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# **EXPLORING MEANING NEGOTIATION PRACTICE IN A BILINGUAL PRE-SCHOOL: A CLASSROOM DISCOURSE ANALYSIS PERSPECTIVE**

## **A THESIS**

**Submitted to English Language Teaching Department,  
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon  
In Partial Fulfillment of the Requirements of Undergraduate Degree**



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CIREBON**

**2015**



## ABSTRACT

### **Inayah. 14111320105. EXPLORING MEANING NEGOTIATION PRACTICE IN A BILINGUAL PRE-SCHOOL: A CLASSROOM DISCOURSE ANALYSIS PERSPECTIVE**

This study aims to reveal meaning negotiation practice in one bilingual pre-school in Cirebon. As noted by Suherdi (2004), Ventola (1988), Bums' (1990), Rymes (2008) knowledge is always constructed and negotiated through language. This study attempts to reveal how teachers exploit the two different languages in the construction of knowledge with young learners.

This study adopts Systemic Functional Linguistic (SFL) framework combined with systemiotic approach on sustaining moves by as proposed by Suherdi (2004), which used to insight discourse stratum and lexicogrammatical feeling of the teacher-pupils interaction. This study offered an insight on how knowledge is typically negotiated as one particular type of meanings inherent in the discourse of classroom. The main aims of interaction in bilingual pupils itself, as Bearne (2003) suggests, is a golden opportunity to enrich various linguistic and cultural schemata in learning process. In exploring this issue, this study is involving teacher-pupils as two important elements of teaching learning situation that will be observed in a classroom. As Stubbs (1976) argues, meaning negotiation between teacher and students in the classroom is a complicated phenomenon as it draws internal and external background. However, any attempts to investigate such complexity will, in the long run, offer insights on how knowledge is negotiated within contexts.

The design of this study is descriptive qualitative. Researcher conduct the data in Winter Class at NARA ISLAMIC SCHOOL with 9 students. The instrument of collecting data are observation and interview. The data of observation is video recording which transcript into the text and interview record also transcript into the text. The data analyzed by coding system, stratum of discourse as proposed by Ventola and stratum of lexicogrammar as proposed by Halliday.


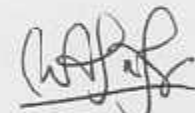
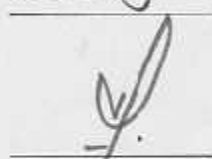
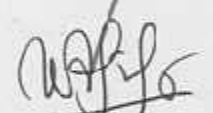

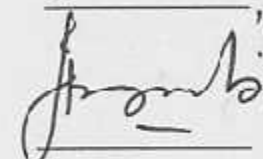
The result of this research teacher students interaction in Winter Class constructing knowledge through language. The discourse stratum that researcher found from observation in Winter Class include in stratum of discourse. Then, in their interaction meaning are negotiated in three metafunction namely: *experiential meaning* that realize in material process of transitivity, *interpersonal meaning* that realize in interrogative Mood and *textual meaning* that realize in unmarked theme.

**Key words:** classroom discourse, systemiotic approach, systemic functional linguistic, discourse stratum, lexicogrammar features, and metafunction.



## RATIFICATION

This thesis which is entitled **“EXPLORING MEANING NEGOTIATION PRACTICE IN A BILINGUAL PRE-SCHOOL: A CLASSROOM DISCOURSE ANALYSIS PERSPECTIVE”** written by Inayah, student number 14111320105, has been examined on 07 July 2015. It has been accepted by the board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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## CHAPTER I

### INTRODUCTION

#### A. Research Background

This study explored meaning negotiation practice in one bilingual pre-school in Cirebon. This study also analyzed Systemic Functional Linguistic (SFL) framework combined with systemiotic approach on sustaining moves by as proposed by Suherdi (2004), which used to insight discourse stratum and lexicogrammatical feeling of the teacher-pupils interaction. As noted by Suherdi (2004), Ventola (1988), Bums' (1990), Rymes (2008) knowledge is always constructed and negotiated through language.

Discourse analysis is the study of how language in use is affected by the context of its use (Rymes, 2008, p.12). It involves understanding why someone said something a particular way, that looking at previous context of use (Rymes, 2008, p.15). Because of that researcher conclude that discourse analysis could be defined as analysis beyond language. In this term language is wider object, where discourse considered being one of the three strata of language plane in social interaction.

In context of educational institution classroom is social dimension on conducting interaction. As Kumaradivelu (1999) stated that classroom aims and event is central to any serious educational enterprise (Cited in Hyland et al, 2011, p.292). Further Cazden (1988) assumption that analysis of language is central understanding ways in which knowledge is constructed in classroom, ways in which learning occur or not, and ways in which interpersonal relations are constructed and enacted (cited in Hyland et al, 2011, p.292). From those important aspects in classroom, the starting point from the researcher in discourse area is classroom discourse analysis.

Classroom discourse analysis could be paraphrased as looking at classroom context to understand how context and talk are influencing each other (Rymes, 2008, p.17). In the sense of this term language used as a medium instruction in a TLP has been used and analyzed in many different perspectives in language teaching (Suherdi, 2004, p.1). Therefore, this paper focuses on exploring meaning negotiation practice in interactional classroom discourse to constructing knowledge in learning process. It must be held a major area of inquiry if for no other reason than that so much significance now attaches to children spending years in schools (Christie, 2002, p.2). In all developed societies most children now spend significant periods of their lives in school, while in their live most of



child spends much time every day to learning process in classroom. So what did they got from the longer activity? Are there any changes in their cognitive aspect?

Moreover, it could be some serious reflection and discussion in an institution as schooling, because it better to understand as a social phenomenon for better provide educational practice in the future. Start from looking forward a current study of classroom interaction has been done by some people such as Sima Sadenghi (2012) which is focus on interaction student power and gender. Then, Yassamin Pouriran (2008) which is analyzes indicating display question and referential question to activate student interaction. From Kouicem Khadidja (2009-2010) his current study is give students opportunity to speak naturally using pedagogical strategy in speaking skill interaction. Rachel Hawkes (2012) which is focus on pattern interaction to support L2 learning through teacher talk. The last one is from Parvin Safari (2013) which is analyzing interaction teacher-student in feedback and corrective error.

Those are previous study talking about classroom discourse interaction in any term, there is no same cluster. The gaps from those previous study, there is yet display research which show clearly the interaction between teacher as human that have high authority and pupils as human that learn in classroom that focuses in constructing knowledge. On the contrary the researcher state is different with previous studies. This research will focus on teacher-pupils interaction in meaning negotiation practice which constructing knowledge in bilingual pre-school. One of the researcher reasons to take this point is some cases in problem of classroom interaction such as passive students in learning process, student background knowledge which affect student active talk in learning process, pattern in how teacher and student take turn in talk, and also misunderstanding of teacher-student in interaction. Because of that the important of this research is to observing meaning negotiation practice to construct knowledge in classroom interaction. Actually the effective interaction in meaning negotiation has big influence to increasing students' cognitive aspect. Moreover, through analyzing this interaction term people can know that teacher have big authority to students' successful learning.

Furthermore, from those explanation above teacher-pupils interaction in learning process is important aspect in constructing knowledge. In addition Stubbs (1979) argue that fundamental aspect on studying classroom discourse is in dialogue between teacher and pupils as the educational process which influenced by some external background (Suherdi, 2004, p.2). Interaction is the core of meaning negotiation process, as Rivers (1987) write





through interaction students can increase their language store, because in interaction students could use all they process of language and all they have learned or occasionally absorbed in real life exchanges (Cited in Brown, 2001: p. 165). Actually for bilingual children, interaction as rich variety linguistic and cultural experience have potential contribution to children's learning huge on developed their entail both monolingual and bilingual background (Bearne et al, 2003, p.90).

The main point of meaning negotiation practice is to convey meaning from the speaker to the listener. In meaning negotiation process there is exchange which concerned with transmission of information and informing move (Suherdi, 2004, p.6). So, the result this research can be used to repair classroom exchange in meaning negotiation to constructing knowledge as positive interaction in cognitive aspect of a classroom. Moreover it can be good model for repair the educational institution of teaching learning system.

## B. Focus of the Study

Start from several phenomenon of classroom discourse on meaning negotiation in interaction above. The main point of this research is to exploring meaning negotiation practice in bilingual pre-school. It is sharpen by some approaches models of classroom discourse theories from Berry's and Ventola which completing by Suherdi. Through systemic functional linguistic on metafunction organize in context of situation and kinds of meaning this research starting to analyze. In classroom interaction, it emphasize on language as dynamic system to be observe. How the teacher-pupils' meaning making practice can be analyze deeply used Suherdi pattern of sustaining move. In this term exchanges which divided into non-anomalous and anomalous is most crucial aspect as pattern to analyze the interaction occur. So, researcher doesn't analyzing language exchange in synoptic move.

## C. Research Formulation

1. How does the discourse stratum structured in classroom?
2. How the lexicogrammar features realize in the Teacher-Student Interaction?

## D. Aims of Research

1. To identify discourse stratum which structured in classroom
2. To analyze the lexicogrammar features that realize in the Teacher-Student Interaction.



## E. Significance of Research

### 1. Theoretically

- a. The result of this research can be used as reference to creating productive and inclusive interaction in learning process.
- b. The result of this research can be used as guidance how individual use language and structured it in different usage.

### 2. Practically

#### a. For the teacher

The result of this research can be used to self-correction of their teaching process in order to know the way to construct pupils' knowledge towards meaning negotiation practice that develop their cognitive aspect.

#### b. For the student

The result of this research student can be active in learning process to construct understanding of the interaction in learning process.

#### c. For the researcher

The research gives the researcher valid data of the naturally classroom discourse interaction towards meaning negotiation practice.

## F. Previous Studies

To support this research, the researcher presents the review of the same focus area in the previous research topic. There are five previous researches that researcher present below:

First, the previous study from Sima Sadeghi (2011) talks about application of critical classroom discourse analysis. The thesis analyze the action-reaction of the interaction individual or social context in teaching learning process that emphasize in term of power and distance. The aimed of her research at using CCDA as a tool for critical reflection to analyze the differences in the discourse of males and females in an EFL situation in Analyzing Classroom Interaction. A case study conducted at a university classroom in Iran, the collecting data by transcriptions of classroom interactions were put into a qualitatively interpretation of males and females. The result of her research findings suggest that male dominance could be concealed in discourse control, types of questions, and turn-taking.

