CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This section presents the data which have been collected in observation. Here will be explained the result from the process of recording and data reduction. It describes the result from what the observer heard, saw, and thought while doing observation in the classroom. This part consists of two parts such as Findings and Discussion.

The data presented and described here are based on the observation done on Friday, October 16th 2020 at 04.30 – 05.30 pm. The researcher has taken observation three times, but here the researcher only described the data from the second observation. The material taught here about *"Telling your family"*. The data describe the *Act Structure* and analyzed based on Sinclair and Coulthard rank scale.

A.   **Research Finding**

1.   **The Types of The Act Structure used in the Classroom at the 1st Level Class of STAR English Course**

There are several Act Structures used by the teacher and students when interacted with each other and do conversation in the classroom. It found around 652 act structures (could be seen in Appendix 4) during the learning process which consisted of different kinds of acts. There were 19 types of Act structures found in the classroom interaction. It could be seen details of them as follow:

a.   Marker */m/*

The observation found 15 numbers of the marker from 652 Act Structures used in the classroom interaction. Based on the observation have

been done, the marker is realized by "Right", "OK", "Yah", "So", "Later", and "Next"

Teacher : *"**Right**, Before we study, ayo kita baca doa dulu"*

Students : *(Praying)*

(Appendix 2, No.5)

Teacher : *"**Ok**, we continue yes?"*

(Appendix 2, No.18)

Teacher : *"**Later**, we will review your material"*

(Appendix 2, No.24)

Teacher : *"**So**, let's review your material"*

(Appendix 2, No.25)

Teacher : *"**Yah,** Okay. Are you ready?"*

(Appendix 2, No.26)

Teacher : *"**Next**, Hafidzah"*

(Appendix 2, No.73)

The researcher categorized the utterances above as markers. It is because Marker is identical with the opening or starting new conversation after pauses or silent condition. It influenced the students to pay attention to the teacher's language. The teacher used the words to make the students pay attention to her. Based on the observation, if the class is going to be noisy, directly the teacher used Marker to take the students' attention. Not only that, the marker was sometimes used as a sign that there was information that the teacher needs to give to the students.

b. Starter */s/*

The starter was found 90 times from 652 Act Structures used in the classroom interaction. Based on the observation have been done starter is realized with some words, phrases or sentence.

Teacher : "Jangan biasakan mengucapkan kata-kata yang tidak baik"

(Appendix 2, No.11)

Teacher : "jangan dibiasakan yes?"

(Appendix 2, No.14)

The researcher categorized the utterances above as Starter. It because Starter is identical with the opening of statement before giving more information and giving direct attention to the students. Based on the observation before, it showed that the starter is used by the teacher to start the initiation and giving direct attention.

c. Elicitation */el/*

The observation found 96 number of Elicitation from 652 Act Structures used in the classroom interaction. Based on the observation that has been done, Elicitation is realized by a question.

Teacher : "*How are you, student?"*

(Appendix 2, No.3)

Teacher   : *"Ok, we continue yes?"*

(Appendix 2, No.19)

Students: "*Ulang Mam?*"

(Appendix 2, No.55)

Teacher : "*What does family tree mean guys?"*

(Appendix 2, No.102)

The researcher categorized the utterances above as Elicitation. It because Starter is identical with giving a question to request a linguistic response. Then from the observation, the teacher and students' used the question with meaning to be seen and answered by other participants in the classroom interaction.

b.   Check */ch/*

In the observation found 1 number of Check from 652 Act Structures used in the classroom interaction. The teacher needed to use the check to know the learning progress of the students in the classroom. Also to check the students' condition if sometimes they got problems.

Teacher : *"Finish?"*

(Appendix 2, No.456)

The researcher categorized the utterance above as Check. It because the utterance is used to check the students' progress of the lesson. In the learning process, the teacher asked the students about their progress. It was done to make sure that the students' did the Assignment or the teacher's command.

c.   Directive */d/*

The observation found 34 number of Directive from 652 Act Structures used in the classroom interaction. The teacher gave a command to the students to know the students' understanding.

