

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

As it has been mentioned in the previous chapter, the research is about teacher's and students' talk in classroom interaction in SD Muhammadiyah 10 Banjarmasin. The research will be presented in the form of description, based on the data that have been obtained in this research either through observation and interview.

Description of the results of this research based on statement of the problems that refers to the research questions in Chapter I, those are how the teacher's and students' talk in English classroom interaction at the fourth grade in SD Muhammadiyah 10 Banjarmasin is and what languages that the teacher and the students mostly used in classroom interaction at the fourth grade in SD Muhammadiyah 10 Banjarmasin. The results show the following data.

The observation that the researcher has done is seven meetings at the fourth grade at class 4 A/10. The researcher also had the interview with an English teacher to complete the data.

## 1. The Condition of School and Classroom

SD Muhammadiyah 10 Banjarmasin was established on August 1959. The school does not change the name until now, that is SD Muhammadiyah 10 Banjarmasin. The accreditation of the school is A. The school is applying study of Religion, Creed Morals (Aqidah Akhlak), Quran Hadith (Al Qur'an Hadits), Arabic Language (Bahasa Arab), Muhammadiyah (Kemuhammadiyah) and General Studies (Pelajaran Umum) with the aim to create Moeslim who have pious, believe in self, love of the homeland and useful for society and nation that blessed of Allah SWT.

The school is led by the head of the school named Drs. Khairuzzaini, S. Pd and assisted by some deputies, Zulfa, S. Ag., Dra. Hj. Maimunah, and Fauzul Kabir, S. Pd. I. There are 40 teachers and staffs. In this year 2017, the school has 559 students. The school has 19 classrooms, 5 office rooms, and 27 supporting rooms, those are library, laboratory of Science, art room, multimedia room, laboratory of Language, laboratory of computer, auditorium, storeroom, kitchen, lavatories of teachers/students, Guiding and Counseling room (BK), medical room (UKS), mosque, canteen, water tower, parking area, and house of the school guard. The school also has 4 fields, that is basketball, badminton, futsal, and ceremony field.

The class which was used as the subject of this research is class 4 A/10. The class has 22 students. The teacher's name is Mrs. Rekha

Adelida, S. Pd. and she is one of the English teachers at the school. She teaches English once a week for thirty minutes on each meeting.

The seats of the students are divided into two parts, that is the girls on the left and the boys on the right side. Meanwhile the teacher's desk is in front of the class, facing the students and there is a whiteboard beside teacher's desk. The condition of the class is good enough. Because it is quite huge and the air is not really hot. Also, there are some fans and an air conditioner (AC). So, the students could be active during the lesson, even though they have to study English in the afternoon.

As the children, during the lesson, most of the students couldn't stay in their seats for a long time, especially the boys. That condition was normal for the children who learnt while playing at the same time in English lesson. The environment of the class was comfort and suitable for the children. The class was clean and not really messy. During the lesson, the students really enjoy, especially in English lesson. The environment and the condition of the classroom could influence the students during the English lesson and could make good interaction between the teacher and the students as well.

## **2. Classroom Activity**

The English subject in SD Muhammadiyah 10 is one of compulsory and important subjects. The researcher did the observation

at fourth grade at class 4 A/10. The class has English subject every Tuesday at 02.30 until 03.30 pm. The classroom activity in the class, started with greeting by the teacher. Then, the students had to practice the simple conversation, such as when they wanted to go to outside by saying *"May I go to the toilet, please"*. After practicing, the teacher gave the lesson and lecturing the students. And at the end of the class, the teacher also said greeting and the students gave the response.

Class 4 A/10 was the class which has many active students than the other class at fourth grade. As the researcher did in interview, the teacher also said that Class 4 A/10 is an active class at fourth grade. The students were never silence when English class and they always gave reponses to the teacher eventhough not always in English. Sometimes they spoke Indonesian or Banjarese language.

The teacher also used Indonesian or Banjarese language beside English to explain the material that more complex, so that the students could understand about the material.