Second, the previous study from Yassamin Pouriran (2008) which is analyzes indicating display question and referential question teacher/ learner interactions in Iranian EFL task-based classrooms. The thesis analyzes how to prepare learners to use the English



language so as to be able to participate in conversations inside and outside the class. A case study conducted in six classes at intermediate level (nine hours) were video and audio-taped in their entirety. This study explored recurring patterns of questioning behavior and their interactive effects were observed through nonparticipant observation. The result of this study indicated that Display questions were used by the teachers more frequently than Referential questions, so she can conclude that not all Referential questions could create enough interaction.

Third, the previous study is from Kouicem Khadidja (2009-2010) which focuses on the effect of classroom interaction on developing the learner's speaking skill. The study analyze Teachers roles and responsibilities were changed in the direction of facilitators of the learning and teaching processes and student opportunities to use the language naturally other than only memorizing dialogues and pattern practices. The aims of this research showing that classroom interaction can be a best pedagogical strategy to develop not only the learners speaking skill, but also to foster their capacity to generate new language. A case study conducted of third year LMD students of English at Constantine University, the collecting data based on two questionnaires administrated to get information about the impact of classroom interaction on developing the learners speaking skill. The result of this research showed that both learners and teachers consider classroom interaction as an important pedagogical strategy in enhancing the skill of speaking.

Fourth, the previous study from Rachel Hawkes (2012) analyzing learning to talk and talking to learn: how spontaneous teacher-learner interaction in the secondary foreign languages classroom provides greater opportunities for L2 learning. The study identified key patterns of interaction and the role of the teacher dialogic support in L2 learning. The aim of this research is to provide student opportunity to practice their L2 towards interaction by teacher talks that scaffold learner contribution. A case study conducted of three classes (two project classes and a control class) of secondary school learners of German in their second year of study, the collecting data based on teacher and learner interviews. The result of this research findings provide evidence that participation in spontaneous talk initiates learners into a broader range of interactional practices that they enjoy within IRE-dominated classroom discourse.

Fifth, the previous study is from Parvin Safari (2013) which is analyzing a descriptive study on corrective feedback and learners. The study intends to investigate, describe, and analyze the discourse patterns of corrective feedback utilized by an Iranian teacher and



also their relationship to the learner's uptake and the repair of those errors. The aim of this research is provide the learners to repair appropriate for cognitively competent. A case study conducted in Iranian Schools, Kuwait, the collecting data based on transcripts totaling 16 hours of classroom interaction included 181 episodes, each containing a trigger (error) produced by the learner, a CF move from the teacher and a learner's subsequent uptake in response to the CF. The result of this research findings obtained from such context reveal the ratio and distribution of the six different feedback types as well as those of different kinds of learner's uptake and immediate repair of errors.

Furthermore, from those previous studies there is no same cluster in terms of classroom discourse interaction. The clearly gaps from those previous study, there is yet study to analyze positive interaction between teacher as human that authority in class and pupils as human that learn in classroom. Verbal exchange in meaning negotiation practice can be a bridge for constructing pupils' knowledge in learning process.

Because of that, researcher focus on exploring meaning negotiation practice as a major area to activate pupils' schemata which help them to acquire knowledge in learning process. Meanwhile, meaning is important in a context of situation to understand language use.

## G. Frame of Thought

### 1. Classroom Discourse

A classroom is a room in which teachers and learners are gathered together for instructional purposes. As Allwright (1983) say's classroom centered research is just research centered on classroom that concentrates on the inputs or output to the classroom. It simply tries to investigate what happens inside the classroom when learners and teachers comes together (Cited in Hinkel, 2004, p.225). In addition, Tsui (2011) stated that classroom research has focused on three different aspects of the pedagogical environment namely (Cited in Hinkel, 2004,p.227): *input* (language used by the teacher), *interaction* (interaction refers to the interrelationship between input and output) and *output* (language produce by learners).

Here classroom discourse analysis recognizing firstly by Sinclair and Coulthard (1975) as research project to the investigate structure of verbal interaction (Coulthard, 1985, p.120). In classroom discourse language is used as medium instruction and analyze in many different perspective in language teaching (Suherdi, 2004.p.1). In





addition as Stubbs stated that pupil's language, IQ, social class and home background has influence in Teacher – Pupils talks in educational process (Suherdi, 2004.p.2).

The element of classroom discourse focused on the teacher and focus on the learner (Hinkel, 2004, p.227). First element is focus on the teacher as input factors that investigate type of teacher talk, teacher speech modifications, questions, instruction, error correction and feedback. Second element is focus on the learners that investigate natural order of acquisition, focus on meaning rather than form (Hinkel, 2004, p.229).

Furthermore, Sinclair and Coulthard found that discourse analysis provide most detailed description of the language function. In developed to accommodate various phenomena in variety of teaching learning situation. Fairclough argue that it is primary ways on draws attention to systemic organizational of dialog and provides ways of describing them (Cited in Suherdi, 2004, p.3). Here, Sinclair and Coulthard provide useful concept to develop a comprehensive system analysis treating Classroom Discourse which contain of five ranks, namely (Cited in Suherdi, 2004, p.4):

- a. Lesson: typically consist of an ordered series of transaction.
- b. Transaction: commonly consist of several exchanges which consist of three element of structure such as preliminary, medial and terminal.
- c. Exchange: there are two major classes of exchanges called Boundary and Teaching. Boundary exchanges realize preliminary and terminal elements are selected from the same move. It consist of framing (move frequently occurs) and focusing (move rarely). Teaching exchange realizes the medial element, which comprise eleven sub-categories of six free exchange and five bound exchange.
- d. Moves: there are five classes of moves framing, focusing which realize boundary and opening, answering, and following-up moves which realize teaching exchanges.
- e. Act: there are three major acts which probably occur in all form of spoken discourse. Namely elicitation as function to request a linguistics response, directive as function to request a non-linguistics response, and informative as function to pass on ideas, facts, opinions, information which appropriate respond of simple acknowledgement.

Moreover, in classroom discourse analysis Halliday's identify two major parties in take turn of interaction from three functions of the structure information, namely



(Cited in Suherdi, 2004, p.9): Primary knower and secondary knower. Primary knower means someone who already knows the information and secondary knower is someone to whom the information is imparted. Based on the two terms, she proposing four functions (Cited in Suherdi, 2004, p.9):

k1: for the admission of knowledge information by the primary knower and the consequent stamping of the information with primary knower's authority.

k2: for the secondary knower's indication of the state of his own knowledge in relation to the information.

dk1: for delaying k1.

k2f: for follow up k2.

Note: the primary knower did not do k1 in the first slot, its allow the secondary knower do k2. So the pattern illustrated as  $k2^k1$ .

Here, the researcher delimit the classroom into bilingual classroom as onject in this reseach. Bilingual broadly define is the use of two languages as media of instruction (Hinkel, 2005, p.8). Students are bilingual because they know and use at least two languages even if their fluency and use of the language vary.

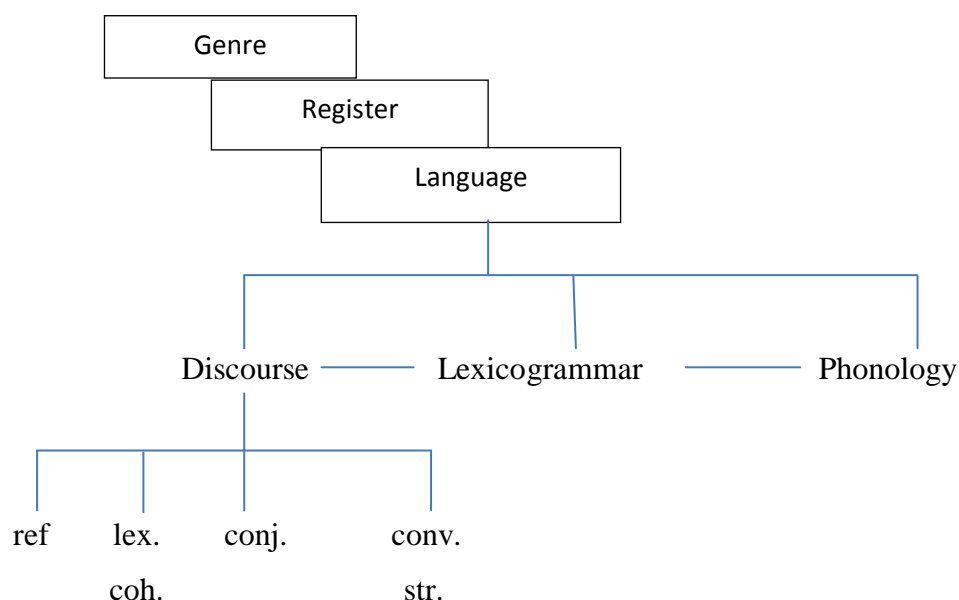
This thesis is talking about bilingual between Indonesian and English language. It could be seen in teaching learning process students had mixture of their first language so that English became not only focus of learning but also the medium of instruction.

In addition, identity shaped to some extend by the language or languages that someone learns as children. This case brought up children as monolingual, bilingual or multilingual. While multilingual is someone that known more than two languages to make sense of a new linguistics. But as Wray (2006) define multilingual just make someone known how to do it and experience of what language can be like.



## 2. Systemiotic Approach to Classroom Discourse Analysis

In the systemiotic approach knowing introduction to the place of discourse is important. In this term Ventola's (1988a) elaboration of the three planes of semiotic communication, which focus on the discourse stratum on the language plane (Cited in Suherdi, 2004, p.20). Discourse is considered to be one of three strata on the language plane as like presented in figure1.



Meaning in discourse stratum is describing on following four systems and structures of discourse such as reference, lexical cohesion, conjunction and conversational structure (Cited in Suherdi, 2004, p.20). The system of reference is concerned with tracking participants in discourse. The system of lexical cohesion is concerned with tracking down things, events of quality in text. While conjunction is concerned with logical meaning, relation of addition, time, cause and comparison between message. And the last about conversational structure is concerned with how speech acts combine into exchange.

Additionally, researcher landscape Ventola's theory with Halliday (2004) approach in the meaning of social interaction on the discourse stratum can be described in the terms of system and structures of discourse: *reference, conjunction, ellipsis and lexical cohesion* (Halliday, 2004, p.533).

The system and structure of reference categorize in *Exophoric* which means reference from the environment of the text and *Anaphoric* which means reference that refer to previous reference (Halliday, 2004, p.552). The system and structure of



conjunction categorize in *Proper* which means conjunction that appear latter in the same text and *Continuity* which means conjunction that relate the previous one (Halliday, 2004, p.534) Ellipsis is concern with relationship involving a particular form of wording (Halliday, 2004, p.536). Lexical cohesion involves relations between lexical elements, which concern in tracking down things, events of qualities in text (Halliday, 2004, p.537). The system and structure of lexical cohesion identify in Repetition, Synonym and Hyponym (Halliday, 2004, p.571).

