appropriate reply to elicitation and categorized as the directives speech act in the category of commanding because he ask Calvin to tell his story using the relative clause.

Calvin starts to tell his story to the other participants (129). His act then realized as an information act because he provides an information to the other participants. His story then get react feedback from all other participants, they are laughing (130).

The teacher then initiates him again. He says '*So,*' (131) and continue to elicit him (131b). The act in conversation (131) is realized as a marker act in order to marks boundary in discourse while in other (131b) is classified as an elicitation act because the teacher asks about Calvin's feeling. He replies it by telling his feeling to all other participants (132). His response gets an react feedback from the hearer by saying '*Wow*' (133). Then the teacher gives his feedback by saying '*Good*' (134). It is realized as an accept act which mean that the teacher interest to his story. Last, the teacher closes all the conversation (134b) by concluding it and he expects all the students are understand about the lesson. The writer realize it as a conclusion act.

CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

4.1 Conclusion

After the writer analysis the data in the previous chapter, she then arranges the conclusions of the research as follows:

1. The writer finds that the Birmingham School Approach can be applied in the Indonesian classroom interactions, especially in Barana' Christian Senior High School. The interaction of the relative clause made this approach take place in that school. All of Initiation, Response, Follow-up (I-R-F) moves are applied in this interactions. The teacher also asks for students participation. This means that Birmingham School Approach is very useful to find some kinds of act that was happened in conversation.
2. In this research, almost all the acts that were suggested by Sinclair and Coulthard occur in the classroom interactions at Barana' Christian Senior High School, Tana Toraja. There are only two kinds of acts that never occur in this conversation; that is *loop* and *prompt*.

The acts that happened in this interactions are *accept, acknowledge, aside, bid, check, cue, clue, comment, conclusion, directive, elicitation, evaluation, information, marker, metastatement, nomination, react, reply, (-) silent stress, starter*. The acts that frequently occur in this interactions are *elicitation* and *reply act*. It is about seventeen percent. This means that

to begin the initiation. the participants start by asking or eliciting the other participants in order to react and the *reply act* is to provide an appropriate reply for elicitation. This act is to make the conversation more interested and also to get more act from the other participants. Beside that, all of *I-R-F moves* occur in this classroom interactions.

3. Finally, the writer finds that in this classroom interactions, students get less power to dominate the conversation. This means that in this interactions, the teacher still makes an initiation to begin the conversation.

This research also wants to explain that it is still teacher who dominates the interactions in the classroom. This is also same with the theory of Birmingham School Approach which finds that the teacher has the most power in classroom interaction. This is also influenced by speech act that is performed by the teachers. This conversation consist of two ways interaction, that is between teacher and all students. In this conversation, the students are free to express their opinions to explore themselves.

4.2 Suggestions

There are many things that could be analyzed by Birmingham School Approach. This approach has actually been studied and expanded by many linguists. In this research, the writer also uses a pragmatic study to finds out who has more power in classroom interaction.

For that reason, the writer would like to suggest other students who are interested in studying Birmingham School Approach by combining with pragmatic study to find out another case in Birmingham School Approach, such as talk show on television program, conversation in English course, conversation between doctor and patient, or conversation on the telephone. Hopefully discourse analysis will always grow larger in the future.