The students always asked to the teacher when they did not understand about the material they learn during the English class or if there were some difficult words that they did not know. For example, the students asked by saying *"Ini apa artinya, Mom?"*. When the teacher talked in English during the class, some students understand and some students did not. It happened because some of the students took an English course in another places beside at school.

English subject for young learners is more simple than for adolescent or adult. It uses the simple words too. In this class, the students learnt more about the vocabulary and the things around them. The teacher also taught the students by using a textbook for fourth grade with the title "*Grow with English*" and the students must have the textbook too. Sometimes, the teacher had to explain slowly about the lesson that more complicated and makes the students confused about it.

During the English lesson, there were some activities that the students did. It made the students not getting bored. The activities are practicing the conversation in front of class, listening the audio, singing the songs together, and playing games, like playing "*listen and do*", that is the the teacher gave some commands and the students must listen and did the action. For example, the teacher said "*swept the floor!*", and then the students swept the floor.

### **3. The Teacher's Talk in Classroom Interaction**

The researcher has done the observation in SD Muhammadiyah 10 Banjaramsin at fourth grade, that is class 4 A/10. The observation conducted on August 8<sup>th</sup> 2017 until September 19<sup>th</sup> 2017. There were seven meetings. The students had the English subject once a week, and was held every Tuesday at 02.30 until 03.30 pm.

During the observation, the researcher could see the interaction between the teacher and the students in the classroom. There were some features that includes as the teacher's talk based on Flander, those are asking questions, directions, inform, prompt, praises/encouragement, criticizing, using students idea, and lecturing. While the features of the students' talk are responses, initiation, and silence.

The researcher did the observation seven times to see how the teacher's and students' talk in classroom interaction in fourth grade in SD Muhammadiyah 10, that is class 4 A/10. During the English lesson, the researcher could see the situation and condition in the classroom. The class had many active students and they were so excited to learn English as a foreign language.

Based on the observation, the researcher could see the interaction between the teacher and the students by talking on each others. The researcher observed the teacher's and the students' talk in classroom based on some features from Flanders' categories. The features of teacher's talk that found in the classroom are asking questions, giving directions, giving inform, encouragement/praises, criticizing, and lecturing. While prompting and using students idea did not find in classroom interaction during the observation.

a. *Teacher's talk – Asking question*

When asking the questions, the teacher always asked about the lesson that they had to learn in English subject. The teacher was not only using English, but also using Indonesian language, so that the students understand about the lesson. For example based on the observation, the teacher asked the students about the living room by saying “*Do you know, what is the living room?*”. The students gave the respons by saying “*Ruang keluarga, Mom*” or the teacher asked the students by saying “*siapa yang mau maju praktek ke depan?*”. Then the students gave the response by saying “*saya bu, saya bu.*”

b. *Teacher's talk – Giving directions*

The teacher made directions or commands to the students too. The teacher used English and also Indonesian language to give directions or commands to the teacher. When the teacher was giving the commands, the students gave the response by doing the commands. But, when the students did not understand about the directions or commands, they asked the teacher by using Indonesian language. For example she said, “*Open your book page 8*” or “*Dengarkan baik baik audio berikut ini dan jawab pertanyaan yang ada dibuku*”.

c. *Teacher's talk – Informing*

There was also given information when the teacher was talking. It is a direct way to help students to realize their mistakes. The teacher explained or informed by using English, and Indonesian language too. The teacher also informed when remained the students about their assignment. For example, there was a student who asked in Indonesian language by saying "*Halaman 7 kan, Bu?*". And then the teacher answers by saying "*No. Buka halaman selanjutnya. Open page 8.*" When the teacher remains the students by saying "*Apakah tugas minggu lalu sudah dikerjakan? Kalau sudah silahkan dikumpul.*"

d. *Teacher's talk - Encouragement/praises*

During the English class, the teacher always gave encouragement or praises by words. It is given when the students gave the good responses, such as right answer or do something right toward the teacher's commands or questions related to the English lesson. Sometimes the teacher used Indonesian language to give encouragement/praise to the students, not only in English. For example, when the teacher asked some students to practice the conversation in front of class, and then the teacher gave praise by saying "*Okay, good. Give applause!*" or "*Okay, good, pintar. Thank you.*"