From those explanations, researcher knows that language is wider area to become object of the research. It seems through the flow chart which draws system network and rule of realization. Little things from language can be analyze in complicated language system. Moreover discourse is consider to be one of three strata on language plane, that's why researcher means that discourse is analysis beyond language.

In addition Martin (1985) and Ventola (1978) define two different kinds of discourse stratum in language system operating namely synoptic and dynamic moves in exchange structure (Cited in Suherdi, 2004, p.21). Synoptic moves generate from conversational structure and the occurrence can be predicted by system of conversational structure of discourse. The dynamic moves generate from suspending, aborting and elucidating system. This occurrence cannot be predicted by conversational system.

Then, lexico-grammar is combining between grammar and lexis. As known that grammar typically talking about syntactic construction and morphological paradigms. It is not helpful which low level generality of describing lexical item in the terms of system of features. In having complex realizations involving both grammatical and lexical selections present in lexicogrammar stratum.





Table function-rank matrix the systems of lexico-grammar.

Stratum	rank	class	logical		experiential	interpersonal	textual
lexico-grammar	clause		TAXIS and LOGICO SEMANTIC TYPE	-	TRANSITIVITY	MOOD	THEME
	Info.unit			-		KEY	INFORMATION
	group or phrase	nominal		MODIFICATION	THINGTYPE, CLASSIFICATION, EPITHESES QUALIFICATION	Nominal MOOD, PERSON, ASSESSMENT	DETERMINATION
		verbal		TENSE	EVEN TYPE, ASPECT	POLARITY, MODALITY	CONTRAST.VOICE
		adverbial		MODIFICATION	CIRCUMSTANCE TYPE	COMMENT TYPE	CONJUNCTION TYPE
		prepositional phrase		-	Minor TRANSITIVITY	Minor MOOD	
	word			DERIVATION	DEOTATION	CONJUNCTION	
	morpheme						
			complexes	Simplexes			

Figure 1 Halliday the System of Lexicogrammar.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengemukakan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

In language system exchange, there are some models of theories as an alternative to understand and analyze classroom discourse interaction in systemiotic approach:

### a. Berry's

Berry's model system analysis called Exchange System Network (ESN) (Cited in Suherdi, 2004, p.22). This system is concerned in significant distinction of two events happen in two different situations and result in two different patterns (Cited in Suherdi, 2004, p.24). The pattern of Berry's system is simplified by Ventola as presented in figure2.

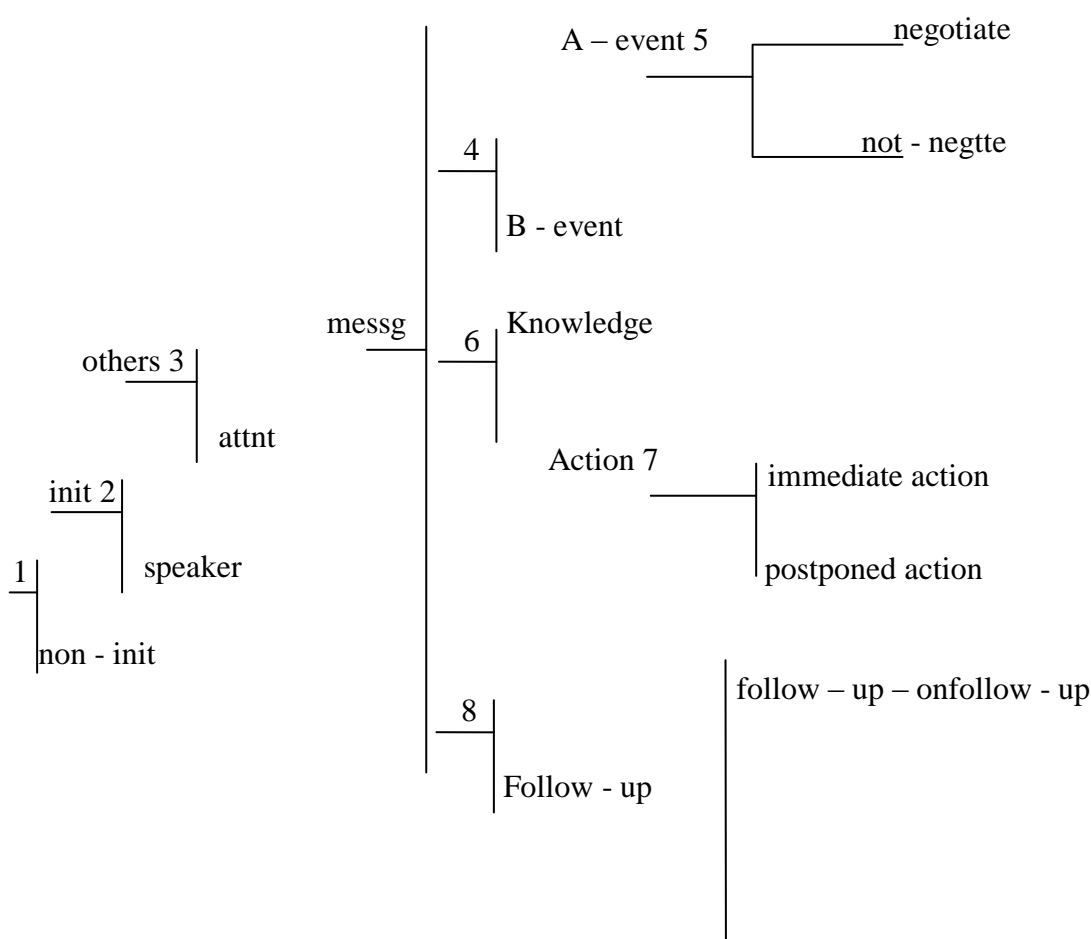


Figure 2 berry's exchange system network  
(simplified from ventola, 1988b : 54)



Ventola explanation of the figure 2 is given below:

System 1, differences between initiating and non-initiating exchanges. System 2, separate the exchanges addressed to the speaker from those to other participants. System 3, differentiates the exchanges which are used to attract attention from those used to transmit message. System 4, allows an interactant to select either an A event or B event. A event means primary interactant and B event means secondary interactant. System 5, speaker may negotiate or not negotiate the transmission of the message. System 6, distinguish knowledge and action oriented exchanges. System 7 differentiates those action exchanges which action carried out immediately and which action is being postponed. System 8, allows the secondary interactant to choice to choose or not choose a follow up. System 9, allows the primary interactant to respond or not to respond to the secondary interactant's follow-up by his or her owns 'follow-up-on-follow-up'.

#### b. Ventola

Ventola has noted some strength and weakness of Barry's system model. Here the strength of Barry's system is describing the negotiated transmission of information exchange. But, this model has not answered Ventola's question of what fill the slot, whether it is a turn a clause or whatever. Then, as Ventola argue that it must be answered if the systems are to make sense of exchange structuring of social interaction (Cited in Suherdi, 2004, p.27).

Furthermore, as an alternative answer of the question, Ventola proposed the notions of unit move and unit move complex, which supported by Martin's and Halliday's that highlight on logical relation in clause complexing on the lexicogrammatical stratum (Cited in Suherdi, 2004, p.28). From that framework, Ventola suggest that the functional slots in exchange structure are filled by either these two units. The unit move is realized on the grammatical stratum by a clause selecting independently for mood, this move taken by Martin's unit message. Then, a move complex is realized on the grammatical stratum by a paratactic clause complex (Ventola, cited in Suherdi, 2004, p.28). paratactic complex defined as a group of clause with equal status in which both initiating and continuing clauses are free in the sense that each can stand as a functioning whole (Halliday,



cited in Suherdi, 2004, p.29). Illustrative model of Ventola's system analysis will be presented in figure 3.

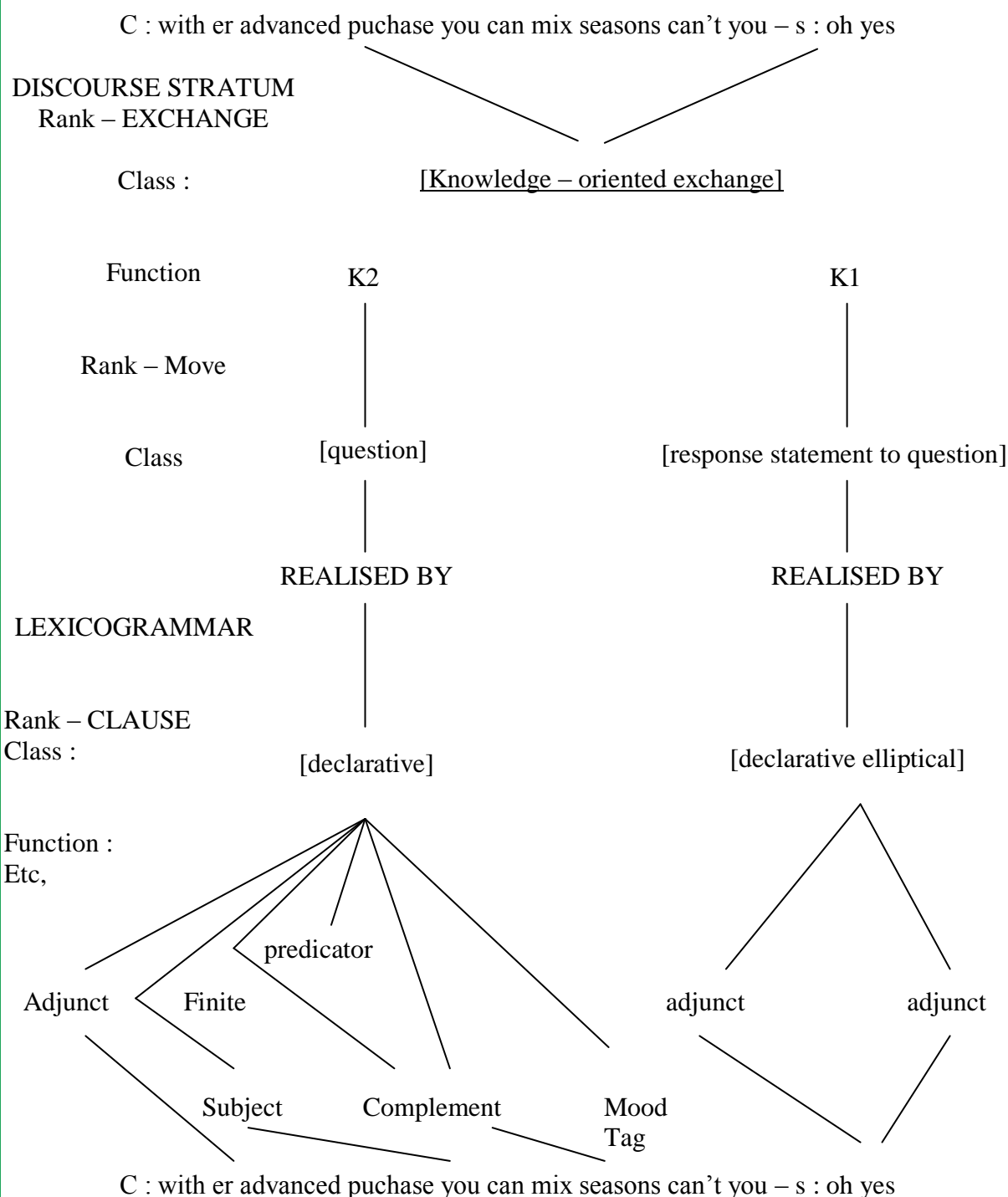


Figure 3 A Stratified analysis of a knowledge – oriented exchange : K2 + K1 (Ventola, 1987 : 104)