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APPENDIX 1

Classroom Interaction

- (001) Teacher : Have we talked about relative clause?
(002) All Students : Not Yet
(003) Teacher : OK.
We can talk it today because we'll always find it in try out and also in the university test.
Look at page 238 and take your note! Write in the middle "that"!
Finish?
- (004) All Students : Yes.
(005) Teacher : Write in the left "who, whom, and whose" then write "which" in the right.
Finish?
- (006) All Students : Yes
(007) Teacher : Now, make a circle. Start from "that" to "who, whom, and "whose". This one is refers to
"people". Then from "that" to "which". This is refers to "thing, idea, etc"
So, "that is used for both people and thing.
You get the point?
Anybody confuse?
- (008) Elvis : *Raised hand*
(009) Teacher : Elvis.
(010) Elvis : Is who, whom, whose can be used to animals?
(011) Teacher : So far, we never used it, except, in the literature... kesusastaan.
Maybe the writer do it on the purpose... karena dia... just imagine maybe the animals act
like human being.
- (012) Elvis : So, we use which or that for it?
(013) Teacher : Yes.
Have a look at this one. I want to emphasize for this one.
"Who" is used for subject and object while "whom" is used just for object.
Now, look at page 239.
Could you please read number 1, Pangalinan?
- (014) Pangalinan : I saw the man. He close the door
I saw the man who close the door.
- (015) Teacher : Right!
Can "who" be replaced by "that"?
- (016) Pangalinan : Yes.
(017) Teacher : So, "that" is used for both people and object and in this sentence "who" and "that" refers
to he or the man.
- (018) : Right.
Now, next number, you.
- (019) Student (a) : The girl who wears new dress is very happy.
(020) Teacher : Right.
Can "who" be replaced by "that"?
- (021) Student (a) : Yes.
(022) Teacher : OK.
Next, I would like to give this example, a beautiful girl to whom the teacher gives an
eraser is Aprinni.
Now, we use "whom" for.....
- (023) All Students : Object.
(024) Teacher : Ini bisa diganti dengan "who"?
- (025) All Students : Bisa
(026) Teacher : Right.
That's why I say object berlaku to "whom" and "who".
You get the point? Any questions?
- (027) All Students : -
(028) Teacher : OK, let's continue! Start from the girl.

- (029) Student (b) : The student is from China. He sits next to me.
The students is from China who sits next to me.
- (030) Teacher : Oh, no...no..
Use your mind. Masuk akal 'nda?
Maksudnya adalah siswa yang duduk di depan saya itu berasal dari Cina.
Jadi, the student who sits next to me is from China.
- (031) Student (b) : Biss dibalik?
- (032) Teacher : Bisa, tergantung yang mana mau ditekankan.
- (033) Student (b) : Jadi, the student who is from China sits next to me.
- (034) Teacher : OK. So, there is two possibilities.
- (035) Elvis : Sir!
- (036) Teacher : Yes?
- (037) Elvis : Is it a different between plural and singular in relative clause?
- (038) Teacher : Yes...and also for tenses.
Have a look at this one!
Kepala sekolah yang memimpin SMU Barana' dulunya adalah seorang perempuan. So, the headmaster who led Barana' Senior High School was a woman. Kalau sekarang, the headmaster who leads Barana' Senior High School is a man.
You get the point?
- (039) Elvis : I ask not about the sentence but is it a changes of relative clause if the sentence tells about plural or singular noun?
- (040) Teacher : Oh...no. The concept of plural and singular just in the concept of verb.
I see want you mean. For example man who sleep....,is it change if men....sleep...., begitu?
- (041) Elvis : Yes.
- (042) Teacher : Oh...no...no. There is no change.
Of course they have the different meaning, man..seorang pria, men....beberapa pria.
Just understanding from the context.
Next, I want Calvin for the next number.
- (043) Calvin : The students are from China. They sit next to me.
The students who sit next to me are from China.
- (044) Teacher : Good.
- (045) Student (c) : *Raised hand.*
- (046) Teacher : Yes?
- (047) Student (c) : How to differentiate clearly between "who" and "whom"?
- (048) Teacher : "Who" is used for subject and object, but whom is only for object.
Now,
how to differentiate it in the context?
For example, who want to pinch me?
- (049) All Students : *silent*
- (050) Teacher : You,
- (051) Marlin : *React to pinch the teacher.*
- (052) Teacher : Aow....
- (053) All Students : Ha...ha...ha
- (054) Teacher : Cewek yang mencubit guru itu adalah Marlin. The girl who pinched the teacher was Marlin. You can't replace "who" by "whom"
Sekarang,
guru yang dicubit oleh Marlin adalah Jackjoy. The teacher whom Marlin pinched was Jackjoy, "whom" menuju ke teacher.
Lets look at the proof here!
Who was pinched the teacher? Marlin was pinched the teacher.
Is that have subject?
- (055) All Students : Yes.
- (056) Teacher : Now, whom did Marlin pinch? Marlin pinched the teacher. Is that have talking about an object?
- (057) All Students : Yes.
- (058) Teacher : Have you differentiate it clearly?