e. *Teacher's talk - Criticizing*

In learning English, the students as the young learners were often making mistakes. So, the teacher will criticize or give comment to them when it happens. Also the teacher will guide the students to the right way. Based on observation, when the teacher criticized or gave comments to the students, she explained with Indonesian language, so that the students could understand about the explanation. But sometimes, the teacher also used English too. For example based on the observation, there was a student who made a mistake about the spelling of a letter. The student wrote the spelling of the letter K as "kai". Then the teacher criticized the answer by saying "*Huruf K itu spelling tulisannya bukan 'kai' tapi 'kei'. Okay!*".

f. *Teacher's talk - Lecturing*

Based on the observation that was found in the classroom, the teacher was lecturing to the students by giving explanations, the teacher's ideas about the content of English, asking questions, giving comments or directions, informing, criticizing, and giving encouragement/praises. Lecturing is all about the activity of the teacher during the teaching English process in the classroom. For example, when the teacher explained about subjects in the classroom to the students by writing on the whiteboard, so that the students could see and understand about the lesson. The teacher wrote

the subjects on the school, those are English, Social Studies, Civics, Science, Arts, Physical Education, and Indonesian.

g. *Teacher's talk – Prompting and Using students idea*

Based on the observation in the class, prompting was not finding during the English class. Because, when the students made the mistakes, they always asked the teacher the right answer directly. While prompting is done when the teacher requests the students to make a clarification of what they have just said.

During the class, the students did not ever give their ideas to the teacher. They just did what the teacher asked, and just gave the responses when the teacher asked them.

#### **4. Students' Talk in Classroom Interaction**

Based on the observation, the researcher also could see how the students' interaction by talking and responding the teacher during the English class. The students' talk that found in classroom interaction based on Flanders categories are the students' responses and initiation. The students' response is that the students make the responses and answering toward the teacher. While the initiation is about how the students can make the unpredictable statements to the teacher in classroom interaction. During the observation, there was no student

who was silent in the classroom. They are active enough during the English class.

a. *Students' talk – Responding*

At fourth grade, especially class 4 A/10 is one of the active class on the school in SD Muhammadiyah 10 Banjarmasin. They have taken the test when they were at third grade before jumping up to the next grade. The students were excited to learn English and it makes them become active enough during the class. Based on the observation, the students always gave the responses to the teacher, eventhough they often made the mistakes too.

As it has been mentioned that the teacher always talked with different features and the students also talked by responding the teacher, that was answer the questions from the teacher. The students gave responses by using English, Indonesian, and Banjarese language. The students tried to use English to give responses to the teacher eventhough they made mistakes, but Indonesian language is more dominant used during the class.

When the teacher started the lesson with greeting, the students always gave response with English, that is:

*Teacher: "Good afternoon, students."*

*Students: "Good afternoon, Mom."*

*Teacher: "How are you today?"*

*Students: "I am fine, and you?"*

*Teacher: "I am fine too, thank you."*

Based on the observation the students also gave responses by answering the questions from the teacher, as follows:

*Teacher: "Ini apa bahasa Inggris-nya (menunjuk ke papan tulis)?"*

*Students: "Keyboard" (some students say it)*

*Teacher: "Bukan keyboard"*

*Students: "White board"*

*Teacher: "Iya whiteboard, good. Kalau chili apa?"*

*Students: "Cabe"*

*Teacher: "Warnanya apa?"*

*Students: "Merah, red, green" (some students answer with Indonesian language and the others with English)*

*Teacher: "Okay, good. Kalau red, green, white itu termasuk apa?"*

*Students: "Color"*

*Teacher: "Ya, okay good"*

The students also gave responses by doing something. They gave responses when the teacher asked or gave them commands to do something. Based on the observation, here are the example:

*Teacher: "Ibu akan play audio, lalu kalian dengarkan dulu setelah itu lakukan sesuai dengan audionya. Listen and do. Yang pertama Stand Up. Apa artinya?"*