Example of unit move and move complex analysis as follow:

#### Exchange 1

K2		C: are there buses that go to sydney uh ... midday
K1	1	S : No
K1	= 2	there's only Ansett'n Pioneer
K1	= 3	they have the main ... control
K1	= 4	they are only ones that operate
K1	+ 5	and that section they leave at 7:30 in the morning and 5.30 in the afternoon
K2F		C: uhuh
K1F		S : yeah

#### Exchange 2

K1	1	Greyhound do operate
K1	+2	but they can't carry you
K1	=3	they have no traffic right canberra sydney
K2F	1	C: yeah
K2F	=2	i see
K1f		S: yeah

#### Exchange 3

K1		it's only if you're going interstate then *they can*
K2f		C : *uhuh*
K1		S : they could carry you if you're going through to Brisbane

Table 1 sample of analyzed text (Ventola, 1988: 62 – 3 )

To help the analysis, it is important to know the label used. The slanted lines on the left hand side are employed to represent the synoptic and those on right hand side to represent dynamic system of the text. Mathematical operation symbols (=,+,x) to represent: Elaboration (=) is relationship exists when a clause elaborates on the meaning of another clause by further specifying or describing it, restating it, clarifying it, refining it, or adding a descriptive attribute or comment. Next is an Extension (+) is another kind of logical relation in which a clause extends meaning of another by adding something new to it, the addition here is replacement or alternative. The last is Enhancement (x) is a kind of logical



relation in which one clause enhances the meaning of another by qualifying it in one number of possible ways: by reference to time, place, manner, cause, or condition (Halliday, cited in Suherdi, 2004, p.31).

Furthermore, Ventola's focus on analyzing system of exchange structure on Dynamic Move. Then, three dynamic moves namely: suspending, aborting, and elucidating to provide comprehensive idea of the nature kinds of move (Ventola, cited in Suherdi, 2004, p.31).

- 1) Suspending systems generate moves that are used as a kind of tracking device. It focuses on the experiential content of a preceding move and check to make sure it has been heard correctly. There are four types of suspending phenomena have been recognize and exemplified in Ventola such as:
  - Confirmation (cf), is used by participants to tell their partners that the message has been heard correctly.
  - Backchannels (bch), are used to give assurance to the speaker that his/her message is the being received. It realize by small set of items e.g. yes, yeah.
  - Check (check), is used to check whether the listener follows the speaker's speaking especially when the message is reasonably long. It usually followed by response to check (rcheck).
  - Requesting confirmation (cfrq) is used to inquire whether the listener's understands is the same as the speaker's.
- 2) Aborting systems generate moves which functions as a kind's of challenge, that focus on interactional contact of a preceding move and attack is validity. Challenge may be followed by response to challenge (rch).
- 3) Elucidating systems generated by the suspending and aborting system occurs in exchange.

#### c. Didi Suherdi

Suherdi system model of analysis is the completing exchange model from Barry's and Ventola. Ventola's model in dynamic moves cannot be presented reasonably space which needed to clarify some move. Barry's and Ventola's system is less of naturalness in classroom interaction exchange. Because of that,



Suherdi consider the sustaining nature of the functions which there is move serve in exchange structure throughout the corpus, and he provide his new category model of 'Sustaining Moves'(Suherdi, 2004, p.42). There are six sustaining moves that have been observed, in the following table.

Types of dynamic moves	Label
Repetition	rp
- exacrepetititon	
- prompt	
- loop	
Rephrase	rph
Clue	clue
No response	ro
Irrelevant response	iff
Correction	corr

The explanation about the table explained below (Suherdi, 2004, pp.37-41):

**Repetitions (rp)** have two parts, first is prompt (pr) used to request to respond and second is loop (rpr) used to request to repeat.

**Rephrase (rph)** constitute two different move complexes rather than one bigger move complex.

**Clue (clue)** provides a narrowing in the focus of the initiation.

**No response (ro) and irrelevant responses (irr)**, no responses mean inaudible both to the researcher and the teacher.

**Correction (Corr)** occurs in two place: in knowledge oriented exchanges this type usually take place to redress a misunderstanding. Then, in verbal action oriented exchanges this type usually occurs to correct some mistakes in performing



language skill tasks. Suggested a correction there is responded suggestion (rcorr) by correcting the pronunciation.

But, there is some problem on coding procedure that used in classroom corpus. The problematic areas have been grouped into three categories namely: mixed constructions, ambiguous constructions and unidentifiable constructions (Suherdi, 2004, p.47). Mixed construction is interactant respond to verbal oriented initiations using some form of nonverbal responses, for instance interactant saying 'yes' by nodded. Ambiguous constructions occur when one category may be assigned to the same exchanges. Unidentifiable constructions are situation which interactant voice was hardly inaudible, particularly some interactant inaudible with careful listening.

### 3. Systemic Functional Linguistic

Systemic functional linguistics (SFL), developed by Halliday (1978), is both a theory of language and a methodology for analyzing texts and their contexts of use (Figueiredo, 2010, p.121). Due to its dual nature, SFL aims to explain how individuals use language and how language is structured for its different usages (Eggins, 1994 cited in Figueiredo, 2010, p.121). Significantly SFL has evolved as an applicable linguistics (Halliday 2008a), designed to address language problems faced by the community, including educational, clinical, and forensic context (Cited in Hyland & Paltridge, 2011, p.101). SFL models linguistic resources on three levels of abstraction – phonology/graphology, (realizing) lexicogrammar, (realizing) discourse semantics. Higher strata involve emergently complex patterns of lower strata ones; all levels make meaning (Hyland & Paltridge, 2011, p.101).

#### a. Metafunctions

Metafunction is part of Systemic Functional Linguistic theory that organized resources of each discourse stratum on meaning making. According to Functional Grammar, there are three types of meaning which construct simultaneously in meaning making itself, such as (Hyland & Paltridge, 2011, pp.101-102): Ideational, Interpersonal and Textual meanings. The three meanings describe abroad below (Christie, 2000, p.12):

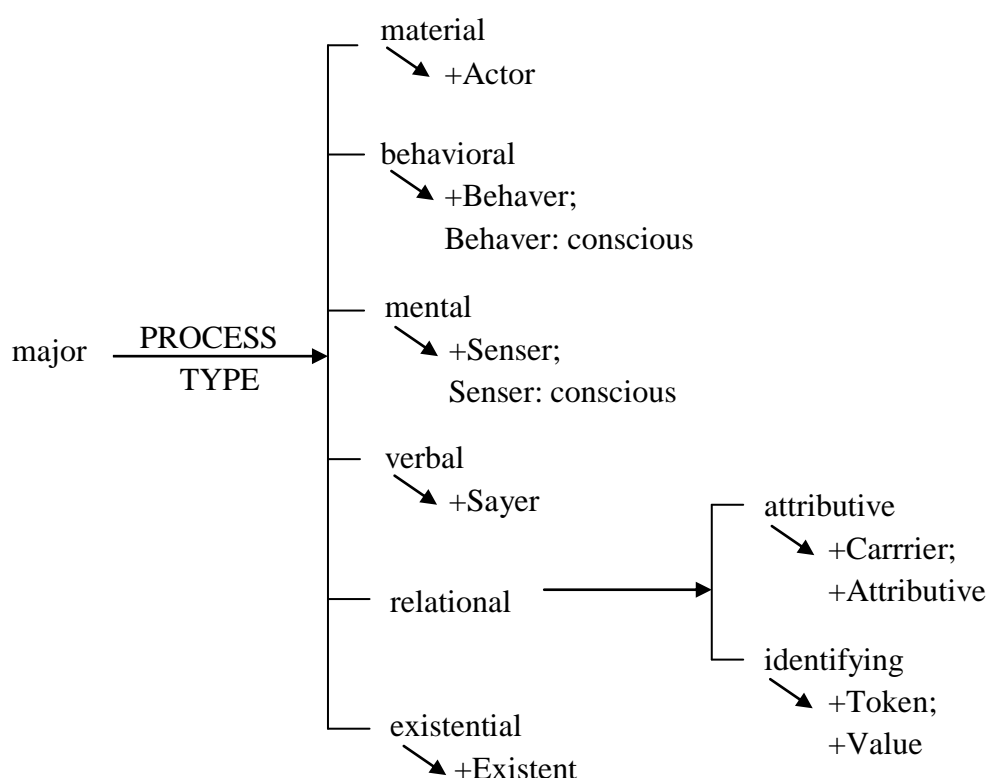




## 1) Ideational meanings

First is ideational meaning, it can be called as field in context of situation. As Hyland and Paltridge said ideational meaning concerned with social activity '*carrier the content of talk*'. The ideational meaning in metafunction has system of transitivity. The system of transitivity realize in three elements (Halliday, 2004, p.173):

- a. *Participant* that refers to the name of specific thing. It realize in nominal group.
- b. *Process type* refers to the types of verb used in the utterance (material, behavioral, mental, verbal, relational, and existential).



- c. *Circumstance* is refers to specific places and times that elements are almost always optional augmentations of the clause rather than obligatory components. It realize in adverbial group or prepositional group.

## 2) Interpersonal meanings

The second is interpersonal meaning called tenor in situational context. It concerned with social relations, negotiated in existing between the interactants in a speech situation. The interpersonal meaning in metafunction has system of Mood and modality.



The element of Mood related to the form of declarative, interrogative and imperative clause (Schleppegrell, 2004, pp.58-59). Those form realize in predicator (*verbal group*), compliment (*nominal group*) and adjunct (*adverbial group and prepositional group*) (Halliday, 2004, pp.121-123). on the other hand, the element of modal structure related to ellipsis and minor clause. Then the minor clause as minor speech function realize in exclamations (*limiting case of an exchange*), calls (*speaker calling attention to another person*), greeting and alarms (*resemblance to exclamatives*) (Halliday, 2004, pp.153-154).