- (059) Student (c) : Yes.
 (060) Teacher : OK.
 No more questions? Lets continue!
 Number six, Charles.
- (061) Charles : We are using a sentence which contains an adjective clause.
 (062) Teacher : Right.
 Can it be replaced by "that"?
- (063) Charles : Yes.
 (064) Teacher : OK. I think you understand it.
 Lets continue.
 Sometimes relative clause omitted or eliminated. You need to be careful if the concept about thing.
 Look at page 241!
 The people I was waiting for where late.
 Bisa ditambah dengan apa?
- (065) All Students : Who.
 (066) Teacher : Good.
 So, the people who I was waiting for where late.
 OK. Desra, do number six!
 Did I tell you about the woman I met met last night?
 Which clause is omitted?
- (067) Desra : *silent*
 (068) Teacher : In this sentence, there's a relative clause which is omitted, it doesn't appear on this sentences and try to put it back.
 Bisa?
- (069) Desra : Did I tell you about the woman who I met last night?
 (070) Teacher : Right.
 Now look at page 243. Try to combine by using relative clause.
- (071) Student (d) : Monday is the day on which we will come then.
 (072) Teacher : OK. "on which" dapat diganti dengan "when"
 Number two!
- (073) Student (e) : 7.05 is the time at which my train arrived.
 (074) Teacher : Next!
- (075) Student (f) : 1960 is the year in which the revolution took place.
 (076) Teacher : Excellent.
 Now, Ulfiani.
 Where is your book?
- (077) Ulfiani : I forget it.
 (078) Teacher : You forget it?
 (079) Ulfiani : Yes.
 (080) Teacher : Oh... You are a forgettable girl, but beautiful.
- (081) All Students : Mmh....
 (082) Teacher : Read number one!
 (083) Ulfiani : July was the month.....
 (084) Teacher : Should I tell you again about prepositions?
 Combine it with relative clause!
 July is the month in which the weather is usually the hottest.
- (085) Ulfiani : Yes.
 (086) Teacher : OK. I want you to do this yourself. Exercise 16 page 247. Use "whose" in the response!
 Do it individually to combine this sentences. For the blank just write your name or you can free to write any other name.
 All the sentences use "whose" not "who" or "whom".
 Guru bahasa Inggris yang siswanya baik – baik itu adalah...siapa?
- (087) All Students : *silent*

- (088) Teacher : A teacher whose students are good is Jack.
Ahh... You can discuss with you friend.
OK, what I want you to do now is come to the front and write the sentence in the whiteboard!
Anybody want to take this for the first time?
- (089) Elvis : Raised hand
- (090) Teacher : Yes.
You can choose any number after that you can give the marker to anybody in this classroom.
To whom you want to give it?
- (091) Elvis : Findy
- (092) Teacher : OK, Findy.
Make it to be logic... understandable.
While your friend do it in the front of, you can ask me.
- (093) Calvin : Sir!
- (094) Teacher : Yes?
- (095) Calvin : May I write like this: A child was started to cry who toys I broke?
- (096) Teacher : Oh...no...no... You can't say like that.
It can not be understand. It is not understandable, tidak bisa dipahami.
- (097) Calvin : Maksud saya, Ia mulai menangis yang mainannya dirusak.
- (098) Teacher : Tidak, yang dimaksud adalah anak yang mainannya saya rusak, Ia mulai menangis.
Coba, coba kamu pahami! Ia mulai menangis yang mainannya kamu rusak.
Bisa dipahami dalam bahasa sehari-hari?
- (099) Calvin : Bisa.
- (100) Teacher : Benar, tetapi kita menggunakan standar language.
Apakah anak yang mainannya kamu rusak mulai menangis?
- (101) Calvin : Jadi, harusnya seperti ini: A child whose toys I broke was started to cry?
- (102) Teacher : Yes.
That's why I say use your logic.
- (103) Dorotea : Sir!
I think the sentence is not about the girl's leg is trouble, but because climbing the stairs so her leg get trouble.
- (104) Teacher : Oh...let me see.
I'm sorry, the teacher can make mistake.
A girl's leg is in cast. She has trouble climbing stairs.
A girl whose leg...
- (105) Dorotea : I think...what I mean is her leg get trouble because climbing the stairs, not the girl whose get trouble climbing stairs.
So, I mean is the leg of the girl is trouble and she climbing the stairs. So, I think the sentence want the leg of the girl is trouble because climbing the stairs.
- (106) Teacher : So, how to combine that sentence using this one?
- (107) All Students : *silent*
- (108) Teacher : Oh...begini, bisakah dikatakan dalam bahasa Indonesia....cast artinya dipotong, diamputasi.
- (109) Dorotea : Kakinya diamputasi karena naik tangga.
- (110) Teacher : Cewek yang diamputasi naik tangga.
- (111) Dorotea : Bukan cewek yang diamputasi naik tangga, tapi dia diamputasi karena naik tangga.
- (112) Teacher : Kalau begitu, saya tidak bisa menginterfensi kalimatnya....dia mau menggunakan "whose"
- (113) Dorotea : Cewek yang diamputasi kakinya karena naik tangga.
- (114) Teacher : Jadi, tidak bisa ditulis dalam relative clause. You can't write it in relative clause.
Atau bisa dikerjakan?
- (115) Dorotea : Tidak, makanya saya bertanya.
- (116) Teacher : *silent*
- (117) Dorotea : A girl whose trouble climbing stairs is in cast.

