REALIZATION OF SPEECH FUNCTIONS BY PRIMARY SCHOOL LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

A THESIS

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APPROVAL

The thesis, entitled "REALIZATION OF SPEECH FUNCTIONS BY PRIMARY SCHOOL LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE" by Yusnita Sylvia Ningrum, has been defended in front of the Board of Examiners on Tuesday, March 20th, 2007 and was decided acceptable.

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Semarang, February 2007

Yusnita Sylvia Ningrum
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MOTTO

Man learns from the errors – and still more from the successes – of other people while each generation of animal can learn solely from its own … (Leont'ev)

Quoted from *A Philosophy of Second Language Acquisition* (2004)

To

My husband, Dian Noffiandy

My daughter, Nadia Aura Maharani

My late grandparents

My parents and siblings

My teachers

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Yusnita Sylvia Ningrum

ABSTRACT

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Key Words: speech function, realization, foreign language, primary school learners.

In Indonesia, children have the opportunities to deal with many languages, including English. As it is considered as a foreign language, English learning share the same central characteristics of foreign language learning which lies in the amount and type of exposure to the language: there will be very little experience of the language outside the classroom, and encounters with the language will be through several hours of teaching in a school week. Fortunately, English in Indonesia is considered as the first and major foreign language. Therefore English learning gets more attention than any foreign language learning. In addition, children learning English at school are believed to have acquired better language compared to those learning without guidance.

The main concern of this study is the realization of speech functions by primary school learners of English as a foreign language. It describes the way the young learners negotiate meanings through their choices of speech functions and the realization of those speech functions through the choices of mood after they are being treated at school.

The corpus of the data of this research is a stretch of approximately sixty-minutes dialogue between 5 primary school children and their teacher. The children were on the second year when the data were taken. They were given a project by the teacher and the conversation among them were recorded.

This qualitative research is conducted and the speech functions are categorized based on the Speech Function Network developed by Eggins and Slade (1997). The data are interpretively analyzed within the systemic functional linguistic tradition. The unit of analysis is move.

The results of this research show (1) in a classroom spoken interaction, children have almost equal opportunity to take floor, even though if it is seen individually there are quite significant differences in taking the floor from one child to another child. The teacher takes less floor than the children and plays her role as a supportive partner in the interaction, (2) the classroom interaction is one of information negotiation rather than goods and services negotiation which is signed by the dominance production of declaratives both by the children and the teacher, (3) the children prefer to give reaction to others either by responding or rejoinding than starting or continuing the moves. However, to start an exchange, children are fond of giving statement rather than asking question, (4) all children favor of continuing their speech by elaboration, extension and enhancement. Only

a few of them like to get the floor back after other speakers take the turn, (5) the children show egocentricity in the interaction from their *I* subject and subjective modalizations. (6) in taking the floor, children tend to convey their messages in long utterances signed by full declaratives they produce. In addition, they use less minor clause than the major ones.

The practical suggestions that might be given include suggesting the teacher to produce speech function that may trigger the children to speak more in the classroom interaction. Avoid prolonging speech functions which will force the teacher make longer clauses in her turn. If it happens, the teacher will be seen as the dominant speaker in the interaction. In addition, teacher should create an English atmosphere in the classroom, because it is proven to be effective to impose the children to talk in English. The suggestion for further research is given to other researchers to analyze the same data using either the same approach or a different one, to use larger data, and to explore other aspects of speech function realization by children.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the development of the children as social beings, language has the crucial function. Language is the main channel through which the patterns of living are transmitted to them, through which they learned to act as members of a 'society' – in and through the various social groups, the family, the neighborhood, and so on – and to adopt its 'culture', its modes of thought and action, its beliefs and values. They have and get all of them through interaction using language.

Interacting is a *semantic* activity, a process of making meanings. As people take turns in any spoken interaction, they negotiate meanings. This process of exchanging meanings is functionally motivated, i.e. people interact with others to accomplish a wide range of tasks. The language used in an interaction is a resource for the interactants to engage with one another to exchange meanings. This involves (1) enactment of roles and relations, (2) construal of experience, (3) presentation of the meaning created through enactment and construal as information organized into text in context. Matthiessen (1995:19) and Halliday and Hasan (1985:23) call these three elements respectively as interpersonal, ideational, and textual meanings. This is also the case for children. When they interact with others – adult or the same age – they create meaning using their language.

Halliday (1984:11) mentions that whenever someone uses language to interact, one of the things they are doing is establishing a relationship: between the person speaking now and the person who will probably speak next. The negotiation which characterizes spoken texts is achieved through the sequencing of moves, each of which performs a *speech function* or a *speech act*. When children use language to interact, they are creating relationship. Within the relationship, they negotiate meaning through their speech. In other word, children perform speech functions while they interact using their language.

Children, then, learn and use language at the same time. At the very initial period, they learn their mother tongue to be able to interact with those who are very close around them (example: at home) – in which this process is often referred to as 'language acquisition'. As Halliday argues (1975:19-20) when he studied Nigel that there are seven initial functions that children (Nigel) may work with their language: (1) Instrumental ('I want'): satisfying material needs, (2) Regulatory ('do as I tell you'): controlling the behaviour of others, (3) Interactional ('me and you'): getting along with other people, (4) Personal ('here I come'): identifying and expressing the self, (5) Heuristic ('tell me why'): exploring the world around and inside one, (6) Imaginative ('let's pretend'): creating a world of one's own, and (7) Informative ('I've got something to tell you'): communicating new information. As time goes on and children develop, they will have broader social environment. This will also be followed by development of their language. As children grow, their linguistic performance develops; they can use language not only to show the function, but they may also

comprehend the structure of the language they learn as well. In relation to language acquisition, children, and teacher, Lindfors (1980:201-223) argues that (1) the growth of language is a continuous process for children, (2) the growth of language is deeply rooted in the child's cognitive growth, (3) the growth of language involves the child as the active party in the learning process, (4) the growth of language is aided by an environment which is geared toward the child's ways of learning, (5) the growth of language is aided by an environment which is responsive to the child, (6) the growth of language is aided by an environment which focuses on meaning rather than on form, (7) the growth of language is aided by an environment which provides rich diversity of verbal and nonverbal experience.

From the point of view of Systemic Functional Linguistics (SFL), language acquisition is learning how to express meanings acquiring the functions one can perform with human language (Chapelle, 2004:1). In functional approach to language, the centre of discussion is what language can do, or rather what the speaker, child or adult, can do with it; and functional approach also tries to explain the nature of language, its internal organization and patterning, in terms of the functions that it has evolved to serve.

One of the problems in studying the language of a very young child is that of knowing what is language and what is not. In a functional context, any vocal sound (and any gesture, if the definition is made to include gesture) which is interpretable by reference to a recognized function of language is language – provided always that the relationship of sound to meaning is regular and

consistent. The production of a sound is a means of language learning, but is not itself an instance of language. The production of a sound for the purpose of attracting attention is language. At the early stage of children development, sound production to attract others' attention is a common occurrence. Yet, 'attracting attention' is a means that fits in with the functional potential of language at this stage of development. Therefore, it may be assumed that very young children have produced their language to fulfill the function of language itself.

Among the three meanings a language may serve in an interaction and considering the acquisition of them by children, ideational meaning is acquired beforehand by children compared to the other two meanings – interpersonal and textual meanings. The ideational meaning which is the meaning about the world is acquired first (easily) by children at the same time they can produce words. As Vygotsky in Cameron (2001:5) distinguishes the outward talk and what is happening in the child's mind, the infant begins with using single words, but these words convey whole messages: when a child says *juice*, s/he may mean *I want some more juice* or *my juice has split*. As the child's language develops, the whole undivided thought message can be broken down into smaller units and expressed by putting together words that are now units of talk. This is the ideational meaning that children may create in their (simple and early) interaction.

The interpersonal meaning follows the development of children's language. Interpersonal meaning is simply defined as meanings about roles and relationships. It is how someone encodes interaction and shows how defensible one finds out propositions. Creating (and maintaining) roles and relationships in

an interaction are not an easy thing to do. It needs more than just linguistic competence – basic elements of communication: the sentence patterns and types, the constituent structure, the morphological inflections, and the lexical resources, as well as the phonological and orthographic systems needed to realize communication as speech or writing. Celce-Murcia et al. (1995:9) mention that there are 4 competencies that someone should have (acquire) to be able to create a good communication: *linguistic competence, actional competence, sociocultural competence,* and *discourse competence*. For children, these competencies develop as their language grows.

In Vygotskyan theory, children are seen as active learners in a world full of other people. The children's language development and learning take place in a social context, i.e. in a world full of other people, who interact with the children from birth onwards. Those people play an important role in helping children to learn, bringing objects and ideas to their attention, talking while playing and about playing, reading stories, asking questions. Adults mediate the world for children and make it accessible to them. With the help of adults, children can do and understand much more than they can on their own.

In a multilingual context, like Indonesia, children have the opportunities to deal with many languages, including English. English for Indonesian (children) is a foreign language. It is not spoken by a native speaker (Indonesian). In most cases, children learn English at school. As it is a foreign language, English learning in Indonesia share the same central characteristics of foreign language learning which lies in the amount and type of exposure to the language: there will

be very little experience of the language outside the classroom, and encounters with the language will be through several hours of teaching in a school week. Fortunately, English is the first and major foreign language taught in many schools in Indonesia. The exposure to English is more in amount than the exposure to other foreign languages. English has been in the curriculum in Indonesia for a long time.

As the *Critical Period Hypothesis* mentions that a critical point for language acquisition occurs around puberty, there is a growing awareness from Indonesian that English should be learnt from the very early beginning. In addition, learning foreign language at the young age is believed to achieve better result than learning it at the older age. There are many institutions providing English teaching for children. As the consequence, there are some children having the capability to speak English.

In relation to teaching and learning a foreign language for young learners (children), spoken language is the medium through which the new language is encountered, understood, practiced and learned. Rather than oral skills being simply one aspect of learning language, the spoken form in the young learner classroom acts as the prime source and site of language learning. New language is largely introduced orally, understood orally and aurally, practised and automatised orally. Furthermore, foreign language lessons often provide all or most of children's experience of the language in use. Therefore, the best teaching children a foreign language (English) is teaching children to interact using it.

Children learning English at school are believed to have acquired better language compared to those learning English without any guidance. Nunan (1993:106) argues that many aspects of children's grammatical as well as discoursal ability continue to develop after they enter school. Though, Brown and Yule as quoted by Nunan (1993:106) found that while pupils were able to use language for social purposes, they were much less skilled at using language for transactional purposes (language used to get things done in the real world). At school, children get all the help from the teachers to learn the language, and they get the supporting environment to interact using the language. Therefore, children learning English at school are supposed to be able to create role and relationship in a more delicate and developed way than before they are going to school. They may perform more functions in their interaction. Further, as their language develops, they may also realize the role and relationship in a more complex construction.

Apart from the fact that English is being a foreign language in Indonesia, children who learn the language at school are considered to have more than just linguistic competence. They, once again, are judged to know how to build communication using the language.

This study analyzes the speech functions realization by children learning English as a foreign language. Particularly, this study focuses on the way children negotiate meanings through their choices of speech functions which are influenced by the interpersonal relationships and the realization of those meanings through the grammatical choices of mood to arrive at a successful interaction after

they are being treated at school. The choice of school is based on the environment which enables children to learn foreign language effectively. The school chosen, MONDIAL Education, meets the requirements such as Lindfors' argued about the environment which help the students learn a language.

1.2 Statement of the Problems

Concerning the background of the study above, the research questions of this study are:

(1) What speech functions do children (learning English as a foreign language) perform in their spoken interaction?

(2) What linguistic features are used to realize the speech functions in children's spoken interaction?

1.3 Limitation of the Study

This study focuses on the *speech functions* children perform in their spoken interaction and how children realize the speech functions. The term children here means children learning English as a foreign language, specifically those at the primary level of school, or in this study they are on the second year of primary school. The school chosen is MONDIAL Education Semarang for professional and practical reasons. However, this study does not pay any attention to the factors influencing the process of learning so that the children under study performed such speech functions.

The children's speech functions are analyzed using Eggins and Slade casual conversation network. The network is a development of Halliday's basic speech functions. It gives delicate and detail description of types of speech functions.

The realization of speech functions is seen from the grammatical system of mood. Mood features are realized structurally at the grammatical level (e.g., through the relative ordering of Subject and Finite) but also prosodically at the phonological level by means of pitch movements such as fall vs. rise. However, the grammatical errors children may produce in realizing the speech functions are not analyzed in this study. There are some errors, but errors are perceived as children's strategy in their communication. There is a switch (from English to Indonesian) in the data produced by children learning English as a foreign language. The switch is analyzed when it relates to problems, but it is left unanalyzed when it does not have any relation with the problem.

1.4 Objectives of the Study

In line with the research questions, this study has the following purposes:

(1) To describe speech functions that may occur in children's spoken interaction;

(2) To describe the linguistic features that are used by children – learning English as a foreign language – to realize their speech functions in spoken interaction.

1.5 Significance of the Study

This study offers significant points to consider, such as those mentioned below:

(1) Theoretically: the result of this study can enrich the study of discourse in relation to language acquisition, particularly in the field of speech functions acquisition by elementary level children, since there is little research conducted using children as the object;

(2) Pedagogically: the result of this study can be used by English teachers, especially those who teach English for children, as the consideration to pay attention to the linguistic features that might be used by their students to realize the speech functions. However, this result may also be used by English teachers teaching English for non-children learning English for the first time, especially relating to what role an English teacher may perform in helping the non-children students.

1.6 Outline of the Report

This thesis report comprises five chapters and are organized in the following form:

Chapter I is Introduction. This chapter presents background of the study, research question, limitation of the study, objective of the study, significance of the study and organization of the thesis.

Chapter II is Review of Related Literature, which provides theories related to the topic of the research. The theories used in writing the thesis are functionalist

approach to language, speech function, mood of clause, language acquisition, Vygotsky's theory of child's language and thought, and communicative competence.

Chapter III, Procedures of Investigation, which presents the research design, objects of the study, procedure of data collection, procedure of data analysis, and reliability and validity of the data.

Chapter IV, Findings and Discussion, gives in-depth analysis and discussion of the problems.

Chapter V, Conclusion and Suggestion, ends the thesis by summarizing some points that can be drawn from this study and offering some suggestions that can be applied in teaching English in general.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains some brief explanations of theories used as the bases for doing the analysis in this thesis. The theories used in this study are functionalist approach to language, speech function, mood system, language acquisition, Vygotsky's theory of child's language and thought, and communicative competence.

The theories are arranged in such an order to give a chronological, logical, theoretical framework. The functionalist approach to language is put at the first part of this chapter to give an understanding that this thesis lays the analysis on Systemic Functional theory proposed by Halliday, not on the other approaches to language (for example Formalism or Structuralism). One of the studies in Systemic Functional is the so called speech function, which is also the objective of this thesis. Therefore, the theory of speech function is given a portion to be discussed below. The speech function theory used in this thesis is the one proposed by Eggins and Slade (1997). This model of speech function is the development of Halliday's speech function. The model gives a delicate and comprehensive classification of speech functions. As the Functional model of language argues that the speech functions are realized through the system of mood, right after the discussion of speech function the theory of mood system is presented.

Besides those theories above, the theories of language acquisition, Vygotsky's theory of child's language and thought, and communicative competence are presented subsequently to support the objectives of this thesis. This thesis aimed at describing the speech functions realization by primary school learners of English as a foreign language. The complete discussions of each theories above are given in the following subchapters.

2.1 Functionalist Approach to Language

There are many approaches to language, one of them which is used as the consideration of this study is the one proposed by the functionalist labeled as Systemic Functional (SF). SF theory views language as a social semiotic, a resource people use to accomplish their purposes by expressing meanings in context. Language is a system for making meanings: a semantic system, with other system for encoding the meaning it produces (Halliday, 1994:xvii). It is a systematic resource for expressing meaning in context. Because language is defined as a systematic resource, the organizing principle in linguistic description is system (rather than structure).

Related to language as a resource for making and expressing meaning, Matthiessen (1995:5) says that the overall organization of the linguistic resources of any language in an interaction could be interpreted in orders of abstraction. Language is organized into semantics, lexicogrammar, and phonology or graphology.

As it can be seen from figure 2.1 below, in an interaction, people exchange meanings by saying some utterances or writing some sentences, and their utterances or sentences are realized as sequences of sounds, pitch movements, etc. or as sequences of letters, syllables, etc. So the meanings expressed in the utterances or sentences are realized by lexicogrammar, and lexicogrammar is realized by phonology, which is a resource for sounding wordings. The sounding refers to the phonological system in a spoken language. However, it refers to the graphological system in a written language. This process of realization is understood as the stratification of language.

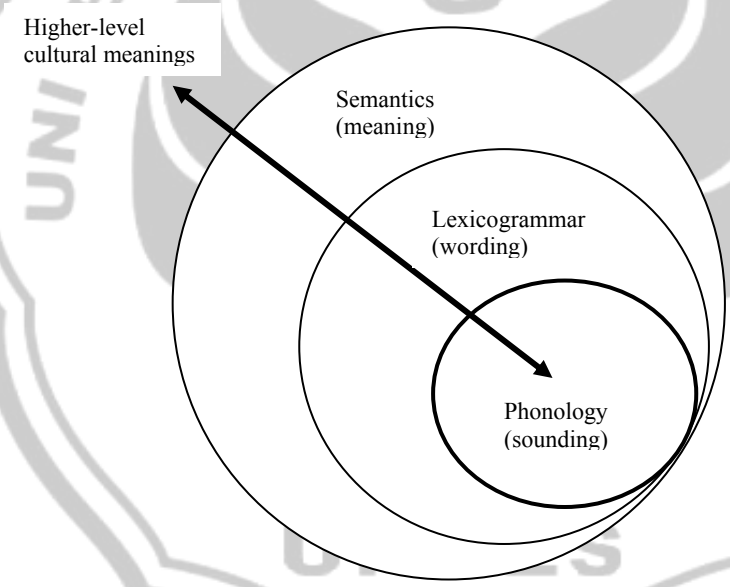

Figure 2.1 Stratification of Language
Adapted from Halliday and Matthiessen (1999:5)

Besides the orders of abstraction known as stratification of language, functional linguistics at the same time can explain the organization of language as functional diversification. With functional diversification, language is a resource

for the interactants to engage with one another to exchange meanings. This involves (1) enactment of roles and relations, (2) construal of experience, (3) presentation of the meaning created through enactment and construal as information organized into text in context. Matthiessen (1995:19) and Halliday and Hasan (1985:23) call these three elements respectively as interpersonal, ideational, and textual meanings.

Whereas Martin and Rose (2001:6) state that metafunctions of language in social activity are the *Interpersonal metafunction* to enact relationships, the *Ideational metafunction* to represent experience, and *Textual metafunction* to organize text. So, the different functions are realized by different pattern of meanings.

As stated by Butt et al. (2001:39) three broad functions of language that are central to the way the grammar works in the language system are as follows:

(1.) Language has a representational function – we use it to encode our experience of the world; it conveys a picture of reality. Thus it allows us to encode meaning of experience, which realize *field* of discourse (EXPERIENTIAL MEANING).
(2.) Language has an interpersonal function – we use it to encode interaction and show how defensible we find out propositions. Thus it allows us to encode meanings of attitudes, interaction and relationship, which realize *tenor* of discourse (INTERPERSONAL MEANING).
(3.) Language has a textual function – we use it to organize our experiential and interpersonal meanings into a linear and coherent whole. Thus, it allows us to encode meaning of text development, which realize *mode* of discourse (TEXTUAL MEANING).

In addition, metafunctions are embodied into a clause. “The clause is chosen because it is the grammatical unit in which ‘three distinct structures, each expressing one kind of semantic organization, are mapped onto one another to

produce a single wording. The clauses simultaneously encode three strands of meaning; they are *ideational, textual,* and *interpersonal*.

According to Gerot and Wignel (1994: 82-92) systemic functional grammar talks about clauses and clause complexes rather than sentences. Clause can be defined as the largest grammatical units, and a clause complex is two or more clauses logically connected. Further, Gerot and Wignel describe that clauses can be combined through one of two logico-semantic relations, which are Expansion or Projection. They explain Expansion and Projection as follows:

> **Expansion** links processes by providing additional participant. It involves three types of relationship; they are *Elaboration, Extension,* and *Enhancement*. *Elaboration* involves four relationships, they are specifying in greater detail, restatement, exemplification, and comment whereby one clause is presented as a representation of a previous clause, as in *This stew is awful. It's too salty*. *Extension* extends the meaning of one clause by adding something new, as in *I play a French horn. And my sister plays oboe*. While, *Enhancement* involves circumstantial relationships where the circumstantial information is coded as a new clause rather than within clause, as in *I went to school, after I finished my breakfast*.
> **Projection** links clauses by having one process projected through another either by quoting or reporting. Projection occurs through Mental and Verbal processes.

2.2 Speech Function

According to Halliday (1994:68) a dialogue is a process of exchange involving two variables: speech role or speech function in an exchange and the commodities being exchanged. The basic types of speech role are giving and demanding, while the commodities being exchanged are goods or service and information. It is a proposition when the commodity being exchanged is information,

and when the commodity being exchanged is goods or service, linguists name it proposal. These two variables of exchange commodity and exchange of role define the four basic moves of speech functions: OFFER, COMMAND, STATEMENT, and QUESTION.

Table 2.1 Giving or demanding, goods-&-services or information

	Commodity exchanged	
Role in exchange	(a) goods and services	(b) information
(i) giving	'offer' would you like this teapot?	'statement' he's giving her the teapot
(ii) demanding	'command' give me the teapot	'question' what is he giving her?

Source: Halliday (1999:69)

From table 2.1 above, it can be seen that when we are giving goods and services, the speech function we produce is one which is called 'offer', like in the expression *would you like this teapot?* While it is called a 'statement' when we are giving information, such as in the utterance "*he's giving her the teapot*". When we are demanding goods and services, the speech we produce is called 'command', like *give me the teapot*. The last, when we are demanding information, our utterance belongs to 'question' speech function, for example *what is he giving her?*

Eggins (1994:150) says that every starting move in dialogue must be one or other of these speech functions and each speech function involves both a speech role and a commodity choice. The dialogue does not involve simply one move from one speaker but also to recognize that after one speaker has initiated an exchange, other speaker likely to respond. The responding can be broadly

differentiated into two types: a supporting type of responding move, versus a confronting type.

Table 2.2 Speech functions and responses

		Initiation	Expected response	Discretionary alternative
Give	Goods & services	Offer	Acceptance	Rejection
Demand	Goods & services	Command	Undertaking	Refusal
Give	Information	Statement	Acknowledgement	Contradiction
Demand	Information	Question	Answer	Disclaimer

Source: Halliday (1994:69)

The systems of speech function – such as informing, asserting, claiming, rejecting, denying, commanding, insisting, requesting, suggesting – are located at the semantic level. These semantic features are realized by the highly generalized grammatical system of mood. Mood features are realized structurally at the grammatical level (e.g., through the relative ordering of Subject and Finite) but also prosodically at the phonological level by means of pitch movements such as fall vs. rise as shown in the figure 2.2.

The mechanism for representing the fundamental mode of grammatical organization, grammar as a resource of interrelated options, is the ***system network*** of systemic theory. The system network used to analyze the speech functions in this thesis is the system network proposed by Eggins and Slade (1997). They present the speech function classes in casual conversation in more comprehensive way than Halliday's classification of speech function, even though they have similarities.

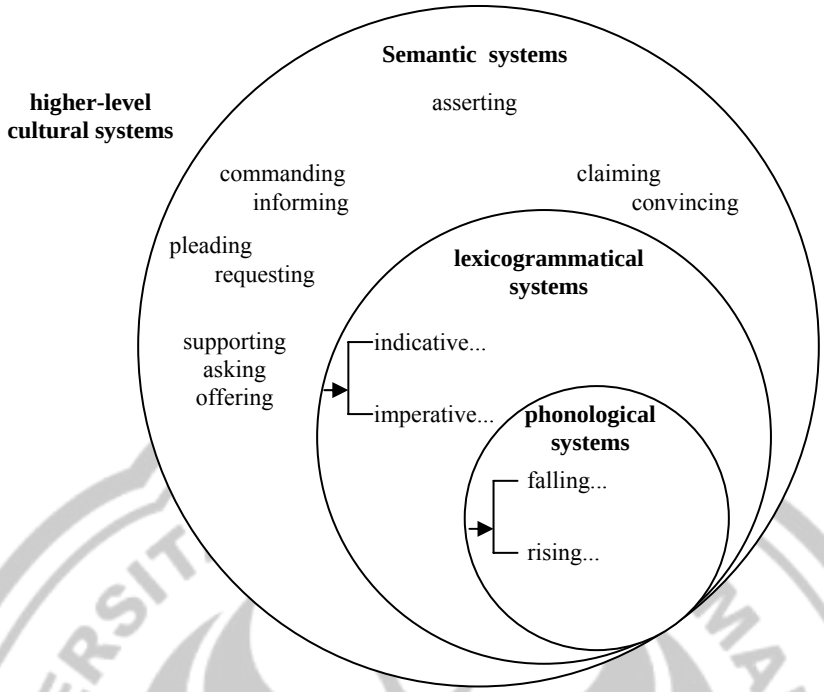

Figure 2.2 Stratification Exemplified
(within the Interpersonal Metafunction)
Source : Matthiessen, 1995:9

As stated before that in a dialogue a speaker may give response to prior speaker and the responding can be broadly differentiated into two types: a supporting type of responding move, versus a confronting type. In table 2.2 above, therefore, Halliday proposes from the four basic speech functions, there are 8 responses of speech function in which 4 of them fall within the supporting response, and the other 4 belong to the confronting response. Eggins and Slade's system network used as the basis of the analysis of this study also presents the same thing but in a more delicate way. An overview of the entire network, showing the major subcategories of speech function classes are given below:

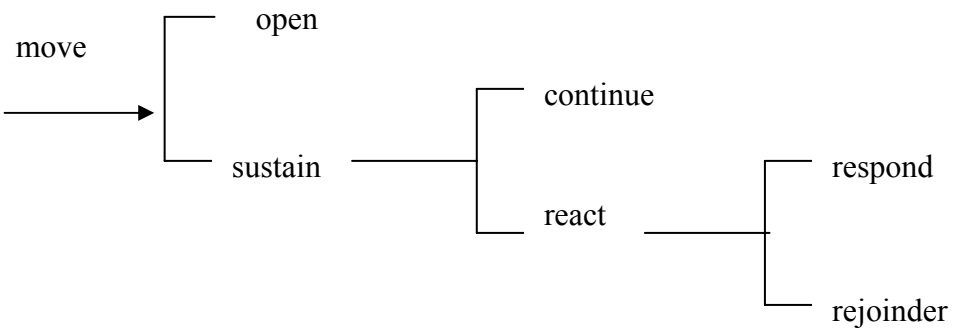

Figure 2.3 Overview of the speech function network
Taken from Eggins and Slade (1997:102)

As Halliday proposes, each subclasses of speech function by Eggins and Slade above are divided into two kinds, as supporting response and confronting response. So, sustaining speech function has *continuing speech function* as the supporting response and *reacting move* as the confronting move; reacting move which is divided into *response* and *rejoinder*, each of them also has the supporting and confronting responses.

2.2.1 Opening Speech Functions

As the name stated, *opening* speech function is one which opens or begins sequences of talk. From the figure 2.4 below, it can be seen that opening speech function can be divided into two kinds, *attend* and *initiate*. Attending moves include *salutations, greetings* and *calls*, all of which function to prepare the ground for interaction by securing the attention of the intended interactant.

The initiating moves proposed by Eggins and Slade are exactly the same as proposed by Halliday, in this thesis is presented on table 2.2. As presented in figure 2.4 below, Eggins and Slade provide two extensions in delicacy, they are *fact and opinion* and *open and closed questions*.

