"MOVE" ANALYSIS IN CLASSROOM INTERACTION

(An Functional Grammar Approach)

[1]Shalehoddin & [2]Erwin Ashari

English Department, University of Riau Kepulauan, Batam, Indonesia
[1]shalehoddin@fkip.unrika.ac.id, [2]erwin@fkip.unrika.ac.id

Abstract

Find out the form of "move" in students classssroom interaction of UNRIKA during teaching practice program was the aim of this study. Conversation texts taken froms tudents' classssroom interaction of UNRIKA during teaching practice program were the data of this research. To analize the data, in this study , descriptive qualitative method was used. There were five classroom interactions selected as the data source. The data were taken by recording then transcripted. Rewriting, Identifing utterences, elaborating and then analized were the process of data analysi. The findings of this study showed that were 261 clauses analysis. There were two types of move" in students classssroom interaction found, namely congruent and metaphorical "move" coding. Congruent and metaphorical "move" coding was 76.63% and metaphorical "move" coding was 27.37%. Congruent "move" coding was built in "knower" and "actor" analysis, but "knower" analysis was more dominant. It means the conversation texts dominnated by the statement and question, in another word, the content of the interaction refered to the lecturing and discussion situation.

Keywords: "Move"," Knower", "Actor" Congruent and Metaphor Coding.

INTRODUCTION

Discourse has been playing as important role in daily conversation, both spoken and written communication. It covers the realationship between text and meaning. Discourse is defined as a meaning that is realized in text (Saragih, 2006). Meaning is represented by expression or text and expression represents meaning. It means, to express meaning, people use texts or expression. Every text has own meaning that are influenced by the context. There are three fields in the level of discourse; they are ideational, negotiation and identification. Negotiation itself refers to the conversation text. In conversation, it involves two participants, they are addresser and addressee

Cconversation examines language as social action (Wooffitt, 2006). It defines that language can not be seperated from human lives as social creature. The way of conducting social action can be spoken or written, spoken refers to the oral communication meanwhile written refers to written communication, but it is possible spoken communication in witten way. The aims of both ways are to understand the delivered message by the addreser to

addresee. To share experience or knowledge we can conduct a conversation as the purpose of conversation is to exchange information, establish and maintain the relationship between people (Zhang, 2008). It shows that conversation becomes a social needs. Through conversation all exchanged information can be shared weel, based on the discourse comprehension both addreser and adreseee.

The quality of classroom interaction to a greater extent is determined by the effectivenes of information given to the students. It is fact, at present that the quality of Indonesian education is declining. The question is why education is poorly conducted. This leads to an expectation that education should be well carried out. In the process of transferring language plays an important role especially in social interaction. It is used for communication either for spoken or written interactions. In addition, it is as representation of thoughts, feelings, objectives, and actions. Human beings use a language in their lives for various purpose. In order to achieve the purposes, the language to talk about their experience of the world, including the worlds in their minds, to describe events, and the entities involved in them. They also language to interact with others, to establish and maintain relations with them, to influence their behaviour and to express their viewpoint on things in the world. In using language, people organize messages in ways which indicate how they fit ini with the other messager around them and with the wider context in which they are talking or writing. All of these are activities which involve the use of language.

As has been mention above, there are three field of the discourse, they are, ideational, negotiation and identification. In the level of lexico grammar, it is called interpersonal function and it becomes negotiation in the level of discourse. Negotiation is one of the fields of the discourse analysis which is dealing with the conversation activity. Turn to another aspect of the meaning of the clause, its meaning as an exchange (Halliday, 2004). Martin in (Saragih, 2006) defines that negotiation means shaping meaning through dialogue. In conversation, it involves two participants, they are addresser and addressee(Wooffitt, 2006) defines that conversation examines language as social action. It means that language structure used in every conversation must be different.

(Saragih, 2006) states conversation is structured in terms of *move*. In this way, conversations are multi-dimensionally analyzed. it means that in negotiation there are three dimension that can be analyzed, they are *move*, *speech function* and *mood*. In conversation, will occur exchanging information where addresser and addressee will conduct questions or statements dominantly. A sort of 'frame' on either side of the sequence of questions and answers is called *move* (McCarthy; 1991; 13). It means, in conversation, it is possible to

have some *moves.* One *move* means one part of the exchange, or it can be said that *move* is every clause that are uttered by the addresser and addressee.

Move is defined as the function or role played by e speaker (addresser) in a conversation in its relation to the function or role played by the hearer (addressee) and the commodity being exchanged (Saragih; 2008: 14). It means that every clause that is uttered by either addresser or addressee is called *move,* in another word one utterance is one *move.* There are two kinds of the *move* in exchange structure or conversation, they are; exchange of information and exchange of goods and services. In exchange of information, it is known with term; *knower* (Saragih; 2008; 14). There are various structure in Exchange of information, may be either one of the following structures;

a. k2 Λ k1
b. k2 Λ k1 Λ k2f
c. k2 Λ k1 Λ k2f Λ k1f
d. dk1 Λ k2 Λ k1
e. dk1 Λ k2 Λ k1 Λ k2f
f. dk1 Λ k2 Λ k1 Λ k2f Λ k1f
g. etc...