- (118) Teacher : Cewek yang bermasalah dalam memanjat dipotong kakinya....Iya, itu boleh.
That's right, you may use it.
- (119) Elvis : It is not logic, Sir!
I have another sentence.
- (120) Teacher : Is it more logic?
- (121) Elvis : A girl whose leg in cast has trouble climbing stairs.
Artinya, cewek itu bermasalah dalam memanjat tangga karena kakinya diamputasi.
- (122) Teacher : I think the most logic one is from here.
So, listen!
- (123) Elvis : A girl whose leg in cast has trouble climbing stairs.
- (124) Teacher : I think it is the most appropriate one.
No more objection?
- (125) All Students : No.
- (126) Teacher : OK.
Lets make a story by using relative clause. Calvin is usually a little bit shy, but actually he wants explore himself. I know your ability. Calvin, please!
- (127) Calvin : Whatever?
- (128) Teacher : Whatever but apply this one: who, whom, which, etc. You did not have to apply all.
- (129) Calvin : Yesterday, on Sunday, we were go to church, me and my friend looked at somebody who never go to church. But, I was so surprise that this person at the first time go to church.
- (130) All Students : Ha...ha...ha...
- (131) Teacher : So,
did you shock or surprise?
- (132) Calvin : I was so happy, because maybe he wants to prepare himself to go to the Pelita Harapan University.
- (133) All Students : Wow.....
- (134) Teacher : Good.
Students, I think that's all today. I hope you are understand about our lesson today.
Thanks for your attention.

APPENDIX 2

CLASSROOM ANALYSIS

No.	Exchange Type	Initiation	Act	Response	Act	Feedback	Act	
1.	eliciting	(001) Have we talk about relative clause?	s	(002) Not Yet	ack	(003) OK	acc	
	focusing					(003b) We can talk it today because we'll always find it in try out and also in the university test.	ms	
	directing	(003c) Look at page 238 and take your note! Write in the middle "that"!	d					
	eliciting	(003d) Finish?	ch	(004) Yes	ack	(005) Write in the left "who, whom. And whose" then write "which" in the right!	d	
		(005b) Finish?	ch	(006) Yes	ack	(007) Now, make a circle. Start from "that" to "who, whom, and whose". This one is refers to "people". Then from "that" to "which". This is refers to "thing, idea, etc" (007b) So, "that" is used for both people and thing.	d con	
		(007c) You get the point? (007d) Anybody confuse?	ch el	(008) RAISED HAND	b	(009) Elvis	n	
		(010) Is who, whom, whose can be used to animals?	el	(011) So far, we never used it, except, in the literature..... kesusestman. Maybe the writer do it on the purpose.... karena dia... just imagine maybe the animals act like human	cl	(012) So, we use which or that for it?	el	
				(013) Yes	acc	(013b) Have a look at this one. I want to emphasis for this one. (013c) "who" is used for subject and object while "whom" is used just for object.	d con	
	2.	directing	(013d) Now, look at page 239	d				
		eliciting	(013e) Could you please read number 1, Pangaliman?	cl	(014) I saw the man. He close the door. I saw the man who close the door.	i	(015) Right. (015b) Can "who" be replaced by "that"?	acc el
				(016) Yes	ack	(017) So, "that" is used for both people and object and in this sentence "who" and "that" refers to be or the man.	con	