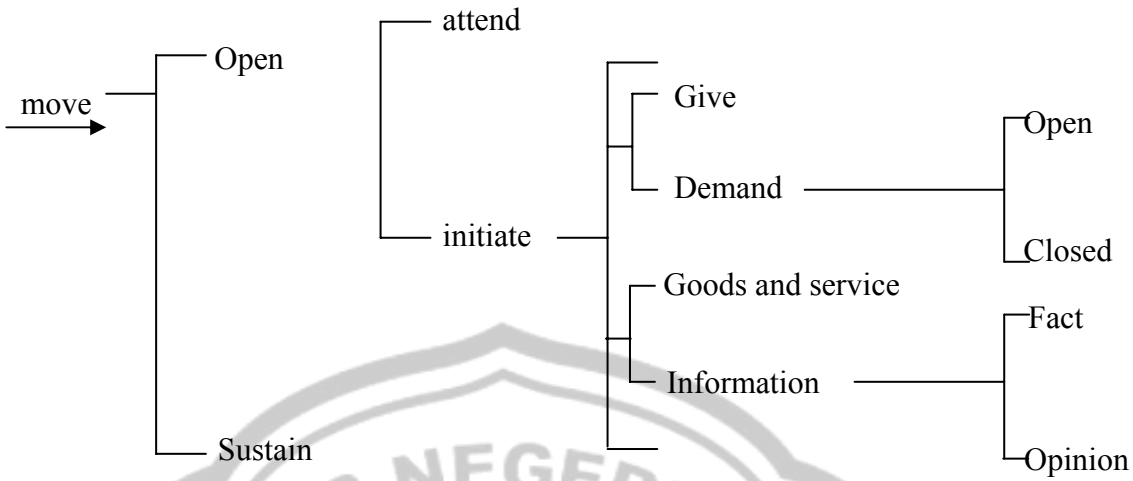

Figure 2.4 Opening speech functions in casual conversation
Adapted from Eggins and Slade (1997:193)

The difference between fact and opinion (statement and question) is usually expressed lexically, with opinion containing either expressions of modality, or appraisal lexis. Fact and opinion initiations also tend to lead to different types of exchanges, and eventually genres, with opinion exchanges generating arguments, while fact exchanges often remain brief or develop into story-text.

Open question is distinguished from closed question in which the former seeks to elicit completion of a proposition from the addressee and is congruently realized by wh-interrogatives, while the latter presents a complete proposition for the support or confrontation of the addressee and is realized by polar interrogatives.

2.2.2 Sustaining Speech Functions

As the name suggested, sustaining speech function has the function to keep negotiating the same proposition. This kind of speech function depends a lot

on the previous moves which can be any speech function classes. In an interaction, to sustain the same proposition may be to continue the speech function by the speaker who has just been talking or by other speakers taking a turn. Therefore, sustaining speech function can be divided into two kinds: *continuing* and *reacting*.

Continuing speech function is one which is produced by the current speaker to keep talking in a conversation. The continuing move subclasses then capture the options open to a speaker who retains the turn at the end of a move and who produces a move which is (meant to be) heard as related to an immediately prior move produced by the same speaker. The continuing status of a move will be realized by its potential or actual elliptical status in relation to the prior move.

Reacting speech function is one which sustains the negotiation in which turn transfer occurs, i.e. when one speaker reacts to a move produced by a different speaker. Eggins and Slade (1997:200) divide this kind of speech functions into two kinds: *response* and *rejoinder*.

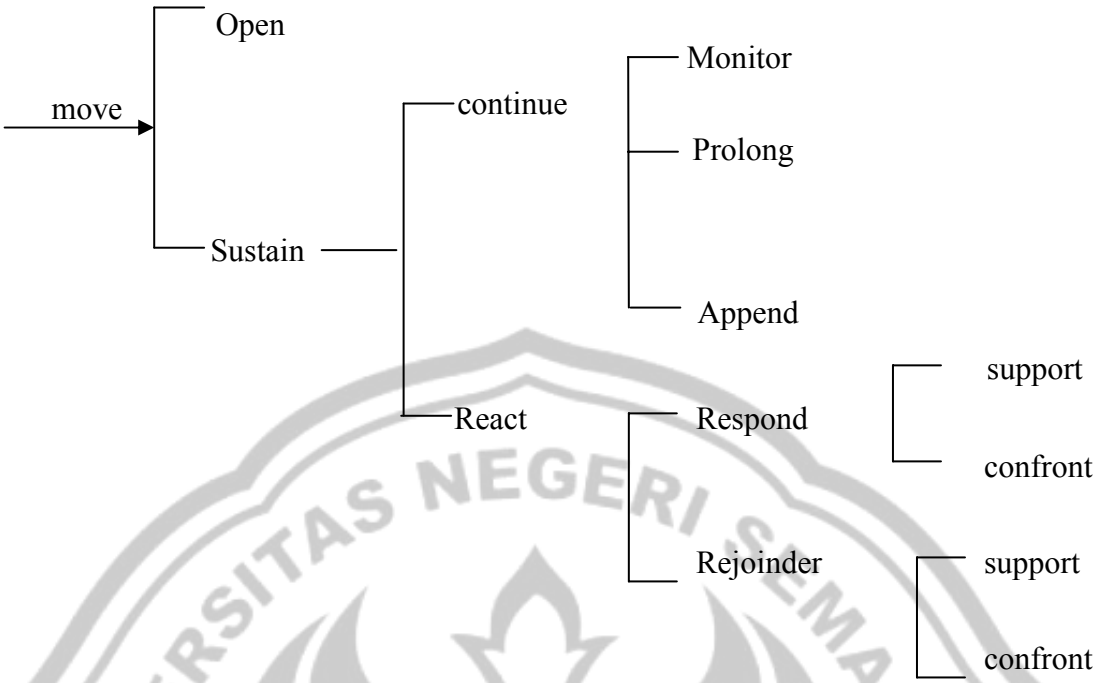

Figure 2.5 Sustaining speech functions in casual conversation
Taken from Eggins and Slade (1997:195)

2.3 Mood System

According to Gerot and Wignel (1995:38) Mood in English is realized by the position of the Subject and Finite in the clause. There are some mood types as indicated by figure 2.6 below. The discussion of each mood type can be seen in the following sub sub-chapter.

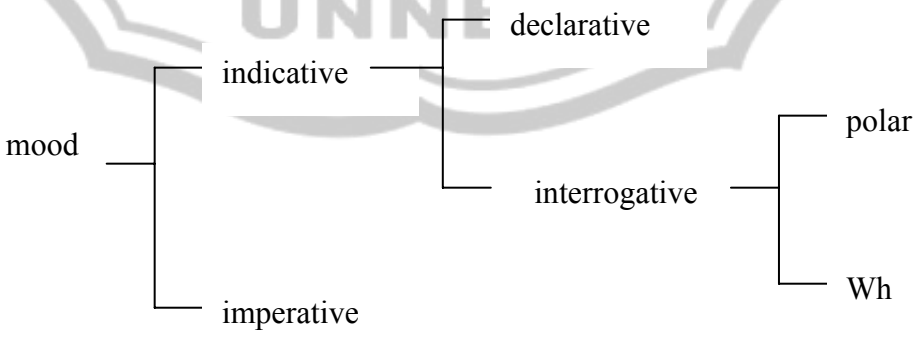

Figure 2.6 Mood types
Taken from Gerot and Wignel (1995:38)

2.3.1 Indicative Clauses

Halliday (1994: ch.4) explained that Mood consists of two parts: (1) the Subject, which is a nominal group, and (2) the Finite operator, which is of a verbal group. The general principle behind the expression of Mood in the clause is as follows. The grammatical category that is characteristically used to exchange information is the indicative. Within this category, the characteristic expression of a statement is the declarative and that of question is the interrogative. Within the category of interrogative, there is a further distinction between yes-no interrogative for polar questions and Wh-interrogative for content questions. The order of Subject and Finite is as follows:

Figure 2.7 The order Subject before Finite realizes declarative

The car	**Had**	**Four bicycle wheels**
Subject	Finite	Complement
Mood		Residue

Source: Gerot and Wignel (1995:38)

Figure 2.8 The order Finite before Subject realizes yes-no interrogative

Did	**Henry Ford**	**Build**	**his first car**	**in the backyard?**
Finite	Subject	Predicator	Complement	Circ. Adjunct
Mood		Residue		

Source: Gerot and Wignel (1995:39)

In a Wh-interrogative, the order is:

Figure 2.9 Subject before Finite if the Wh-element is the Subject

Who	**Built**		**a car**	**in his backyard?**
Subject/Wh	Finite	Predicator	Complement	Circ. Adjunct
Mood		Residue		

Source: Gerot and Wignel (1995:39)

Figure 2.10 Finite before Subject otherwise

What	**did**	**Henry Ford**	**built?**
Complement/Wh	Finite	Subject	Predicator
	Mood		
Residue			

Source: (Gerot and Wignel (1995:40)

According to Matthiessen (1995) indicative clauses indicate moves negotiation information; under certain conditions they may realize moves negotiating goods and services. In the other words, indicative clauses are typically used to negotiate proportion that is to exchange information.

Declarative clauses, for example, are the unmarked one in the Mood system. It is the most frequent choice and it is used to express wide spectrum of speech functional meanings. In conversations, when a speaker produces a lot of declarative clauses, we can consider him as to initiate exchanges by giving more often information. Matthiessen (1995) added that the other feature of declarative clauses is that they do not require a response but there is an option of explicitly soliciting an expression of agreement or disagreement from the addressee. Moreover, the elliptical declarative clauses indicate the addressee's response, and it realizes supporting role in the conversation, not the initiating role (Eggins and Slade, 1997). It can also be used to express a statement of opinion and fact, which normally used in opening moves. Therefore, when a speaker uses declaratives in that way, s/he can be considered as initiate a lot.

Meanwhile, the polar interrogative clauses are used to seek information and the use of Wh-interrogatives indicates that the speaker wants to initiate the turn by demanding information. When a speaker produces polar interrogatives, which are dependent on the clauses of other speakers, this suggests his

dependence on the other speakers and his inability or unwillingness to elicit information. And this may indicate that he is on the subordinate position on that conversation. However, a polar interrogative may also indicate that a speaker is initiative, when it is used to initiate an exchange.

2.3.2 Imperative Clauses

The other type of Mood is imperative. Halliday (1994) explained that it has different system of person from the indicative. Since the imperative is the mood for exchanging good and services, its Subject is *you* or *I* or *you and I*. If we take the second person *you* as the base form, imperative clauses display the following paradigm:

	Unmarked for person or polarity	Marked for person	Marked for polarity
Positive	Look	YOU look	Do look
Negative	DON'T look	DON't YOU look	DO NOT look

If we take the second person *you and me* as the base form, the imperative clauses are as follows:

	Unmarked for person or polarity	Marked for person	Marked for polarity
Positive	Let's look	LET's look	DO let's look
Negative	DON'T let's look	DON'T LET's look	LET's NOT look

Matthiessen (1995) divides the type of imperative into: jussive, suggestive, and oblative. Table 2.3 below is his description of Mood system, involving indicative clauses as well as imperative clauses and their subdivision.

Table 2.3 Matthiessen's Mood System

			ELLIPSIS	
			Full	Elliptical (Residue)
Indicative	Declarative	Untagged	**He has left**	**He has**
		Tagged	**He has left, hasn't he?** **He has left, has he?**	**He has ……, hasn't he?** **He has, has he?**
	Interrogative	WH-	**Who has left?**	**Who has?**
		Yes/no	**He has left?**	**Has he?**
Imperative	Jussive	Untagged	**(you) leave!**	**(you) do !**
		Tagged	**(you) leave, won't you?** **(you) leave, will you?**	**(you do ……, won't you)** **(you) do……, will you?**
	Suggestive	Untagged	**Let's leave**	**Let's !**
		Tagged	**Let's leave, shall we?**	**Let's leave , shall we?**
	Oblative	Untagged	**Let me leave!**	**Let me**
		Tagged	**Let me leave, shall I?**	**Let me , shall I?**

Source: Matthiessen (1995)

From the table we learn that jussive is the imperative, which is based on the second person *you*. When we take *you and me* as the base of the imperative we will get suggestive imperative clause, and if we take first person singular *me*, we will have oblative imperative clause.

The use of imperative clause for suggesting rather than for attracting interlocutor's attention or for getting someone to do something indicates that the speaker enacts his role to get some authority to the addressee (Eggins and Slade, 1997). Therefore it indicates that the speaker who performs imperative clauses in such that way has much more powerful status than the other interlocutor in the conversation. However, Eggins and Slade (1997) moreover state that the conversation – using imperative to perform command or to get someone to do

something – indicates that the participants have more equal status compared to conversation activating modulation of obligation clauses to perform command.

2.3.3 Moodfulness

This system differentiates between clauses according to the kind of contribution they make to dialog exchange. Major clauses can be used to exchange information, goods and services, while minor clauses cannot. Matthiessen (1995) explains that they are self expressive (exclamations) or are used in one way or another to facilitate major exchanges (e.g. by engaging through calls and greetings or disengaging through greetings).

On the other hand, minor clauses realize a move in semantic organization of dialogue. They make different contributions as realizations of moves in exchanges, such as facilitating interaction by opening or closing a dialogue through greetings and closings or managing the continuity of exchanges. Most minor clauses, therefore, position the speaker as a compliant supporter of prior interaction.

There are 4 types of minor clause according to Matthiessen (1995:433): exclamation (for example **Wow!, Great!**), alarm (such as **Fire!, No Smoking! Careful!**), call (for example **Henry!**), greeting (for example **Bye. Well done, Thanks**), and continuity (such as **Uhuh**).

2.3.4 Deicticity

Matthiessen (1995:421) explains that deicticity is the choice of how to relate the proportion through finiteness to the here and now of the speech situation. It may be related through time (temporal) or through modality (modal). If the clause is temporal, it selects for Primary Tense such as past, future or present in relation to now. Meanwhile, modality covers probability, which refers to a range of different ways in which speakers temper or qualify their messages, usuality, obligation, as well as inclination. Here are some examples of Deicticity temporal and modality (with Finite in bold and Predicator underlined):

Deicticity: temporal

Past

She **didn't** have these electrical things at all.

and everybody else **knew** exactly what he **was** talking about and I **didn't** know what an armature **was**.

Present

I **know** there'**s** one in the hoofer.

She **hasn't** got any insurance on it.

We'**re** going to carry on.

Future

Tell that guys that we'**ll** carry on. I don't think it **will** be enough just to have them demonstrated.

(Taken from Matthiessen, 1995)

2.3.5 Modality

Modality can be thought of as 'the distance between yes and no'. it represents degrees of inclination, obligation, probability, and usuality. Halliday (1994:356) categorizes modality into modalization and modulation. Modalization is a way of tempering the categorical nature of the information we exchange. Modulation is a way of tempering the directness with which we seek to act upon each other. Modalization tempers of the message with reference to degrees of frequency or probability, while the modulation is the qualification of the message with references to degrees of obligation, inclination, and probability.

Modalization of *probability* can be expressed through at least two ways:

1. the use of modal Finite: the auxiliaries *must, may, might*;
2. the use of an interpersonal Adjunct: e.g. the adverbs of *definitely, perhaps, possibly*.

Modalization of *usuality* is realized through the use of:

1. modal Finite indicating usuality: e.g. *will;*
2. modal Adjunct: e.g. adverbs of frequency, such as *usually, always, sometimes;*
3. objective explicit clause as: *It is typical for him to play the double-bass; It is usual for him to play the double-bass*.

Modulation of *obligation* is expressed with:

1. modal Finite expressing obligation such as: *must, will, may, have to;*
2. *be* + *-ed* clause with personal Subject: e.g. *you are allowed to get a degree*;
3. Impersonal *it* + *ed* clause: e.g. *it is permitted that you get a degree*.

Modulation of *inclination* is realized through:

1. a personal Subject + attitudinal adjective structure: e.g. *I'm willing/ I'm keen*;
2. an impersonal structure with a dummy *it* as Subject and a nominalized mental process (verb of thinking, believing, desiring) as head: e.g. *it is a commitment*.

Modulation of *capability* is expressed through:

1. modal Finite *can* when it is used to indicate ability and not probability
2. a personal Subject + adjective of capability structure (*he is capable*)

The summary of system of modality and its relation to polarity and mood can be seen in the following 2 figures.

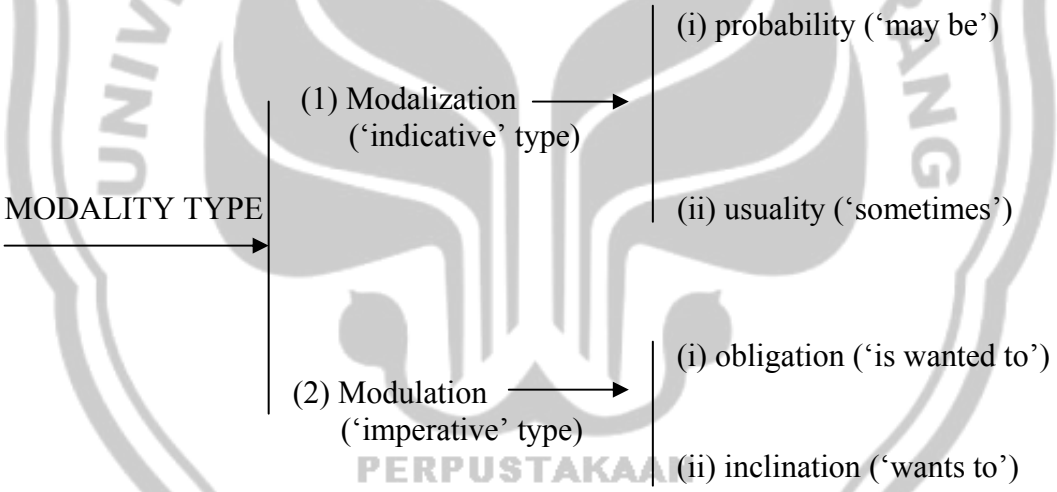

Figure 2.11 System of Types of Modality (Halliday, 1994: 357)

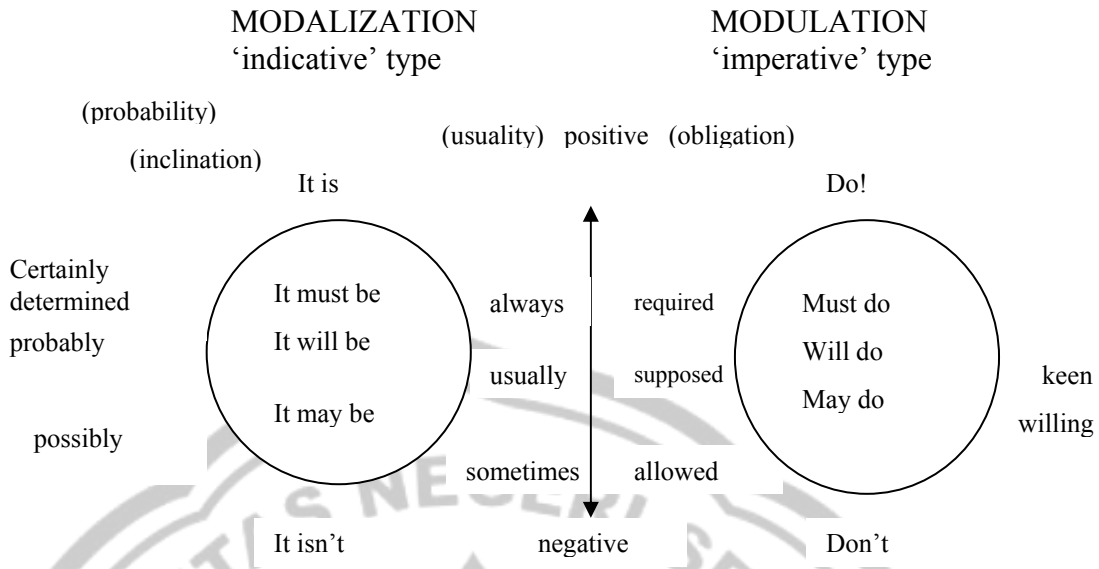

Figure 2.12 Relation of Modality to Polarity and Mood (Halliday, 1994:357)

2.3.6 Polarity

Matthiessen (1995:476) explains that polarity is the source of *assessing* the arguability value of a clause: Yes or No the validity of proposition (it is/it isn't) or the actualization of proposal (do/don't). In the system of polarity, the option of **positive** is unmarked, whereas **negative** is marked. The markedness of negative polarity is reflected in various ways:

(1) It is reflected in the realization of the terms. If the clause is positive, then no marker of polarity is present, if the clause is negative, a marker of polarity is present.

(2) The markedness is also reflected in probability. Positive is more probable than negative.

(3) The markedness is also reflected by the choice of meaning between positive and negative. (Matthiessen, 1995:477)

These are the example of positive and negative polarity:

Table 2.4 Range of Realization of Polarity and Reversal value in Mood tag

POLARITY of clause	Mood			Residue	Mood Tag
	Subject	Finite	Adjunct	Complement	(reversed polarity)
Positive	They	are		happy	aren't they?
	They	are	always	happy	aren't they?
	They	are	often	happy	aren't they?
	Somebody	is		happy	aren't they?
	A few people	are		happy	aren't they?
	They	are		unhappy	aren't they?
Negative	They	aren't	always	happy	are they?
	They	are	never	happy	are they?
	They	are	seldom	happy	are they?
	They	are	hardly	happy	are they?
	Nobody	is		happy	are they?
	Few people	are		happy	are they?
	They	aren't		happy	are they?

Source: Matthiessen (1995:478)

Polarity is the speaker's assessment of the initiation of the proposition (it is/it isn't) or proposal (do/don't) being exchanged. The choice between positive and negative is interpersonal in character, it is concerned with what the speaker judges the addressee is likely to believe or do. Matthiessen (1995) explained that positive is unmarked option. The speaker chooses the negative if s/he judges that s/he has to cancel what the addressee believes or will do. The choice of positive and negative polarity thus depends on the speaker maintaining and revising a model of relationship between herself or himself and the addressee (Matthiessen, 1995: 487).

2.3.7 Mood Tag

This type of clause falls midway between the declarative and polar interrogative. Structurally it has the sequence of a declarative, with the Subject

occurring before the Finite element. However, unlike the simple declarative, the tagged declarative has what so called as a "mood tag" added to it.

Amy Tsui (in Coulthard, 1992) proposes four types of tag questions, those are:

Type 1: Positive assumption + neutral expectation

He likes his job, doesn't he? (Rising tone)

Type 2: Negative assumption + neutral expectation

He doesn't like his job, does he? (Rising tone)

Type 3: Positive assumption + positive expectation

He likes his job, doesn't he? (Falling tone)

Type 4: Negative assumption + negative expectation

He doesn't like his job, does he? (falling tone)

She adds that the very construction of question tag suggests that the speaker has certain assumption and is biased to a certain answer. Tags are always conductive, and they cannot be neutral. For a question tag with a rising tone, the discourse context has led the speaker to cast doubt on his assumption and he invites the addressee to confirm it.

The structure of tag plays a lot with finite. These are the structures:

Type 1: Positive polarity of declarative + negative polar interrogative

She loves her parents, doesn't she?
Finite Subject (Mood tag)

Type 2: Negative polarity of declarative + positive polarity of interrogative

She doesn't love her parents, does she?
Finite Subject (Mood tag)

2.4 Language Acquisition

There are many definitions and understanding of the term *acquisition*. Krashen (1981) distinguishes between *acquisition* and *learning*. The former refers to the subconscious process of 'picking up' a language through exposure and the latter to the conscious process of studying it. Goh and Silver (2004) use the term to describe the initial cognitive and social process of language learning. From the point of view of Systemic Functional (SF) language acquisition is learning how to express meanings acquiring the functions one can perform with human language (Chapelle, 2004). Since this thesis lays the analysis on SF perspective, the term *acquisition* is understood like what Chapelle mentioned above.

Next, a distinction between *second* and *foreign* language acquisition is sometimes made (Ellis, 1994:11). In the case of second language acquisition, the language plays an institutional and social role in the community (i.e. it functions as a recognized means of communication among members who speak some other language as their mother tongue). For example, English as a second language is learnt in the United States, the United Kingdom, and countries in Africa such as Nigeria and Zambia. In contrast, foreign language learning takes place in settings where the language plays no major role in the community and is primarily learnt only in the classroom. Examples of foreign language learning are English learnt in France, Japan, and Indonesia.

2.4.1 Approaches to Language Acquisition

There are three major scientific research traditions that greatly influenced theories and methods of language acquisition. From a historical point of view, these three scientific traditions can be ordered as: (1) Behavioristic Approaches, (2) Nativist/Innatist Approach, (3) Interactional/Functional Approaches (Brown, 2000; Johnson, 2004; Goh/Silver, 2004).

The first tradition, behaviorism, dominated the field of SLA until the end of the 1960s and found its most visible application in contrastive analysis and the audiolingual method. Behavioural theory is a theory concerned with learning in general. Learning was seen as behaviour change through habit formation, conditioned by the presence of stimuli and strengthened through practices and selective reinforcement. B.F. Skinner (1957) argued in V*erbal Behaviour* that language acquisition was a form of operant conditioning directly resulting from adult modeling and reinforcement, imitation, practice and habit formation on the part of the child (Goh and Silver, 2004). A behaviourist view of language learning considers the environment to be a crucial source of *stimuli* and *reinforcement* (punishment and reward).

The innatist (also known as *nativist*) view of language acquisition was situated within a philosophical and linguistic tradition that accorded great importance to the mind and its often unobservable processes. This tradition, known as 'mentalism' or 'rationalism', was diametrically opposed to behaviourism. Chomsky's innatist hypothesis introduced a psychological dimension to the discussions about language acquisition. Language is not a behaviour learned through imitation and

conditioning. It is rule-based and generative in nature, processed and produced through complicated cognitive processes and mechanisms. An innatist language learning theory has two underlying assumptions. Firstly, human beings possess an innate mental capacity for language. Chomsky initially referred to this innate mechanism as *language acquisition device (LAD)*. LAD was pre-programmed with syntactic rules or principles about language that enabled the child to generate and understand sentence. The universal ability was shown in the way that all languages in the world share many common features, which Chomsky called *Universal Grammar (UG)*. *The* second basic assumption is that language development follows a biological and chronological programme. The view about a biological basis for language is often supported by the *Critical Period Hypothesis (CPH)*, first put forward by Eric Lenneberg, in which he argued that a critical point for language acquisition occurs around puberty. Beyond this point, people who try to learn a language will not acquire it fully.

The primary focus of the interactionist approach is how language and cognitive developments take place within key contexts of interaction. It is because interactionist model of second language acquisition has been influenced by sociolinguistic views of language and by views of language use for communication. The interactionist model of language acquisition takes into consideration the child's cognitive and social capacities for learning. It also places great emphasis on the role of the linguistic environment vis-à-vis, the way adults use language with children and thus foster gradual development of their communicative competence. The interactionist research has investigated possible

roles for input, negotiation, output and interactional feedback in second language learning.

This thesis is primarily influenced by functional approach from the beginning. The data analysis of the thesis is put into the point of view of functional approaches (either linguistic or acquisition).

2.4.2 Factors Influencing Language Acquisition

There are some factors involved and have to be considered in the discussions of SLA. Lightbown and Spada in Goh and Silver (2004) place these factors in two groups: *learner characteristics* and *learning conditions*. Learner characteristics include factors like prior language knowledge (knowing another language), cognitive development, metalinguistic development and personality factors such as nervousness about speaking to people the learner doesn't know well. Learning conditions include factors such as receiving instruction in the language (classroom learning); doing structured homework or learning the language through conversation with family; being required to speak up (for example, in a class) or being allowed to participate according to individual wishes (as in many conversations at home). Learning conditions might also include where the children learn: Do they learn in an environment where English is easily accessible or is English rarely used in the society where children live?