### 3) Textual meanings

The last is textual meaning that called MOOD on situational context. In communication it concern in texture of information flow (Hyland & Paltridge, 2011, p.102). In this textual meaning realize within system of theme and rheme. Theme is the element which serves as the point of departure of the message, it is usually realize in Subject and Finite within the text. The remainder of the message, the part in which the Theme is developed, is called Rheme (Halliday, 2004, p.64).

#### b. Interaction

##### 1) Interaction Features

Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get one idea out of your head and into the head of another person and vice versa (Brown, 2000, p. 165).

In classroom social context interaction is central to teaching and learning (Walsh, 2006, p.16). Rather than seeing the classroom as a single social context, researcher taken view of participants in classroom interaction depending on who communicates with whom (Dagarin, 2004, pp.129-130):

##### a) Teacher – learners

This term of interaction is occurring when a teacher talks to the whole class at the same time. It means teacher takes the role of a leader or



controller and decides about the type and process of the activity. The mainly function of this interaction is controlled practicing of certain language structures or vocabulary. The practicing here means 'a drill' pattern.

b) Teacher – learner/a group of learners

This interaction conducted when the teacher refers to the whole class, but expects only one student or a group of students to answer. It often used to evaluation individual students.

c) Learner – learner

This type of interaction called 'pair work', because the students have to put into a whole group and each pair reports their work. Here the students an assignment, which they have to finish in pairs. Then, the teacher holds the role of a consultant or adviser, helping when necessary.

d) Learners – learners

In this term of interaction is to encourage interaction among students. It can be done in such work to encourage independent learning and gives some responsibility for learning to students. In order to approaches real-life communication students talk to their peers in small groups or pairs.

In realization of interaction teacher has an important role to play in shaping learner contributions. At least it acknowledges the role of the teacher in constructing understanding and knowledge. In addition Little wood (1981) mention some roles of teacher in classroom interaction (Cited in Dagarin, 2004, p.130):

- 1) Teacher as overseer in learning process, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
- 2) Teacher as manager, who is responsible for grouping activities into lessons and for their overall organization.
- 3) Teacher as instructor, who presents new language, controls, evaluates and corrects learners' performance.
- 4) Teacher as a consultant or adviser in free communicative activity helping where necessary. Teacher move around the classroom and monitor student's progress, strengths and weaknesses.



- 5) Teacher as co-communicator that participate in activity with the students, its way to encourage students without taking their main role.

In this term teacher control most of the pattern of communication mainly in restrict pupils' interaction, take control of the topic, facilitate and hinder learning opportunities (Walsh, 2006, p.5). The quality of interaction is largely determined by teachers in their face to face communication with learners (Walsh, 2006, p.20). There is some features of interaction in classroom activity (Walsh, 2006, p.67):

Interactional Features	Description
Scaffolding	1. Reformulation (rephrasing a learner's contribution). 2. Extension (extending a learner's contribution). 3. Modelling (correcting a learner's contribution).
Direct repair	Correcting an error quickly and directly.
Content feedback	Giving feedback to the message rather than the words used.
Extended wait- time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
Referential questions	Genuine questions to which the teacher does not know the answer.
Seeking clarification	(1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
Confirmation checks	Making sure that the teacher has correctly understood the learner's contribution.
Extended learner turn	Learner turn of more than one clause.
Teacher echo	(1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
Teacher interruptions	Interrupting a learner's contribution.
Extended teacher turn	Teacher turn of more than one clause.
Turn completion	Completing a learner's contribution for the learner.
Display questions	Asking questions to which the teacher knows the answer.





Form- focused feedback	Giving feedback on the words used, not the message.
------------------------	---

## 2) Mode of Interaction

The different types of interactional patterning called modes, there are four modes of interaction such as (Walsh, 2006, pp.66-79):

### a) Managerial mode

The main focus of this mode is on setting an activity. The pedagogic goals are to transmit information, organize the physical conditions for learning to take place, refer learners to specific materials, introduce or conclude an activity and to move to and from alternative forms of learning: lockstep (whole class), pair- and group- work, or individual. The interactional features that characterize managerial mode are: a single, extended teacher turn, frequently in the form of an explanation or instruction, use of transitional markers (*all right, now, look, OK*, etc.) to focus attention or indicate the beginning or end of a lesson stage, use confirmation checks and the absence of learner contributions.

### b) Materials mode

The main focus of this mode is on using of the text or other materials. The pedagogic goals are to provide language practice around a specific piece of material, elicit learner responses in relation to the material, check and display answer, to clarify as and when necessary, evaluate learner contributions extend learner contributions. The principal interactional features of this mode are: the IRE sequence typically predominates and is closely managed by the teacher, to check and display answer, form-focused feedback, corrective repair and use of scaffolding.

### c) Skills and system mode

The main focus of this mode is providing language practice in particular language system or specific skill. The goal of this mode are enable learners to produce strings of correct utterances, enable learners to manipulate the target language, provide corrective feedback, provide learners with practice in essential sub- skills, display correct answers. The principal interactional features associated with skills and systems mode are:



the use of direct repair, scaffolding, extended teacher turns, display questions used for eliciting target language, teacher echo used to display responses, clarification requests, form- focused feedback.

#### d) Classroom context

The main focus of this mode is eliciting feelings, attitudes, and emotions of learners. The goals of this mode are enable students to express themselves clearly, to establish a context, and to promote dialogue and discussion. The interactional features of this mode include extended learner turns, short teacher turns, minimal repair, content feedback, referential questions, scaffolding and clarification requests.

The quality interaction according to Ellis (1998) has to be initiated, managed and sustained by teachers through careful and knowing management of the turn- taking sequences that occur in face to face communication (Walsh, 2006, pp.20-21). To make meaningful interaction Long and Sato (1983) conclude that expansion and question strategies are the most frequently used in teachers' discourse modifications. In additions Lynch (1996) identified a number of ways in which teachers modify their interaction. They include *confirmation checks*, whereby teachers make sure they understand the learner; *comprehension checks*, ensuring that learners understand the teacher; *repetition*; *clarification requests*, asking students for clarification; *reformulation*, rephrasing a learner's utterance; *completion*, finishing a learner's contribution; *backtracking*, returning to an earlier part of a dialogue (Walsh, 2006, p.13).

### 3) Teacher – Pupils Interaction

Teacher – Pupils' interaction has been highlighted by Stubbs as fundamental reason for studying classroom discourse, as educational process. The teacher's central role is to dominate in terms of the talking time and of the running of the process. The teacher controls the topic for classroom talk, and determines when start and stop talking in the classroom (Cazden, 1988; Tsui, 1995).

In addition, Flanders (1970) classified interaction analysis that describes teaching and learning process in classroom, there are (Walsh, 2002, pp.41-42):



### a) Teacher Talk

- 1) Accepts feeling, feeling may be positive or negative and theory prediction and recalling are included.
- 2) Praises or encourages, this includes telling jokes, nodding head or using phrases like 'Go on'.
- 3) Accepts or uses ideas of pupils, the teacher clarifies or develops students' ideas.
- 4) Asks questions, questions may be about content or procedure.
- 5) Lectures, give facts of opinions about content or procedure.
- 6) Gives directions, commands or orders.
- 7) Criticizes or justifies authority, e.g. statements intended to change pupils' behavior.

### b) Pupil Talk

- 8) Response, teacher initiates interaction and freedom to express own ideas is limited.
- 9) Initiation, students express their own ideas, initiate a topic, etc.

### c) Silence

- 10) Silence or confusion: pauses, short periods of silence, confusion and incomprehension.

## 4) Turn-Taking

Classroom discourse analysis is our tool to investigate these turn-taking patterns and their effects on learning. This analysis involves looking at how turn-taking machinery itself drives interaction in the classroom, how social context outside the classroom is relevant to these interactions, and how social context can play a different role in less traditionally organized classroom events (Rymes, 2008, p. 156). Allwright (1980) develop system types of turn-taking analysis. This analysis describes what happen in language classroom, which consist of three basic elements (Cited in Suherdi, 2004, p.12): samples e.g. communication concerning the nature of target language in isolation or use; guidance e.g. communication concerning the nature of the target language; and management activities that ensuring the profitable occurrence of the two elements mentioned earlier. With regard to turn-taking analysis, he proposed



twelve analytical categories, eight for turn-getting and four for turn-giving which elaborated below (Allwright, cited in Suherdi, 2004, p.13):

**a) Turn-getting**

- |   |        |  |
|---|--------|--|
| 1 | Accept | Respond to a personal solicit  |
| 2 | Steal  | Respond to a personal solicit made to another  |
| 3 | Take   | Respond to a general solicit   |
| 4 | Take   | Take an unsolicited turn, when a turn is available “discourse maintenance”   |
| 5 | Make   | Make an unsolicited turn, during the current speaker’s turn, without intent to gain the floor (e.g. comment’s that indicate one is playing attention). |
| 6 | Make   | Start a turn, during that one of the current speaker, with intended to gain the floor (e.g. interrupt, make takeover bid).                             |
| 7 | Make   | Take a wholly private turn at any point in the discourse (e.g. a private rehearsal, for pronunciation practice, of word spoken by teacher).            |
| 8 | Miss   | Fail to respond to a personal solicit, within whatever time is allowed by the interlocutors.   |

**b) Turn-giving**

- |          |   |
|----------|---|
| --       | Fade out and/or give way to an interruption.  |
| <b>D</b> | Make a turn available without making either personal or general solicit (e.g. by simply concluding one’s utterance with appropriate terminal intonation markers). |
| <b>P</b> | Make a personal solicit (i.e. nominate the text speaker).   |
| <b>G</b> | Make a general solicit.   |





## 5) Meaning Negotiation Practice

Meanings may be brought into the discourse by Spoken sources in the classroom discussion are teachers' and students' knowledge that may be shared through prior learning cycles or prior lessons, or may be their individual knowledge. Teachers may present their own knowledge, or elicit students' knowledge. Students may recall items of knowledge, or infer answers implied by teachers' questions. That defined as meaning negotiation. Meaning practiced in interactional process, because this is the most common type of focus question that expects students to infer an appropriate response.

Collaborative learning is a social interaction that involving a community of learners and teachers, where members acquire and share experience or knowledge. Collaborative learning involves the joint construction of meaning through interaction with others (Law & Wong 2003, cited in Chang Zhu, 2012, p.128).

### a) Knowledge Construction

Knowledge construction is build up from effective teaching. As Richard Cullen says how the teacher 'follow-up moves' when a students said something is crucial part in clarifying and building on the ideas that students express (Cullen, 2000 cited in Harmer, 2007, p.137).