	directing	(018) Right. (018b) Now, next number, you.	m d	(019) The girl who wears new dress is very happy.	i	(020) Right (020b) Can "who" be replaced by "that"?	acc cl
	informing	(022) OK. Next, I would like to give this example, a beautiful girl to whom the teacher gives an eraser is Apriani. (022b) Now, (022c) we use "whom" for...?	cl m s	(021) Yes (023) Object	ack ack	(024) Ini bisa diganti dengan "who"?	cl
				(025) Bisa	ack	(026) Right. (026b) That's why I say object berlaku to "whom" and "who". (026c) You get the point? Any questions?	m con cl
	directing	(028) OK, let's continue! Start from the girl.	d	(027) silent (029) The student is from China. He sits next to me. The student is from China who sits next to me.	i	(030) Oh, no, no... Use your mind. Masuk akal tidak? Maksudnya adalah siswa yang duduk di depan saya itu berasal dari Cina. Jadi, the student who sits next to me is from China.	cl
				(031) Bisa dibalik?	cl	(032) Bisa, tergantung yang mana mau ditekankan.	rep
				(033) Jadi, the student who is from China sits next to me.	i	(034) Ok. So, there is two possibilities.	con
3.		(035) Sir!	b	(036) Yes?	n		
	eliciting (student)	(037) Is it a different between plural and singular in relative clause?	s	(038) Yes, and also for the lenses (038b) Have a look at this one!	rep d		
	informing			(038c) Kepala sekolah yang memimpin SMU Barana' dulunya adalah seorang perempuan. So, the headmaster who led Barana' Senior High School was a woman. Kalau sekarang, the headmaster who leads Barana' Senior High School is a man.	cl		
	eliciting	(038d) You get the point?	ch	(039) I ask not about the sentence but is it a changes of relative clause if the sentence tells about plural or singular noun?	rep	(040) Oh, no...no... The concept of plural and singular just in the concept of verb. (040b) I see what you mean. For example, men who sleep... is it change if men...sleep... begitu?	ev com
				(041) Yes	ack	(042) Oh, no...no... There is no change. (042b) Of course they have	com

						different meaning, man..seorang pria, men..beberapa pria.	cl
						(042c) Just understanding from the context.	con
4.	directing	(042d)Next, I want Calvin for the next number.	d	(043) The students are from China. They sit next to me. The students who sit next to me are from China.	i	(044) Good	e
5.		(045) RAISED HAND	b	(046) Yes?	n		
	eliciting (student)	(047) How to differentiate clearly between "who" and "whom"?	s	(048) "Who" is used for subject and object, but whom is only for object.	i		
	informing	(048) Now, (048b)how to differentiate in the context? (048c)For example, who want to pinch me?	m el el	(049) <i>silent</i>	-	(050) You	n
				(051) <i>react to pinch the teacher</i>	rea	(052) Aow...	rea
				(053) Ha..ha..ha..ha	rea		
		(054) Cewek yang mencubit guru itu adalah Marlin. The girl who pinched the teacher was Marlin. You can't replace "who" by "whom" (054b)Sekarang, (054c)guru yang dicubit oleh Marlin adalah Jackjoy. The teacher whom Marlin pinched was Jackjoy. "whom" menuju ke teacher. (054d)Lets look at the proof here! (054e)Who was pinched the teacher? Marlin was pinched the teacher.	i m cl d i				
	eliciting	(054f) Is that have subject?	el	(055) Yes	ack		
	informing	(056) Now, (056b)whom did Marlin pinch? Marlin pinched the teacher. (056c)Is that have talking about an object?	m i el	(057) Yes	ack	(058) Have you differentiate it clearly?	el
				(059) Yes	ack	(060) OK	acc
6.	eliciting	(060b)No more questions? (060c)Lets continue! Number six, Charles.	cl d	(061) We are using a sentence which contains an adjective clause	i	(062) Right (062b) Can it be replaced by "that"?	acc cl
				(063) Yes	ack	(064) OK. I think you understand it.	con
		(064b)Lets continue! (064c)Sometimes relative clause omitted or eliminated. You need to be careful if the concept about thing. (064d)Look at page 24!! (064e)The people I was	d i d	(065) Who	ack	(066) Good. (066b) So, the people who I was waiting for where late.	e con