Dulay, Burt and Krashen (1982) mention there are two kinds of language environment which influence the success of second language acquisition, namely *macro-environmental factors* and *micro-environmental factors*. Macro-

environmental factors are those which directly affect the rate and quality of second language acquisition, such as naturalness of the environment or the degree to which the focus of communication is on its content rather than on its linguistic form; the learner's role in communication; availability of concrete referents – subjects and events that can be seen, heard, or felt while they are being talked about; and target language models. Micro-environmental factors are characteristics of specific structures of the language the learner hears. There are three micro-environmental factors which do not seem to have the major effects on learning second language, they are: salience, the degree of visual or auditory prominence of an item; frequency, the number of times a learner is exposed to a particular item or structure; and correction.

In relation to language acquisition, children, and teacher, Lindfors (1980) argues that (1) the growth of language is a continuous process for children, (2) the growth of language is deeply rooted in the child's cognitive growth, (3) the growth of language involves the child as the active party in the learning process, (4) the growth of language is aided by an environment which is geared toward the child's ways of learning, (5) the growth of language is aided by an environment which is responsive to the child, (6) the growth of language is aided by an environment which focuses on meaning rather than on form, (7) the growth of language is aided by an environment which provides rich diversity of verbal and nonverbal experience.

2.5 Vygotsky's Theory of Child's Language and Thought

There is a general consensus among developmental psychologists and psycholinguists that language is the product of both nature – the make-up of the human organism, and nurture – the effect on it of the environment surrounding the growing organism. Rice in Goh and Silver (2004) identifies three crucial issues in language acquisition: (1) the nature of language, (2) what the child brings to language acquisition, (3) what the environment contributes to language development. However, there is little agreement on what proportions of each are involved, or on the precise nature and contribution of each.

This thesis gives consideration on Vygotsky's theory of child language and thought. Even though the theory is not applied sophisticatedly in the analysis, but Vygotsky's belief underlines the analysis in this thesis, especially concerning the the important connection between social environment and language learning. Vygotsky's theory belongs to interactional/functional approach to language acquisition, therefore it is different from other views, such as behaviourism and nativism.

Vygotsky's view focuses mainly on two ways; firstly, Vygotsky stressed the important connection between cultural and social environments and language learning. Children learn a language in social interactions and use it for social purposes; secondly, cognition is seen as closely related to language but not in a deterministic manner as Piaget argued. Children's cognition is developed through their interaction with their parents and other people. Adults use language to teach children about their world by talking to them about everyday routines, naming

objects together and teaching them about appropriate behaviours, as shown by the following figure.

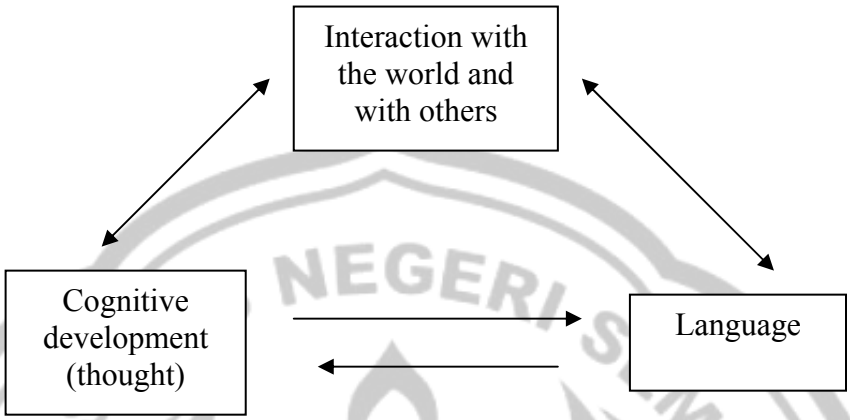

Figure 2.13 Changing Relationship between Cognitive Development and Language
Adapted from Goh and Silver (2004)

In Vygotsky's view, language is a means of influencing later cognitive development, while in Piaget's view, language initially has an internal function.

Vygotsky's theory is currently most noted for his central focus on the social, and modern developments are often labeled 'sociocultural theory', which still concerns with the individual or individual cognitive development. Language provides the child with a new tool, opens up new opportunities for doing things and for organizing information through the use of words as symbols.

In considering the early speech of infants and its development into language, Vygotsky distinguishes the outward talk and what is happening in the child's mind (Cameron, 2001:5). The infant begins with using single words, but these words convey whole messages: when a child says *juice*, s/he may mean *I want some more juice* or *my juice has split*. As the child's language develops, the

whole undivided thought message can be broken down into smaller units and expressed by putting together words that are now units of talk.

Vygotsky proposes what so called *Zone Proximal Development* (ZPD) to give a new meaning to 'intelligence'. Rather than measuring intelligence by what a child can do alone, he suggested that intelligence was better measured by what a child can do with skilled help. Different children at the same point in development will make different uses of the same help from an adult.

Vygotsky saw the child as first doing things in a social contexts, with other people and language helping in various ways, and gradually shifting away from reliance on others to independent action and thinking. This shift from thinking aloud and talking through what is being done, to thinking inside the head, is called *internalization*. In the internalizing process, the *interpersonal*, joint talk and joint activity, later becomes *intrapersonal*, mental action by one individual.

2.6 Communicative Competence

The term 'competence' was first used as a technical term in linguistics by Noam Chomsky (1957). He used it to mean the unconscious *knowledge* that speakers (at any stage of language development or language mastery) have of the *grammatical* features of the language(s) they speak. While 'performance' refers to the realization of this knowledge in actual performance (Foster: 1990, Johnson: 2004).

'Communicative competence' was coined by Dell Hymes (1967, 1972), a sociolinguist who was convinced that Chomsky's notion of competence was too

limited. Hymes stated that "there are rules of use without which the rules of grammar would be useless" (Hymes in Johnson, 2004). When a child acquires his or her native language, the child acquires "knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as what to talk about with whom, when, where, in what manner", which he calls this competence as *sociolinguistic competence*.

Since then, several attempts have been made to construct well-defined and comprehensive communicative competence. The first comprehensive model of communicative competence, which was intended to serve both instructional and assessment proposes, is that of Canale & Swain (1980), further elaborated by Canale (1983). This model posited four components of communicative competence: (1) *Grammatical competence* – the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.), (2) *Sociolinguistic competence* – the mastery of the sociocultural code of language use (appropriate application of vocabulary, register, politeness and style in a given situation), (3) *Discourse competence* – the ability to combine language structures into different types of cohesive texts (e.g. political speech, poetry), (4) *Strategic competence* – the knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication and, where necessary, enable the learner to overcome difficulties when communication breakdowns occur.

Another model of communicative language abilities has been proposed by Bachman (1990) and Bachman & Palmer as an elaboration of the Canale and Swain model. The latest Bachman & Palmer model divides language knowledge

into two main categories, both broken down into subcategories: (1) Organizational knowledge, which consists of (a) *grammatical knowledge* – similar to Canale and Swain's grammatical competence – and (b) *textual knowledge* – similar to but more elaborate than Canale and Swain's discourse competence, (2) Pragmatic knowledge, which consists of (a) *lexical knowledge* – the knowledge of the meanings of words and the ability to use figurative language – (b) *functional knowledge* – the knowledge of the "relationships between utterances and the intentions, or communicative purposes of language users" – and (c) *sociolinguistic knowledge* – similar to Canale and Swain's sociolinguistic competence. In situational language use *language knowledge* interacts with *metacognitive strategies*, which are of three kinds, (a) *assessment*, (b) *goal-setting*, and (c) *planning*.

Celce-Murcia et al. (1995) proposed a model of communicative competence as a pyramid enclosing a circle and surrounded by another circle (see Figure 2.17 below). This model is a developed, compatible, and the latest model of communicative competence. It fits the principle that language is communication not just a set of rules.

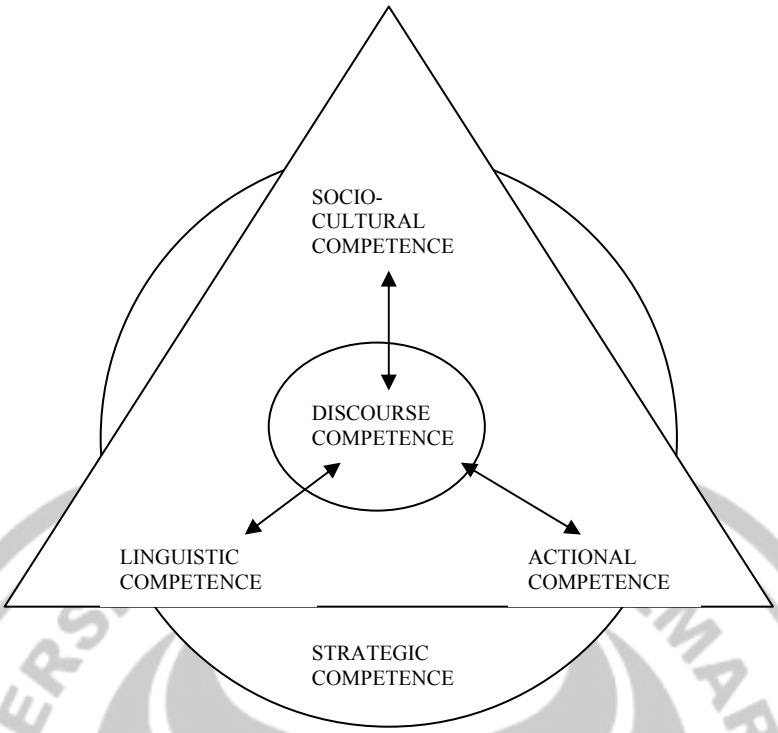

Figure 2.14 Schematic Representation of Communicative Competence
Source: Celce–Murcia et al. (1995)

The schematic representation of communicative competence proposed by Celce-Murcia et al. as presented in the above figure can be interpreted that when someone communicates s/he has to make use of the *linguistic, actional, socio-cultural, strategic,* and *discourse* competence to create a text. In addition, when someone communicates orally or in written form, s/he involves in a discourse. Discourse is a communication event influenced by the topic being communicated, interpersonal relationship between participants in the communication, and the mode of communication used in a cultural context. Meanings someone gets and creates in a communication will always be bound within cultural and situational context.

There are two minor, terminological differences between Celce-Murcia's model and Canale and Swain's model of communicative competence. First,

'linguistic competence' is used instead of 'grammatical competence'. It is done because Celce-Murcia includes lexis and phonology in addition to morphology and syntax as the 'linguistic competence'. Second, 'sociocultural competence' is used rather than 'sociolinguistic competence' to distinguish it from actional competence (since the sociolinguistic dimension of communicative competence has traditionally included contextualized language functions), and also to highlight the fact that language resources are in the linguistic, actional, and discourse components while sociocultural knowledge is necessary for the appropriate deployment of the resources in other components.

Celce-Murcia's model and Bachman and Palmer's model of communicative competence do not differ much. The linguistic, discourse and strategic competencies of Celce-Murcia's have their more or less straightforward equivalents. Bachman and Palmer's 'metacognitive strategies' entail a broader scope than Celce-Murcia's strategic component. The difference is in the pragmatic-sociolinguistic dimension. The next difference is in theoretical conception of functional language use, in which Bachman and Palmer's follows Halliday's, while Celce-Murcia's pedagogical approach involves a more detailed description of speech acts and language functions. Besides, Celce-Murcia places 'lexical knowledge' within linguistic competence, following Halliday, while in Bachman and Palmer's model lexical knowledge is shifted to the pragmatic dimension, highlighting the interdependence of meaning and the sociocultural context. The complete discussion of Celce-Murcia's model of competence see Celce-Murcia et al. (1995:9-28).

2.7 Previous Related Studies

The study of speech functions has gained a significant attention from those who are interested in discourse study. Speech function or speech act which is perceived as the function language may have in one's interaction is employed to elicit one's roles and relations with others in an interaction. Thus, the studies show the patterns of role and relationships between the interactants. The interactants here may be anybody: between men, women, men and women, young, old, young and old, even children. They can be native speakers, non-native speakers, or native speaker and non-native speaker. The studies show the patterns of role and relationships between the interactants.

Halliday (1975) studied the acquisition of children early speech functions. It was found that there are seven initial functions children may work with their language: *instrumental* ('I want'): a function to satisfy material needs, *regulatory* ('do as I tell you'): a function of controlling the behaviour of others, *interactional* ('me and you'): a function to get along with other people, *personal* ('here I come'): a function of identifying and expressing the self, *heuristic* ('tell me why'): a function of exploring the world around and inside one, *imaginative* ('let's pretend'): a function of creating a world of one's own, and *informative* ('I've got something to tell you'): a function of communicating new information.

Brown and Yule (1983) investigated the speaking and listening skills of secondary school pupils in Britain. They found that while most pupils were able to use language for social purposes, they were much less skilled at using language for transactional purposes (that is, language used to get things done in the real

world). In addition, the pupils were not particularly skilled at taking what Brown and Yule refer to as ‘long turns’ – that is, monologues in which the speaker is required to put together a coherent sequence of utterances.

Eggins and Slade (1997) studied some casual conversations between English native speakers to know the interpersonal relationships between interactants. They found that talk involving interactants who are close and familiar frequently has a confrontational orientation and results in talk that is quite highly elliptical. On the other hand, in casual conversation involving less intimate participants, there is an orientation towards consensus. They also found that conversation is less interactive in contexts where the participants’ social identities represent differences, such as gender, ethnicity and age, which have particular significance in the culture.

2.8 Theoretical Framework

The theories discussed above, can be summarized in the following framework:

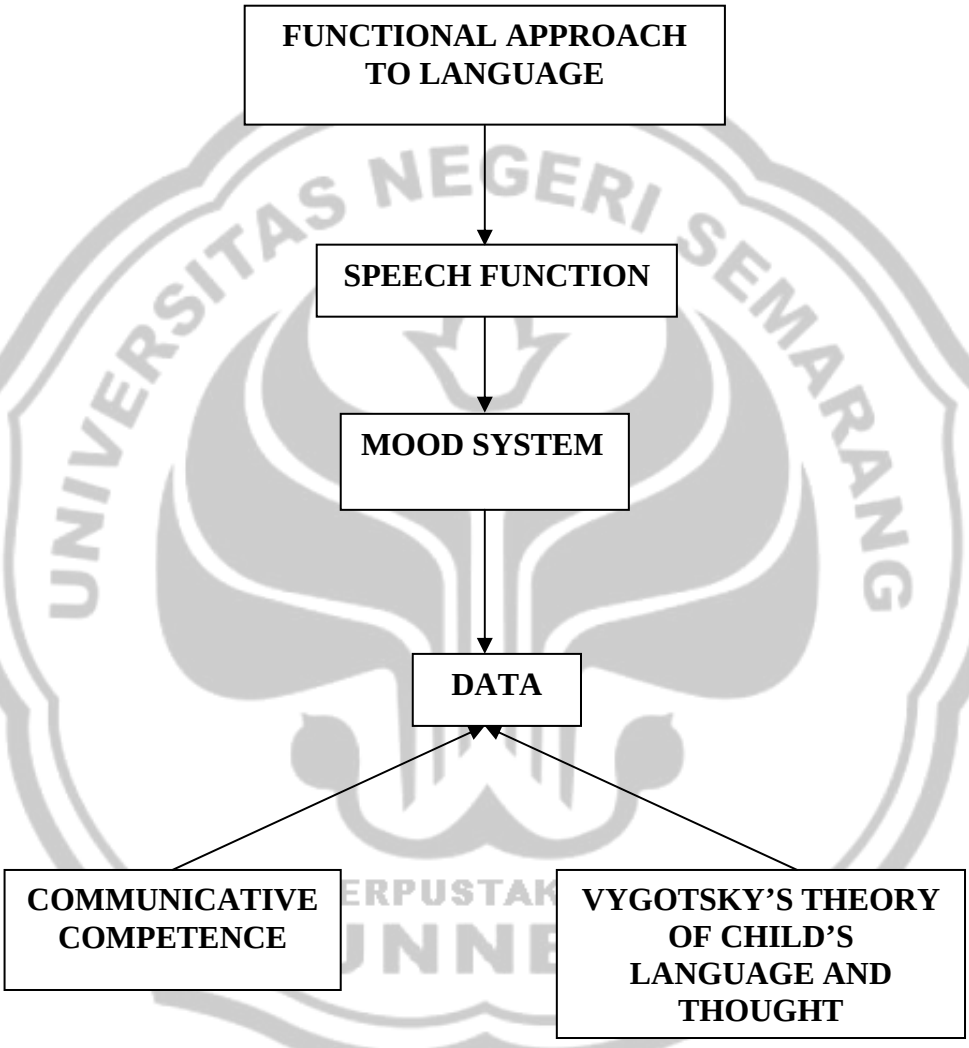

Figure 2.15 Theoretical Framework for Data Analysis of this Study

CHAPTER III

METHOD OF INVESTIGATION

This research is categorized into descriptive qualitative research since it has characteristics of it. According to Nunan (1993:4-6), descriptive qualitative research is a research in which (i) the method of data collection is non-experimental or real-time recording that generates naturally occurring data; (2) the type of the data is qualitative (utterances produced by the students and teacher in the classroom); and (3) the type of analysis conducted on the data is interpretive.

In this research, the classroom interaction under study was conducted under the same conditions as the usual classroom activities at the MONDIAL Education Semarang in the sense that it was not manipulated for the purposes of this research. No instrument such as tests, interview guides, checklists, and the like was used to elicit the data of this research. However, since I was completely a stranger for the students and my being in the classroom would disturb the activities of the class and influence the genuineness of the student-teacher interaction, I asked for the teacher's help to record the data for me. I know that my being in the classroom disturbs the class from my first observation there. When I came to the class for the first time to gather some information about how the classroom is arranged, what activities students and teacher do in the classroom, what atmosphere might appear in the classroom, and the like, the students seemed annoyed by my existence there. From my observation and my

discussion with the teacher after I got the recorded data, I then processed the data. By this way, the naturalness of the data can be guaranteed.

This study is also classified into a case study since the result of this study reveals the characteristics of specific objects; it cannot be used as generalization. In the case of this research, the result shows the acquisition of speech functions by 5 young children learning English a foreign language at MONDIAL School. The result cannot be used as an over generalization that young children learning English as a foreign language at any schools might have the same acquisition of speech functions.

3.1 Unit of Analysis

This study is aimed at identifying the speech functions performed by young children in spoken interaction and the linguistics features used to realize the speech functions. Halliday (Eggins and Slade, 1997:185) suggests that the discourse patterns of speech function are expressed through ***moves***. So, the unit of analysis of this study is ***moves***.

3.2 Object of the Study

The corpus of the data of this research is a stretch of approximately sixty-minute classroom interaction between the second year students and their teacher. The students were doing the project given by the teacher to cut and stick paper.

The utterances under analysis are those performed by the participants (students) and the teacher. However, since this research wants to describe the

speech function acquisition by students, analysis is focused more on the students' utterances; while teacher's utterances are analyzed when they have relation with students'. Transcription of the data is referred to the model of Eggins and Slade (1997:1-5).

The young children studied in this research are:

(1) Bella (B); she was 7 years old at the time the data taken. Her parents are Indonesian (Javanese). She started learning English when she joined pre-school. She speaks English with her friends and teachers at school. At the time the data were taken, she was studying at Mondial Education Semarang, year 2 of bilingual primary class;

(2) Satria (S), 7 years old at the time the data taken. His parents are Chinese. He speaks English with his friends and teachers at school; he was on the second year of bilingual primary class of Mondial Education Semarang:

(3) Albert (Al), 7 years old at the time the data taken. His parents are Chinese. He speaks English with his friends and teachers at school; he was on the second year of bilingual primary class of Mondial Education Semarang;

(4) Ken-ken (K). He was 7;8 years old at the time the data taken. His parents are Chinese. He speaks English with his friends and teachers at school. He was on the second year of bilingual primary class of Mondial Education Semarang;

(5) Anthony (An), 7 years old at the time the data taken. His parents are Chinese. He can speak Indonesian. He speaks English with his friends and

teachers at school; he was on the second year of bilingual primary class of Mondial Education Semarang.

3.3 Procedure of Data Collection

The primary data of this study are children's conversation. The primary data were taken in a naturalistic way. The data were taken from July 2005 until August 2005; while the procedure of data collection is the following:

(1) **Conducting initial classroom observation**. I observed the classroom and break time situation, the students' behaviour and activity, the teachers and any other adults at MONDIAL Education Semarang. I acted as a complete observer meaning that I completely removed from the setting when the conversation happened. I took myself outside the setting to avoid the bias of data.

(2) **Audio-recording.** Audio-recording is a process of getting data by means of audio-recorder. The audio-recording was done to get data from children's spoken interaction at MONDIAL Education Semarang using the audio-recorder. However, due to the limited sophistication of the machines available, the recording used a small recorder with a sensitive built-in microphone. The recorder was put on the desk in the center of students' area. To minimize the side effects, the process of recording was designed systematically so as to be as natural as possible.

(3) **Interviewing.** Interview is an act of listening and asking question to get some information. This method is strongly influenced by the need to find

supporting information, especially about the participants. The interview was done with the teacher of second year of MONDIAL Education Semarang.

3.4 Presentation of the Data

The followings are procedure and stages of data presentation:

(1) **Transcription.** This activity involves putting the spoken/verbal data into the written form. In representing the talk in written form, the chats were transcribed in a way that is faithful to the spontaneity and informality of the talk, but it was also easily accessible to readers not familiar with phonological / prosodic symbols. The transcription symbols used here follow Eggins & Slade (1997), which among others are as follows:

(a) Full stops (.) These mark termination (whether grammatically complete or not), or certainly, which is usually realized by falling intonation. The absence of full stop indicates speaker's incompletion, either through interruption or trailing off.

(b) Commas (,) These signal speaker parceling of non-final talk.

(c) Question marks (?) These are used to indicate questions or to mark uncertainty (typically corresponding to rising intonation or WH questions).

(d) Exclamation marks (!) These mark the expression of counter-expectation (e.g. surprise, shock, or amazement).

(e) Words in capital letters (WOW). These are used to show emphatic syllables.

(f) ( ) indicates non-transcribable segments of talks.

(g) (Uncertain) words within parentheses indicate uncertain transcription or the transcriber's guess.

(h) (Laugh) indicates non-verbal behaviour as the speaker is laughing.

(i) == indicates overlap.

(j) Turn numbers are shown in Arabic numbers: 1, 2, 3, …

(k) Clause numbers are shown in lower case roman numerals: (i), (ii), (iii), …

(l) Move numbers are shown in lower case letters: a, b, c, …

(m) NV indicates non-verbal move.

(n) Speakers are indicated by the first letter of their names in capital letters: B (Bella), S (Satria), K (Ken-ken), Al (Albert), An (Anthony), T (Teacher).

(2) **Coding / Labeling**

The data were coded according to the:

(a) turn and speaker who is taking turn;

(b) clause the speaker is making in a turn;

(c) subject in the clause;

(d) types of mood a speaker is choosing;

(e) polarity category of positive or negative;

(f) adjunct categories of textual, interpersonal, and circumstantial;

(g) deicticity (temporal) of primary tense: past, future, present

(h) modalization and modulation;

(i) clause category of minor / major and complete / incomplete;

(j) speech function of moves;

(k) complete clause itself.

The full presentation of data can be seen in appendix.

3.5 Procedure of Data Analysis and Interpretation

The unit of analysis of this research is move. As it is mentioned in subchapter 1.4 that this research wants to describe the speech function acquisition and to identify its realization, therefore the data analysis consists of coding the speech function and the lexicogrammatical.

To do the speech function coding, there were some steps to follow. The first step was dividing the text into moves. Then, each move was assigned a speech function label, based on the categories in the speech function network. The speech function coding can only be done contextually, that is, the function of each move can only be decided by looking at its relationship to prior moves. The second thing to be invoked was to keep the coding manageable. Although there is a strong sense in which all moves in talk relate to many (even all) previous moves, in initial coding it is advisable to interpret the function of each move in relation to only one other move, that is the nearest relevant prior move (Eggins and Slade, 1997: 214-215).

To do the lexicogrammatical coding – that is the realization of the speech function – some steps were done as follows. Firstly, I divided the text into clauses. After that, I analyzed the mood features of each clause. From the analyses of the mood of each clause, I recorded the information below:

(a) the turn number and the speaker;

(b) clause number;

(c) the subject of the clause;

(d) clause mood: declarative, interrogative, imperative, minor elliptical or full, and modality;

(e) negation,

(f) presence of Adjuncts (circumstantial, interpersonal, and textual)

The frequencies of occurrence of those items were tabulated in tables of distribution of frequency, and the qualitative analysis is used to interpret the findings.

The analyses of speech function gives analyses of opening moves, continuing, sustaining responding, and sustaining rejoinder speech functions proposed by Eggins and Slade (1997: 102-209), which can be seen in the appendix.

The analyses of lexicogrammatical choices informs:

(a) Number of turns

A turn can be identified by a changing of participant's turn – from one participant to the other – to express utterance.
Examples of turns are described as follows:

Turn	**Speaker**	**Text**
1	S	(i) Miss, yesterday we already use it (ii) but it's broke.
2	T	(i) Really?
3	S	(i) Yes, it can not on.
4	B	(i) == Then Satria on it.
5	K	(i) == Apa itu?
6	Al	(i) lubang – lubang besar sekali.
7	B	(i) == Then …
8	T	(i) == O… it's a hole.
9	B	(i) Then the battery is (extinguished).
10	T	(i) The battery is (off).

(b) Number of clauses informs the number of complete clauses produced by the participants. Number of clause together with full declaratives that a participant produces informs whether s/he is a marginal or a dominant

speaker. The clauses can be in declarative, imperative, and polar interrogative, or WH-interrogative.

Examples of clauses:

(1) Miss, yesterday we already used it.

(2) Don't let it blow in the wind.

(3) What is this for?

(4) Is it on or off?

(c) Number of incomplete clauses informs the number of incomplete clauses produced by the participants. Incomplete clause indicates casualty. Besides, the speaker who produces incomplete clause can be considered as carelessness, as s/he does not plan his/her clause production well.

Example of incomplete clauses:

(1) Then …

(2) Miss, I lost …

(3) I already lost …

(d) Number of declarative clauses includes the number of full declaratives as well as the number of elliptical declaratives. Full declarative clauses are clauses where all the elements of a declarative clause have been realized. On contrary, when producing an elliptical declarative clause, a speaker omits all but the potential significant component of full declarative. Full declarative clauses are typically used to initiate exchange by putting forward information for negotiation. Thus, they construct the speaker as taking on an active, initiatory role in the talk. Declaratives can present both factual information (*He plays the double bass*) or attitudinal opinion (*He's a funny bastard*).

However, declaratives are also used to query prior talk, to challenge and to counter-challenge (Eggins and Slade, 1997: 85). Full declarative clause usually has at least 2 elements which construct it, those are: Subject + Finite. The other elements of a declarative clause are Complement and Adjunct. Meanwhile, the elliptical declarative clause only needs to operate one element of full declarative clause, either the Subject, or the Complement or the Adjunct in isolation. The full declarative clauses are produced when speakers are attempting to initiate a new exchange and when they are attempting to prolong their information. The clauses will be realized elliptically when functioning as a response or reaction to an earlier clause. A participant of casual conversation who produces a lot of full declarative clauses is considered as a dominant participant, as s/he is always in frequent of providing information.

Examples of full declarative:

(1) The battery is off.

(2) It's going to be hot.

(3) I don't know where your glue is.

Examples of elliptical declarative:

(1) (It's a) big hole.

(2) Oh, my book.

(3) (I) don't know.