Constructing knowledge in learning process can be seen from recognizing why students make mistake, assessing students' performance in the activity and giving feedback. Those elements describe briefly below:

#### (1) Students Make Mistake

Teacher has to know why students go on making in the same mistake. Here, Julian Edge divided mistake in three categorize namely (Harmer, 2007, p.137): '*slips*' (that is mistakes which students can correct themselves once the mistake has been pointed out to them) '*errors*' (mistakes which they can't correct themselves and which therefore need explanation) and '*attempts*' (that is when a student tries to say something but does not yet know the correct way of saying it).

#### (2) Assessing Students Performance

Assessing students' performance can come from the teacher or from the students themselves. In teacher assessing students, it can be seen



explicit or implicit through *Comments, Marks and Grades, and Reports* (Harmer, 2007, pp.138-141):

First is '*Comments*' means teacher commenting on students' performance happen at various stages. Then, '*Marks and Grades*' that means when students get good grades, their motivation is often positive affected and bad grades can be extremely disheartening. The last is '*Reports*' means at the end of the term teacher write reports on their students performance, either for students, school and also parents of that students. In addition for students assessing themselves means that students affective at monitoring and judging their own language production.

### (3) Feedback During Oral Work

Through feedback, both assessment and correction can be very helpful during oral work. Oral communication work connects with *accuracy and fluency* (Harmer, 2007, p.142). Accuracy and fluency expect that teacher have to decide particular activity in the classroom is design to expect the students complete accuracy. In this exchange of views exemplifies current attitudes to correction when students are involved in accuracy work. So, in this situation the part of teacher function is to point out and correct the mistakes the students are making that called '*Teacher Invention*'.

Accuracy and fluency divided in two categorized namely: *feedback during accuracy work and feedback during fluency work*. Feedback during accuracy work means the correction is usually made up two distinct stages (Harmer, 2007, p.144). In the first is a teacher show student that a mistake has been made and second, if necessarily they help the students to do something about it. On the other hand, feedback during fluency means teacher respond to students when they speak in fluency activity will have a significant bearing not only on how well they perform at the time but also how they behave in fluency activities in the future (Harmer, 2007, p.145).



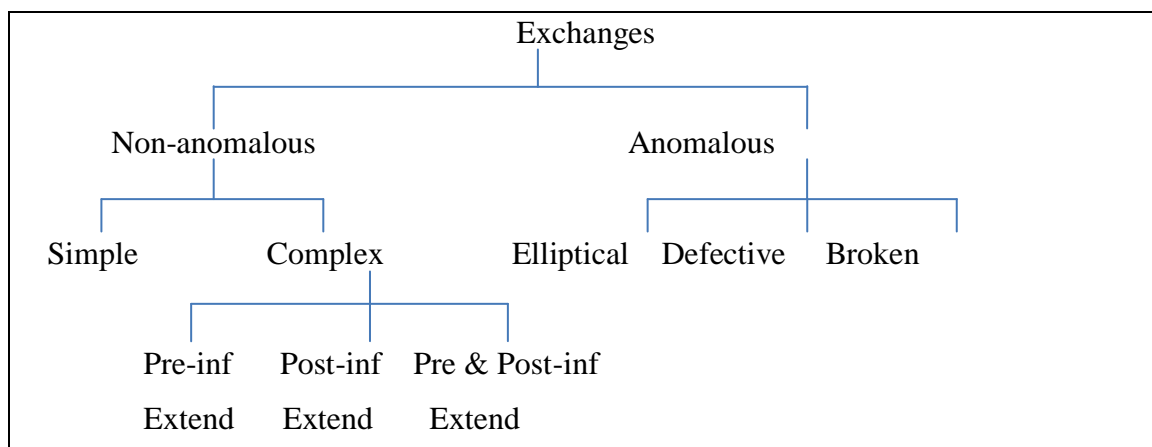
## b) Exchange Categories

In the term of formal pattern, exchange structures resulting from analysis can be categorized into two categories: non-anomalous and anomalous (Suherdi, 2004, p.52). Non-anomalous exchange are those exchange which have well-formed pattern from Barry's Exchange System Network. Then, anomalous exchange are those exchange which have no formal k2- or obligatory k1- elements or both k2- and k1- elements.

Non-anomalous exchange has two sub-categories: simple and complex (Suherdi, 2004, p.52). Simple exchange are those exchange which are constitute by synoptic moves or move complexes, while complex exchange are formed both synoptic and dynamic moves and move complexes. In addition complex has three kinds of non-anomalous exchange that observe in corpus: Pre-inform extended, post inform extended, and pre and post inform extend (Suherdi, 2004, p.52). Pre-inform extended exchanges are those exchanges, which involve dynamic moves or move complexes to ensure the realization of inform moves or move complexes. Post-inform extended exchanges are those which involve the dynamic moves or move complexes to clarify, confirm or check the interactant understands of the inform-moves or move complexes. Pre and post inform extended exchanges are those exchanges which involve dynamic moves or move complexes in both places for both sets of purposes.

An anomalous exchange has three sub-categories: elliptical, defective and broken exchanges (Suherdi, 2004, p.53). Elliptical exchanges are those acceptable exchanges which have no formal k1 elements. Defective exchanges are those acceptable exchanges which have no k2- elements, it happen when no response to the own initiations. The last is broken exchanges, which unacceptable constructions of integral part of discourse continuum.





### (1) Non-anomalous exchanges

Non-anomalous exchanges are those exchanges which according to ESN are theoretically predicted and acceptable. In this term all the moves or move complexes necessary for each patterns. It is well form exchanges, which construct by two sub categories: simple and complex (Suherdi, 2004, p.54).

#### (a) Simple

##### KNOWLEDGE ORIENTED EXCHANGES

Simple non-anomalous exchanges are constituted by synoptic moves or move complexes. These exchange structure may be realized in many possible patterns such as K1, KI ^ K2f, DK1 ^ K2 ^ K1, K2 ^ K1 ^ K2f. in corpus the following pattern have been identified (Suherdi, 2004, pp.54-58):

##### **K1-initiated exchanges**

These patterns are the realization of non-negotiated A-events, in which the primary knower who is also the first interactant, directly present knowledge or message that s/he want to convey. In this term only two pattern have been observed in the corpus namely K1 and K1 ^ K2f (Suherdi, 2004, p.54).





### K1

This single move exchange similar to Teacher inform or I (R). This simple exchange is realized by a move complex, which is composed of two K1 move.

Example:

- K1 1 T: Now we have a very long list of um formal and informal letters.
- K1 +2 and there can be many more .....

In the second move 'and there can be many more ...3...' is an extension (+2) of (1)' now, and there is long list of um formal informal letters. In another example K1 moves complex is followed by another move, for instance K1 move complex is followed by a follow-up-K2f, 'K1 ^ K2f'.

### **DK1-initiated patterns**

These patterns include any kind of negotiated A-event exchanges. In this term only two pattern have been observed in the corpus namely: DK1 ^ K2 ^ K1 and DK1 ^ K2 ^ K1 ^ K2f (Suherdi, 2004, p.55).

### DK1 ^ K2 ^ K1

This pattern is the most dominant in this corpus. The first interactant usually is the teacher, ask question about something to which s/he already knows the answer. The second interactant who is secondary knower provides the answer. Then, the first interactant give judgment whether the answer is right.

Example:

- |   |     |                          |
|---|-----|--------------------------|
| 1 | DK1 | T: What is the studying? |
| 2 | K2  | S6: French language      |
| 3 | K1  | T: French language       |

This example is drawn three different kinds of moves on each slot. But various realization of this pattern generally varying in the move or move



complex that realize K1 elements. The moves stand I two kind of logical relationship: enhancement (x) and elaboration (=).

DK1 ^ K2 ^ K1 ^ K2f

In this corpus, shown when students give their reaction to the teacher's K1.

Example:

1	DK1	1	T: why do I do like that in the beginning?
	DK1	2	why do I do that?
			(pointing to the intended line).
2	K2	S 14:	another episode
3	K2	S6:	Exercise
4	K2	S 14:	a new paragraph
5	K1	T:	a new paragraph
6	K2f	S6:	oh yes.

### K2- initiated patterns

These patterns are realization of B-events, in which the second interactant is the primary knower, and the first interactant is the secondary knower. These patterns have been observed in the corpus namely: K2 ^ K1 and K2 ^ K1 ^ K2f, and K2 ^ K1 ^ K2f ^ K1f (Suherdi, 2004, p.57).

K2 ^ K1

This pattern mainly used to check exchanges, in which the teacher checks whether the students understand or finish their particular learning tasks. In this corpus this includes also the exchanges in which content knowledge is negotiated.

Example:

1	K2	T: in the Polish, do you write an address?
2	K1	S3: no, no.



3 K1 S2: no address.

Teacher asking genuine question that not knowing the information, and the students' position is supplying the expected information.

K2 ^ K1 ^ K2f

In this pattern of corpus, shown that sometimes teacher gave contribution after the students.

Example:

K2	T: and how is this in Macedonia?
K1	S6: similar
K1	formal and informal
K2f	T: similar

In this pattern of realization B-even, the moves and moves complexes that fill in the third slot function as follow-up (K2f), not as stamp of teacher authority knowledge conveys (K1).

## ACTION ORIENTED EXCHANGES

These patterns serve to realize action rather than knowledge exchanges. In this term there are two patterns that observe in the corpus (Suherdi, 2004, p.58): verbal action oriented exchanges which contain as the primary moves or move complexes verbal action performance and verbal action in language class is frequently required.

### A1-initiated patterns

A1: V

In this pattern the first interactant perform certain verbal actions such as modeling in reading, pronouncing a word or giving examples of spoken expressions.



Example:

A1: V            T:            (reads) dear John  
    Thanks for your letter  
    I'm sorry I haven't been able to write for  
    two weeks  
    but I have to do a lot of homework and I  
    can't speak French well enough

The teacher giving model of how to read the text and the students read it later.

### A2-initiated patterns

A2 ^ A1: V ^ A2f

Verbal action oriented exchanges have also been observed to be realized by A2-initiated patterns.

Example:

A2                    T: S1, can you read the next paragraph?  
 A1: V                S1: "How long you will be able to stay? I've  
    been able to find a little studio flat.  
    The address is the top of the letter.  
    It wasn't easy to find. Flats are difficult  
    to find in Paris."

A2f                    T: O.K.

Teacher is not reading the text itself but asking the students to read it.

### Non-verbal

These patterns are concerned with the exchanges in which the first interactant performs non-verbal actions. Two kinds of the pattern have been observed in corpus A1 and A2 patterns.