		waiting for where late. (064f) Bisa ditambah dengan apa?	i el				
	Directing	(066c) OK. Desra, do number six! (066d) Did I tell you about the woman I met last night? (066e) Which clause is omitted?	d i el	(067) <i>silent</i>	-	(068) In this sentence, there's a relative clause which is omitted, it doesn't appear on this sentences and try to put it back. (068b) Bisa?	el el
				(069) Did I tell you about the woman who I met last night?	i	(070) Right	acc
	Directing	(070b) Now look at page 243. Try to combine by using relative clause!	d	(071) Monday is the day on which we will come then	i	(072) Ok. "on which" dapat diganti dengan "when" (072b) Number two!	el d
				(073) 7.05 is the time at which my train arrived.	i	(074) Next!	d
				(075) 1960 is the year in which the revolution took place	i	(076) Excellent! (076b) Now, Ulfiani (076c) Where is your book?	e n el
				(077) I forget it	i	(078) You forget it?	el
				(079) Yes	ack	(080) Oh... you are a forgettable girl, but beautiful	con
				(081) Mmh...	rea	(082) Read number one!	d
				(083) July was the month..	i	(084) Should I tell you again about preposition? (084b) Combine it with relative clause!	el d
				(085) July is the month in which the weather is usually the hottest	i	(086) Yes	acc
7.	Directing	(086b) OK. I want you to do this yourself. Exercise 16 page 247. Use "whose" in the response! Do it individually to combine this sentences. For the blank just write your name or you can free to write any other name! (086c) All the sentences use "whose" not "who" or "whom". (086d) Guru bahasa Inggris yang siswanya baik-baik itu adalah... siapa?	d el el	(087) <i>silent</i>	-	(088) A teacher whose students are good is Jack	i
		(088b) Ahh... You can discuss with your friend. OK, what I want you to do now is come to the front and write the sentence in the whiteboard!	d				

	eliciting	(088c) Anybody want to take this for the first time?	el	(089) RAISED HAND	b	(090) Yes (090b) You can choose any number after that you can give the marker to anybody in this classroom. (090c) To whom you want to give it?	n i el
				(091) Findy	n	(092) OK, Findy. (092b) Make it to be logic, understandable (092c) While your friend do it in the front of, you can ask me	n d i
8.		(093) Sir!	b	(094) Yes?	n		
	eliciting (student)	(095) May I write like this: A child was started to cry who toys I broke?	el	(096) Oh..no..no.... You can't say like that. It can not be understand. It is not understandable, tidak bisa dipahami.	rep	(097) Maksud saya, la mulai menangis yang mainannya dirusak.	com
				(098) Tidak, yang dimaksud adalah anak yang mainannya saya rusak, la mulai menangis. (098b) Coba, coba kamu pahami! (098c) la mulai menangis yang mainannya kamu rusak	i d i		
	eliciting	(098d) Bisa dipahami dalam bahasa sehari-hari?	el	(099) Bisa	ack	(100) Benar, tetapi kita menggunakan standar language. Apakah anak yang mainannya kamu rusak mulai menangis?	acc i
				(101) Jadi harusnya seperti ini: A child whose toys I broke was started to cry?	el	(102) Yes. (102b) That's why I say use your logic! Ok, lets see the next number	acc con
9.	informing (student)	(103) Sir! (103b) I think the sentence is not about the girl's leg is trouble, but because climbing the stairs so her leg get trouble.	b s	(104) Oh..let me see, I'm sorry, the teacher can make a mistake. A girl's leg is in cast, she has trouble climbing stairs. A girl whose leg....	rep		
	focusing					(105) I think...what I mean is her leg is trouble because climbing the stairs, not the girl whose get trouble climbing stairs (105b) So I mean is the leg of the girl is trouble and she climbing the stairs. So, I think the sentence want the leg of the girl is	ms