(e) Number of polar interrogative informs the number of full and elliptical polar interrogative. The full polar interrogative clauses, which are usually used to get yes/no answer, at least have potential elements of polar

interrogative, those are Finite and Subject followed by Complement and Adjunct. Meanwhile, to construct an elliptical polar interrogative, a speaker can only use Finite followed by Subject, particularly when the speaker wants to confirm of something. Besides, the other way to produce elliptical interrogative is that the speaker omits the Finite and Subject but produces a potential element of polar interrogative s/he needs.

Examples of full polar interrogative:

(1) Do you think this is playing or not?

(2) Is it on or off?

(3) Are you (say)?

Example of elliptical polar interrogative:

Do you know the meaning of the work book?

The workbook?

In casual conversation, full polar interrogatives are typically used to initiate exchange by requesting information from other. They construct the speaker as dependent on the response of other interactants. Because they directly encode information imbalance, they are not common in casual conversations among close friends or family members, where much of the information circulating is already shared (Eggins and Slade, 1997: 86).

(f) Number of tagged declarative informs the number of either in full tagged declarative or in elliptical tagged declarative. Tagged declarative is type of clause which falls midway between the declarative and the polar interrogative. Structurally, it has the sequence of a declarative, with the Subjcet occurring before the Finite element. However, tagged declarative has what is called a

"mood tag" added to it. The mood tag consists of: (1) The Finite element: if the Finite was merged with the predicator in the main clause, then it is separated out to be used in the mood tag, (2) the Subject of the main clause is expressed in pronoun form.

The full-tagged declarative structure operates all potential elements of declarative structure plus the mood tag. Nevertheless, the elliptical tagged declarative omits other elements of declarative, and only uses the mood tag structure.

Example of full tagged declarative:

You make it in order later, don't you?

Full declarative structure Mood tag

(g) WH-interrogative

A full WH-interrogative consists of a wh-question word, e.g. *who, what, which, when, where, why, in what way, from what reason,* etc. followed by other elements, such as Subject, Complement, or Adjunct, depending on what is going to be probed. If it is used to probe a circumstantial Adjunct, for example, the wh-word of *where* is used, and the structure omit the use of Adjunct. If it is used to probe either Subject or Complement, *what* is used and the structure of the wh-interrogative will omit either its Subject or its Complement.

An elliptical interrogative only operates the wh-question word, and omit the other element of a full wh-interrogative structure.

Examples of full wh-interrogative:

(1) Why don't you have 2 … 2 pages?

(2) Whose glue is it?

(3) What is this for?

Example of elliptical wh-interrogative:

You what?

In casual conversation, full wh-interrogatives are typically used to elicit additional circumstantial information. This may be in initiatory role, and it may also be used by respondents to challenge prior talk. Therefore, when a speaker produces a lot of wh-interrogative for initiating exchange, s/he is considered as initiative participant. However, wh0interrogatives can also be used to achieve commands. In this indirect or incongruent function, wh-interrogatives provide a means of disguising the dependency relation created by the need to have a command complied with (Eggins and Slade, 1997:87).

(h) Number of imperatives informs the number of imperative used by the participants. Imperatives typically do not contain the element of Subject or Finite, but consist of only a Predicator, plus any of the non core participants of Complement and Adjunct.

Examples of imperative:

(1) Look, Bella!

(2) Be careful.

(3) Sit over there.

In casual conversation, imperatives often function to make commands, i.e. to demand that someone does something. However, in casual talk imperatives are

often used to negotiate action indirectly, that is they function to encode advice. In this use, imperatives position the speakers as having some power over the addressee. In addition, the imperative form is a strong advice form, since it contrasts with the less authoritarian *should*-form.

(i) Number of minor clauses informs the number of minor clauses produced by the participant. Minor clauses are clauses, which have no mood structure at all. These are considered as one important category of clause in casual conversation.

Examples of minor clause:

(1) Really?

(2) Yes.

(3) No …no…no.

(j) Number of most frequent Subject choices informs the number of different types of Subject choices in the clauses produced by the participant. The Subject choices will be divided into these categories: (1) other people, (2) the speaker him/herself, (3) we (the speaker and his/her interlocutors/addressee), (4) addressee, (5) it/that. A participant who is in frequent of producing clauses which subject him/herself might be considered as egocentric.

(k) Modulation is a way of tempering the directness with which we seek to act upon each other. There are three types of modulation: obligation, inclination, and capability. Modulation of obligation expresses how something is required, or to what extend something is required. The modalities used to express modulation of obligation are *will, should, must, required to, permitted to*. Meanwhile, modulation of inclination expresses how willing someone does

something. The modalities and adverbs used to construct modulation of inclination are: *will, gladly, willingly,* and *readily*. Moreover, modulation of capability indicates how able someone does something. The modalities and adverbs used to construct modulation of capability are: *can, is able to, capably,* and *ably* (Eggins and Slade, 1997: 100-107).

(l) Modalization is a way of tempering a message with reference to the degrees of frequency or probability. There are two types of modalization, the first is modalization of probability, and the second is modalization of usuality. Modalization of probability tells about how likely is something and how obvious is something. The modalities and adverbs used to express modalization of probability are: *may, will, probably, maybe, possibly, certainly, perhaps, of course, surely,* and *obviously*. Modalization of usuality tells about how often something happens. The adverbs for modalization of usuality are: *usually, sometimes, always, never, for the most part, seldom,* and *often* (Eggins and Slade, 1997:100-107).

Interpretation of the results of the speech function analysis is done synoptically, i.e. by interpreting the quantification of the overall turns and moves and speech function choices per speaker (Eggins and Slade, 1997:215).

3.6 Reliability and Validity

Miles in Miles and Huberman (1993:2) expose dark question about qualitative studies.

> The most serious and central difficulty in the use of qualitative data is that methods of analysis are not well formulated. For quantitative data, there are clear conventions the researcher can use. But the analyst faced with a bank of qualitative data has very few guidelines for protection against self-delusion, let alone the presentation of unreliable or invalid conclusions to scientific or policy-marking audiences. How can we be sure than an "earthly", "undeniable", "serendipitous" finding is not in fact, wrong?

In this research, I applied investigator triangulation to achieve validity and reliability of the data. As said by Allwright and Bailey (1991), investigator triangulation is one of the types of triangulation. There are more than one observer contributes to the findings. In this case, I discussed the data with my friends who understood about the topic, my supervisors, and the teacher of MONDIAL involved in the data collection to help me recognizing the speakers and analyzing the data. The result shows that 80% of the data were agreed; therefore the data were regarded to be valid and reliable.

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter provides the result of data analysis relating to the research questions mentioned in chapter I. There are two problems revealed in this chapter. First, it answers the question what speech functions primary school learners of English as a foreign language perform in their spoken interaction. Second, it explains the linguistic features used by the children to realize the speech functions they perform. The data description concerning the two problems is presented earlier before the discussion. The discussion of speech functions chosen by the object of this study is done synoptically, that is by quantifying overall choices per speaker.

However, before the findings and discussions of the analysis are presented, I need to describe the condition of the class where the objects of the study learned English. The class in which the learners studied English was the second year of bilingual program of MONDIAL Education Semarang. As the name suggested, the teacher delivered the class in two languages – English and Indonesian. However, English was the main language used in the classroom. Indonesian was only used to deliver *Bahasa Indonesia* course and as supporting language in courses like *mathematics, religion, Pancasila*. In addition, it was obligatory for the teacher to speak English all the time.

Besides in-class activities, there were also out-class activities, i.e. activities done outside the classroom, such as break time, sport, and mealtime.

Break time was the time when children might have a break for about 15 minutes after they had their first course. It was at 09.00 a.m. The children and the teachers of all years gathered at the porch at back of the building. They might have their cookies, milk, snack or fruits. At this time the children of all years of education spoke English. For those at the early year, they sometimes switched the language into Indonesian. But, the children under study kept on talking in English. I knew it from my initial observation there.

Mealtime was another activity done outside the classroom. It was different from break time in the way that mealtime was used by the children of all years of education to have their lunch. It lasted for a longer period compared to break time, that was 30 minutes. Besides having lunch, some children also used the time to play at the playground provided there. Even though it was mealtime, the children and the teacher also spoke English. They rarely spoke Indonesian. I knew it, once again, from my initial observation there.

Sport, another outdoor activity, actually was one of the courses for the children but which was conducted outside the classroom because it needed large space. When they did sport, the children followed the instruction given by the teacher in English.

The teacher of second year of bilingual program of MONDIAL played quite an important role in helping children use English in their spoken interaction. It is from the teacher that the children heard, knew, and understood English. Therefore, teacher's ability is one of important aspects for children's success in achieving English mastery. There was only one teacher who handled the second

year of bilingual program. She was English literate. She knew how to teach and handle children well. She spoke English all the time to the children not only in classroom, but outside the classroom as well.

Another important thing needs to reveal about the class here is the curriculum used at the school and class. The curriculum used at MONDIAL Education was a combination of national curriculum and Cambridge English curriculum. Such combination enabled the children to learn national-based courses in a good English. Especially for English which is the main language used to deliver the course, it was learnt on meaning rather than on form. In this way, English was learned by children easily, contextually, and fast.

The characteristics of the learners are already presented in chapter 3, in the discussion of object of the study. The data of this study were taken from the learners-and-teacher interaction when they had an extracurricular activity. It was chosen because in this activity, the children felt free to express themselves so it is assumed that in the interaction there would be many speech functions performed by the children.

4.1 Findings

The complete result of data analysis is provided in appendix. This part gives the summaries of the analysis. The summaries cover the summary of speech function choices, the summary of mood choices, and the summary of most frequent subject choice.

The speech functions children perform are opening, continuing, react: responding, and react: rejoinder speech functions. The distribution of each speech function is given below:

(1) Albert produced 9 opening speech functions, 26 continuing speech functions, 16 responding and 12 rejoinder speech functions. He produced almost all opening speech except questioning opinion; all continuing speech functions; almost all responding speech function except engaging, registering, and developing prior proposition using enhancement; almost all rejoinder speech functions except clarifying, resolving, detaching, and re-challenging.

(2) Anthony produced 12 opening speech functions, 14 continuing speech functions, and 17 responding speech functions. The speech functions he produced were distributed into attending, command, statement: fact, and question: open for opening speech functions; he produced all kinds of continuing speech functions except monitoring; he only produced developing, replying, and confronting in responding speech functions; and for rejoinder speech function he only made checking and countering.

(3) Bela made 19 opening speech functions, 9 continuing speech functions, 17 responding speech functions, and 11 rejoinder speech functions. The opening speech functions covered attending, command, statement, and question; the continuing speech functions covered almost all kinds of the continuing except monitoring and appending: elaborate and appending: extend. The responding speech functions included all kinds of it except

engaging; rejoinder speech functions included checking, probing, detaching, and rebounding.

(4) Ken-ken made 7 opening speech functions, 6 continuing speech functions, 12 responding speech functions, and 9 rejoinder speech functions. The opening speech functions included offering, statement: fact, question: fact and question: closed: opinion. The continuing speech functions covered only prolong: elaborate and prolong: extend, also append: elaborate. The responding speech functions covered develop: elaborate, develop: extend, replying, and confronting. The rejoinder speech functions included all kinds of them except clarifying, repairing, detaching, refuting, and re-challenging.

(5) Satria performed the least number of speech functions consisting of 9 openings, 4 continuings, 5 respondings, and 5 rejoinders. The opening speech functions only comprised attending, statement, and question: open: fact. He produced almost all kinds of continuing except monitoring, prolong: enhance, and append: enhance. The responding speech functions only consisted of replying and confronting. The last, rejoinder speech functions covered resolve, rebound, and refute.

The summary of speech function choices of each object of the study is presented in Table 4.1 focusing on the frequency of appearance or the quantity of each speech function class. Speech function classes which are not used by any objects of the study are not shown on the table.

Table 4.1 Summary of Speech Function Choices

Speech Functions	Albert	Anthony	Bela	Ken-ken	Satria	Teacher
Open						
Attending	1	2	4	-	3	2
Offer	-	-	-	1	-	2
Command	1	1	1	-	-	27
Statement: fact	2	4	9	2	3	4
Statement: opinion	1	-	1	-	2	3
Question: open: fact	3	2	-	1	1	10
Question: open: opinion	-	3	1	-	-	-
Question: closed: fact	1	-	1	2	-	9
Question: closed: opinion	-	-	2	1	-	9
Total	9	12	19	7	9	66
Continue						
Monitor	1	-	-	-	-	9
Prolong: elaborate	6	2	1	2	1	12
Prolong: extend	5	3	2	1	1	10
Prolong: enhance	9	3	2	-	-	12
Append: elaborate	1	3	-	3	1	5
Append: extend	3	2	-	-	1	1
Append: enhance	1	1	4	-	-	2
Total	26	14	9	6	4	51
React: responding						
Develop: elaborate	1	2	3	1	-	10
Develop: extend	4	-	2	3	-	2
Develop: enhance	-	-	1	-	-	4
Engage	-	-	-	-	-	9
Register	-	-	1 (NV)	-	-	14
Replying: supporting	7	13	8	8	3	18
Confronting	4	2	2	1	2	5
Total	16	17	17	12	5	52
React: rejoinder						
Track: check	2	1	1	1	-	6
Track: confirm	2	-	-	1	-	3
Track: clarify	1	-	-	-	-	1
Track: probe	-	-	4	3	-	3
Response: resolve	-	-	-	1	1	1
Response: repair	1	-	-	-	-	4
Challenge: detach	-	-	1	-	-	-
Challenge: rebound	2	-	5	2	2	5
Challenge: counter	2	2	-	1	-	1
Challenge: refute	2	-	-	-	2	-
Challenge: re-challenge	-	-	-	-	-	1
Total	12	3	11	9	5	25

The focus of this study is primary school learners of English as a foreign language. However, since the data of this study were obtained from a classroom interaction involving a teacher, therefore the same findings on the teacher are also revealed. This information is useful to support the discussion of the findings, especially the discussion of the speech functions acquired by the children. In addition, from the data, it can also be seen that the children sometimes switched their speeches into *Bahasa Indonesia*. This kind of speeches are not included into the quantification and analysis since this study focuses on the speech functions produced in English. In the appendix, these turns, moves, and clauses are highlighted. Detail discussion on the acquisition of speech functions by each child is given in the following sub chapter.

Table 4.2 gives information on the linguistics features produced by the children under study. In the table, system of mood which realizes speech function is displayed comprising mood types, polarity (negation only), adjuncts, modalization and modulation. The table also provides number of turns, moves, and clauses which are produced by the children. In this way who the dominant participant is can be easily explored.

The mood choices of the children under study can be summarized as follows:

(1.) Albert made 71 clauses consisting of 45 full declaratives, 9 elliptical declaratives, 1 full polar interrogative, 3 wh-interrogatives, 1 elliptical wh-interrogative, and 2 imperatives.

(2.) Anthony produced 48 clauses comprising 25 full declaratives, 8 elliptical declaratives, 6 wh- interrogatives, and 1imperative.

(3.) Bela produced 62 clauses consisting of 28 full declaratives, 6 elliptical declaratives, 5 polar interrogatives, and 2 imperatives.

(4.) Ken-ken made only 33 clauses comprising 13 full declaratives, 3 full polar interrogatives, 2 elliptical polar interrogatives, 2 wh-interrogatives, 1 elliptical wh-interrogative, and 1 imperative.

(5.) Satria produced only 26 clauses comprising 12 full declaratives, 6 elliptical declaratives, and 3 wh-interrogatives.

Detail discussion on the realization of speech functions by each child is provided later.

The most frequent subject choice by each object of the study is put on different table, table 4.3. From the table, it can be seen the trend of topic each speaker produced. Detail discussion on it can be seen later.

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Table 4.2 Summary of Mood Choices

Mood (Clause Type)	**Albert**	**Anthony**	**Bela**	**Ken-ken**	**Satria**	**Teacher**
Number of clauses (Incomplete clauses)	71 8	48 4	62 2	33 1	26 1	263 7
No. of turns	39	38	49	30	20	126
No. of moves	66	46	52	33	23	196
Declarative						
Full Elliptical	45 9	25 8	28 6	13 -	12 6	130 15
Polar interrogative						
Full Elliptical	1 -	- -	5 -	3 2	- -	21 6
Tagged declarative						
Full Elliptical	- -	- -	- -	- -	- -	1 -
Wh-interrogative						
Full Elliptical	3 1	6 -	5 -	2 1	3 -	17 3
Imperative	2	1	2	1	-	51
Minor	8	12	15	11	5	43
Negation	9	5	5	1	2	12
Adjuncts						
Circumstantial Textual Interpersonal	6 18 12	4 6 10	2 8 11	1 4 3	5 4 4	28 25 38
Modalization						
Probability: high Probability: median Probability: low	3 1 4	4 - 1	1 2 2	1 2 2	1 - -	4 6 2
Modulation						
(i) Obligation						
High	1	1	3	-	1	12
Median	1	-	-	-	-	7
Low	-	-	-	-	1	-
(ii) Capability	5	4	4	2	1	9
Total number of modalities	15	10	12	7	4	40

Table 4.3 Most Frequently Subject Choice

Speakers	I	You (Al)	You (An)	You (B)	You (K)	You (S)	You (T)	You (generic)	We (generic)	Others
Albert	10	-	1	2	1	-	5	2	2	8
Anthony	22	1	-	2	-	-	1	-	-	11
Bela	18	2	-	-	1	-	6	-	1	17
Ken-Ken	10	-	-	1	-	1	-	1	-	9
Satria	9	-	-	-	-	-	-	-	2	7
Teacher	16	12	24	26	29	3	-	25	5	47
Total										

4.2 Discussion of the Findings

4.2.1 Speech Functions Performed by Children

4.2.1.1 Number of Opening Speech Function

Opening speech function, as the name suggests, is the one which has the function to start a talk in the conversation. Opening speech function shows that a speaker producing this kind of move has a certain degree of controlling over the interaction. As Eggins and Slade (1997) propose, opening speech function covers attending and initiating, in which the later consists of offering; giving command; giving statement – either fact or opinion, questioning – in the form of polar or wh-interrogative either asking opinion or factual information.

Table 4.1 in the previous sub chapter reveals that almost all of the children in the study produced any kinds of opening speech. The distribution of each type of opening speech function can be referred back to the table.

4.2.1.1.1 Opening: Attending Speech Function

Attending speech function is characterized by salutations, greetings and calls, all of which function to prepare the ground for interaction by securing the

attention of the intended interactant. All the children in the study produced the attending speech function.

(1)	**O**: attending	16	Satria	(i) *Miss?*
	R: responding: engage	17	Teacher	(i) Yes?

The excerpt (1) gives an example of attending speech function produced by the student; it was produced by Satria. Satria called the teacher by saying *Miss* to get the teacher's attention. This utterance is therefore included into attending speech function.

Almost all of the attending speech functions produced by the students in the study were directed to the teacher by calling the teacher's name *Miss* or *Miss Melani*. The excerpt (2) below is another attending speech function realized by calling a complete name of the teacher.

(2)	**O**: attending	222	Satria	(i) *Miss Melani,*
	R: responding engage	223	Teacher	(i) Yes?
	C: appending:	224	Satria	(i) Miss, today I follow Ken-ken's car
				(ii) because today Ken-ken has lesson in my house.

A different attending speech function was produced by Ken-ken. He produced the attending speech function not by calling the teacher's name, but by giving a kind of salutation, and it was said in *Bahasa Indonesia*.

(3)	**O**: I: command	295/c	Teacher	(vii) Put it up. (viii) and change a little bit. (ix) Slowly.
	O: attending	296	Ken-ken	(i) *Permisi*
	R: responding: developing: enhance	297	Teacher	(i)Wow…, OK, just put it downstairs

The word, *permisi*, in the excerpt (3) above was uttered by Ken-ken to gain the teacher's attention; though he said it in *Bahasa Indonesia*. At that time the teacher was busy instructing the class to follow her singing the nursery rhyme while some of the children wandered around the class taking their paper. Ken-ken, then, tried to get the teacher's attention by saying the word.

Besides getting teacher's attention, one of the students, Bella, produced attending speech function to get her friend's interest. She did that to help the teacher get the her friend's attention. The teacher had called him, but it seemed no response, so Bella called his friend's name to help the teacher.

(4)	**O**: attending	278	Teacher	(i) *Ken-ken.*
	O: attending	279	Bela	(i) *Ken*
	R: responding	280	Teacher	(i) Thank you.

reply: accept

The excerpt (4) above also gives information of the attending speech function produced by the teacher in the study. In can be concluded that attending speech functions are produced by all participants of the spoken interaction under study, all of which are made to attract interlocutor's attention.

4.2.1.1.2 Opening: Offering Speech Function

Offering speech function is speech function used to give goods and services. In the data studied, only one student made an offering speech function, and the teacher produced only 2 offerings. It seems that giving goods and services did not happen frequently in the interaction. Goods and services are not the important things in the interaction. As it is said previously that the interaction happened in a classroom setting, in which goods and services are not the things commonly discussed; rather it is information is the main thing discussed.

The offering speech function produced by Ken-ken can be seen in the following fragment. However, the realization of offering speech function is somehow incongruent.

(5) **O**: I: offer 151 Ken-ken *I need to close the door*.

R: responding 152 Teacher Thank You.

reply: accept

In the excerpt (5) above, when Ken-ken said *I need to close the door*, he actually did not just give statement. But, it could be viewed as an offering, since he intended to give service to others in the class to close the door. Furthermore, it was supported by the fact that the classroom was air-conditioned in which the door should be closed. And at the time the door was open. So, Ken-ken's utterance can be categorized as an offer.

The other 2 offering were provided by the teacher. She made an offering to the students, and one of the offering can be seen below:

(6) **O**: I: offering 34 Teacher (i)*I'll turn it down – the air conditioner*.

R: responding: decline 35/a Albert (i) No..no..no.. It's hot.

C: prolong: enhance 35/b (ii) It's going to be hot.

The same as previous offering, the offering made by the teacher in the excerpt (6) above is realized incongruently. When the teacher said *I'll turn it down – the air conditioner*, she did not mean just giving her statement. It was her intention to give service to her students to turn the air conditioner down. She intended to make the room a little bit warmer, even though one of the students refused it.

4.2.1.1.3 Opening: Command Speech Function

Contrary to offering, command speech function is the one which is used to demand goods and services. The speaker of this speech function needs others to get goods and services for her. Command also shows someone's status and power. Someone produces more command in his utterances is considered as instructive and hence posses higher status and power than the addressee.

In the data studied, the teacher as the manager of the class produced the significant number of commands. She made 27 commands; whereas the students only produced 3 commands. 3 students made 3 commands, two students did not make it. All commands produced by the teacher were addressed to the students, while the students' commands were pointed to their friend. It reveals, once again, that teacher has higher status and power than students. She can give command to the students, but the students cannot. Student's commands were pointed to students' friends whose status and power were considered equal. The example of the command made by the student and the teacher are given below:

(7) **O**: I: command 250 Bela (i) *Ken-ken, say.*

R: responding 251 Ken-ken (i) nursery RHYME

developing:

elaborate

In the excerpt (7) above, Bela asked Ken-ken to repeat what he had just said. She demanded Ken-ken to say the words, and Ken-ken did what Bela asked him to do. They are friends and they are considered to have equal status and power, therefore they can give and comply the command.

4.2.1.1.4 Opening: Statement Speech Function

Statement and offer are similar speech functions. Both are opening speech functions whose functions are to give, but statement and offer give something different. Offer gives goods and services, statement gives information. The information provided by the speaker producing statement speech function can be classified into attitudinal or evaluative information and factual information. Therefore, statement speech function can be furtheres categorized into giving attitudinal or evaluative information and giving factual information.

In data studied, almost all the participants produced statement speech function. However, giving factual information happened more frequently than giving opinion or attitudinal information. It can be understood since it is not in the capacity of the children to give opinion on others. Children at their age can not judge subjectively yet. They give information based on what they know from the environments.

There were two students who did not produce statement giving attitudinal information. On the other hand, all students or children produced statement giving factual information, even the number of the later statement was bigger than the former. The total number of the statement produced by the students was extremely greater than those produced by the teacher. It reveals that the children gave more information than the teacher. The children conveyed their thought repeatedly. This information can also be treated as the way teacher let the students get the floor. By giving less information, the teacher let children talk each other, give information

each other. Teacher's turn would come when the students were lack of information.

(8)	**O**: I: statement fact	177/a	Ken-ken	(i) *Miss Melani, I can make a big mountain.*
	C: prolong: extend	177/b		(ii) But, he brake it.
	R: rejoinder repair	178	Teacher	(i) He broke it.
	R: responding: developing: elaborate	179/a	Ken-ken	(i) Yeah, he broke my mountain.

Ken-ken's utterance in turn 177/a is one of the examples of statement of fact produced by the students. Ken-ken told the teacher the truth that he could make a big mountain from sand. Similar and several other statements of fact were produced by the children in the data.

Besides giving factual information, the students also made opinion or attitudinal statements, either to their teacher or to their friend.

(9)	**O**: I: statement: opinion	153	Bela	(i) *Miss Melani, I must do this.*
	R: responding: reply: agree	154/a	Teacher	(i) Yeah, I know.

In the excerpt (9) above, Bela stated her feeling that she must do what she thought to be correct. She gave her opinion. The teacher responded it by showing agreement.

(10)O: I: statement opinion	217/a	Satria	(i) *Albert, I have an idea*.
C: prolonging: enhance	217/b		(ii) May – Ken-ken will go with you.
R: responding: developing: elaborate	218/a	Albert	(i) O, yeach, today I'm going to go with your car.

In his turn number 217, Satria gave his opinion to Albert about what he thought Albert can do. This was opinion because it was still in Satria's thought. This is one of the examples of giving opinion between friends.

4.2.1.1.5 Opening: Question Speech Function

Question speech function is similar to command speech function, in the way that both of them are an act of demanding. They are different, however, in the case that questioning is an act of demanding information, whereas commanding is an act of demanding goods and services. Since information can be classified into factual information and opinion information, question speech function can also be further classified into question: fact and question: opinion.

In English, furthermore, question can be divided into open question and closed question. Open question is a question which requires an explanative answer. It is characterized with Wh-question words at the beginning of the question. Closed question, on the other hand, does not need an explanative answer. It is enough to give the answer 'yes' or 'no'. A closed question is characterized with polar interrogative construction. Hence, question speech function can be classified in detail as: question: open: fact, question: open: opinion, question: closed: fact, question: closed: opinion.

In the studied data, almost all participants produced all kinds of question speech functions. While the teacher produced more number of closed question of fact and opinion and open question of fact, but she did not produce open question of opinion. It is significant with the previous opening speech function – statement – in which there are only fewer opinion statement compared to factual statement produced by the students as well as the teacher.

There was only one student who did not produced open question asking for factual information, only 2 students produced open question asking for opinion, and there 2 students who did not produce closed question asking for factual information, and 3 students did not make closed question asking for opinion.

(11)O: I: question: 38 Anthony (i) *Where is my glue?*
open: fact
R: responding: 39/a Bela (i) I don't know
reply: disavow

In the excerpt (11) above, Anthony asked about the existence of his glue. He made a question using Wh-question word *where*, indicating that he produced an open question. While what he was asking to is about the factual information. The following example gives similar question in different tone.

(12)O: I: question: open: opinion	87	Anthony	(i) *What I have to do with my work book?*
R: responding reply: answer	88	Teacher	(i) (It's) No problem.

Anthony's question in turn number 38 and 87 are different. In turn number 38 he asked about factual information, the existence of the glue. While in turn number 87, he asked about what he had to do with his work book. He asked his teacher's opinion about his work book. Both of the questions used wh-question words at the beginning of the questions; they are open questions asking different notions, factual information and opinion.

(13)O: I: question: closed: opinion	112	Ken-ken	(i) *Are you (saying)* …
R: responding: reply: affirm	113	Bela	i) Yes.

The fragment (13) above is one of examples of closed question speech function asking opinion. In the excerpt Ken-ken used polar interrogative even though incomplete to ask for Ken-ken's opinion.