Where;
dk1: delayed primary knower
k1 : primary knower
k2 : secondary knower
k1f : primary knower follow up
k2f : secondary knower follow up
Λ : 'followed by'

Meanwhile in Exchange of goods and services, where they are known with term; *actor,* (Saragih; 2008: 16) thus, the structure in exchange of goods and services may be either one of the following structures:

a. a2 Λ a1
b. a2 Λ a1 Λ a2f
c. a2 Λ a1 Λ a2f Λ a1f
d. da1 Λ a2 Λ a1
e. da1 Λ a2 Λ a1 Λ a2f
f. da1 Λ a2 Λ a1 Λ a2f Λ a1f
g. etc…

Where;
da1: delayed primary actor
a1 : primary actor

a2 : secondary actor
a1f : primary actor follow up
a2f : secondary actor follow up
Λ : 'followed by'

There are two possibility coding in conversation, they are unmarked or congruent coding and marked or metaphor coding. Congruent coding means that the structure moving of the conversation is unmarked, it means the link is as normal structure.

Metaphor is clauses in which one type of process is represented in the grammar of another   (Halliday, 2005). It means, it is possible in conversation a speech function is not coded by its mood, when it occurs, it is called metaphor. The coding of exchange structure or conversation can be in various coding or not congruent is called metaphor coding (Saragih, 2006). Metaphor coding in conversation refers to a term used in exchange structure involving *move.*

Move is defined as the function or role played by e speaker (addresser) in a conversation in its relation to the function or role played by the hearer (addressee) and the commodity being exchanged either exchange of information or goods and services. There are two functions in conversation they are *knower,* for exchange information and *actor* for exchange good and service.

Congruent coding means that the structure moving of the conversation *move* is unmarked, it means the link is as normal structure. For instance; in exchange of information, as mentioned that there are some terminologies, they are dk1 (delayed primary knower), k1 (primary knower), k2 (secondary knower), k1f (primary knower follow up). k2f (secondary knower follow up).

. Metaphor is a variation in the expression of meanings which involves a non-literal use of content that consists on the use of a word in a sense different from its proper one and related to it terms of similarity .it means that metaphor is defined as coding or interpreting meaning from two sides. In another word, the meaning of the clause is not same as the meaning in semantic. It also shows that when a speech function is not realized by its congruent mood is called metaphor.

Metaphor is the replacement of one grammatical class by another , among the "figures of speech" recognized in rhetorical theory are a number of related figures having to do with verbal transference of various kinds, it is called metaphor (Halliday in (Ashari, 2015). Metaphor is a variation in the expression of meanings which involves a non-literal use of content that consists on the use of a word in a sense different from its proper one

and related to it terms of similarity .it means that metaphor is defined as coding or interpreting meaning from two sides. In another word, the meaning of the clause is not same as the meaning in semantic. It means, it is possible in conversation a "*move*" is followed by the expected "*move*", when it occurs, it is called metaphor. The coding of exchange structure or conversation can be in various coding or not congruent is called metaphor coding (Saragih, 2006). Metaphor coding in conversation refers to a term used in exchange structure involving *moves*, *speech functions* and its realization in *moods*.

As stated before, when the conversation or in exchange the information and good and service, follows the structure as written previous they are called congruent but when they do not follow the structure it is called metaphor. In *move* the metaphor also happens. There are some terminologies in move in metaphor conversation, they are;

- cl : clarification
- rcl : response to clarification
- ch : challenge
- rch: response to challenge
- cf : confirmation
- rcf: response to confirmation

To improve students' English competence, students are given English textbook. Since textbook is a means of a formal manual instruction in a specific subject, especially one for use in schools or colleges. It is very fundamental in teaching and learning process, because it will help teachers and students in the educational activity, including timing use.

METHODOLOGY

Design is defined as a writer's plan of how to proceed (Bogdan and Biklen, 1992: 58). Descriptive design simply describes what is going on what data shows; because it focuses on the natural characteristics of the data. In the other word, how a theory works in different phenomena. The purpose of using the descriptive design is simply because through this design, the fact of the area of interests is able to gather and to describe systematically. And this research is designed with single case system, where it will be conducted only in conversation between teacher and students during teaching and learning process.

In this study the data were collected by applying a documentary technique. The data source of the study is interaction between teacher and students during teaching and

learning process. The procedures of collecting data; the writer recorded a teaching learning process, after recording, the writer trancripted the video into a transcription. Since there were so many data, so the writer did reduction process, reduction process means delete unexpected data. The next step was breaking the clauses of conversation transcription to be made as data and then printing out the data.