					trouble because climbing the stairs.	con
eliciting	(106) So how to combine that sentence using this one?	el	(107) <i>silent</i>	-	(108) Oh... begini, bisakah dikatakan dalam bahasa Indonesia... cast artinya dipotong, diamputasi.	z
			(109) Kakinya diamputasi karena naik tangga	i	(110) Cewek yang diamputasi naik tangga.	i
			(111) Bukan cewek yang diamputasi naik tangga, tapi dia diamputasi karena naik tangga.	ack	(112) Kalau begitu saya tidak bisa menginterfensi kalimatnya... dia mau menggunakan "whose:"	e
			(113) Cewek yang diamputasi kakinya karena naik tangga	i	(114) Jadi, (114b) tidak bisa ditulis dalam relative clause. You can't write it in relative clause	m con
eliciting	(114c) Atau bisa dikerjakan?	el	(115) Tidak, makanya saya bertanya	rep	(116) <i>silent</i>	-
informing (student)	(117) A girl whose trouble climbing stairs is in cast.	rep	(118) Cewek yang bermasalah dalam memanjat dipotong kakinya.... Iya, itu bolch. That's right, you may use it.	acc	(119) It is not logic, Girl (119b) I have another sentence	b i
eliciting	(120) Is it more logic?	el	(121) A girl whose leg in cast has trouble climbing stairs. Artinya, cewek itu bermasalah dalam memanjat tangga karena kakinya diamputasi.	i	(122) I think the most logic one is from here. (122b) So listen!	con d
			(123) A girl whose leg in cast has trouble climbing stairs	i	(124) I think it is the most appropriate one. (124b) No more objection?	con ch
			(125) No...	ack	(126) Ok	acc
10. directing	(126b) Lets make a story by using relative clause. Calvin is usually a little bit shy, but actually he wants to explore himscif. I know your ability. Calvin, please!	s	(127) Whatever?	el	(128) Whatever, but apply this one: who, whom, which, etc. You did not have to apply all.	rep
			(129) Yesterday, on Sunday, we were go to church, me and my friend looked at somebody who never go to church. But, I was so surprise that this person at the first time go to church.	i	(130) Ha...ha...ha	rea
eliciting	(131) So, (131b) did you shock or surprise?	m el	(132) I was so happy, because maybe he wants to prepare		(133) Wow.... (134) Good. (134b) Students, I think	rea acc

			himself to go to the Pelita Harapan University	rep	that's all today. I hope you are understand about our lesson today. Thanks for your attention.	con
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**YAYASAN PERGURUAN KRISTEN TORAJA (YPKT)
SEKOLAH MENENGAH ATAS KRISTEN BARANA'**

STATUS : AKREDITASI " A "

Jalan : Pamabi' Barana' - Tikala Suloara', Telp./Fax. (0423) 23261

SURAT REKOMENDASI

No. 507 /I06.18/SMA Kr./KP/2007

Yang bertanda tangan di bawah ini, Kepala SMA Kristen Barana':

N a m a : AMIN FATHONI, S.Pd
NIP : 132 125 795
Pangkat/Golongan : Pembina/IV a
J a b a t a n : Wakasek Ur. Kurikulum
Unit Kerja : SMA Kristen Barana'
A l a m a t : Jalan Pamabi' Barana'

Memberi Surat Rekomendasi kepada:

N a m a : MARGARETA RUPANGI
NIM : F 211 03 018
Jenis Kelamin : Perempuan
Fakultas : Sastra Universitas Hasanuddin
Jurusan : Sastra Inggris

Benar yang tersebut namanya di atas telah mengadakan penelitian pada SMA Kristen Barana' mulai tanggal, 9 April 2007 sampai selesai.

Demikian Surat Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.



Barana', 9 April 2007
A.n. Kepala SMA Kr.Barana',

(Handwritten signature)
AMIN FATHONI, S.Pd.
Pangkat : Pembina
NIP. 132 125 795