4.2.1.2 Number of Continuing Speech Function

Continuing speech function is speech function which is produced by speaker who has just finished his move. In a conversation, when one speaker finishes his move or talk, another speaker may get into the floor or the current speaker keeps on talking producing different move. The later is called continuing speech function. The continuing move then captures the options open to a speaker who retains the turn at the end of the move and who produces a move which is meant to be heard as related to an immediately prior move produced by the same speaker.

In the data under study, almost all the children produced all the continuing speech function. The total number of continuing speech functions produced by all children is bigger than the teacher's. The teacher only produced 51 continuing speech functions, while the children altogether made 59 continuing speech. It proves that the children may maximalize the turn they had to convey their ideas. The detail discussion of continuing speech functions acquired by children is given below.

4.2.1.2.1 Continuing: Monitoring Speech Function

Monitoring involves deploying moves in which the speaker focuses on the state of the interactive situation, for example by checking that the audience is following, or by inviting another speaker to take turn in which case the invited response is set up as a supporting response.

Only 1 student or child under study produced monitoring speech function.

(14)C: prolong: elaborate	26/b	Albert	(ii) Miss, (it's) a big hole.
C: monitor	26/c		(iii) *See*
C: prolong: enhance	26/d		(iv) a big hole here.

In the excerpt (14) above, Albert in turn number 26/c invited the teacher to look at the hole he pointed at. The word *see* uttered with rising intonation indicates that he did not want to lose his teacher's attention while he was talking. The moves before and after the word *see* indicate that Albert took the same turn while his utterances had different function.

The following monitoring speech function was made by Bela, one of the students, but she made the monitoring speech function in *Bahasa Indonesia*.

(15)O: I: statement: fact	131/a	Bela	(i) Now, I'm in eleven, twelve.
C: monitor	131/b		(ii) *Kamu sampai mana?*
R: responding: reply: answer	132	Anthony	(i) I'm still two more.

After giving factual information that she had cut the paper number eleven and twelve, Bela said *kamu sampai mana?* to Anthony to check whether Anthony was still engaged with her in the conversation.

4.2.1.2.2 Continuing: Prolonging Speech Function

Prolonging speech functions are those where a continuing speaker adds to their contribution by providing further information. Eggins and Slade (1997:197) mention that a speech function and its prolonging continuation is perceived as one of expansion, meaning a prolonging move builds on or fills out the move it is logically connected with. Therefore a prolonging sequel may be one of elaboration, extension, or enhancement.

Almost all the children produced three kinds of prolonging speech function. There were, however, 2 children who did not made enhancement.

(16)O: I: statement: fact	1/a	Satria	(i) Miss, yesterday we already used it.
C: prolong: extension	1/b		(ii) *But, it's broke*.

In 1/b, Satria added extra information on what happen to it (recorder) he had said in 1/a. Instead of saying *Miss, yesterday we already used this broken recorder*, he started his move by giving factual information like those is 1/a, then he added contrasting information on his previous one. The relationship of Satria's

first and second moves is shown by the conjunction *but*. This kind of prolonging speech function is classified into extension.

(17)R: rejoinder: tracking: clarifying	188	Teacher	(i) Who wants to make a big mountain?
			(ii) Yane?
R: responding: reply: answer	189/a	Bela	(i) Yane – Yane wants
C: prolong: extension	189/b		(ii) *But Yane can not.*
C: prolong: enhancement	189/c		(iii) *So, I help him.*

Turn 189/b produced by Bela had the same characteristics with the one Satria made in the previous discussion. But, one she produced in the following move (189/c) is something different. In 189/c, Bela modified her prior information by providing causal detail. The causal detail was made explicitly through the conjunction *so*. The prolonging speech function in 189/c is one of examples of enhancement found in the data.

(18)O: I: question: open: fact	51/c	Teacher	(i) What glue is it?
C:prolong:	51/d		(ii) *What kind of glue (is it)?*

elaboration

R: responding: 52/a Anthony (i) UHU.

reply: answer

C: prolong 52/b (ii) T*he yellow one.*

elaboration

The excerpt (18) above contains two prolonging speech functions which belong to elaboration. In an elaboration, a move clarifies, restates, or exemplifies an immediately prior move. In move 51/d the teacher restated what she had just said in her immediate previous move. *What kind of glue is it?* has similar meaning to the previous speech *What glue is it?* Similarly to this is speech in move 52/b produced by Anthony. When the teacher asked him about the glue, he answered by saying the brand of the glue in move 52/a. Right after that, Anthony immediately clarified the specification of the glue saying *the yellow one*. He could have not say the speech in move 52/b, but he did. People who shared the same knowledge know that *UHU* entails *the yellow one*. Both elaboration in 51/d and 52/b do not have explicit conjunction.

4.2.1.2.3 Continuing: Appending Speech Function

Eggins and Slade (1997:199) say that appending move is mid-way between a continuing: prolonging speech function and a reacting: developing move. Appending move occurs when a speaker makes one move, loses the turn,

but then as soon as he regain the turn he produces a move which represents a logical expansion of their immediately prior move.

In the data studied, almost all the children produced this kind of speech function. It happened because there were many gaps and overlaps in the interaction. There were several participants talking at the same time, then one of them decided to hold his turn for a moment. When he got the turn back, he continued his speech.

(19)R: rejoinder: rebounding	43	Bela	(i) Miss, what I have to do with this?
O: I: statement fact	44	Anthony	(i) == *Miss, I lost* …
O: I: command	45	Teacher	(i) == Cut all and make them in order, OK?
C: appending: elaboration	46	Anthony	(i) I already lost …

In the excerpt (19) above, Anthony made an appending: elaboration speech function. His speech in turn number 44 overlaps with the teacher's turn number 45. He talked at the same time with the teacher who replied Bela's question. When the teacher terminated her turn, Anthony immediately continued his turn, even though it was an incomplete clause. The speech in 46 is an appending speech function for its nature. Further, the appending speech here functioned to restate

what had been said before, so it is elaboration even though there is no explicit conjunction used.

(20)C: prolong: elaborate	181/b	Albert	(i) We are still making the mountain again (ii) and more rivers come
O: I: statement: fact	182	Bela	(i) Finish
R: responding: reply: acknowledge	183	Teacher	(i) == What you have to do Bella, close your book.
C: appending: Enhance	184	Albert	(i) == *No one can make a big mountain.*

From the excerpt (20) above, it is revealed that Albert produced appending: enhance speech function in turn number 184. Albert came back in after Bela's intervention in turn number 182 and proposed conditional detail for his prior move, 181/b. The enhancement Albert made, however, overlapped with Teacher's response to Bela's speech.

(21)C: appending: elaboration	46	Anthony	(i) I already lost …
C: appending: enhancement	47	Teacher	(i) You have to finish at 9 o'clock. (ii) Faster

C: appending: extension	48	Anthony	(i) *Miss, I don't know*
			(ii) *where my glue*

The excerpt (21) above contains 3 kinds of appending moves: elaboration, enhancement, extension. In turn number 46, Anthony actually tried to attract teacher's attention in his incomplete clause. But, teacher's speech that came after that was not directed to Anthony, but it was a response to Bela. So, when Anthony got back to the floor, he called the teacher and completed his turn saying that he had lost his glue, that he did not know where his glue was. Even though there was not any explicit conjunction used to sign the extra information, but Anthony's move in turn 48 is considered as appending: extension move.

4.2.1.3 Number of Reacting: Responding Speech Function

Eggins and Slade (1997) distinguish the difference between responding and rejoinder in reacting move. Responding is considered as reaction which moves the exchange towards completion, while rejoinder is reaction which in some way prolongs the exchange.

From Table 4.1, it can be seen that some students produce more number of responding speech functions than the others, and there is only one student producing one register speech function. There is also only one student producing engaging speech, and one student develops the response in enhancement way in the interaction. The responses given by the children in the interaction are not only

those which are supporting, but the children give response in confronting way as well.

4.2.1.3.1 Responding: Developing Speech Function

Developing speech functions indicate a very high level of acceptance of the previous speaker's proposition. When someone accepts previous speaker's proposition, he might expand the proposition in the ways of elaborating, extending, or enhancing the proposition.

From the study, it is recognized that Satria is the only child who did not produce developing speech functions in the interaction. It suggests that he never showed his agreement to other participants in the interaction verbally. In addition, from the study it is also revealed that Bela is the only child that developed previous speaker's proposition using enhancement. It indicates that Bela is a very cooperative participant of the interaction. She provides interpersonal support for the initiator and at the same time offering further ideational content for negotiation. She is the only child in the interaction who develop previous speaker's proposition using elaboration, extension, and enhancement. Some of the developing speech functions are given below.

(22)C: prolong: 172/c Teacher (v) Let's see

enhance

(vi) that you can finish it in 15 minutes. OK?

R: responding: 173 Ken-ken (i) *But, but I can make a mountain on*

developing: *the sand for 5 minutes*.

extend

Ken-ken in his turn 173 gave a contrasting detail to the teacher's proposition. It seems that Ken-ken's speech does not have any relation to the teacher's. However, if we analyze further by saying *but, but I can make a mountain on the sand for 5 minutes* actually Ken-ken accepts the teacher's proposition to finish the project in 15 minutes. Ken-ken assumed that if he only needed 5 minutes to make an artificial mountain on the sand, so he would not need 15 minutes to finish the project. He accepted the teacher's proposition by adding further contrasting details. The use of conjunction *but* shows that Ken-ken's utterance is highly connected to the previous one.

(23)O: I: statement: Fact	177/a	Ken-ken	(i) Miss Melani, I can make a big mountain
C: prolong: extend	177/b		(ii) But he break it.
R: rejoinder: repair	178	Teacher	(i) He broke it.
R: responding: developing: elaborate	179	Ken-ken	(i) Yeah, he broke it.

Ken-ken's utterance in turn 179 is a very high acceptance of the previous speaker's proposition. Ken-ken said English verb wrongly (*break*) when he

reported to the teacher what happened to his artificial mountain. The teacher then repaired the wrong English verb he produced. Right after the correction, Ken-ken said the utterance again with the correct verb. So, in this case Ken-ken expands the previous speaker's contribution by restating it. It is developing: elaborate speech function.

(24)O: I: statement: fact	1/a	Satria	(i) Miss, yesterday we already used it.
C: prolong: extension	1/b		(ii) But, it's broke.
R: responding: registering	2	Teacher	(i) Really?
C: appending: extend	3	Satria	(i) Yes, it can not on.
R: responding: developing: enhance	4	Bela	(i) == Then, Satria on it.

Bela in turn 4 develops Satria's proposition in turn number 3. When Satria said *Yes, it can not on*, he gave information to the teacher that the recorder they used the day before was in trouble. Bela accepted the proposition while added that Satria then made the recorder work properly. Enhancing conjunction *then* is used showing a very high relation to the prior speech.

4.2.1.3.2 Responding: Engaging Speech Function

Engaging speech function is one which is exchange-compliant reaction to attending moves. It includes responses to attention-getting attending moves. From the data analysis, there was not any engaging speech function produced by the children.. The teacher, however, produced 9 engaging speech functions. It reveals that the exchange can proceed even though there is no response to attending speech function. The children did not need to give respond to any attending moves made by their friends or the teacher. On the other hand, the teacher showed a very high cooperation in the conversation. When there was calling, salutation, or greeting addressed to her, she gave response to it. This fact corresponds to Eggins and Slade's statement (1997) saying that engaging speech function is minimally negotiatory, as the participants agree to the negotiation going ahead.

4.2.1.3.3 Responding: Register Speech Function

Registering speech function is reaction which provides supportive encouragement for the other speaker to take another turn. It does not introduce any new material for negotiation, and it carries the strong expectation that the immediately prior speaker will be the next speaker (Eggins and Slade, 1997:204).

From the analysis, it was only Bela who made registering speech function. In addition, the register Bela made is a non-verbal reaction to Ken-ken's speech.

(25)O: I: command	250	Bela	(i) Ken-ken, say.
R: responding	251	Ken-ken	(i) Nursery RHYME.
reply: comply			

R: responding: 252 Bela <LAUGH>

register

In turn 251, Ken-ken said *Nursery THYME* as a compliment on Bela's command in the previous turn. Ken-ken said the word with emphatic stress and increased volume. It made Bela laugh because it was funny on Bela's ear. Bela perceived it as something funny, comical, but she liked that. She did not say anything else besides laughing, hoping that Ken-ken would ask her why she was laughing or ask her to stop laughing at her.

4.2.1.3.4 Responding: Replying Speech Function

Reply is the most negotiatory of the responding reactions, although it negotiates the proposition given by a prior speaker. Replying speech function can be further classified into supporting and confronting. All initiations can be matched with supporting replies which cover comply, accept, agree, acknowledge, answer, and affirm. Supporting replies indicate a willingness to accept the propositions or proposals of the other speakers.

From the characteristics, it is not surprising, therefore, to find many kinds of this speech functions in the data produced by the children. Among his friends, Anthony produced the highest number of replying (13), followed by Bela (8), Albert and Ken-ken (7), and the least is Satria (3).

(26)R: rejoinder: 14/a Teacher (i) Why don't you have 2 …2 pages?

challenge:

rebounding

C: monitor 14/b (ii) two or one …. two, OK?

R: responding: 15 Anthony (i) *Because I lost one*.

reply: answer

The excerpt (26) above gives one of the example of replying speech function. Anthony's speech in turn number 15 is considered as replying speech function in which it gives answer to the teacher's question on the prior turn. Giving an answer is one of replying speech functions.

(27)R: rejoinder: 32/a Teacher (i) Whose that?

rebounding

C: monitor 32/b (ii) yours?

R: responding: 33 Satria (i) *my book*

reply: affirm

Satria's speech in turn 33 provides positive response to the question given by the teacher in the previous turn. He said *my book* to affirm the question *(is it) yours?* Asked by the teacher to him. It is another type of replying speech functions.

(28)O: I: statement 54/a Anthony (i) I want my glue.

fact

C: prolonging: 54/b (ii) But, I can't find it.

extension

R: responding: 55 Ken-ken (i) *Here, I found it.*

reply:

acknowledge

Ken-ken's speech in turn 55 indicates that he knows the information needed by Anthony, the previous speaker. Anthony wanted his glue, but he could not find it at that time. Ken-ken knew about it, then he said *Here, I found it*. It is acknowledgement, one of replying speech functions.

(29)C: prolong: 211/b Teacher (i) It makes everybody nice, right?

enhance

R: responding: 212 Anthony (i) *Yeach*

reply: agree

When the teacher stated *It makes everybody nice, right?* she gave information to the students that everybody could be considered as a nice person when he/she would help somebody else. She anchored the information by saying *right?* Hoping that the children would agree to her statement. And Anthony did that. He said *yeah* as an agreement, a support of information given. It is another type of replying speech functions.

(30)O: I: question: 244 Teacher (i) Do you know how to sing?

closed: opinion

R: responding: 246 Albert (i) *One, two …*

reply:

comply

R: responding: developing: extend	247	Teacher	(i) One, two, I'm tying my shoe

In turn 244, the teacher asked the students whether they can sing the nursery rhyme or not. Albert tried to sing the nursery rhyme in turn 246. However, since he did not know how to sing it, he did not finish the song; he just said the early part of the song *one, two* … Then the teacher took the turn by giving the model how to sing the nursery rhyme. Albert's move is called complying speech function, another type of replying speech function.

(31)R: responding reply: comply	289	Teacher	(i) Here you go
R: responding: reply: accept	290	Bela	(i) *Thank you*.

The excerpt above gives the last example of replying speech function. Bela in turn 290 said *Thank you*, an expression of thanking. She accepted the proffered goods and services by the teacher. In this case, the teacher had helped her sticking the number on her paper. When the teacher handed over the paper, Bela took it while saying thank. Expression of thanking is replying speech function.

4.2.1.3.5 Responding: Confronting Speech Function

Confronting responses range from either disengaging or by offering a confronting reply. A range of confronting replies can be paired with the typical initiations.

From the analysis, besides producing supportive response, the children also give confronting response even though the number of the later is smaller that the former. Albert produced 4 confronting speech functions; Anthony, Bela, and Satria, each made 2 confronting speech functions; Ken-ken only made 1 confronting speech function.

(32)O: I: question 38 Anthony (i) Where is my glue?
open: fact
R: responding: 39/a Bela (i) *I don't know*.
reply: disavow

In the excerpt (32) above Anthony asked Bela whether she knew about his glue or not. Since she did not Anthony's glue, Bela gave a respond by saying *I don't know*. It is a confronting responding speech function which is called disavow.

(33)O: I: question: 120 Teacher (i)Do you have a little lamb at home?
closed: fact
R: responding: 121 Bela (i) ==*No.*
reply:
disagree
R: responding: 122 Satria (i) ==*No.*

reply:

disagree

Bela and Satria's speech in turn 121 and 122 provide negative response to question given by the teacher in the previous turn. It is an expression of disagreement, one of example of confronting speech functions.

(34)R: responding: 126 Bela (i) Because (unheard) is a farmer.

developing:

extend

R: responding 127/a Albert (i) *But you're not a farmer.*

reply:

contradict

Albert's speech in turn 127/a negates Bela's information in previous turn. Saying *But you're not a farmer*, Albert counteracted Bela. He could not accept Bela's information. It is a confronting speech act, which is included into contradicting.

(35)O: I: statement 161 Satria (i)Excuse me, I need the scissors now

fact

R: responding: 162/a Anthony (i) *No, I do this.*

reply:

non-comply

C: prolong: 162/b (ii) I give you later.

enhance

Anthony's speech in turn 162/a is a confronting response to Satria's. He said *No, I do this* meaning that he did not want to give the scissors to Satria because he needed the scissors to do the cutting. It is prolonged with the statement *I give you later* meaning that he would give the scissors later when he finished the cutting. Anthony showed an inability to comply with Satria's command. It is a non-complying speech function, another example of confronting speech functions.

4.2.1.4 Number of Reacting: Rejoinder Speech Functions

Rejoinder speech functions are those which tend to set underway sequences of talk that interrupt, postpone, abort or suspend the initial speech function sequence (Eggins and Slade, 1997:207).

From the data analysis, it can be seen that the children produced this kind of speech function even though only a few of them. There are three categories of rejoinder speech function that the children produced: tracking, responding, and challenging.

4.2.1.4.1 Rejoinder: Tracking Speech Function

Tracking moves are moves which check, confirm, clarify or probe the content of the prior moves. From the analysis, Albert produced 2 checking speech functions,

2 confirming, 1 clarifying but no probing speech function. Anthony only made one checking speech function; Bela made 1 checking and 4 probing speech functions; Ken-ken produced 1 checking, 1 confirming, and 2 probing speech functions. Satria is the only child that did not produce tracking speech function.

(36)R: responding: 65 Anthony (i) (I'm) six.
reply:
answer
R: rejoinder: 66 Albert (i) *You're five, six already?*
confirming

Albert's speech in turn 66 is produced to verify information he heard. He tried to confirmed that what he heard is the right one, that Anthony already came to cut number six. It is a confirming speech function.

(37)R: responding: 77 Anthony (i) Already found it.
reply:
affirm
R: responding: 78 Teacher (i) Ok … good.
registering
R: rejoinder: 79 Bela (i) *Me too. I also found my glue and*
probing *and my scissors.*

Bela's speech in turn 79 is included into probing speech function, one which volunteer further details/implications for confirmation. The excerpt above

shows that Anthony and the teacher have a very accommodating turn each other. Without any other participants and any other moves, their interaction is understood. Yet, Bela took the next turn giving new subject to be discussed, that was about her glue and scissors, but in logico-semantic relation with the moves she's tracking.

(38)C: monitor	88/b	Teacher	(i) Do you know the meaning of the work book?
R: rejoinder: checking	89	Anthony	(ii) *The work book?*

Anthony's turn 89 is produced to elicit repetition from the teacher's speech in the prior move. When the teacher asked the student who knew the meaning of the *work book*, instead of giving the answer for it, Anthony checked before hand about the words he heard. He repeated the words in rising intonation. It is a checking speech function.

(39)C: prolong: extend	103/b	Teacher	(i) Now, everybody … you can talk
			(ii) Just put it there.
R: rejoinder: clarifying	104	Albert	(i) *You're playing it?*
			(ii) *or not?*

Albert's speech in turn 104 was produced to seek additional information in order to understand a prior move. Previously, the teacher said that everyone could

talk and that the recorder should be put there in the middle of the table. Albert then wanted to make sure whether the recorder was on or off. So, he clarified the information the teacher gave to the students by asking the question in turn number 104. It is tracking speech function which is called confirming.

4.2.1.4.2 Rejoinder: Response Speech Function

Tracking moves call more or less directly for further talk from the prior speaker. The responses may be supporting, as when a tracking request is resolved or a challenge acquiesced. Tracking moves may also be responded to with repair moves. (Eggins and Slade, 1997)

From the analysis, there are only 3 children producing response to tracking moves. The responses produced are resolve and repair.

(40)O: I: statement opinion	93	Satria	(i) I get confused with it – with this scissors and paper.
R: rejoinder: Track: check	94	Teacher	(i) You ….. what?
R: rejoinder track: resolve	95/a	Satria	(i) *Confused and messed.*

Satria's speech in turn 95/a provide clarification to the teacher questionin the previous turn. Satria acquiesced with the information he had produced in turn 93. It is a resolving speech function.

(41) R: rejoinder:	104	Albert	(i) You're playing it [/]

clarifying			
			(ii) or not [/]
R: rejoinder:	105	Teacher	(i) Do you think
challenging:			
rechallenge			
			(ii) this is playing or not?
R: rejoinder:	106	Albert	(i) *No, that radio I mean.*
repair			

In the sequence (41) above, Albert initiated to ask to teacher whether she played the recorder or not. The teacher, instead of answering the question, sent back the question to Albert to be answered. Albert, then repaired his statement to avoid the further question by his teacher. He gave further explanation on what he meant being played or not. It is a repair speech function.

4.2.1.4.3 Rejoinder: Challenge Speech Function

Challenging speech function is one which confronts prior talk by attacking it on one of several fronts: e.g. by actively rejecting negotiation or by querying the veracity of what has been said or the sayer's right to say it (Eggins and Slade, 1997:211).

From the analysis, children produced challenging speech functions by detaching (1), rebounding (11), countering (5), refuting (4). No children produced re-challenging speech function.

(42) R: responding: reply: answer	109	Teacher	(i) The recorder – it works.
R: rejoinder: challenging: rebounding	110	Albert	(i) *Is it on or off?*

In turn 110, Albert directly questioned the veracity of the prior information given by the teacher. He asked whether the recorder was on or off. This kind of challenging speech function is called rebounding.

(43)R: respond: confronting: contradict	128	Teacher	(i) Farmer can go to school too. (ii) == No problem.
R: rejoinder: challenge: detaching	129	Bela	(i) == *see?*

Bela's speech in turn 129 was intended to terminate interaction. Previously Albert argued that farmer could not go to school. When the teacher explained that farmer could also go to school, Bela challenged Albert's proposition before, but she wanted to stop the discussion on farmer as well.

(44)C: prolong: enhance	189/b	Bela	(i) So I help him.

R: responding: registering	190	Teacher	(i) Good.
R: rejoinder: challenge: countering	191/a	Albert	(i) *I can not help.*
C: prolong Enhance	191/b		(ii) because I'm still finish my job to make the river.

Albert's speech in turn 191/a gave an information of his rejection to Bela and the teacher's proposition. When Bela could help Yane and the teacher praised Bela for what she had done, Albert countered information that he could not help Yane. The reason why Albert could not help Yane was given in the following move. Albert's move in 191/a is called countering.

(45)R: rejoinder: tracking: probing.	193	Ken-ken	(i) == He needs help, right?
R: rejoinder: challenging: refute	194	Albert	(i) == *I don't want to help him.*

Albert's speech in turn 194 provides a refusal to Ken-ken's proposition in the prior move. He explicitly said that he did not want to help Yane when there is

a statement Yane needed help. He disproved the proposition. It is a refute speech function, another type of challenging speech function.

4.2.2 Linguistic Features in Children's Spoken Interaction

4.2.2.1 Number of Turns

From Table 4.1, it can be seen that the 6 participants of the spoken interaction in the classroom interaction share the turn of speaking. All of them have the opportunity to talk, to take turn in the interaction. However, the number of turns reveals the information that there is a remarkably unevenness in the opportunity to talk. The teacher took turn for 126 times (41.72%), one-third of the floor, indicated that she was the dominant speaker of the interaction. The rest of the turn was divided almost equally to the students – Albert took turn for 39 times (12.91%); Anthony, 38 (12.58%); Bela, 49 (16.62%); Ken-ken, 30 (9.93%); and Satria, 20 (6.62%). Of the 5 students, Bela is considered as the talk-active student since she took turn more frequently compared to her 4 friends. Satria, on the other hand, is judged to be the one who took less turn. Albert, Anthony, and Ken-ken were perceived to have almost equal opportunity to participate in the interaction.

The distribution of turns among the 6 participants in the study is not something extraordinary. Teacher as the manager of the class and the caretaker only involved in one-third of the class portion. It means that students still have two-third of the class opportunity, a bigger portion than the teacher has. This fact gives an understanding that the students eagerly participated in the interaction. They shared almost similar number of turns meaning that they had almost the

equal opportunity to talk. The students controlled the floor of the conversation. The teacher gave a space to the students to gain the floor, to convey their thought. Furthermore, the fact also exposes that the students acted as the active parties in the spoken interaction. Teacher's talk is seen as medium of assisting students to be active. Moreover, from the analysis it was discovered that the teacher took floor mostly in the middle to the end of the interaction, not at the beginning of the class interaction. At beginning, students started the conversation; they controlled the conversation from the beginning.

4.2.2.2 Number of Moves and Clauses

Move and clause are two distinct units of analysis which relate one another. Move is a unit of discourse after which speaker change could occur without turn transfer being seen as an interruption. Clause is a grammatical unit in which most of the time realizes a move.

The number of moves produced by each interactant resembles the number of turns in the way it gives information who talks more than the other. Again, from the study, it is seen that the teacher produced the highest number of moves of all participants. She produced 196 moves in the interaction. It suggests that she was speech functionally dominant as she got more moves in her turns. The total number of students' moves is 220 distributed in such a way that Albert produced 66 moves; Anthony, 46 moves, Bela, 52; Ken-ken and Satria each produced 33 and 23 moves. Students made more moves than the teacher.

From the students' point of view, Albert was the one who is speech functionally dominant compared to his friend. He produced the highest number of moves than his friends. Furthermore, he also gets more value out of his turns, producing more moves though fewer turns than Bela; Bela took 49 turns with 52 moves, while Albert took 39 turns with 66 moves. On the other hand, Anthony, Ken-ken, and Satria did not show any significant information on the relation between turn and move. Each of them is considered to be speech functionally equal as they produced 46 moves in 38 turn, 33 moves in 30 turns, and 23 moves in 20 turns subsequently.

The teacher in the study, congruently with the number of turns and moves produced, made the highest number of clauses of the participants. She produced 263 clauses in her 196 moves. The students produced almost the same number of clauses as the teachers', that is 240 clauses, distributed into 71 clauses produced by Albert, 48 by Anthony, 62 by Bela, and 33 and 26 by Ken-ken and Satria successively. This information signs that the students were as contributive as the teacher. They altogether were in an equal position and capability to produce clauses as their teacher. However, when it is analyzed per speaker, Albert, once again, produced more clauses for his number of turns/moves. This confirms that he got more airspace than the others, more value from his role as speaker. The information of the number of clauses also reveals that there is substantial, but certainly not total, congruence between moves and clauses.

4.2.2.3 Number of Incomplete Clauses

Incomplete clauses may indicate that someone speaks in a careful and planned way. Someone could probably hesitate or stumble in his utterances. Another case that might be the cause of incomplete clause is there is another speaker who competes for the floor by interrupting the current speaker that the current speaker can not finish his utterance.