### A1-initiated patterns

These patterns are concerned with the exchanges in which the first interactant performs non-verbal actions. It may or may not be followed by the second interactant's contributions.

#### A1:NV

Example:

A1: A	T:	now, wait a minute
A1: NV		{20 secs – adjust the focus of the OHP}

#### A1:NV ^ A2f

In this pattern, the second interactants give their contribution to the first interactants actions.

Example:

AI: NV	T:	(13 secs – adjust the focus of the OHP)
A2f	S1:	yes, yes.

### A2-initiated patterns

In this pattern, the first interactant does not do the action him/herself, but rather ask the second interactant to perform the action.

#### A2A ^ A1:NV

It most significant pattern, teacher ask students to do something.

Example:

A2	T:	Can you MOVE that chair, please.
A1: NV	S7:	[moves his chair]



A2A ^ A1:NV ^ A2f

The teacher comments on the action performed by the second interactant.

Example:

A2	T: can everybody read that
A1: NV	Ss: (I show uncertainty)
A2f	T: no

### (b) Complex

Complex non-anomalous exchanges are constituted by a series of synoptic and some dynamic, moves or move complexes.

## KNOWLEDGE ORIENTED EXCHANGES

### Pre-inform extended

Pre-inform extension cannot be found in K1-initiated exchanges, for in these exchanges, the first interactant who is also the primary knower presents the information directly, giving no chance to the secondary knower to demonstrate the extent to which they know the information being conveyed by the primary knower.

### DKI-initiated patterns

DKJ ^ K2 ^ K1

This pattern needed sustain the flow of information negotiation, but it might happen for various inconveniences such as no response (ro) or irrelevant responses (irr) which supplied by second interactant.

Example:

DK1	T: What do you remember, S1, about yesterday?
ro	Ss: .....



rp T: you remember?  
 ro Ss: (inaudible) ....  
 rph T: what did we talk about letter?  
 ro Ss: (inaudible) ...3....  
 rph T: what did we say?  
 K2 S6: John  
 K1 1 T: John  
 K1 =2 Yes, about John.

It takes a long time for teacher get the appropriate response of K2 from the student. There is teacher repeat (rp) the initiation.

### K2-initiated pattern

In this K2 pattern asking genuine question to be observe and the K1 speaker answer may not be too difficult to work out require a certain length of time to respond.

Example:

K2 T: do you write letters for a job very often  
 K2 or VERY, VERY, very seldom  
 K2 not often  
 Ro Ss: ....(2).....  
 Ro T: HM?  
 K1 K1 S1:no

### K2 ^ K1 ^ K2f

In this K2 pattern asking genuine question have also been observed in K2 ^ K1 ^ K2f patterns, where in this case it will take reasonably long detour to come to a student's answer.

Example:

K2 T: Tell me in your country is there any  
 DIFFERENCE in what you say in a formal letter



and a formal letter.

Ss: .....(3)....

T: Is there any DIFFERENCE in the LANGUAGE  
you use

S1: Yeah

T: different

## ACTION ORIENTED EXCHANGES

In this term no patterns are possible in A1-initiated exchanges. Hence, only DA 1 and A2-initiated exchanges have been observed in this corpus.

### DA1 ^ A2 ^ A1

This pattern occurs only once in the corpus, yet it is very important to note, it might be particular significance in the context of adult ESL teaching learning process.

Example:

DA1	S6: er can you write
	er can you.....
clfy	T: yes [3]
corr	S6: Eh can you write
A2	T: Yes, okay
A1	S6: {write on the boar the arrangement of the date, month, year}

### A2 ^ A1

Pre-action extension has also been observed in A2-patterns.

Example:

A2	1	now, INFORMAL.
A2	=2	the DEAR
A2	=3	write the DEAR





A2	=4	if you are writing to S 12, how would you write it?
irr		S6: {14 secs – writes the dear in English}
irr		Here's-
corr	1	T: no, no
corr	=2	in Macedonia
corr	=3	write in Macedonia
corr	=2	not in English
AI: NV		S6: {32 secs- writes the dear in Macedonia}

### Post-inform extended exchanges

Post-inform extended exchanges are those exchanges which contain any dynamic moves or move complexes after its synoptic inform- moves or move complexes. These exchanges have been observed in K1-, DK1-, K2-, A1- and A2- initiated patterns.

### KNOWLEDGE ORIENTED EXCHANGES

#### K1- initiated patterns

The most extended exchanges can also occur in K1-patterns.

Exchange:

K1	1	S6: here is uh the name of the company
K1	+2	here is the street...
K1	+3	here is number of street
K1	+4	uh this uh er my my name
K2f		Ss: (laughter)
check	T:	you don't write dear anybody [3]
rcheck	S6:	yes...dear



### DK1-initiated patterns

In this pattern, only one pattern of post-inform extended exchanges has been observed.

Example:

DK1		T:	Read me a sentence means THREE sentences?
K2	1	S14:	no
K2	+2		just one
ro		S6:	Er
rpr		T:	how many
rrpr		S14:	one
K1	1	T:	one
K1	=2		yes, a is one

### K2-initiated patterns

K2 initiated exchanges, which observed the pattern  $K2 \wedge K1$  and  $K2 \wedge K1 \wedge K2f$ .

#### $K2 \wedge K1$

Post-inform extension pattern illustrated in the example below.

Example:

K2	T:	and it doesn't depend on whether it's a FORMAL letter or an INFORMAL letter
K1	S6:	er the same
K1		the formal, informal the same
check	T:	formal or informal the same
rcheck	S6:	Yes



K2 ^ K1 ^ K2f

Post-inform exchange also can be identified in this pattern below.

Example:

K2	T	And in Vietnamese [3]
K1	S6:	the same
	T	only date [3]
1	S6:	yes
	T	so here you write your date
1	S6:	yes
K2f	T	all right

After S6 k1 the teacher asked for confirmation that she had appropriately understood the students' message.

## ACTION ORIENTED EXCHANGES

### A1-initiated patterns

Example:

A1:NV	T: [adjust the focus of the OHP]
check	T: no [3]
rcheck	S6: No

Teacher adjusting focus on OHP onto screen, the teacher checks whether it's clear enough for the students and students give a respond (rcheck).

### A2-initiated patterns

Some small number pattern that observed in K2 pattern namely: A2AA1AA2f.

Example:

1	A2	T: okay, s4, can you read the next paragraph
2	A1:V	S5: er 'I'm very glad to hear you





			want/w nt/ to come to Paris
3	Corr	T;	you want/ wont/
4	Corr	S6:	you want/ wont/ to come to Paris
5	Rcorr	S5:	will you be able to come soon
6	A1: V	S5:	I want/ wAnt/ to show
7	Corr	T:	I want/ wont/ to show
8	Rcorr	S5	I want/ wont/ to show you everything I want you to meet all my friends
9	A2f	T:	okay, stop here

On student mispronunciation, the teacher gives a correction until students pronounce in the same word correctly.

### Pre and post inform extended exchanges

In this term, there are extension is done both before and after the inform moves or moves complexes. The number is not large, but their occurrence is significant.

#### DKJ ^ K2 ^ K1

These patterns observe the pre-post inform extended.

Example:

DK1	T:	application fo what s1
irr	S6:	application fon-nal
corr 1	T:	yes
corr	=2	for WHAT [3]
corr	=3	what what you – what do you apply for
ro	S6:	...(4)..
rp	T:	hm
rp	=2	application for WHAT [3]
irr	S6:	yes
rp	T:	for what
K2	S6:	for work /wo:k/



K2		S1:	for job
check		T:	for what
rcheck		S6:	formal
rph		T:	what is the application for
rcheck		S1:	for a job
K1	1	T:	for a job
K1	=2		for WORK /w(r)k/
K1	X3		all right
K1	=4		application for job
K1	=5		application for work

In this single long exchange, dynamic moves have been incorporated both to lead students' appropriate answer and to confirm that they had given right answers.

## (2) Anomalous exchanges

Most of the anomalous exchanges occur in DK1-initiated exchanges. These include those exchanges that have no formal K1 element, no K2 element or neither of these elements. It has been grouped in three different categories below, such as (Suherdi, 2004, p.69-71):

### (a) Elliptical exchanges

#### DK1 ^ K2

The pattern usually occur in situations in which the answer to the elicitation is known to most of the second interactants such as asking questions to which answer may be found in reading text, or in a rehearsal.

Example:

DK1	T:	'I'm sorry' who is I
K2	Ss:	Mary

Teacher did not give any feedback to the students' response.



### (b) Defective exchanges

#### DK1 ^ K1

This pattern occurs when there is no contribution from the secondary knower.

Example:

DK1		T: What's a paragraph
ro		Ss: ..(2)..
rph		T: where does one paragraph begin and another one end
rp		tell me
ro		Ss: ..(5)..
K1	1	T: all right
K1	=2	this is a PARAGRAPH
	+3	this is a PARAGRAPH
K1	+4	this is a PARAGRAPH {pointing to each of the paragraph}

The teacher would answer his answer questions, for the new concept for the students and not pursuing information to the students.

### (c) Broken respectively

Its exchange for some reason abandon, the pattern significantly recognition of the current study that occur in K2 initiated patterns.

Example:

K2	T	Anybody else got ideas why S1 thinks they're girlfriend and boyfriend
K2		Is there anything else in the Letter
ro	Ss:	..(5)..
ro	S5:	I speaks in Vietnamese, seemed



not to be intended to answer T's question

halt            T            Okay

Finding no sign that there would be any students giving their opinion, after a reasonably long pause, the teacher halted the negotiation and began with another change that is by asking a different, unrelated question.

## H. Research Method

### 1. Research Setting

The research setting is conducted in NARA ISLAMIC SCHOOL, the school address at Kandang Perahu Street in Cirebon. Superior aspect of this school is used English as daily routine in interactional classroom, because NARA is Bilingual Pre-School. Interaction in bilingual children is important to rich variety linguistic and cultural experience have potential contribution to children's learning huge on developed their entail both monolingual and bilingual background (Bearne et al, 2003, p.90). Moreover, on pre-school researcher can analyze children naturalness of their activity in learning process. So that, significance to conduct the data in NARA ISLAMIC SCHOOL very helpful for the researcher to get clear natural meaning negotiation process between Teacher – Pupils in classroom discourse interaction.

### 2. Source of Data

The researcher collects the source data through two steps primary and secondary source data. The primary source data the researcher take place from the observation directly. While the secondary source data the researcher takes from the interview of teachers of NARA ISLAMIC SCHOOL. In the observation directly as primary source data researcher observe and analyze teacher pupils' interaction in their learning process by recording it into video. While, as researcher guidance to focus on aims of important aspect that will be observe and analyze researcher use field note which consist of some question related to aim of the research.