Teacher : *"Unmute dulu, Unmute"*

(Appendix 2, No.40)

Teacher : *"Tidak usah di catat, di memorize saja nak yah?"*

(Appendix 2, No.137)

The researcher categorized the utterances above as Directive. It because the utterance is used by the teacher to request non - linguistic respond of students. Based on the observation, one of the ways for the teacher to test the understanding of the students was using the Directive. It would be known that the students understood the command and did it well or they were confused and made a mistake. That would be shown their understanding.

i.   Informative */i/*

Information is usually realized by a statement. The observation found 41 number of Informative from 652 Act Structures used in the classroom interaction.

Student : *"My Name is Ahmad Fauzi"*

(Appendix 2, No.84)

Teacher : *"Mam tambah 5 menit supaya lebih di ini (menyentuh kepala)"*

(Appendix 2, No.147)

The researcher categorized the utterances above as Informative. It is because of the statements above used by the teacher to provide information. In the observation was done before, the teacher used the informative structure to give material to the student and other information that the teacher thought that the students needed to know about the things.

j.   Prompt */p/*

From the observation, prompt has been found once from 652 Act Structures used in the classroom interaction.

Teacher : *"C'mon, cepat ini"*

(Appendix 2, No.414)

The researcher categorized the utterance above as Prompt. It because of the statements above used by the teacher to suggest the students for doing directive fast, then the lesson can be started again.

k. Clue */cl//*

The clue is usually realized by a statement, question, command, or mood less item. The observation found 3 number of Clue from 652 Act Structures used in the classroom interaction.

Teacher : *"Anggoro is…?"*

(Appendix 2, No.420)

Teacher : *"Telling Selivina's….?"*

(Appendix 522)

The researcher categorized the utterances above as Clue. It because of the questions above used by the teacher to provide additional answers that the teacher needs to be heard. From the observation, the fact found that the teacher used this way to provide a chance to the students for joining the interaction. Also gave a chance to the students for showing their ability.

l. Cue */cue/*

In the observation found 1 number of Cue from 652 Act Structures used in the classroom interaction.

Teacher : *"Raise your hand!"*

(Appendix 2, No.160)

The researcher categorized the utterance above as Cue. It because the questions above are used by the teacher to provide, show and influence the students to join in interaction. Indirectly, this type of act was used by the teacher for asking all of the participants to make the class more active. The

teacher indirectly pushed the students for joining the class without pointing them one by one which can influence their psychological side.

m.   Bid */b/*

The observation found 42 number of Bid from 652 Act Structures used in the classroom interaction.

Students: *"Mam / (Raise hand)"*

(Appendix 2,No.144)

The researcher categorized the utterances and gestures above as Bid. It because the students used the gesture and utterances to join and give a contribution to the interaction in the classroom.

n.   Nomination */n/*

The observation found 67 numbers of Nomination from 652 Act Structures used in the classroom interaction.

Teacher *: "Ada yang lain?"*

(Appendix 2, No.192)

The researcher categorized the utterances above as Nomination. It because the teacher used the utterances to call the students and give permission to them to join and answer the discourse. It is also used by the teacher for moving and increasing the students' confidence.

o.   Acknowledge */ack/*

The observation found 20 number of Acknowledge from 652 Act Structures used in the classroom interaction.

Teacher : *" Hmm.."*

(Appendix 2, No.48)

Teacher : *"Ok"*

<div align="right">(Appendix 2, No.54)</div>

Student : *" Wow Mam"*

<div align="right">(Appendix 2, No.62)</div>

The researcher categorized the utterances above as Acknowledge. It because the teacher and students used the utterances to tell that the conversation, ideas, or discourse have been understood each other. To make sure that the initiation, information, and utterances were understood each other, the participants used this kind of Act. It also has a function that the learning process can be continued to the other stages.

p.   Reply */rep/*

The observation found 83 number of Reply from 652 Act Structures used in the classroom interaction.