The information taken from Table 4.2 shows that the children produced few incomplete clauses. Ken-ken and Satria, each of them made a single incomplete clause, Bela made 2 incomplete clauses, and Anthony had 4 incomplete clauses in the conversation. Albert produced more incomplete clauses than his friends in his more clauses. In some of his incomplete clauses, Albert was seen to control and plan what he was going to say.

(46)	181/a	Albert	(i) But the mountain is … is…
	181/b		(ii) We are still making the mountain again
			(iii) and more rivers come

In the excerpt (46) above, Albert was very careful to convey his ideas about the mountain he made. He did not complete his first speech in 181/a since he thought he needed to give a background information.

All the students made the incomplete clause to state that they need more time and plan to say what they mean.

(47)	220	Satria	(i) Miss, miss, today I'm …
	221	Teacher	(i) Look at this.
	222	Satria	(i) Miss Melani,

223 Teacher (i) Yes

224 Satria (i) Miss, today I follow Ken-ken's car

(ii) because today Ken-ken has lesson in my house.

The teacher in the fragment (47) above looked like interrupting Satria's turn. However, it was the time for Satria to manage what he was going to say to the teacher.

Teacher's incomplete clauses more or less are the same to the students'. However, there was time for teacher to make the clause incomplete intentionally to invite the student to get into the floor.

(48)213/a Teacher (i) Do you know

(ii) where the river goes?

(iii) Do you know

(iv) where the river flows?

213/b (v) It is going down to …

214 Ken-ken (i) Going to – but, but the river circled around the mountain.

Teacher's speech in 213/b was made incomplete to let the student finish it. The teacher intentionally invited the student to take the floor. In this case, Ken-ken gave response based on what he knew about the river.

4.2.2.4 Number of Declaratives

The students under study produced quite a lot of number of declaratives, either full or elliptical declarative. Full declarative clause usually has at least 2

elements which construct it, those are: Subject + Finite. The other elements of a declarative clause are Complement and Adjunct. Meanwhile, the elliptical declarative clause only needs to operate one element of full declarative clause, either the Subject, or the Complement or the Adjunct in isolation. Declaratives can present both factual information or attitudinal opinion. However, declaratives are also used to query prior talk, to challenge and to counter-challenge (Eggins and Slade, 1997: 85).

The full declarative clauses are produced when speakers are attempting to initiate a new exchange and when they are attempting to prolong their information.

(49)54/a Anthony (i) *I want my glue*

54/b (ii) *but, I can't find it.*

Anthony in the excerpt (49) above made full declarative clauses to initiate new exchange. In this case, he gave factual information as he wanted his glue and prolonged the information saying that he couldn't find it in full declarative. Another use of full declarative can be seen in the following excerpt.

(50)93 Satria (i) *I get confused with it – with this scissors and paper.*

94 Teacher (i) You … what?

The full declarative above produced by Satria has the same function as what Anthony made in turn 54, that is they were made to initiate exchange.

However, there is a difference in what was being exchanged. In Anthony's speech, he made a factual information, whereas Satria gave attitudinal opinion in his speech in turn 93.

Declarative which is used to query prior talk was also produced by the student in the data.

(51)105 Teacher (i) Do you think
(ii) this is playing or not?
106 Albert (i) *No, that radio I mean*.

In the fragment (51) above, the teacher asked Albert's opinion about the recorder. The teacher asked him whether the recorder was playing or not. However, Albert sent back the question to the teacher, but he used full declarative.

Full declarative can also be used to challenge and counter challenge, like the following example found in the data:

(52)201/a Albert (i) *I don't want to help him*
201/b (ii) *because he dig my mountain*.

When the teacher asked Albert to help Yane who was younger than him, Albert refused it and saying the reason why he did not want to help Yane. Albert used full declarative to elaborate his intention.

Besides full declarative, there is also elliptical declarative in the data. The clauses will be realized elliptically when functioning as a response or reaction to an earlier clause.

(53)93	Satria	(i) I get confused with it – with this scissors and paper.
94	Teacher	(i) You … what?
95/a	Satria	(i) *(I'm) confused and messed*.

Return to the previous example by Satria, when Satria proposed his opinion on the assignment the teacher gave to him he used full declarative as in turn 93. Then, when the teacher checked to Satria about what he was saying, Satria answered it using elliptical declarative. Satria's speech in turn 95/a is a response to turn number 94 produced by the teacher. In responding the earlier clause, elliptical clause is used.

Table 4.2 reveals that Albert produced 46 full declarative and 11 elliptical declarative, bigger in number than his other friends, Anthony produced 25 full declarative and 8 elliptical declarative, Bela made 31 full declarative and 6 elliptical declarative, Satria made 15 full and 7 elliptical declarative, while Ken-ken only produced 14 full declarative without any elliptical declarative. It suggested that Albert was a dominant participant compared to his friends. A participant of casual conversation who produces a lot of full declarative clauses is considered as a dominant participant, as s/he is always in frequent of providing information.

4.2.2.5 Number of Tagged Declaratives

Tagged declarative is type of clause which falls midway between the declarative and the polar interrogative. Structurally, it has the sequence of a declarative, with the Subject occurring before the Finite element.

From the study, it is only the teacher who produced tagged declarative, and it was only one in number.

(54)138 Teacher (i) You make it in order later, *don't you*.

The functions of tagged declarative as Eggins and Slade (1997) suggest are both claims the status role of the giver of information, and at the same time recognizes the role of other interactants to confirm or refute the information. By using tagged declarative, the teacher tried to establish relationship with the students without being dependent on the students for content.

4.2.2.6 Number of Polar Interrogatives

There are two kinds of polar interrogatives found in the study. They are full polar interrogative and elliptical polar interrogative. Both the students and the teacher produced the polar interrogatives. However, the number of polar interrogatives produced by the teacher is bigger than the ones produced by the students. Moreover, only Ken-ken who produced full and elliptical polar interrogatives. Other students only made full polar interrogative.

Full polar interrogative is typically used to initiate an exchange by requesting information from other.

(55)110 Albert (i) *Is it on or off?*

111 Teacher (i) (It's) On.

In the excerpt (55) above, Albert asked the teacher about the recorder. He wanted to know the condition of the recorder, whether the teacher set it on or off, and the teacher answered that it was on. However , if the speaker is reacting to prior talk and simply needs, for example, confirmation of something that has been said, then elliptical polar interrogative can be used.

4.2.2.7 Number of Wh-interrogatives

The same as polar interrogative, there are two kinds of Wh- interrogatives found in the study. They are full Wh-interrogative and elliptical Wh-interrogative. Both the students and the teacher produced the Wh-interrogatives. However, the number of Wh- interrogatives produced by the teacher is bigger than the ones produced by the students. Albert and Ken-ken produced both full and elliptical Wh-interrogatives, while the other students only made the full Wh-interrogative.

Full Wh-interrogatives are typically used to elicit additional circumstantial information.

(56)24	Bela	(i) *What do we have to do?*
25/a	Teacher	(i) Be careful
25/b		(ii) That's why
		(iii) Put them here.

Bela, in turn 24, asked the teacher what to do using full wh-interrogative. The teacher, then answered by saying *be careful*, telling that was what Bela had to do. Wh-interrogatives can also be used to achieve commands.

(57)38	Anthony	(i)*Where is my glue?*
39/a	Bela	(i) I don't know.

Anthony, in turn 28, did not just ask the existence of his glue. Further, he disguised the command to look for his glue.

Elliptical Wh-interrogative provides a way of querying, with varying force, any specific element of structure in an earlier clause.

(58)273	Albert	(i) *How to write nursery rhyme?*
274	Anthony	(i) N, U, R, S, E, nurse, Y
275	Teacher	(i) R,Y
276	Anthony	(i) R, Y
277	Ken-ken	(i) *How?*

Albert's speech in turn 273 and Ken-ken's utterance in turn 277 are categorized into elliptical wh-interrogative. Albert and Ken-ken inquired the information in which the element of the information appeared in the earlier clause.

4.2.2.8 Number of Imperatives

Imperatives often function to make commands, i.e. to demand that someone does something. However, Eggins and Slade (1997:88) mentioned that in casual talk imperatives are often used to negotiate action indirectly, that is they function to encode advice.

From the analysis, the children did not produce many imperatives. It is understood in two ways. First, children are not in capacity of commanding. Imperatives function to command. They are equal with their friend and in sub position of the teacher. Therefore they do not have power to command others even

their teacher. Second, the interaction is more on information sharing. Command is an act of demanding goods and services, so this kind function rarely happened in the interaction, consequently imperatives hardly found to be produced by the children. Those who made imperatives in the interaction are Albert (2), Anthony (1), Bela (2), and Ken-ken (1). Satria did not produce any imperatives.

(59)57 Bela (i) Anthony, your work's going away.

(ii) *Be careful*.

(60)306/a Albert (i) O my God,

(ii) *See this*.

Bela and Albert's second clause in turn 57 and 306/a are imperatives. The constructions are characterized of not having Subject and Finite elements, but only the predicators plus the non-core participants of complement and adjunct.

4.2.2.9 Number of Minor Clauses

From the data analysis provided in Table 4.2, it is seen that the children produced several minor clauses. Albert produced 8 (8.51%) minor clauses, Anthony produced 12 (12.76%) minor clauses, Bela made 15 (15.96%) minor clauses, Ken-ken made 11 (11.7%) minor clause, and Satria made 5 (5.32%) minor clauses in the interaction.

As Eggins and Slade (1997:94-95) mentioned that there are three common types of minor clause, they are lexicalized minor clause, formulaic expression, and non-lexical items, the children produced three of them in the data.

(61)16	Satria	(i) *Miss?*
(62)98	Ken-ken	(i) *Ha?*
(63)115		(i) *No, not yet, not yet.*
(64)121	Bela	(i) *No.*
(65)161	Satria	(i) *Excuse me.*
(66)205	Albert	(i) *Yeah.*
(67)212	Anthony	(i) *Yeah.*

The insignificant number of minor clauses (less than 20%) produced by the children suggests that the children tend to give clear response to prior moves by producing more major clauses.

4.2.2.10 Number of Modalities

Modalities are shown by the use of modalization and modulation. Modalization tempers the message with reference to degrees of frequency or probability, while the modulation is the qualification of the message with references to degrees of obligation, inclination, and probability.

Table 4.2 reveals that Albert and Bela produced the highest modalities (15 and 12), followed by Anthony (10), Ken-ken (7), and Satria (4). This fact shows that Albert and Bela are the children who like to give effects to what they are saying. Both of them try to attract as well as give response to the interlocutor in an extravagant way. It makes them to be a nice partner of conversation. Moreover, the children never used usuality to temper the message. They used probability to

talk about uncertainty, even though Satria was seen only used it once. Almost all of the children talked about obligation, except Ken-ken. And all of them used modulation of capability to talk about one's competence.

4.2.2.12 Analysis of Subject Choices

The data revealed in Table 4.3 shows that most of the children are subject-centered in the interaction. It is characterized by the use of subject *I* in their speech. Albert used subject *I* for 10 times, Anthony used the highest subject *I* – that is 22 times, Bela used the subject *I* for 18 times, Ken-ken produced his speech using subject *I* for 10 times, and Satria used subject *I* the least one, that is 9 times.

Bela used the highest number of other subjects – 17 times. Other subjects mean subject choice other than *I, You,* and *We*. It makes a great difference because her friends only used other subjects in their interaction for less than 20 – Albert used it for 8 times, Anthony used it for 11 times, Ken-ken and Satria produced other subjects for 9 and 7 times.

From the analysis, however, it can be seen that Satria never addressed using *You* for naming the interlocutor he talked to.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions in the previous chapter, it can be concluded that children learning English as a foreign language can acquire similar speech functions as adult in their spoken interaction. With the support from adult (teacher) and the proper environment, children whose native language is Indonesian and started to learn English when they were at school ages are able to interact with others, convey message and share ideas using English. They can also realize the speech functions into an organized and logical system of mood. The results of this research can be stated as follows:

(1) In a classroom spoken interaction, children have almost equal opportunity to take floor, even though if it is seen individually there are quite significant differences in taking the floor from one child to another child. The teacher takes less floor than the children and plays her role as a supportive partner in the interaction.

(2) The classroom interaction is one of information negotiation rather than goods and services negotiation which is signed by the dominance production of declaratives both by the children and the teacher.

(3) The children prefer to give reaction to others either by responding or rejoinding than starting or continuing the moves. However, to start an exchange, children are fond of giving statement rather than asking question.

(4) All children favor of continuing their speech by elaboration, extension and enhancement. Only a few of them like to get the floor back after other speakers take the turn.

(5) The children show egocentricity in the interaction from their *I* subject and subjective modalizations.

(6) In taking the floor, children tend to convey their messages in long utterances signed by full declaratives they produce. In addition, they use less minor clause than the major ones.

5.2 Suggestions

Having analyzing the speech functions acquisition by primary school children learning English as a foreign language, I can give pedagogical and theoretical suggestions as follows:

(1) Pedagogical suggestions: teacher should reduce and even avoid prolonging speech functions because producing too many prolonging speech functions would make the teacher be the dominant speaker in a classroom. To encourage students (children) take the floor and speak more in the interaction, questioning or monitoring speech function can be used. Moreover, creating English atmosphere in a classroom will speed up children's acquisition. Therefore, teacher is also suggested to speak in English, even though the children will keep on asking the meaning of the

speech. Children will learn and grasp the meaning from the context provided by the teacher and their friends.

(2) Theoretical suggestions: as the researcher, I, would like to suggest to other researchers to take similar research but deeper in analysis, like for example pay attention to factors influencing children's acquisition. This study does not consider the factors influencing acquisition, rather than describing the realization of speech functions itself. Another suggestion might also be directed to analyzing speech functions by children but in other languages or settings. This study took the children's interaction in classroom setting; another researcher might take different setting to uncover the speech functions probably yield by the children.

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APPENDIX I
CODING SHEET FOR MOOD ANALYSIS

Turn no./ speaker	**Clause no.**	**Subject**	*Mood*	**Polarity**	**Adjunct**	**Deicticity (temporal)**	**Modalization**	**Modulation**	**Clause Category**		**Speech Function**	**Clause (Bold:Mood)**
									Minor/ Major	**Incmplt**		
1a/S	(i)	We	Declar: full	Pos.	Interprsnl	Past	Probability: high		Major		*O: I:* ***Statement: fact***	Miss, yesterday **we already used** it
1b/S	(ii)	It	Declar: full	Pos.	Text: conj	Past			Major		**C:** prolong: extend	But **it's** broke
2/T	(i)								Minor		**R:** responding: registering	Really?
3/S	(i)	It	Declar: full	Neg.		Prsnt		Capability	Major		**C**: Appending: extend	Yes, **it can not** on
4/B	(i)	Satria	Declar: full	Pos.	Text: conj	Prsnt			Major		**R**: responding: Developing: enhance	== Then **Satria** on it
5/K	(i)	**Itu**	***Wh- inter: full***	Pos.					Major		**O: I:** Question: open: fact	== Apa itu?
6/Al	(i)	***(Itu)***	***Declar: elliptical: 5 (S^F) C***	Pos.					Major		**R**: responding: reply: acknowledge	Lubang – lubang besar sekali
7/B	(i)								Minor	√	**C**: Appending: enhance	== Then …
8/T	(i)	It	Declar: full	Pos.	Text: cont	Prsnt			Major		**R:** responding: developing: elaborate	== O … **it's** a hole
9/B	(i)	The battery	Declar: full	Pos.	Text: conj	Prsnt			Major		**C:** prolong: enhance	Then **the battery is** (extinguished)
10/T	(i)	The battery	Declar: full	Pos.		Prsnt			Major		**R**: rejoinder: repair	**The battery is** off.
11/B	(i)								Minor		**R:** responding:	Yes.

											reply: acknowledge	
12a/ T	(i)	What you have to do	Declar: full	Pos.	Text: cont	Prsnt		Obligation: high	Major		**O: I**: command	OK, **what you have to do is** save your paper
12b/ T	(ii)	(You)	Imp.: jussive	Neg.	Circmstnl	Prsnt			Major		**C**: prolong: enhance	**Do**n't let it blow <u>in the wind</u>
13/ An	(i)	I	Declar: full	Pos.	Interprsnl	Prsnt			Major		**O: I**: statement: fact	Hey, Bella **I'm** (holding) my paper.
14a/ T	(i)	You	Wh-Inter: full	Neg.		Prsnt			Major		**R:** rejoinder: challenge: rebounding	Why **you do**n't have 2 … 2 pages?
14b/ T	(ii)	(paper)	Declar: elliptical: 14 (i) (S^F) C	Pos.		Prsnt			Major		**C:** monitor	(**The paper is**) two or one … two, OK?
15/ An	(i)	I	Declar: Full	Pos.	Text: conj	Past			Major		**R**: responding: reply: answer	Because **I** lost one
16/S	(i)								Minor		*O: Attending*	Miss?
17/T	(i)								Minor		**R**: responding: engage	Yes
18/S	(i)	This	Wh-Inter: full	Pos.		Prsnt			Major		**O**: I: question: open: fact	What **is this** for?
!9/Al	(i)								Minor		*O: Attending*	Miss?
20/T	(i)								Minor		**Reacting**: responding: engage	Yes
21/ Al	(i)	(It)	Declar: elliptical: 19 (S^F) C	Pos.		Prsnt			Major		**C:** Append: extend	(**it's**) a big hole.
22/T	(i)	(you)	Imp.: jussive	Pos.		Prsnt			Major		**R:** responding: reply:	(Leave it)

											acknowledge	
23/ Al	(i)	(it)	Declar: elliptical: 19 Adj (S^F) C	Pos.	Text: conj	Prsnt			Major		**R:** responding: non-comply	But **(it's**) a big big hole.
24/ B	(i)	We	Wh-interr: full	Pos.		Prsnt		Obligation: high	Major		**R:** rejoinder: rebounding	What **do we** have to do?
25a/ T	(i)	(you)	Imp.: jussive	Pos.		Prsnt			Major		**O**: I: command	**Be** careful
25b/ T	(ii)	That	Declar: full	Pos.		Prsnt			Major		***C: prolong: enhance***	**That's** why
	(iii)	(You)	Imp.: jussive	Pos.	Crcumstnl	Prsnt			Major			put them here.
25c/ T	(iv)	(you)	Imp.: jussive	Pos.		Prsnt			Major		***O: I: command***	Look…close…sit
26a/ Al	(i)	(it)	Declar: elliptical: 19 (S^F)C Adj	Pos.	Interprsnl	Prsnt			Major		**R:** rejoinder: countering	(**It's**) A big hole, miss
26b/ Al	(ii)	(it)	Declar: elliptical: 19 Adj (S^F) C	Pos.	Intrprsnl	Prsnt			Major		**C:** prolong: elaborate	Miss, (**it's**) a big hole
26c/ Al	(iii)	(you)	Imp.: jussive	Pos.		Prsnt			Major		**C:** monitor	(**You**) see
26d/ Al	(iv)	(It)	Declar: elliptical: (S^F)C	Pos.	Crcumstnl	Prsnt.			Major		**C:** prolong: enhance	a big hole here
27a/ T	(i)	(it)	Declar: elliptical: 26 (iii) (S^F) C	Pos.		Prsnt			Major		**R:** rejoinder: checking	(**it's**) a big hole [/]
27b/	(ii)	(you)	Imp.:	Pos.	Text:	Prsnt			Major		**C**: Prolong: extend	O… No, (**you**) **just let** it ( )

T			jussive		cont, intrprsnl							
28/ Al	(i)	There	Declar: full	Pos.		Prsnt			Major		**R**: responding: developing: extend	== **There's** a big hole
29/B	(i)	**Ini**	**Declar: full**	Pos.					Major		**O**: I: statement: fact	== Ininya dilepas aja
	(ii)								Minor			Daripada nggak enak
30a/ T	(i)	(You)	Imp.: jussive	Pos.	Interprsnl, crcmstnl	Prsnt			Major		**O**: I: command	Ken, sit <u>here</u>
30b/ T	(ii)	You	Imp.: jussive	Pos.	Interprsnl	Prsnt			Major		**C**: Prolong: enhance	Ken, you listen to me
	(iii)	(you)	Imp.: jussive	Pos.	Crcmstnl	Prsnt			Major			(you) sit <u>over there</u>
31/S	(i)	(it)	Declar: elliptical: Adj (S^F) C	Pos.		Prsnt			Major		**O**: I: statement: fact	Oh, my book
32a/ T	(i)	That	Wh-Inter: full	Pos.		Prsnt			Major		**R**: rejoinder: rebounding	**Whose** that?
32b/ T	(ii)	(it)	Polar int.: elliptical: 32 (F^S) C	Pos.		Prsnt			Major		**C**: monitor	(**is it**) yours [/]
33/S	(i)	(it)	Declar: elliptical: 32 (S^F) C	Pos.		Prsnt			Major		**R**: responding: reply: affirm	(**it's**) my book
34/T	(i)	I	Declar: full	Pos.		Ftr		Obligation: median	Major		**O**: I: offering	**I'll** turn it down – the air conditioner
35a/ Al	(i)	It	Declar: full	Pos.		Prsnt			Major		**R**: responding: decline	No. no. no **It's** hot
35b/	(ii)	It	Declar:	Pos.		Ftr			Major		**C**: prolong: enhance	**It's** going to be hot

Al			full									
36/T	(i)	It	Wh-inter: full	Pos.		Prsnt			Major		**O**: I: question: open: fact	Whose glue **is it**?
37/S	(i)	(I)	Declar: elliptical: 36 (S) F P	Neg.		Prsnt			Major		**R**: responding: reply: disavow	(**I**) **do**n't know
38/ An	(i)	My gle	Wh-inter: full	Pos.		Prsnt			Major		**O**: I: question: open: fact	**Where is** my glue?
39a/ B	(i)	I	Declar: full	Neg.		Prsnt			Major		**R**: responding: reply: disavow	**I do**n't know
39b/ B	(ii)	I	Declar: full	Neg.		Prsnt			Major		**C**: Prolonging: enhance	**I do**n't know
	(iii)	Your glue	Wh inter: full	Pos.		Prsnt.			Major			where is your glue
40a/ T	(i)	(You)	Imp.: jussive	Pos.	Interprsnl	Prsnt			Major		**O**: I: command	I – look, Bella
40b/ T	(ii)	I	Declar: full	Neg.		Prsnt			Major		**R**: rejoinder: repair	**I do**n't know
	(iii)	Your glue	Declar: full	Pos.		Prsnt			Major			where **your glue is**
40c/ T	(iv)	That	Wh-inter: full	Pos.		Prsnt			Major		**C:** monitor	**What is** that?
41/B	(i)	I	Declar: full	Neg.		Prsnt			Major		**R**: responding: developing: elaborating	**I do**n't know
	(ii)	Your glue	Declar: full	Pos.		Prsnt			Major			where **your glue is**
42a/ T	(i)	That	Declar: full	Pos.		Prsnt			Major		**R**: responding: engage	**That's** very good
Pause 5 secs.												
42b/ T	(ii)	I	Declar: full	Pos.	Text: conj	Prsnt			Major	√	**O**: I: statement: opinion	So, **I** need to – ok – to have this …
43/B	(i)	I	Wh-inter: full	Pos.	Interprsnl	Prsnt		Obligation: high	Major		**R**: rejoinder: rebounding	Miss, **what I** have to do with this?

44/ An	(i)	I	Declar: full	Pos.	Interprsnl	Past			Major	√	**O**: I: statement: fact	== Miss, **I** lost …
45/T	(i)	(You)	Imp.: jussive	Pos.		Prsnt			Major		**O**: I: command	== Cut all and make them in order, OK?
46/ An	(i)	I	Declar: full	Pos.	Interprsnl	Past	Probability: high		Major	√	**C**: appending: elaboration	**I already** lost …
47/T	(i)	You	Declar: full	Pos.		Prsnt		Obligation: high	Major		**C**: Appending: enhance	Come on, **You have** to finish it at 9 o'clock
	(ii)	You	Declar: full	Pos.		Prsnt		Obligation: high	Major			**You have** to finish at 9 o'clock
	(iii)								Minor			Faster
48/ An	(i)	I	Declar: full	Neg.	Interprsnl	Prsnt			Major		**C**: Appending: extend	Miss, **I do**n't know
	(ii)	My glue	Declar: full	Pos.		Prsnt			Major			where my glue
49a/ T	(i)	You	Declar: full	Pos.	Text: conj	Past			Major		**R**: responding: developing: elaborate	So, **You** lost it
49b/ T	(ii)	You	Wh-inter: full	Pos.		Past			Major		**O**: I: question: open: fact	Where **did you** put the glue?
50a/ An	(i)	(It)	Declar: elliptical: 49 (ii): (S^F) Adj	Pos.	Circumstl	Past			Major		**R**: responding: reply: answer	(**It's**) <u>on the desk, there</u>
50b/ An	(ii)	It	Declar: full	Pos.		Prsnt			Major		**C**: prolong: extension	**It's** gone.
51a/ T	(i)	(you)	Imp.: jussive	Pos.	Text: cont	Prsnt			Major		**O**: I: command	O… O… look
51b/ T	(ii)	Your project	Declar: full	Pos.		Prsnt			Major		**C**: prolong: enhance	**Your project is** going away
	(iii)	(You)	Imp.: jussive	Pos.		Prsnt			Major			(**You**)Get it first
Pause 5 secs.												
51c/	(iv)	It	Wh-inter:	Pos.		Prsnt			Major		**O**: I: question:	**What glue is** it?

T			full								open: fact	
51d/ T	(v)	it	Wh-inter: elliptical: C/Wh (F^S)	Pos.		Prsnt			Major		**C**: prolonging: elaboration	What kind of glue (**is it**)?
52a/ An	(i)	(It)	Declar: elliptical: 51 (v): (S^F) C	Pos.		Prsnt			Major		**R**: responding: reply: answer	(**It's**) UHU.
52b/ An	(ii)	(It)	Declar: elliptical: 51 (v): (S^F) C	Pos.		Prsnt			Major		**C**: prolonging: elaboration	(**It's**) the yellow one.
53a/ T	(i)	You	Declar: full	Pos.	Interprsnl	Prsnt	Probability: median	Capability	Major		**O**: I: offering	**Maybe you can** use it.
53b/ T	(ii)	(you)	Imp.: jussive	Pos.		Prsnt			Major		**O**: I: command	(**You**) (work) your project
	(iii)	(You)	Imp.: jussive	Pos.		Prsnt			Major			(**You**) cut it off.
54a/ An	(i)	I	Declar: full	Pos.		Prsnt			Major		**O:** I: statement: fact	**I** want my glue.
54b/ An	(ii)	I	Declar: full	Neg.	Text: conj	Prsnt		Capability	Major		**C**: prolonging: extension	But, **I can**'t find it
55/K	(i)	I	Declar: full	Pos.	Text: conj	Past			Major		**R**: responding: reply: acknowledge	Here, **I** found it.
56/ Al	(i)	*(Ini)*	*Declar: elliptical: 55 Adj (S^F) C*	*Pos.*	*Interprsnl*				*Major*		**R**: responding: developing: elaborate	*Anthony, punya kamu.*
57/B	(i)	Your work	Declar: full	Pos.	Interprsnl	Prsnt			Major		**O**: I: statement: fact	Anthony, **your work's** going away.
	(ii)	(You)	Imp.: jussive	Pos.		Prsnt			Major			**Be** careful.