The document was read and analyzed to find coding of the, *"move"* in conversation texts of the students' textbook. The data analysis is formulated in some steps as follows; (1) identifying conversation clause, (2) identifying the teacher's and students' utterences, (3) analyzing teacher's and students' utterences, (4) describing teacher's and students' utterences, (5) reasoning or elaborating teacher's and students' utterences. Then data was analized by identifying the *"move"* of the interaction between teacher and students during teaching and learning process. then identifying types of coding, then finding or computing the percentages based on the types of coding, then describing coding and findings, then reasoning or elaborating why the dominant type was used in interaction between teacher and students during teaching and learning process. As (Shenton, 2004) states that to ensure the study's trustworthiness entails many of the strategies used in qualitative research may include; Credibility, Transferability, Dependability, and Conformability.

RESULTS

Data Analysis

After having the data, then the data are analyzed. The complete data analyzing can be seen in appendix. Based on the above data, then it can be shown that there were 261 clauses analysis. Moreover, it can be described that there were two types of coding pattern in coding pattern in *move* found in classromm interaction, they are congruent and metaphor coding. To make it clear then it is tabulated into the following table.

Table 1. Description of Type Coding in Move in the Classroom Interactions

Type	Number of Utterence	Percentage
a) Congruent Coding	200	**76.63%**
b) Metaphorical Coding	61	**27.37%**
Total	**261**	**100%**

So the total percentage of the congruent coding in move is **76.63%** and. **27.37%** in metaphorical coding from the total numbers of the clause analysis, 61 clauses. Based on the table 3, it is found that Congruent Coding more dominant than Metaphor Coding in coding pattern in *move*, even though the distance is very close. In some interaction, congruent coding dominates the whole coding patterns. It means that the pattern of exchange structure in move in the classroom interactions based on the unmarked exchange and marked exchange. It can be seen that the responses in the conversation is easy to predict by eithr teacher or students. It can be said that classroom interactions were conducted through the clause in natural exchange structure in order to make it easier to respons.

Moreover, it can be described that there are two types of coding pattern in coding pattern in realization of speech function and its mood found in classroom interactions, they are congruent and metaphor coding. To make it clear then it was tabulated into the following table.

Table 2. Description of Type Coding in Speech Function and its Mood in Classroom Interactions

Type	Number of Utterence	Percentage
a) Congruent Coding	246	**94.25%**
b) Metaphorical Coding	15	**5.75%**
Total	**261**	**100%**

Table 4 shows **94.25%** of the whole classroom interactions are in congruent coding. It can be said that only **5.75%** of the whole classroom interactions are in metaphor coding. It shows that Congruent Coding is more dominant than Metaphor Coding. It means that the pattern of realization of speech function and its mood in the classroom interactions dominantly based on the unmarked realization.

It is revealed that classroom interactions refer to the conversation theory, where classroom interactions ought to be presented in congruent coding or simple structure. Congruent coding determined that the clauses dominantly are coded by natural coding structure, but it is needed to developed to the metaphor pattern, It is caused of the classroom interaction does not always run well.

DISCUSSION

Patterns of coding in classroom interactions contribute students' comprehension towards the classroom interactions during teaching and learning process. In the other, patterns of coding contribute to see how the conversation going on in classroom based on the context whether it runs normally or does not.

The dominance of the congruent coding in the level of move and speech function and its mood show that the classroom interactions are presented to the students and teachers interaction in the classroom because the conversation between students and teacher dominantly involve asking and giving information.

The problem is possible to occur when it is applied in daily life where in daily conversation will be rather different, it is caused of that in daily life metaphorical coding is more often used. The comprehension of discourse, pragmatic and context of the native speaker will lead them to use to write or communicate in metaphorical coding in aim to use time efficiently and effectively. And culture cannot be separated from language. Classroom interaction refers to the interpersonal function. In interpersonal function, it will be found ellipsis clauseS. The elliptical clauses lead the conversation to the metaphorical coding. it means that in daily life the patterns of coding in move and speech functions are dominated by the metaphorical coding.

In the finding of this mini research, it is also found the elliptical clause, and it does not change the perception of the participants in understanding the classroom interactions. Ellipsis is found from the social context of language. The social context is the reconstruction of linguistic element previous and after. According to (Halliday, 2004), ellipsis means what something left of linguistic elements is. In the other, Ellipsis is another cohesive device. It happens when words are omitted and the phrase needs to be repeated. It can be said, even though, it is uttered but listeners can sense elliptical word itself existence. The use of elliptical mood is occurred by the understanding or comprehending the context. So, it is needed to comprehend it more and more because the elliptical mood will be faced in daily conversation, even elliptical mood clause more often found in daily life rather than it is not.

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