Teacher : *"How many Children Mr. Sudibyo has?"*

Students : *"Two"*

<div align="right">(Appendix 2, No.114)</div>

The researcher categorized the utterances above as Reply. It because the teacher and students used the utterances to show their ideas and answered the questions. Based on the observation, the reply also was taking a place as the dominant type after the elicitation. It means that the classroom interaction was running well. The reply was one of the main points to decide the effectiveness of the learning process.

q.   React */rea/*

The observation found 22 number of React from 652 Act Structures used in the classroom interaction.

Teacher : *"Mam kasih waktu 3 menit, silahkan hapalkan"*

Students : *(Memorizing)*

(Appendix 2, No.140)

The researcher categorized the gestures above as React. It because the students used the gestures as the way to answer the teacher's command or directive. Then commonly, React is realized by the gesture. Indirectly, React is the answer of the teachers' command and the answer of the Directive structure.

r.   Accep*t /acc/*

The observation found 67 number of Accept from 652 Act Structures used in the classroom interaction.

Teacher : *"Nicky is Rama's cousin,yes?"*

(Appendix 2, No.170)

The researcher categorized the utterances above as Accept. It because the teacher used the utterances as the way to accept the students' answers and repeat the student's answers to the discourse. In the observation, for the teacher Accept also means that the teacher understood the conversation and the answer of the students. Usually, answer can be realized by reply.

s.   Evaluate */e/*

In the observation found 58 number of Evaluate from 652 Act Structures used in the classroom interaction.

Teacher : *"Jangan Lupakan 's' nya nak yah"*

(Appendix 2, No.78)

The researcher categorized the utterances above as Evaluate. It because the teacher used the utterances as the way to evaluate the students' understanding. Whether the students understand the discourse can be known by evaluating them by statement, repetition, or question.

t. Silent Stress */^/*

Silent Stress was usually realized by a pause, of the duration of one or more beats, following a marker. The observation found 8 number of Silent Stress from 652 Act Structures used in the classroom interaction.

S&T : *(Silent)*

(Appendix 2, No.142)

Silent Stress was the unique and common one. The researcher categorized the gesture as silent stress. It because silent stress can be seen when there is no conversation or verbal interaction in the classroom. The silent stress usually showed before the marker. In another word, silent stress can be the opening of a starting marker

u. Metastatement */ms/*

The observation found 2 numbers of Metastatement from 652 Act Structures used in the classroom interaction.

Teacher *: "Next meeting you will make two videos but there's no vocab"*

(Appendix 2, No.637)

The researcher categorized the utterances as Metastatement. It because the teacher here used the utterances to give information about the lesson plan or lesson structure that will be done at the next meeting. Based on

the observation, the teacher used Metastatement for making sure the students for preparing their selves for the next meeting. It can be realized by giving an assignment or homework.

v. Conclusion*/con/*

In the observation found 1 number of Conclusion from 652 Act Structures used in the classroom interaction.

Teacher *: "That's all our meeting today guys"*

(Appendix 2, No.640)

The researcher categorized the utterance as Conclusion. It because the teacher here used the utterances to give the last statement and directly close the meeting. In this observation, taking prayer and saying goodbye also wishing for meeting again the next time used by the teacher for closing the meeting. Sometimes, the teacher was giving suggestions and motivation to the students to do something well and getting better.

2. The Dominant Type of Act Structure Used in The Classroom at the 1ˢᵗ Level Class of STAR English Course

In the previous section before, it has shown that there were 652 Act with separated by 19 types of Act Structure used in the Classroom. Then, it showed where are the part of them which dominantly used by the teacher and students while doing interaction in the Classroom. The data analyzed by using the pattern below:

$$P = \frac{F}{N} \ X \ 100\%$$

Where:

P = Percentage

F = Frequency

N = The total Number of Utterance

The result where is the dominant type of the Act structure used in the classroom can be showed as follow:

a. Marker /m/

Markers found in the Classroom interaction are 15 from the total of 652 Act Structures. So, the percentage of Marker is:

$$P = \frac{15}{652} \; X \; 100\% = 2,3\%$$

1. Starter /s/

Starters found in the Classroom interaction are 90 from the total of 652 Act Structures. So, the percentage of Starter is:

$$P = \frac{90}{652} \; X \; 100\% = 13,8\%$$

b. Elicitation /e/

Elicitations found in the Classroom interaction are 96 from the total of 652 Act Structures. So, the percentage of Elicitation is:

$$P = \frac{96}{652} \; X \; 100\% = 14,7\%$$

c. Check /ch/

Check that found in the Classroom interaction are 1 from the total of 652 Act Structures. So, the percentage of Check is:

$$P = \frac{1}{652} \; X \; 100\% = 0,15\%$$

d. Directive /d/

The directive found in the Classroom interaction is 34 from the total of 652 Act Structures. So, the percentage of Directive is:

$$P = \frac{34}{652} \; X \; 100\% = 5,2\%$$

e. Informative /i/

Informative that found in the Classroom interaction is 41 from the total of 652Act Structures. So, the percentage of Informative is:

$$P = \frac{41}{652} \ X \ 100\% = 6,28\%$$

f.   Prompt */p*

   Prompt found in the Classroom interaction is 1 from the total of 652

Act Structures. So, the percentage of Prompt is:

$$P = \frac{1}{652} \ X \ 100\% = 0,15\%$$

g.   Clue */cl/*

   The clue found in the Classroom interaction is 3 from the total of 652

Act Structures. So, the percentage of Clue is:

$$P = \frac{3}{652} \ X \ 100\% = 0,46\%$$

h.   Cue */cu/*

   The cue found in the Classroom interaction is 1 from the total of

652Act Structures. So, the percentage of Cue is:

$$P = \frac{1}{652} \ X \ 100\% = 0,15\%$$

i.   Bid*/b/*

   The bid found in the Classroom interaction is 42 from the total of 652

Act Structures. So, the percentage of Bid is:

$$P = \frac{42}{652} \ X \ 100\% = 6,4\%$$

j.   Nomination */n/*

   The nomination found in the Classroom interaction is 67 from the

total of 652Act Structures. So, the percentage of Nomination is:

$$P = \frac{67}{652} \ X \ 100\% = 10,27\%$$

k.   Acknowledge */ack/*

   Acknowledge that found in the Classroom interaction are 20 from the

total of 652 Act Structures. So, the percentage of Acknowledge is:

$$P = \frac{20}{652} \ X \ 100\% = 3\%$$

l. Reply */rep/*

Reply that found in the Classroom interaction are 83 from the total of 652 Act Structures. So, the percentage of Reply is:

$$P = \frac{83}{652} \ X \ 100\% = 12{,}73\%$$

m. React */rea/*

React that found in the Classroom interaction are 22 from the total of 652 Act Structures. So, the percentage of React is:

$$P = \frac{22}{652} \ X \ 100\% = 3{,}27\%$$

n. Accept */acc/*

Accept that found in the Classroom interaction are 67 from the total of 652Act Structures. So, the percentage of Accept is:

$$P = \frac{67}{652} \ X \ 100\% = 10{,}27\%$$

o. Evaluate */e/*

Evaluate that found in the Classroom interaction are 58 from the total of 652 Act Structures. So, the percentage of Evaluate is:

$$P = \frac{58}{652} \ X \ 100\% = 8{,}89\%$$

p. Silent Stress */^/*

Silent Stress found in the Classroom interaction is 8 from the total of 652 Act Structures. So, the percentage of Silent Stress is:

$$P = \frac{8}{652} \ X \ 100\% = 1{,}22\%$$

q. Metastatement */ms/*

Metastatement found in the Classroom interaction are 2 from the total of 652 Act Structures. So, the percentage of Metastatement is:

$$P = \frac{2}{652} \ X \ 100\% = 0{,}30\%$$

r. Conclusion */con/*

The conclusion found in the Classroom interaction is 1 from the total of 652Act Structures. So, the percentage of Conclusion t is:

$$P = \frac{1}{652} \ X \ 100\% = 0{,}15\%$$

The percentage of the types of the Act Structures above then could be seen and simplify as the Table below:

Table 4.1 The percentage of the types of the Act structures found in the classroom Interaction