58/ An	(i)								Minor		**R**: responding: reply: comply	Terima kasih.
59/K	(i)	I	Declar: full	Pos.		Past			Major		**C**: appending: elaboration	**I** found it
60/ An	(i)	This	Declar: full	Pos.	Interprsnl	Prsnt	Probability: high		Major		**R**: responding: reply: acknowledge	**This is already** (unheard)
61/B	(i)	I	Declar: full	Pos.		Prsnt			Major		**O**: I: statement: fact	**I'm** in five, six
62/ An	(i)	You	Wh-inter: full	Pos.	Text: conj	Prsnt			Major	√	**C**: appending: extension	And … **do you** have …
63/ Al	(i)								Minor		**R**: responding: developing: extend	Nine, ten
64a/ B	(i)	You	Declar: full	Pos.	Circumstl	Prsnt			Major		**R**: responding: developing: elaborate	Now, **you're** nine, ten
64b/ B	*(ii)*	*Kamu*	*wh-inter: full*	*Pos.*	*Interprsnl*				*Major*		**O**: I: question: open: fact	*Kalau kamu berapa, Anthony?*
65/ An	(i)	(I)	Declar: elliptical: 64 (ii): (S^F) C	Pos.		Prsnt			Major		**R**: responding: reply: answer	(**I'm**) six
66/ Al	(i)	You	Declar: full	Pos.	Interprsnl	Prsnt	Probability: high		Major		**R**: rejoinder: confirming	== **You're** five, six **already**?
	(ii)								Minor			Busyet.
67/B	(i)	(You)	Declar: elliptical: 65 : (S^F) C	Pos.		Prsnt			Major		**R**: responding: developing: extend	== (**You're**) same as me.
68/K	(i)	*Aku*	*Declar: full*	*Pos.*					Major		**R**: responding: developing: extend	Aku sudah banyak.
69/S	(i)	*Aku*	*Declar: full*	*Pos.*					*Major*		**R**: rejoinder: probing: extend	*Aku baru tiga.*

	(ii)	*Aku*	*Declar: full*	*Pos.*	*Text: conj*				*Major*			*Tapi aku sudah punya nine, ten.*
70/ An	(i)	*(ini)*	*Polar-inter.*	*Pos.*					Major		**O**: I: Q: closed: fact	Gunting sembarang ya?
71a/ B	(i)								Minor		**R**: responding: reply: affirm	Iya.
71b/ B	(ii)								Minor		**C**: prolong: elaborate	Ikutan five, six … iya kan?
72/ Al	(i)	Aku	Declar: full	Pos.					Major		**R**: rejoinder: probing	Aku segini digunting.
73/ S	(i)	Itu	Declar: full	Pos.					Major		**R**: responding: reply: acknowledge	Itu gampang.
	(ii)	(itu)	Declar: elliptical	Pos.					Major			Tinggal stick.
74/ T	(i)	You	Declar: full	Neg.	Crcmstnl	Prsnt		Capability	Major		**O**: I: Q: closed: fact	**You can** not find <u>on 2nd floor</u> [/]
75a/ An	(i)						Probability: high		Minor		**R**: responding: reply: reply: affirm	Already.
75b/ An	(ii)	I	Declar: full	Pos.		Prsnt			Major		**C**: prolong: elaborate	**I have** the glue.
76/T	(i)	You	Declar: full	Pos.	Intrprsnl	Prsnt	Probability: high		Major		**R**: rejoinder: rebounding	**You already have** the glue[/]
77/ An	(i)	(I)	Declar: elliptical: (S) MdA (F) PC	Pos.	Intrprsnl	Past	Probability: high		Major		**R**: responding: reply: affirm	**Already** found it.
78/T	(i)								Minor		**R**: responding: registering	Ok… Good.
79/B	(i)								Minor		**R**: rejoinder: probing	Me too.
	(ii)	I	Declar: full	Pos.		Past			Major			**I** also found my glue and my scissors.
80/	(i)	You	Wh-inter:	Pos.		Prsnt			Major		**O**: I: Q: open: fact	What **are you** doing?

Al			full									
81/T	(i)	(it)	Declar: elliptical	Pos.		Prsnt			Major		**R**: responding: reply: answer	(**It's**) Ken-ken's (broken) sheet – 2nd pages
82/S	(i)	We	Wh-inter: full	Pos.	Text.: conj.	Prsnt		Obligation: high	Major		**R**: rejoinder: rebounding	What **we have** to do then?
83/ An	(i)								Minor		**O**: attending	Miss
84/T	(i)								Minor		**R**: responding: engaging	Hmm
85/ An	(i)	I	Declar: full	Neg.		Prsnt		Capability	Major	√	**C**: appending: extend	**I can**'t find …
	(ii)	I	Declar: full	Pos.		Past			Major			- **I** lost the pages
86a/ T	(i)	(it)	Declar: elliptical: 85 (ii) (S^F) C	Pos.		Prsnt			Major		**R**: responding: reply: acknowledge	(**It's**) No problem.
86b/ T	(ii)	This	Declar: full	Pos.		Prsnt			Major	√	**C**: prolong: elaborate	**This is** …
	(iii)	That	Declar: full	Pos.		Prsnt			Major			– that's why
	(iv)	We	Declar: full	Pos.		Prsnt			Major			**we** call it the work book
86c/ T	(v)	We	Declar: full	Pos.	Text.: conj.	Prsnt		Capability	Major		**C**: prolong: enhance	So, **we can** cut,
	(vi)	We	Declar: full	Pos.		Prsnt.		Capability	Major			**we can** use everything
	(vii)	(You)	Imp.: jusssive	Pos.	Intrprsnl	Prsnt	Probability: high		Major			(You) Just relax
87/ An	(i)	I	Wh-inter: full	Pos.		Prsnt		Obligation: high	Major		**O**: I: question: open: opinion	What **I have** to do with my work book?
88a/ T	(i)	(It)	Declar: elliptical:	Pos.		Prsnt			Major		**R**: responding: reply: answer	(**It's**) No problem.

			87 (S^F) C									
88b/ T	(ii)	You	Polar inter: full	Pos.		Prsnt			Major		**C**: monitor	**Do you** know the meaning of the work book?
89/ An	(i)								Minor		**R**: rejoinder: checking	The work book[/]
90a/ T	(i)	The work book	Declar: full	Pos.		Prsnt			Major		**R**: responding: developing: elaborate	**The work book** means
	(ii)	You	Declar: full	Pos.		Prsnt.			Major			**you** do the project with that
90b/ T	(iii)	Your work book	Declar: full	Pos.	Text.: conj.	Prsnt		Obligation: median	Major		**C**: prolong: enhance	So, **your book will** be broken into pieces
	(iv)	You	Declar: full	Pos.	Text.: conj.	Prsnt			Major			Because **you** do the project
91/ An	(i)	You	Declar: full	Pos.		Prsnt			Major		**R**: responding: developing: elaborate	**You** mean work book
92/ Al	(i)	I	Declar: full	Pos.	Text.: cont.	Prsnt			Major		**O**: I: statement: fact	O … **I** scratch it.
93/S	(i)	I	Declar: full	Pos.		Prsnt.			Major		**O**: I: statement: opinion	**I** get confused with it – with this scissors and paper
94/T	(i)								Minor		**R**: rejoinder: track: check	You … what?
95a/ S	(i)	(I)	Declar: elliptical: 93 (S^F) C	Pos.		Prsnt.			Major		**R**: rejoinder: track: resolve	(**I'm**) Confused and messed.
95b/ S	(ii)	that	Wh-inter: full	Pos.	Text.: conj.	Prsnt.			Major		**R**: rejoinder: rebounding	And then **what's** that?
96/K	(i)	You	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: high		Major		**R**: rejoinder: resolve	**You already** used, Satria.
97/T	(i)								Minor			Yes, (the ideas)?

	(ii)	You	Declar: full	Pos.		Prsnt.		Obligation: high	Major		**R**: responding: developing: elaborte	**You** have to arrange it.
98/K	(i)								Minor		**R**: rejoinder: rebound	Ha [/]
99/T	(i)	You	Declar: full	Pos.		Prsnt		Obligation: high	Major		**R**: responding: developing: elaborate	**You** have to arrange it.
100a / Al	(i)	that	Wh-inter: full	Pos.		Prsnt			Major		**O**: I: question: open: fact	**What's** that?
100b /Al	(ii)	(it)	Declar: full	Pos.	Crcmstnl, intrprsnl	Past			Major		**C**: prolong: enhance	Yesterday, that **you** did to satria, Miss Melani.
101/ T	(i)								Minor		**R**: responding: engage	He ehm.
102/ Al	(i)	That	Declar: full	Pos.	Crcmstnl	Prsnt.			Major		**R**: rejoinder: confirming	**That's** yesterday
	(ii)	You	Declare: full	Pos.		Prsnt.			Major			that **you** give to satria [/]
103a /T	(i)								Minor		**R**: responding: reply: affirm	Yes.
103b /T	(ii)	Everybody	Declar: full	Pos.	Crcmstnl, intrprsnl	Prsnt.		Capability	Major		**C**: prolong: extend	Now, everybody … **you can** talk
	(iii)	(You)	Imp.: jussive	Pos.	Intrprsnl, Crcmstnl	Prsnt.	Probability: high		Major			(**You**) Just put it there.
104/ Al	(i)	You	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: clarifying	**You're** playing it [/]
	(ii)	(You)	Declar: elliptical 104a: (S^F)polar	Neg.		Prsnt.			Major			Or not [/]
105/ T	(i)	You	Polar inter: full	Pos.		Prsnt.			Major		**R**: rejoinder: challenging: re-challenge	**Do you** think
	(ii)	This	Declar;	Pos.		Prsnt			Major			**this is** playing or not?

			full									
106/ Al	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: repair	No, That radio **I** mean.
107/ T	(i)	The recorder	Declar: elliptical: 106 (ii) S(^F)	Pos.		Prsnt.			Major		**R**: rejoinder: tracking: clarifying	The recorder [/]
108/ Al	(i)								Minor		**R**: respoonding: reply: affirm	Yes.
109/ T	(i)	It	Declar: full	Pos.		Prsnt.			Major		**R**: responding: reply: answer	The recorder – **it** works.
110/ Al	(i)	It	Polar inter: full	Pos.		Prsnt.			Major		**R**: rejoinder: challenging: rebounding	**Is i**t on or off?
111/ T	(i)	(It)	Declar: elliptical: 110 (S^F) C	Pos.		Prsnt.			Major		**R**: responding: reply: answer	(**It is**) On
112/ K	(i)	You	Polar inter: full	Pos.		Prsnt.			Major	√	**O**: I: question: closed: opinion	**Are you** (say) …
113/ B	(i)								Minor		**R**: responding: reply: affirm	Yes.
114a /T	(i)	This	Declar: full	Pos.		Prsnt.			Major		**C**: appending: elaboration	**This is** on.
114b /T	(ii)	Your voice	Declar: full	Pos.	Conj., Crcmstnl.	Ftr.		Obligation: median	Major		**C**: prolong: enhance	So, **your voice will** be <u>there inside</u>.
Pause 5 secs.												
114c /T	(iii)	You	Polar inter: full	Pos.	Cont.	Prsnt.			Major		**O**:I : Question: closed: fact	OK, **have you** got (unheard) finished?
115/ K	(i)								Minor		**R**: responding: reply: disagree	No, not yet, not yet.
116/ T	(i)								Minor		**R**: responding: registering	OK. Good … faster … good.

117/ B	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: responding: developing: elaborate	**I** want to do it faster.
118/ T	(i)								Minor		**R**: responding: registering	Yeah [\]
119/ K	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: low		Major		**R**: responding: developing: extend	**I'm** still this.
120/ T	(i)	You	Polar inter: full	Pos.	Crcmstnl.	Prsnt.			Major		**O**: I: question: closed: fact	**Do you** have a little lamb at home?
121/ B	(i)								Minor		**R**: responding: reply: disagree	== No.
122/ S	(i)								Minor		**R**: responding: reply: disagree	== No.
123/ T	(i)	You	Declar: full	Pos.	Crcmstnl	Prsnt.			Major	√	**C**: appending: elaboration	If **you** have a little lamb at home …
124/ An	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: countering	**I** have a little lamb – a little lamb at my house.
125/ T	(i)								Minor		**R**: responding: registering	Ow?
126/ B	(i)	(unheard)	Declar: full	Pos.	Conj.	Prsnt.			Major		**R**: respond: developing: extend	Because (unheard) **is** a farmer.
127a /Al	(i)	You	Declar: full	Neg.	Conj.	Prsnt.			Major		**R**: respond: contradict	But **you're** not a farmer.
127b /Al	(ii)	A farmer	Wh-inter: full	Pos.		Prsnt.		Capability	Major		**O**: I: question: open: fact	How come **a farmer can** go to school?
128/ T	(i)	Farmer	Declar: full	Pos.		Prsnt.		Capability	Major		**R**: respond: confronting: contradict	**Farmer can** go to school too.
	(ii)	(It)	Declar: elliptical: 128 (1) (S^F) C	Pos.		Prsnt.			Major			== No problem.
129/ B	(i)								Minor		**R**: rejoider: detaching	== See?

130/ T	(i)	You	Declar: full	Pos.	Intrprsnl	Prsnt.			Major		**R**: responding: developing: elaborate	Everybody[/], **you** see
	(ii)	Educati on	Declar: full	Pos.		Prsnt.			Major			**Education is** for everybody.
Pause 5 secs.												
131a /B	(i)	I	Declar: full	Pos.	Crcmsntl.	Prsnt			Major		**O**: I: statement: fact	Now, **I'm** in eleven, twelve
131b /B	(ii)	Kamu	Declar: full								**C**: monitor	Kamu sampai mana?
132/ An	(i)	I	Declar: full	Pos.	Intrprsnl.	Prsnt.	Probabilit y: low		Major		**R**: responding: reply: answer	**I'm** still two more.
133/ T	(i)	(You)	Imp.: jussive	Pos.	Intrprsnl	Prsnt.			Major		**O**: I: command	**Be** careful, Ken.
134/ B	(i)	Anthon y	Declar: full		Intrprsnl						**O**: I: Question: open: fact	Anthony … Anthony, sampai mana?
135/ T	(i)								Minor		**O**: attending	Ken-ken.
136/ K	(i)	I	Declar: full	Neg.		Prsnt			Major		**R**: rejoinder: probe	== **I'm** not going anywhere.
137a /Al	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: low		Major		**C**: appending: elaboration	== **I'm** still two more.
137b /Al	(ii)	I	Declar: full	Pos.	Conj.	Prsnt.			Major		**C**: prolong: extend	But (unheard) **I'm** tidy number.
137c /Al	(iii)	I	Declar: full	Neg.		Prsnt.			Major	√	**C**: prolong: enhance	**I do**n't know …
138/ T	(i)	You	Tagged declar.	Pos.		Prsnt.			Major		**R**: rejoinder: probing	**You** make it in order later, don't you
139a /Al	(i)								Minor	√	**O**: I: statement: fact	Eleven, eight, …
	(ii)	There	Declar: full	Neg.		Prsnt.			Major			**there is** not nine, ten.
139b /Al	(iii)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: high		Major		**C**: prolonging: elaborate	**I already** get ten.

139c /Al	(iv)	One, two, three	Declar: full	Pos.	Conj., intrprsnl	Prsnt.	Probability: low		Major		**C**: prolonging: extend	But one, two, three **already** there
140/ T	(i)								Minor		**R**: responding: registering	OK
141/ Al	(i)	Waiting desk	Declar: elliptical: 139 (iv) Adj S(^F)	Pos.	Conj.	Prsnt			Major		**C**: appending: extend	Except waiting desk
142/ T	(i)	You	Declar: full	Pos.	Cont., intrprsnl.	Prsnt.			Major		**O**: I: question: closed: fact	Ok, **you** finish that, Anthony?
143/ An	(i)								Minor		**R**: responding: reply: affirm	Yes.
144a /T	(i)								Minor		**R**: responding: registering	Yes.
144b /T	(ii)	It	Declar: full	Pos.	Cont., crcmstnl	Prsnt.			Major		**O**: I: command	Now, **it's** time for you to … stick on your paper
144c /T	(iii)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**C**: prolong: elaborate	Remember, **do** your project one and two
Pause 5 secs.												
144d /T	(iv)								Minor		**R**: responding: registering	Good, Ken-ken
145a /B	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: low		Major		**O**: I: statement: fact	**I'm** still one, two, three
145b /B	(ii)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: high		Major		**C**: prolong: elaborate	**I'm** only four more left
146a /T	(i)	(You)	Imp.: jussive	Post.	Intrprsnl	Prsnt.	Probability: high		Major		**O**: I: command	Ok, Ken-ken, **just do** your project
146b /T	(ii)	There	Declar: full	Neg.		Prsnt.			Major		**C**: prolong: elaborate	**There's** not enough time
Pause 5 secs.												
146c /T	(iii)	15 minutes	Declar: full	Pos.		Prsnt.			Major		**O**: I: statement: fact	15 minutes left

147/ S	(i)	(I)	Declar: elliptical: (S^F) P	Pos.		Prsnt.			Major		**R**: responding: reply: acknowledge	Finish
148/ T	(i)	You	Declar: full	Pos.	Crcmsntl.	Prsnt.		Obligation: high	Major		**C**: appending: elaborate	**You have to** finish it in 15 minutes
149/ S	(i)	(I)	Declar: elliptical: (S^F) P	Pos.		Prsnt.			Major		**R**: responding: reply: acknowledge	Finish
150/ T	(i)	You	Declar: full	Pos.		Prsnt.			Major		**O**: I: question: closed: fact	**You** finish it?
151/ K	(i)	I	Declar: full	Pos.		Prsnt.	Probability: low		Major		**O**: I: offer	**I need to** close the door
152/ T	(i)								Minor		**R**: responding: reply: accept	Thank you.
153/ B	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.		Obligation: high	Major		**O**: I: statement: opinion	Miss Melani, **I must** do this.
154a /T	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: responding: reply: agree	Yeah, **I** know.
Pause 5 secs.												
154b /T	(ii)	that	Wh-inter: full	Pos.		Prsnt.			Major		**O**: I: question: open: fact	**What's** that?
	(iii)	it	Wh-inter: full	Pos.		Prsnt.			Major			**Whose** is it?
155/ K	(i)	(It)	Declar: elliptical: (S^F) C	Pos.		Prsnt.			Major		**R**: responding: reply: answer	Mine.
156a /T	(i)	(It)	Polar inter: elliptical: (F^S) C	Pos.		Prsnt.			Major		**R**: rejoinder: checking	Yours?
156b /T	(ii)	(You)	Imp.: jussive	Pos.		Prsnt			Major		**C**: prolong: elaborate	Tell them.
157a	(i)	(You)	Imp.:	Pos.	Crcmstnl	Prsnt.			Major		**O**: I: command	Put <u>there</u>.

/An			jussive									
157b /An		(It)	Declar: elliptical: (S^F) C Adjnt	Pos.	Crcmstnl	Prsnt.			Major		**C**: prolong: enhance	Messy <u>out there</u>.
158a /T	(i)	The time	Declar: full	Pos.	Crcmstnl	Prsnt.			Major		**O**: I: statement: fact	Ok, now **the time is** (free) to stick on it.
	(ii)	Cleaning	Declar: full	Pos.	Crcmstnl	Ftr.		Obligation: median	Major			**Cleaning will** be later.
158b /T	(iii)	15 minutes	Declar: elliptical: S(^F P)	Pos.		Prsnt.			Major		**C**: prolong: enhance	15 minutes (left)
159a /B	(i)	15 minutes	Declar: elliptical: S(^F P)	Pos.		Prsnt.			Major		**R**: rejoinder: rebounding	15 minutes?
159b /B	(ii)	I	Declar: full	Pos.	Conj., intrprsnl	Prsnt.	Probability: low		Major		**C**: prolong: extending	But, **I'm still** cutting 2 left – er 3 left
160/ Al	(i)	It	Declar: full	Pos.	Cont.	Prsnt.			Major		**R**: rejoinder: rebounding	See, **it's** your fault
	(ii)	Why	Declar: full	Neg.		Prsnt.			Major			Why not be quick
161/ S	(i)								Minor			Excuse me
	(ii)	I	Declar: full	Pos.	Crcmstnl.	Prsnt.			Major		**O**: I: statement: fact	I need the scissors <u>now</u>
162a /An	(i)	I	Declar: full	Pos.	Cont.	Prsnt.			Major		**R**: responding: reply: non-comply	No, <u>I do</u> this
162b /An	(ii)	I	Declar: full	Pos.	Crcmstnl.	Prsnt.			Major		**C**: prolong: enhance	**I** give you <u>later</u>
163/ B	(i)	You	Polar inter: full	Pos.	Intrprsnl	Prsnt.		Capability	Major		**O**: I: question: closed: opinion	Miss Melani, **can you** help me to stick this?
164/	(i)	You	Declar:	Pos.		Prsnt.		Obligati	Major		**R**: responding: reply: non-comply	**You have to** stick this.

T			full					on: high				
165/ B	(i)	You	Polar inter: full	Pos.		Prsnt.		Capability	Major		**R**: rejoinder: rebounding	**Can you** help me?
166a /T	(i)	(I)	Declar: elliptical: (S^F C) Adjnct.	Pos.		Prsnt.			Major		**R**: responding: reply: withhold	Later.
166b /T	(ii)	The time	Declar: full	Neg.		Prsnt.			Major		**C**: prolong: extend	**The time is** not enough.
	(iii)	You	Declar: full	Pos.		Prsnt.		Obligation: high	Major			**You have to** go rush to get finished.
167/ S	(i)	I	Declar: full	Pos.		Prsnt.			Major		**O**: I: statement: fact	O … **I** cut my ten
	(ii)	I	Declar: full	Pos.		Prsnt.			Major			**I'm** wrong
168/ T	(i)	It	Declar: full	Pos.		Prsnt.			Major		**O**: I: statement: fact	**It's** one and two.
169/ Al	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: high		Major		**R**: responding: acknowledge	**I just** stick them first.
170/ T	(ii)	(You)	Wh-inter: elliptical: WH (^F^S) P Adjnct	Neg.	Crcmstnl.	Prsnt.			Major		**R**: rejoinder: confirming	Why stick <u>on the table not your paper (then) later.</u>
171/ Al	(i)	This	Declar: elliptical: S(^F)	Pos.	Conj.	Prsnt.			Major	√	**R**: responding: reply: non-comply	If this …
172a /T	(i)	What you have to do	Declar: full	Pos.	Intrprsnl, crcmstnl.	Prsnt.		Obligation: high	Major		**O**: I: commnd	Everybody, **what you have to do** is one and two and follow and follow … next … next… next
Pause 5 secs.												
172b	(ii)								Minor		**C**: prolonging: elaborate	Good, Ken-ken

/T												
	(iii)								Minor			Almost
	(iv)								Minor			Faster
	(v)	(us)	Imp.: suggestive	Pos.		Prsnt.			Major			Let's see
172c /T	(vi)	You	Declar: full	Pos.	Crcmstnl	Prsnt		Capability	Major		**C:** prolong: enhance	that **you can** finish it <u>in 15 minutes</u>, OK?
173/ K	(i)	I	Declar: full	Pos.	Conj., Crcmstnl.	Prsnt.		Capability	Major		**R**: responding: developing: extend	But, but, **I can** make a mountain <u>on the sand for 5 minutes.</u>
174/ T	(i)								Minor		**R**: responding: registering	Good
175/ An	(i)	Eleven	Declar: elliptical: S(^F) Adjnct	Neg.		Prsnt.			Major		**O**: I: statement: fact	**Eleven** not yet
	(ii)	Eighteen, four	Declar: elliptical: S(^F)	Pos.	Conj.	Prsnt.			Major			Then **eighteen, Four**, yeah
176a /T	(i)	(You)	Imp.: jussive	Neg.		Prsnt.			Major		**O**: I: command	Not too close
176b /T	(ii)	A little bit down	Declar: full	Pos.		Prsnt.			Major		**C**: prolong: elaborate	**A little bit down is** OK
177a /K	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.		Capability	Major		**O**: I: statement: fact	Miss Melani, **I can** make a big mountain
177b /K	(ii)	He	Declar: full	Pos.	Conj.	Past			Major		**C**: prolong: extend	But **he** break it.
178/ T	(i)	He	Declar: full	Pos.		Past			Major		**R**: rejoinder: repair	**He** broke it.
179a /K	(i)	He	Declar: full	Pos.		Past			Major		**R**: responding: developing: elaborate	Yeah, **He** broke my mountain.
179b	(ii)	He	Declar:	Pos.		Past			Major		**C**: prolong:	**He** dig my mountain.

/K			full								elaborate	
180/ T	(i)	He	Declar: full	Pos.		Past			Major		**R**: rejoinder: confiring	O… he dig(/)
181a /Al	(i)	The mountai n	Declar: full	Pos.	Conj.	Prsnt.			Major	√	**R**: responding: developing: extend	But **the mountain is**… is….
181b /Al	(ii)	We	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: low		Major		**C**: prolong: elaborate	**We are still** making the mountain again
	(iii)	More rivers	Declar: full	Pos.	Conj.	Prsnt.			Major			And **more rivers** come
182/ B	(i)	(I)	Declar: elliptical: (S^F)P	Pos.		Prsnt.			Major		**O**: I: statement: fact	Finish
183/ T	(i)	What you have to do	Declar: elliptical: S(^F)P C	Pos.	Intrprsnl	Prsnt.		Obligati on: high	Major		**R**: responding: reply: acknowledge	== **What you have to do Bella**, close your book
184/ Al	(i)	No one	Declar: full	Pos.		Prsnt.		Capabili ty	Major		**C**: Appending: enhance	== **No one can** make a big mountain
185/ K	(i)								Minor		**R**: responding: reply: agreee	Yes
186/ Al	(i)	We	Declar: full	Pos.		Prsnt.		Capabili ty	Major		**R**: rejoinder: tracking: checking	**We can**, right?
187/ B	(i)	Yane	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: probing	Yes, **Yane** wants to make a big mountain
	(ii)	You	Declar: full	Pos.		Prsnt.			Major			**You** know
188/ T	(i)	Who	Wh-inter: full	Pos.		Prsnt.			Major		**R**: rejoinder: tracking: clarifying	**Who** wants to make a big mountain
	(ii)	Yane	Polar inter: elliptical: (F^)S	Pos.		Prsnt.			Major			**Yane**?