Moreover, to equip accurate source of data that cannot conduct from the observation researcher used interview as secondary source data. The object of interviewed is the teacher – pupils. Researcher divided two parts of questions to dig deep information clearly.



### 3. Research Design

The method of this research uses qualitative research exactly using descriptive qualitative research and quantitative research. Descriptive qualitative research is research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables.

Qualitative research is studies that investigate the quality of relationships, activities, situations, or materials (Fraenkel & Wallen, 2009, p. 422). Alternatively, a qualitative approach investigate human behavior which is always bound to the context and portraying the meaning that is constructed by the participants involved in particular social settings or events (Ary at all, 2010, p.420). The important aspect of this method is concern for context meaning and natural setting for collecting data (Ary at all, 2010, p.424). One of the key elements of collecting data is to observe participants' behaviors by participating in their activities. (Creswell, 2003, pp.18-21).

Because of that, researcher reason to use this method is to analyze meaning negotiation practice on interactional classroom discourse in natural context of classroom activity. So that, researcher conducts the data through video recording classroom activity and interview teacher-students.

#### I. Research Systematicity

##### 1. Steps of the Research

According to Fraenkel and Wallen (2009, pp.425-426), there are several steps involved in qualitative research:

###### 1. Identification of the phenomenon to be studied.

Researcher mainly has to identify the particular phenomenon he or she is interested in investigating. As researcher analyzing positive teacher – students interaction in meaning negotiating knowledge, that starting identify the particular phenomenon in classroom interaction.

###### 2. Identification of the participants in the study.

The participants in the study constitute the sample of individuals who will be observed (interviewed) such as teacher, students' and students' parents. In other words it called the subjects of the study.





### 3. Data collection.

The collection of data in a qualitative research study is ongoing. The researcher is continually observing of teacher - students' interaction in learning process, that supplementing observations with in-depth interviews and the examination of various documents and records relevant to the phenomenon of interest

### 4. Data analysis.

Analyzing the data in a qualitative study essentially involves analyzing the information that researcher conduct from various sources such as observations, interviews, and documents into a coherent description of what researcher has observed or otherwise discovered.

### 5. Interpretations and conclusions.

Interpretations are made continuously through the course of a study, usually researcher make the conclusions of the research through the data that conducted by researcher.

## 1. Technique and Instruments of Collecting Data

### a. Technique of Research

According to Grounded Theory researcher used observation and interview as primary data collection in research technique. The Ground Theory approach focuses on gathering data about peoples' experiences in a particular context, it moves beyond description to generate or discover a theory that emerges from the data and that provides an explanation of a process, action, or interaction (Ary at all, 2010, p.463).

Through observation researcher can get the best answer of the research question by observing how people act and how things look. For the participant of observation study is teacher – students and researcher that actually participate in learning process. Meanwhile, through interview researcher can find out supporting data that can't be seen by observation such as human opinion.

### b. Research Instrument of Collecting Data

The instrument of this research is the researcher. Another instrument that help researcher conducting this research is video recording, field note and transcript. Video recording used to record learning process in direct observation then, field note used as researcher guidance to limit some important aspect that will be



observe. Besides that, the transcript used to write down verbal language from the video recording and interview into written form, that presenting in this research.

To know the students interaction in learning process researcher used observation and interview to collecting data of this research.

### 1) Observation

Observation is a basic method for obtaining data in qualitative research which often use behavior observation tools (Ary at all, 2010, p.431). In this term researcher conduct the data by record classroom activity to describe setting, behaviors, and interactions. As the aim do observation is to understand complex interactions in natural settings. Moreover, observation may allow the researcher to determine whether what is said actually matches actions or may illuminate subtleties that may be outside the consciousness of the person or that the person cannot articulate (Ary at all, 2010, p.432).

### 2) Interview

The interview is one of the most widely used and basic methods for obtaining qualitative data (Ary at all, 2010, p.438). It used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations.

Researcher used interview guide approach as type of interview. Which consist of sequence of questions in outline form. Where for the types of interview question researcher used *background question* to know the characteristic of respondent, *knowledge question* to get factual information, *experience question* focus of what respondent doing in the past, *opinion question* to find what respondent think of the topic, *feeling question*, and *sensory question* (Fraenkel and Wallen, 2009, pp. 448-449). See Appendix 4, 5 and 6. In the Appendix 4 draw question of interview. Then, the Appendix 5 the transcript of teacher 1 interviewed. The Appendix 6 is the transcript of teacher 2 interviewed.



### c. Data Analysis

After collecting the data, the researcher has to be processed and analyzed in accordance outline of the research plan. The researcher will select the data and take the record video that appropriate with the aim of the research. Furthermore, the researcher will make the transcript from the video recording and interview.

Coding means data that have been gathered, the researcher must also decide how to segment the data for presentation (p.221). Orwin's (1994) comment when preparing to code data: "Coding represents an attempt to reduce a complex, messy, context-laden and quantification resistant reality to a matrix of numbers" (Mackey and Gess, 2005, p. 140). Data coding, simply defined, entails looking for and marking patterns in data regardless of modality (Mackey and Gess, 2005, p.225).

Zhang and Wildemuth (1996) stated that to support valid and reliable inferences, qualitative content analysis involves a set of systematic and transparent procedures for processing data. It conducted from some steps below:

Step 1: Prepare the Data, which means researcher transformed the data into written text before analysis can start.

Step 2: Define the Unit of Analysis, assign the code to text such as:

First Observation	: FO
Second Observation	: SO
Third Observation	: TO
Fourth Observation	: FO
Fifth Observation	: FhO
Minutes 01.00	: M 01.00
Minutes 02.00	: M 02.00
Teacher	: T
Students	: S

Step 3: Develop Categories and a Coding Scheme, Categories and a coding scheme can be derived from three sources: the data, previous related studies, and theories. Coding schemes can be developed both inductively and deductively.



Step 4: Test Your Coding Scheme on a Sample of Text, develop and validate the coding scheme early in the process.

Step 5: Code All the Text, during the coding process, researcher will need to check the coding repeatedly, to prevent “drifting into an idiosyncratic sense of what the codes mean” (Schilling, 2006).

Step 6: Assess Your Coding Consistency, after coding the entire data set researcher need to recheck the consistency of the coding.

Step 7: Draw Conclusions from the Coded Data, involves making sense of the themes or categories identified, and their properties.

Step 8: Report Your Methods and Findings, researcher report the decisions and practices concerning the coding process.



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## J. Research Timeline

The researcher will conduct the data through recording classroom interaction and interview (the teacher-pupils') in NARA ISLAMIC SCHOOL. The researcher will conduct the data for about 3 (three) month in 5 (five) times observation.

No.	Activities	Months														
		April					Mei				June					
		1	2	3	4	5	1	2	3	4	1	2	3	4	5	
1	Preparing research proposal															
2	Instrumental development of research proposal															
3	Instrumental try out of research proposal															
4	Revision of research proposal															
5	Asking agreement to the principal of the school for doing survey															
6	Survey in the school environment using questionnaires															
7	Analyzing data from recording															
8	Conducting interview															
9	Analyzing data from interview															
10	Making data conclusion															





## CHAPTER IV

### CONCLUSION

#### A. Conclusion

This study was conducted within a classroom discourse analysis perspective in the exploring meaning negotiation practice in bilingual pre-school. This thesis is descriptive qualitative analysis. Then, the primary sources of data conducted through observation in Winter Class as Kindergarten 2 at NARA ISLAMIC SCHOOL. Furthermore, this study explores the discourse stratum and lexicogrammar features.

Firstly, exploring is Discourse Stratum that structured from stratum of discourse namely: *exchange, move, reference, conjunction, ellipsis and lexical cohesion*. Those terms are significant in managing learning process on interactinal process. in the interactinal process should have harmonious of exchange as meaning negotiation.

Secondly, exploring lexicogrammar features realize from lexicogrammar stratum namely: *rank, class, logical, experiential, interpersonal and textual*. It is essentially in meaning making process, to realize meaning that convey from teacher to the students that contained any features.

Those two terms are identifying and analyzing in learning process of Winter Class about the theme of occupation in this lesson. The result of this identifying and analyzing are presented below:

In the term of Discourse Stratum presented in constructing knowledge in apperception structured by knowledge oriented exchange that got 88%. The process of exchange here indicates students need to recognized topic of their lesson; it means teacher should produce exchange in verbal type to constructing students' knowledge. Then, discourse stratum in the term of task is structured by knowledge oriented exchange too in 63%. The exchange process emphasize on students understanding of the lesson to complete the task. Here, teacher as guide have to help and correcting their work. The last is discourse stratum in the term of evaluation structured by Action Oriented Exchange that got 51%. This part emphasize on major act that occur in all form of spoken.

In the term features of lexicogrammar stratum that interpret in meaning making system in the data presentation above from experiential meaning realize by material process of transitivity that got 41%. It means most of utterance realize by teacher is to describing content of their lesson to the students. To make students understand clearly about the content of the lesson, teacher built their background knowledge by referring kinds of occupation. Then, from interpersonal meaning most of their interactional process realizes by 64% interrogative Mood that indicates asking of some information whether it's come from the teacher or the students. Through asking something teacher indicate to knowing the students knowledge. On the contrary students used interrogative Mood to asking something that they didn't know. The last feature textual meaning realize by 67% unmarked theme. It means most of utterances' indicate subject as kinds of occupation. This term is used to support the first previous data presentation.

In those analysis researcher conclude that stratum of discourse that structured in the learning process is include in stratum of classroom discourse. In addition lexicogrammar features realize in material process as teacher types for the utterances. It means the utterances show connected their real life and the topic of the lesson with using subject as unmarked theme.

From the two result of findings above, if stratum of discourse combinig with lexicogrammar features show suitable pattern of interactional process. In meaning negotiation process it can produce linguistic variety, build cultural experience as students habitual formation. So that, in the term of discourse the two findings seems learning a language through the closed theme of students environment in their real life because it makes students easier to activate their schemata and constructing their new knowledge.

## B. Suggestion

The researcher supposes that this study will be helpful for the next researcher as general and for same major especially. Here, researcher realizes that this study is not perfect. But, from those strong theoretical foundation researcher hope that this research can be useful for additional academic reference. Then, the researcher expected for the next researcher to examine the interactional process in language as stative element, not only in dynamic element.

In addition, for the teachers in winter class this research can be used to their self assessment in their teaching and learning process. The last one for the Educational



Institution the result of this research can be used as a model of good interactional process. it can be a good repair of the teaching learning process in our institution to increasing the result of the students in learning process.



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