No	Kinds of Act Structure	Total Number of Act Structure	The Number of Act Structure	Percentage (%)
1	Elicitation	652	96	14,7%
2	Starter	652	90	13,8%
3	Reply	652	83	12,73%
4	Nomination	652	67	10,27%
5	Accept	652	67	10,27%
6	Evaluate	652	58	8,89%
7	Bid	652	42	6,4%
8	Informative	652	41	6,28%
9	Directive	652	34	5,3%
10	React	652	22	3,27%
11	Acknowledge	652	20	3%
12	Marker	652	15	2,3%
13	Silent stress	652	8	1,22%
14	Clue	652	3	0,46%

15	Metastatement	652	2	0,30
16	Conclusion	652	1	0,15%
17	Check	652	1	0,15%
18	Prompt	652	1	0,15%
19	Cue	652	1	0,15%

The table above showed the percentage of the types of active structures that the teacher and students used when interacted with each other in the classroom. It showed the dominant types of the act structure used in the classroom which started from the highest till the lowest.

From the table above could be seen that the total number of active structures used in the classroom was 652. The highest one was Elicitation which was found 96 times during the interaction. Elicitation took a place around 14,7% of the whole conversation that the participants did along with the interaction. It proved that Elicitation was the most dominant type of the act structure used in the classroom. Then it directly followed by starter which took a place around 13,8% in the classroom interaction. Reply took a place around 12,73%. Nomination and acceptance have the same position in the classroom interaction which took a place around 10,27%. Evaluate, bid, informative, directive, react, acknowledge, marker, silent stress, clue, metastatement, conclusion, check, prompt, and cue were followed and took a place around less than 10% contribution in the classroom.

From the 22 types of the active structures based on the Sinclair and Coulthard Theory, 19 types of them were found in the First Level Class of STAR English course Classroom interaction as have been mentioned above. From the table could be concluded also that some of the types of active structures such as Comment, Loop,

and aside didn't find in the classroom interaction. It can be proved from the table could be seen that they were not having contribution in the classroom. In another word, the participants didn't use them while interacting with each other in the classroom during the learning process.

B.   Discussion

Based on this research, the objectives of the research were to Based on the result of data analysis, the researcher had analyzed the types of the Act Structure used in the classroom and which one of them dominantly used in the Classroom. The types of the Act Structure used in the Classroom found in 652 Act Structures in the conversation between the teacher and students. The process of learning was run out for more than 1 hour, specifically one hour 29 minutes

Teaching and learning process in the classroom should joined by all the participants on the class. It was needed to be done to achieve the purpose of learning. The teacher shares knowledge and arrange the classroom well, so that the student can easily improve their knowledge and ability. It is proved by the research was done by Nike Rosmeirah which mentioned that teaching and learning process would be done well if the teacher and students played their role well.[1] It was stated by Dorota Damalewska on her paper with the tittle "Classroom Discourse Analysis in EFL Elementary Lesson" that the teacher and student have their own role.[2] The teacher led the classroom activities while the students gave some responses and started

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[1]Nike Rosmeiarah Huraerah, "The Analysis of Verbal Interaction Between the Teacher and Students in the Classroom (A Descriptive Study of EFL Classroom at A Senior High School in Bandung)", (Skripsi : Universitas Pendidikan Indonesia, 2013).

[2]Dorota Damalewska, "Classroom Discourse Analysis in EFL Elementary Lesson," *International Journal of Language, Literature, and Linguistic* 1, No. 1, (2015).

discussion. It was in line with this research where the participants in the classroom joined the interaction well in learning process based on their roles.