189a /B	(i)	Yane	Declar: full	Pos.		Prsnt.			Major		**R**: responding: reply: answer	Yane - **Yane** wants
189b /B	(ii)	Yane	Declar: full	Neg.	Conj.	Prsnt.		Capability	Major		**C**: prolong: extension	But **yane can** not
189c /B	(iii)	I	Declar: full	Pos.	Conj.	Prsnt.			Major		**C**: prolong: enhance	So **I** help him
190/ T	(i)								Minor		**R**: responding: registering	Good
191a /Al	(i)	I	Declar: full	Neg.		Prsnt.		Capability	Major		**R**: rejoinder: challenging: countering	**I can** not help
191b /Al	(ii)	I	Declar: full	Pos.	Conj., Intrprsnl	Prsnt.	Probability: low		Major		**C**: prolong: enhance	Because **I'm still** finish my job to make the river
	(iii)	The river	Declar: full	Pos.		Prsnt.			Major			**The river is** messed
	(iv)	I	Declar: full	Pos.	crcmstnl	Past			Major			that **I** dig <u>last time</u>
191c /Al	(v)	The frog	Declar: full	Pos.	Conj.	Past			Major		**C**: prolong: extend	And the frog – **the frog** broken my mountain
192a /T	(i)	You	Polar inter: full	Pos.	Intrprsnl	Prsnt.			Major		**O**: I: question: closed: opinion	== **Do you** want to make it that way, Bella?
	(ii)	You	Polar inter: full	Pos.		Prsnt	Probability: median		Major			**Do you** think
	(iii)	It	Declar: full	Pos.		Prsnt.			Major			**it's** enough?
192b /T	(iv)	You	Polar inter: full	Pos.		Prsnt.			Major		**R**: rejoinder: challenging: rebounding	**Do you** want it that way?
193/ K	(i)	He	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: tracking: probing	== **He** needs help, right?
194/ Al	(i)	I	Declar: full	Neg.		Prsnt.			Major		**R**: rejoinder: challenging: refute	== **I do**n't want to help him
195a /T	(i)	I	Declar: full	Pos.		Prsnt.			Major		**C**: appending: elaboration	== **I** mean

	(ii)	You	Polar inter: full	Pos.		Prsnt.	Probability: median		Major			**Do you** think enough
	(iii)	It	Declar: elliptical (195a)									to do it that way?
195b /T	(iii)	The paper	Declar: elliptical: S(^F)	Pos.		Prsnt.			Major		**R**: rejoinder: checking	The paper?
196/ B	(i)	I	Declar: full	Pos.		Prsnt.	Probability: median		Major		**R**: responding: reply: affirm	**I** think so.
197/ T	(i)								Minor		**R**: responding: registering	== OK
198/ Al	(i)	The teacher	Declar: full	Pos.	Conj.	Past		Obligation: median	Major		**C**: appending: extend	== But **the teacher would** help him
199/ T	(i)	Bigger person	Declar: full	Pos.	Conj.	Prsnt.		Obligation: median	Major		**R:** rejoinder: challenging: countering	But **bigger person** should help the small one
200/ B	(i)								Minor		**O**: attendung	== Miss Melani …
201a /Al	(i)	I	Declar: full	Neg.		Prsnt.			Major		**R**: Rejoinder: challenging: refute	== **I do**n't want to help him
201b /Al	(ii)	He	Declar: full	Pos.	Conj.	Past			Major		**C**: prolonging: enhance	Because **he** dig my mountain
202a /T	(i)	(It)	Declar: elliptical: (S^F)C	Pos.		Prsnt.			Major		**R**: responding: acknowledge	No problem
	(ii)	He	Declar: full	Neg.		Prsnt.			Major			**He does**n't mean that
202b /T	(iii)	You	Declar: full	Pos.	Conj.	Prsnt			Major		**C**: prolonging: extend	But **you** need to help everybody
202c /T	(iv)	You	Declar: full	Pos.		Prsnt.			Major		**C**: prolonging: elaboration	**You** need to help

	(v)	Somebody else	Declar: full	Pos.	Conj.	Prsnt.			Major			when **somebody else** needs your help
202d /T	(v)	You	Declar: full	Pos.	Conj., crcmstnl	Prsnt.	Probability: low		Major		**C**: prolonging: enhance	Because <u>one day</u> **you might** need their help, OK?
	(vi)	It	Declar: full	Neg.		Prsnt.			Major			**It does**n't mean
	(vii)	Somebody	Declar: full	Pos.	Conj.	Prsnt			Major			that **somebody** broke your (thing)
	(viii)	You	Declar: full	Neg.		Prsnt.			Major			**You do**n't want to help
	(ix)	You	Declar: full	Pos.		Prsnt.		Obligation: high	Major			**You have to** help
	(x)	They	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: low		Major			Especially when **they are still** young
	(xi)	They	Declar: full	Pos.	Conj.	Prsnt.			Major			And **they** need your help
	(xii)	(It)	Declar: elliptical: (S^F) C	Pos.	Conj.	Prsnt.			Major			Like Yane
Pause 5 secs.												
202e /T	(xiii)	You	Polar inter: full	Pos.		Prsnt.	Probability: median		Major		**O**: I: Q: closed: opinion	**Do you** think
	(xiv)	Yane	Declar: full	Pos.		Prsnt.			Major			Yane bigger than you or smaller than you?
203/ Al	(i)	(He)	Declar: elliptical (S^F) C	Pos.		Prsnt.			Major		**R**: responding: reply: affirm	Smaller
204a /T	(i)	that	Declar: ful	Pos.		Prsnt.			Major		**R**: responding: acknowledge	Yes, **that's** right
204b /T	(ii)	You	Polar inter: full	Pos.		Prsnt.		Obligation: median	Major		**O**: I: question: closed: opinion	**Should you** help him?
205/	(i)								Minor		**R**: responding:	Yeah

Al											reply: affirm	
206a /An	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: countering	I'm – **I'm** send him a river together
206b /An	(ii)	Yane	Declar: full	Pos.	Conj.	Prsnt		Capability	Major		**C**: prolong: enhance	So **Yane can** have the river for his mountain
207/ T	(i)								Minor		**R**: responding: registering	Good – very good
208 An	(i)	I	Declar: full	Pos.		Prsnt.			Major		**C**: appending: elaborate	**I** help him
209/ T	(i)	God	Declar: full	Pos.	Intrprsnl	Prsnt.			Major		**R**: responding: developing: elaborate	**God bless** you, Anthony
210a /An	(i)	I	Declar: full	Pos.		Prsnt.			Major		**C**: appending: elaborate	**I** help everybody
210b /An	(ii)	I	Declar: full	Pos.		Prsnt.			Major		**C**: prolong: extension	**I** send the river to Ken-ken's mountain also
211a /T	(i)	Everybody	Declar: full	Pos.	Conj.	Prsnt			Major		**R**: responding: developing: enhance	Ok, so **everybody** help (everybody) else.
	(ii)	Everybody	Declar: full	Pos.		Prsnt.			Major			**Everybody** help to give the river.
211b /T	(iii)	It	Declar: full	Pos.		Prsnt.			Major		**C:** prolong: enhance	**It** makes everybody nice, right?
212/ An	(i)								Minor		**R**; responding: replying: agree	Yeah.
213a /T	(i)	You	Polar inter: full	Pos.		Prsnt.			Major		**O**: I: Q: closed: fact	**Do you** know
	(ii)	The river	Declar: full	Pos.		Prsnt.			Major			Where **the river** goes?
	(iii)	You	Polar inter: full	Pos.		Prsnt.			Major			**Do you** know
	(iv)	The river	Declar: full	Pos.		Prsnt.			Major			Where **the river** flows?
213b	(v)	It	Declar:	Pos.		Prsnt.			Major	√	**C**: monitor	**It is** going down to ….

/T			full									
214/ K	(i)	The river	Declar: full	Pos.	Conj.	Past			Major		**R**: rejoinder: challenging: counter	Going to – but, but the **river** circled around the mountain
215/ T	(i)								Minor		**R**: responding: registering	O?
216a /Al	(i)	It	Declar: full	Pos.		Prsnt.			Major	√	**O**: I: statement: opinion	**It's** very difficult …
216b /Al	(ii)	I	Declar: full	Neg.	Intrprsnl	Prsnt.	Probability: median	Capability	Major	√	**C**: prolong: elaboration	Maybe… **I can** not …
216c /Al	(iii)	I	Declar: full	Pos.		Prsnt.			Major		**C**: prolong: enhance	**I** give up.
217a /S	(i)	I	Declar: full	Pos.	Intrprsnl.	Prsnt.			Major		**O**: I: statement: opinion	Albert, **I** have an idea.
217b /S	(ii)	Ken-ken	Declar: full	Pos.	Crcmstnl	Ftr.		Obligation: low	Major		**C**: prolonging: enhance	May – **Ken-ken will** go with you
218a /Al	(i)	I	Declar: full	Pos.	Crcmstnl.	Prsnt.			Major		**R**: responding: developing: elaborate	O, yeach, today **I'm** going to go with your car.
218b /Al	(i)	I	Declar: full	Pos.	Conj.	Prsnt.			Major	√	**C**: prolonging: extension	But, **I'm** going to ….
219/ T	(i)	You	Declar: full	Pos.	Crcmstnl, voc.	Prsnt.		Obligation: high	Major		**O**: I: command	Now, Bella, **you have** to make it in order.
220/ S	(i)	I	Declar: full	Pos.	Voc., crcmstnl.	Prsnt.			Major	√	**O**: I: attending	Miss, miss, today **I'm** …
221/ T	(i)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**O**: I: command	Look at this.
222/ S	(i)								Minor		**O**: I: attending	Miss Melani,
223/ T	(i)								Minor		**R**: responding: engaging	Yes
224/ S	(i)	I	Declar: full	Pos.	Voc., crcmstnl.	Prsnt.			Major		**C**: appending: elaoration	Miss, today **I** follow Ken-ken's car
	(ii)	Ken-	Declar:	Pos.	Conj.,				Major			Because today **Ken-ken** has

		Ken	full		crcmstnl							lesson in my house.
225/ T	(i)								Minor		**R**: reponding: registering	O?
226/ B	(i)	(I)	Declar: elliptical: (S^F) Adjnt	Pos.		Prsnt.			Major		**O**: I: statement: fact	Ready.
227/ T	(i)	(You)	Polar inter: elliptical: (F^S) Adjnct	Pos.		Prsnt.			Major		**R**: rejoinder: checking	Ready?
	(ii)								Minor			OK?
228/ An	(i)	You	Wh-inter: full	Pos.	Voc.	Prsnt.		Capability	Major		**O**: I: qustion: open: opinion	Albert, how **can** your – **you** have a baby of (unheard)
229/ B	(i)								Minor		**R**: rejoinder: checking	A baby? <LAUGH>
230a /Al	(i)	It	Declar: full	Pos.	Conj., intrprsnl	Prsnt.			Major		**R**: responding: reply: anwer	Because **it's** only a (unheard)
230b /Al	(ii)	It	Declar: full	Pos.	Conj.	Prsnt.			Major		**C**: prolonging: enhance	If **It's** a baby
	(iii)	He	Declar: full	Pos.		Prsnt.			Major			**He** gurgle
230c /Al	(iv)	You	Declar: full	Pos.		Prsnt.		Obligation: high	Major		**C**: prolonging: extension	**You must** have a baby
	(v)	I	Declar: full	Pos.	Conj., crcmstnl.	Prsnt.			Major			Because it – **I do** it a long time.
231/ B	(i)								Minor		**O**: I: statement: fact	Seven, eight
232a /T	(i)	This	Declar: full	Pos.		Prsnt.			Major		**O**: I : statement: fact	**This is**
	(ii)	We	Declar: full	Pos.		Prsnt.			Major			What **we** call nursery rhyme

Pause 5 secs												
232b /T	(iii)								Minor		**O**: I: command	Faster.
	(iv)	I	Declar: full	Pos.	Conj.	Prsnt.		Obligation: medium	Major			And, **I** want you to get the title
	(v)								Minor			Nursery Rhyme
232c /T	(vi)	It	Wh-inter.: full	Pos.		Prsnt			Major		**C**: monitor	What **is it**?
233/ B	(i)								Minor		**R**: responding: developing: extend	Like – like humpty dumpty.
234a /T	(i)								Minor		**R**: rejoinder: rebounding	Like humpty dumpty?
234b /T	(ii)								Minor		**C**: prolonging: elaboration	Yeah
Pause 5 secs.												
234c /T	(iii)	You	Polar inter: full	Pos.	Voc.	Past			Major		**O**: I: question: closed: fact	Anthony, **did you** write your name
	(iv)	You	Declar: full	Pos.		Prsnt.			Major			And **you** write something better.
Pause 5 secs.												
234d /T	(v)	You	Wh-inter.: full	Pos.		Prsnt.			Major		**O**: I: question: open: fact	How **do you** spell nursery rhyme?
234e /T	(vi)	You	Polar-inter: full	Pos.		Prsnt.			Major		**C**: monitor	**Can you** spell how to say nursery rhyme?
234f/ T	(vii)								Minor		**C**: prolonging: elaboration	N, U, R, (S, E), R, Y
235/ S	(i)								Minor		**R**: responding: refusal	No..
236/ T	(i)	(You)	Imper.: jussive	Pos.		Prsnt.			Major	√	**O**: I: command	Look, write like this…
237/ An	(i)								Minor		**R**: responding: refusal	No…

238a /T	(i)								Minor		**C**: appending: elaboration	Nursery rhyme.
238b /T	(ii)	It	Wh-inter: full	Pos.		Prsnt.			Major		**C**: monitor	What **is it**?
239/ B	(i)								Minor		**R**: responding: reply: answer	==Nursery rhyme.
240/ Al	(i)								Minor		**R**: responding: reply: answer	==Nursery rhyme.
241/ An	(i)								Minor		**R**: responding: reply: answer	==Nursery rhyme.
242/ T	(i)								Minor		**R**: respoding: developing elaboration	Yeah
243/ K	(i)								Minor		**R**: responding: reply: answer	Nursery RHYME
244/ T	(i)	You	Polar inter.	Pos.		Prsnt.			Major		**O**: I: question: closed: opinion	**Do you** know how to sing?
245/ K	(i)								Minor		**R**: rejoinder: probing: elaboration	RHYME
246/ Al	(i)								Minor	√	**R**: responding: reply: comply	One, two …
247/ T	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: responding: developing: extend	One and two **I'm** tieing my shoe
248/ B	(i)								Minor		**O**: attending	Ken-ken
249/ T	(i)								Minor	√	**C**: appeding: extension	Three, four …
250/ B	(i)	(You)	Imp.: jussive	Pos.	Voc.	Prsnt.			Major		**O**: I : command	Ken-ken, say
251/ K	(i)								Minor		**R**: responding: reply: comply	Nursery RHYME.
252/ B											**R**: responding: registering	<LAUGH>

253a /T	(i)	(You)	Polar inter: elliptical: (F^S) Adjnct^C								**O**: I: question: closed: fact	Already last until 18?
253b /T	(ii)	The other one	Wh-inter: full	Pos.		Prsnt			Major		**C**: prolong: extension	Which **is the other one**?
	(iii)	You	Declar: full	Pos.		Prsnt.			Major			**You** have 17, 18, 19 and 20
	(iv)								Minor			Good, until 20.
254/ K	(i)								Minor		**C**: appending: elaboration	RHYME.
255a /T	(i)	You	Polar inter: full	Pos.		Prsnt.		Capability	Major		**O**: I: question: closed: opinion	**Can you** write this one?
Pause 5 secs.												
255b /T	(ii)	(You)	Imp.: jussive	Pos.	Voc.	Prsnt.			Major		**O**: I: command	Anthony, write in yours now.
256/ K	(i)								Minor		**C**: appending: elaboration	RHYME.
257/ B	(i)	You	Polar inter: full	Pos.		Prsnt.	Probability: median		Major		**O**: I: question: closed: opinion	**Do you** think (unheard)
258/ T	(i)	I	Declar: full	Neg.		Prsnt.			Major		**R**: responding: reply: withhold	**I do**n't know.
259/ B	(i)	You	Wh-inter: full	Neg.		Prsnt.			Major		**R:** rejoinder: rebounding	How come **you do**n't know?
260/ T	(i)	I	Declar: full	Neg.	Intrprsnl.	Prsnt.			Major		**R** : responding: reply: withhold	Just, **I do**n't know.
261/ K	(i)	(I)	Declar: elliptical: (S^F) P	Pos.		Prsnt.			Major		**O**: I: statement: fact	Finish
262/ T	(i)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**R**: responding: developng: extend	Ok, write your name

	(ii)	(You)	Imp.: jussive	Pos.	Conj.	Prsnt.			Major			And write nursery rhyme.
263/ K	(i)	I	Polar inter: full	Pos.		Prsnt.	Probability: median		Major		**O**: I: question: close: fact	**May I** borrow?
264/ T	(i)	You	Declar: full	Pos.		Prsnt.		Capability	Major		**R**: rejoinder: probing	**You can** borrow Anthony's.
265a /K	(i)								Minor		**R**: responding: reply: acnowledge	OK,
265b /K	(ii)	I	Polar inter: full	Pos.		Prsnt.	Probability: median		Major		**O**: I: question: closed: fact	**May I** borrow yours?
266/ An	(i)								Minor		**R**: responding: affirm	OK
267a /T	(i)	You	Declar: full	Pos.		Prsnt.			Major		**O**: I: command	Come on, y**ou do** it.
	(ii)	(You)	Imp.: jussive	Pos.	Voc.	Prsnt.			Major			Write it, Anthony.
267b /T	(iii)	You	Declar: full	Pos.		Prsnt.			Major		**C**: prolonging: extension	**You've** finished?
268/ K	(i)	It	Wh-inter: full	Pos.		Prsnt.			Major		**O**: I: question: open: fact	What'**s it**?
269/ T	(i)								Minor		**R**: responding: engag	Hm?
270/ K	(i)	It	Wh-inter: full	Pos.		Prsnt.			Major		**R**: responding: developing: elaborate	What'**s it**?
271a /T	(i)	It	Declar: full	Pos.		Prsnt.			Major		**R**: responding: reply: answer	**It's** a tape recorder.
271b /T	(ii)	It	Declar: full	Pos.		Prsnt			Major		**C**: prolonging: extension	**It's** for saying something.
272/ B	(i)								Minor		**R**: responding: developing: elaborate	Untuk biara sesuatu.
273/ Al	(i)	(It)	Wh-inter: elliptical:	Pos.		Prsnt.			Major		**O**: I: question: open: fact	How to write nursery?

			Wh^(F^S) P^C									
274/ An	(i)								Minor		**R**: responding: reply: answer	N, U, R, S, E nurse, Y
275/ T	(i)								Minor		**R**: rejoinder: repair	R, Y
276/ An	(i)								Minor		**R**: responding: developing: elaborate	R, Y
277/ K	(i)	(It)	Wh-inter: elliptical: Wh^(F^S)	Pos.		Prsnt.			Major		**R**: rejoinder: rebounding	How?
278/ T	(i)								Minor		**O**: attending	Ken-ken
279/ B	(i)								Minor		**O**: attending	Ken
280/ T	(i)								Major		**R**: responding: reply: accept	Thank you.
281/ B	(i)	You	Polar inter: full	Pos.	Voc.	Prsnt.		Capability	Major		**O**: I: question: closed: opinion	Miss Melani, **Can you** help me cut this?
282/ T	(i)								Minor		**R**: responding: reply: affirm	Sure.
283/ B	(i)	My hand	Declar: full	Pos.	Conj.	Prsnt.			Major		**C**: appending: enhance	Because **my hand is** sticky.
284/ T	(i)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**O**: I: command	Give it to me.
285/ An	(i)	You	Wh-inter: full	Pos.	Intrprsnl.	Prsnt.			Major		**O**: I: question: open: opinion	Why **are you** still cutting?
286/ B	(i)	I	Declar: full	Pos.		Prsnt.			Major	√	**R**: responding: reply: answer	Hey, **I've** made …
287/ T	(i)	This	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: probing	**This is** one left.
288/ B	(i)	I	Declar: full	Pos.	Conj.	Prsnt.			Major		**C**: appending: enhance	Because **I** miss one left

289/ T	(i)	You	Declar: full	Pos.		Prsnt.			Major		**R**: responding: reply: comply	Here you go.
290/ B	(i)								Minor		**R :** responding: reply: accept	Thank you
291a /T	(i)	You	Declar: full	Pos.					Major		**R**: responding: engage	**You're** welcome
Pause 5 secs.												
291b /T	(ii)	You	Polar inter: full	Pos.		Prsnt.			Major		**O**: I: question: closed: fact	Nursery rhyme, **Do you** know what to sing?
291c /T	(iii)	(You)	Imp.: jussive	Pos.		Prsnt.			Major	√	**C**: prolonging: elaboration	Read together like …
291d /T	(iv)								Minor		**C:** monitor	Hallo?
291e /T	(v)	You	Polar inter: full	Pos.		Prsnt.			Major		**O**: I: question: closed: opinion	**Do you** need more glue (Bella)?
291f/ T	(vi)	You	Polar inter: full	Pos.	Voc.	Prsnt.			Major		**O**: I: question: closed: fact	OK, Ken, **Can you** two read together?
	(vii)				Voc.				Minor			Come on, Bella.
292/ K	(i)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**R**: responding: reply: comply	One, two, bugle my shoe
293a /T	(i)	I	Declar: full	Pos.		Prsnt.			Major		**R**: rejoinder: repair	**I'm** tying not bugle
293b /T	(ii)	I	Declar: full	Pos.		Prsnt.			Major		**C:** prolonging: extension	1 and 2, **I'm** tying my shoe
	(iii)	I	Declar: full	Pos.		Prsnt.			Major			3 and 4, **I'm** closing the door
	(iv)	She	Declar: full	Pos.		Prsnt.			Major			5 and 6, **she's** picking up sticks
	(v)	They	Declar: full	Pos.		Prsnt.			Major			7 and 8 **They're** painting the gate
	(vi)	They	Declar: full	Pos.		Prsnt.			Major			9 and 10 **they're** catching a hen
	(vii)	(unheard)										11, 12 (unheard) to serve

294/ An	(i)								Minor		**O**: attending	Miss?
295a /T	(i)								Minor		**R**: responding: engage	Sure
295b /T	(ii)	What	Wh-inter: full	Pos.		Prsnt.			Major		**C**: prolonging: extension	13 and 14 **what's** up talkin
	(iii)	The horses	Declar: full	Pos.		Prsnt.			Major			15 and 16 **the horses are** singin
	(iv)	They	Declar: full	Pos.		Prsnt.			Major			17 and 18 **they're** skatin
	(v)	My plate	Declar: full	Pos.		Prsnt.			Major			19 and 20 **my plate is** empty
	(vi)								Minor			Yeah
295c /T	(vii)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**O**: I: command	Put it up
	(viii)	(You)	Imp.: jussive	Pos.	Conj.	Prsnt.			Major			And change a little bit.
	(ix)								Minor			Slowly.
296/ K	(i)								Minor		**O**: attending	Permisi
297/ T	(i)	(You)	Imp.: jussive	Pos.	Intrprsnl., crcmstnl	Prsnt.			Major		**R**: responding: developng: enhance	Wow… Ok, just put it <u>downstairs</u>
298/ K	(i)								Minor		**R**: rejoinder: confirming	All?
299a /T	(i)	(You)	Imp.: jussive	Pos.	Intrprsnl., crcmstnl	Prsnt.			Major		**R**: responding: developing: elaborate	No problem, just put it <u>on the (last)</u>
299b /T	(i)	(You)	Polar inter: elliptical: (F^S) P Adjnct	Pos.	Voc.	Prsnt.			Major		**O**: I: question: closed: opinion	Very good, finished Bella?
300/	(i)	(It)	Declar:	Pos.		Prsnt.			Major		**R**: responding:	One more

B			elliptical (295b): (S^F) Adjnct								:reply: affirm	
301/ T	(i)								Minor		**R**: rejoinder: confirming	One more? Ok
302/ B	(i)	Anthony	Declar: full	Pos.	Intrprsnl.	Prsnt.			Major		**R**: rejoinder: probing	**Anthony** still many
303a /T	(i)	I	Declar: full	Pos.	Intrprsnl.	Prsnt.	Probability: median		Major		**O**: I: statement: opinion	**I** think
	(ii)	You	Declar: full	Pos.	Crcmstnl	Prsnt.			Major			**You are** outside to wash you hand.
303b /T	(iii)	(You)	Imp.: jussive	Pos.	Crcmstnl.	Prsnt			Major		**C**: prolonging: extension	Ok, Ok now tidy up.
	(iv)	(You)	Imp.: jussive	Pos.		Prsnt.			Major			Clean, clean
303c /T	(v)	(You)	Imp.: jussive	Pos.	Voc.	Prsnt.			Major		**O**: I: command	Ken-ken, tidy up
303d /T	(vi)	(I)	Declar: full	Pos.	Voc., crcmstnl.	Prsnt.			Major		**C**: prolonging: enhance	Ken-ken, Ken-ken, when **I** call you for the first time
	(vii)	(You)	Imp.: jussive	Pos.		Prsnt.			Major			Say “yes, miss melani”
304/ K	(i)								Minor		**R**: rejoinder: checking	What?
305a /T	(i)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**R**: reoinder: resolve	Tidy up your place.
305b /T	(ii)	Your book	Wh-inter: full	Pos.		Prsnt.			Major		**C**: prolonging: enhance	**Where’s** your book?
305c /T	(iii)	(You)	Imp. Jussive	Pos.	Crcmstnl.	Prsnt.			Major		**O**: I: command	Put it on its place
306a /Al	(i)								Minor			O my God,
	(ii)	(You)	Imp.:	Pos.		Prsnt.			Major		**O**: I: command	see this.

			jussive									
306b /Al	(iii)	You	Declar: full	Pos.		Prsnt.			Major		**C**: prolonging: elaboration	**You are** dirty.
307a /T	(i)	I	Declar: full	Pos.	Intrprsnl	Prsnt.	Probability: median		Major		**R**: responding: developing: elaborate	**I** think so.
307b /T	(ii)	(You)	Imp,: jussive	Pos.	Voc.	Prsnt.			Major		**O**: I: command	Ken-ken, tidy up, faster.
	(iii)	(You)	Imp,: jussive	Pos.	Voc.	Prsnt.			Major			Tidy up, please.
307c /T	(iv)	(You)	Imp.: jussive	Pos.	Voc.	Prsnt.			Major		**O**: I: command	Albert, put your book back.
	(v)								Minor			And paper.
308/ Al	(i)								Minor		**R**: rejoinder: checking	On the shelf?
309/ T	(i)	We	Declar: full	Pos.	Conj.	Prsnt.			Majir		**C**: appening: enhance	Because **we're** going to sing.
310/ B	(i)	My book	Polar inter: full	Pos.		Prsnt.			Major		**O**: I: question: closed: fact	**Is it** my book?
311/ T	(i)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**R**: responding: reply: affirm	Yes, get it.
	(ii)	It	Declar: full	Pos.		Prsnt.			Major			**It is** yours.
312/ B	(i)	(I)	Declar: elliptical: (S^F) P	Pos.		Prsnt.			Major		**O**: I: statement: fact	Finished.
NOISES												
313/ An	(i)	It	Wh-inter: full	Pos.		Prsnt.			Major		**O**: I: question: open: fact	What **is it**?
314/ T	(i)	(You)	Imp.: jussive	Pos.	Intrprsnl	Prsnt.			Major		**R**: responding: reply: acknowledge	Ok, just close it.
315/ An	(i)								Minor		**O:** I: statement: fact	Gunting lagi.

316/ T	9i)	(You)	Imp.: jussive	Pos.	Voc.	Prsnt.			Major		**O:** I: command	Bella, just close it. No problem.
317/ B	(i)								Minor		**O**: attending	Anthony
318a /T	(i)	(You)	Polar inter: full	Pos.	Voc.	Prsnt.			Major		**O**: I : question: closed: opinion	The scissors … - Ken-ken, **do you** have ears?
318b /T	(ii)	(You)	Imp.: jussive	Pos.		Prsnt.			Major		**O**: I: command	Anthony, Ken-ken, Put your chair back.
	(iii)	(You)	Imp.: jussive	Pos.		Prsnt.			Major			Sit down
318c /T	(iv)	Your paper	Wh-inter: full	Pos.		Prsnt.			Major		**O**: I: question: open: fact	Where'**s your paper**?
319/ An	(i)	I	Declar: full	Neg.	Intrprsnl	Prsnt.			Major		**R**: responding: reply: disavow	**I** really **do**n't know.
320a /T	(i)	(You)	Imp.: jussive	Pos.	Crcmsntl	Prsnt.			Major		**O**: I: command	Put it <u>in your back</u>
	(ii)	You	Declar: full	Pos.	Crcmsntl.	Prsnt.			Major			You sit here also.
	(iii)	(You)	Imp.: jussiveq	Pos.	Voc.	Prsnt.			Major			Every body, sit down - Sit down
320b /T	(v)	(pencil)	Wh-inter: full	Pos.		Prsnt.			Major		**O**: I: question: open: fact	Albert, Anthony, Whose pencil **is it**?
321/ B	(i)	It	Declar: full	Pos.	Voc.	Prsnt.			Major		**R**: rejoinder: probing	**It's** yours, Anthony?
322/ T	(i)	It	Polar inter: full	Pos.	Voc.	Prsnt.			Major		**O**: I: question: open: fact	Anthony, **is it** yours?
(sounds of chair-dragging, noises children got out of the class)												

APPENDIX 2

LIST OF QUESTIONS

(Questions about the object of the study directed to the teacher)

1. What are the students' name?
2. How old are they?
3. How long have they been learning English?
4. Who are their parents?
5. What nationality is their parents?
6. With whom do they speak English?
7. What is their relationship?