*Students: "Berdiri"*

*Teacher: "Okay. Next, Swing Your Arms Up. Apa artinya?"*

*Students: "Push up, Mom."*

*Teacher: "Bukan, angkat tangan ke atas. Next, Rise Up On Your Tippy Toes. Artinya?"*

*Students: "Berjingkat"*

*Teacher: "Iya, berjingkat. And the last one, Reach Up For The Sky. Artinya?"*

*Students: "Jingkat, Mom."*

*Teacher: "Berjingkat sambil angkat tangan. Paham?"*

*Students: "Paham, Mom."*

*Teacher: "Sekarang kita coba maju ke depan berempat-berempat. Ready?"*

*Students: "Yes."*

*Teacher: "Okay, one two three four maju ke depan (menunjuk murid). Ready?"*

*Students: "Yes"*

*Teacher: "Okay, one two three. Stand Up"*

*Students: "(Students stand up)"*

*Teacher: "okay. Next, reach up for the sky."*

*Students: "(some of students just rise up on the tippy toes and another students do the right)"*

*Teacher: "Jingkat sambil angkat tangan. Okay next, rise up on your tippy toes."*

*Students: “(all students swing their arms up)”*

*Teacher: “Kakinya yang jingkat bukan tangannya. Paham?”*

*Students: “Yes, Mom.”*

So, based on the observation, the students gave the responses to the teacher by using English, Indonesian, and sometimes Banjarese language. They gave responses when the teacher asked the questions and gave the commands that they had to do during English class.

b. *Students’ talk – Initiation*

In English class, the students also made initiation beside giving the responses to the teacher in interacting or communicating in the classroom. They made initiation when they wanted to permission to go out of class, and they used English. For example based on the observation is that, some students talked to the teacher that they wanted to go to the toilet by using English, in the following sentences:

*Students: “Mom, may I go to the toilet?”*

*Teacher: “Yes, of course.”*

Sometimes, the students also made initiation in Indonesian language because they did not know how to talk in English when they wanted to give permission. For example, when they wanted to trash outside the class. They tried to use English but they made mistakes, although it was their own initiation. Here are the examples:

*Students: “Mom, may I go to buang sampah?”*

*Teacher: “No, sit down please. Duduk semuanya, tidak boleh ada yang keluar kelas.”*

So, students' initiation was seen when they tried to initiate and to make statements in talking or responding the teacher by using English or Indonesian language.

*c. Students' talk – Silence*

Class 4 A/10 in SD Muhammadiyah 10 is one of the active class at fourth grade. Therefore, during the English class, the students were never silent and always talked and responding the teacher. Eventhough they did not always use English, they always tried to give responses for the teacher, sometimes by using Indonesian or Banjarese language.

## **B. Discussion**

Based on the result and the observation that the researcher had done, Class 4 A/10 of fourth grade in SD Muhammadiyah 10 Banjarmasin was the active class. The teacher and the students made a good interaction in English class by talking each others. The students were never silent in English class and they always gave reponses to the teacher eventhough did not always in English.

In English class, the teacher built the interaction with the students by asking the questions, giving directions or commands, informing, giving

encouragement/praises, criticizing, and lecturing, but there was no prompting and using students' idea.

Related to the theory, if the teacher is more dominant in talking, the students will have less time for other things, too, such as reading and writing. It happened during the observation at Class 4 A/10 in SD Muhammadiyah 10 Banjarmasin.

The teacher is more dominant and being the centre in the class. because the students can not control themselves yet, so the teacher who always guide and handle them during the teaching and learning process.

Indonesian language is more dominant than English that used by the teacher. When the teacher was talking in English to the students, she used the simple words so that the students could understand about the lesson.

The teacher and the students made a good interaction in the classroom, especially in English class. The teacher and the students used English, Indonesian language, and sometimes Banjarese language to make the jokes. So, based on the observation and interview in SD Muhammadiyah 10 at fourth grade of Class 4 A/10, that the teacher and the students kept talking and communicating in the classroom.