This research also was encouraged by the theory which was introduced by Sinclair and Coulthard as the main theory to analyze the data and found the result. It is called Sinclair and Coulthard Rank Scale theory and became the first theory of analysis the classroom interaction.[3] This theory consisted of five levels of scales and the Act structure was the basic level and took a place as the background or foundation from all of the next level such as move, transaction, exchange, and lesson.[4]

The Sinclair theory found that there were 22 kinds of the act structure usually found in the classroom interaction during the learning process. They are: Elicitation, Starter, Marker, Reply, Nomination, Accept, Evaluate, Bid, Informative, Directive, React, Acknowledge, Marker, Silent Stress, Clue, Metastatement, Conclusion, Check, Prompt, Cue, Comment, Loop, and Aside[5]. The types of act structure found in the classroom also depended on the teacher and students' way to confess the word or doing interaction in the classroom. All of the act structure might happen but sometimes some of them might not be found.

Based on the finding of the first research problem, the researcher found the types of the act structure used in the classroom based on the Sinclair and Coulthard Rank Scale theory. This research was supported by the theory of Sinclair which mentioned the 22 types of the act structure that the students and teacher usually used

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[3]Sinclair, J. M. And R. M. Coulthard, *Toward an Analysis of Discourse: The English Used by the Teacher and Pupils*, (London: Oxford University Press, 1975), Pg. 56.

[4]Malcolm Coulthard, *Advances in Spoken Discourse Analysis,* (London: Rouletdge, 1992).

[5]Michael McCharty, *Discourse Analysis for Language Teachers,* (United Kingdom: Cambridge University Press, 1991), Pg. 22.

in the classroom interaction. After observed the classroom interaction then can be found there are 19 kinds of the act structures used in the classroom at the first level class of star English course. They are: Elicitation, Starter, Marker, Reply, Nomination, Accept, Evaluate, Bid, Informative, Directive, React, Acknowledge, Marker, Silent Stress, Clue, Metastatement, Conclusion, Check, Prompt, and Cue. This finding is in line with the findings of studies undertaken by Maulidah Hasanah in 2017 at MtsN Bendosari in the Academic Year 2016/2017.[6] The researcher found 22 kinds of the act structure as the Sinclair and Coulthard introduce on their theory.

The types of the Act Structure that the researcher did not find in the Classroom interaction are Loop, Aside, and Comment. The researcher found that 0% of the use of them in the classroom along this research was done. In this research, the fact shows that no one of the participants whether the student and teacher uses the kind of act structure in the classroom. It does not directly mean that the types are never used before and later along the learning process. It could be explained by the fact that the teacher is really focused on how to push the student for getting better and stimulate them by using a question and giving information then comment. Not only that, the fact found that the use of a good network and higher quality of interaction make the kinds of Loop sometimes never found in the classroom interaction. It is because the interaction can be clearly heard and understanding between the teacher and students. Then also aside was not found in this research because the teacher focused on how to handle the class well and ignore the other problems. Prepare the class better before starting the learning process was done by

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[6]Maulida Hasanah, "Classroom Discourse Analysis On Language Interaction At Eighth Grade Of MtsN Bendosari In The Academic Year 2016/2017".

the teacher. So that, the Aside structure sometimes cannot be found in the classroom interaction.

Based on the second research question from the results of this research, then could be proved that the dominant type of the Act structure used in the classroom interaction at the First Level Class of STAR English Course was Elicitation (*/el/*) which based on Sinclair and Coulthard's theory had a function to request a linguistic response by using a question. Elicitation could be found 96 times from the whole conversation in the classroom interaction. It found around 14,7% dominated the act structure which happened around 652 times in the classroom. Elicitation was dominated the classroom interaction. Elicitation was found dominantly because the teacher and students needed the respond when talking to each other. Elicitation is used to ask for linguistic respond. Interaction can run well when the participant gave a response to the speaker and Elicitation is used to ask for the response. Elicitation influenced the students' capabilities not only in public speaking but also in the other skill of language such as listening, grammar, and soon.

This finding is in line with the findings of studies undertaken by Maulidah Hasanah in 2017 at MtsN Bendosari in the Academic Year 2016/2017. The researcher revealed that the dominant type of act structure used by the participants in the classroom interaction was Elicitation though the research is not only focused on that. It is the kind of Act that the teacher used to ask for a response from the student. It is usually realized by a question. It proved that the dominant participant who shares utterances is the teacher as the main source in the learning process but with replied by the students respond. Both of them are active in the teaching and learning process.