

DYNAMIC MOVES FOUND IN THE CLASSROOM DISCOURSE

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Abstract

Interaction is an important word for language teacher. The interaction between teacher and students can determine the quality of teaching learning. In some instances of classroom interaction, the occurrences of dynamic moves cannot be avoided. The dynamic elements are always found in the interaction between teacher and students. In this case, teacher plays significant role in the classroom interaction. In the scope of this phenomenon, the research was aimed to find out types of dynamic moves in the classroom interaction and to reveal how question and answer are realized. The data were gathered from the Efl classroom interaction which was recorded. The findings revealed that varieties of dynamic moves were found in the interaction. These findings are interesting to be discuss among efl teachers so that the English teachers are able to boost their instructional practices.

Keywords: *classroom interaction, communicative interaction, dynamic moves, , dynamic moves, question and answer realization*

Introduction

Interaction is an important thing in communicative language teaching and learning process since, according to Brown (2001), interaction is the heard of communication. In addition, Rechar and Lockhart 1994) in Brown state that language learning is highly interactive process. Besides, the quality of an interaction is thought to have a considerable influence on the learning process (Ellis, 1985 cited in Suherdi 1994). In interaction, the participants often have other choices of words or utterances based on the situation. In that

reason, dynamic move becomes the most important thing because the interaction may involve both verbal and non verbal actions (Suherdi, 2009).

Structure of classroom interaction is best illustrated by Coulhard (1992). He suggested what is called as lesson, transaction, and exchange. The following is the extended interaction occurs in the classroom interaction.

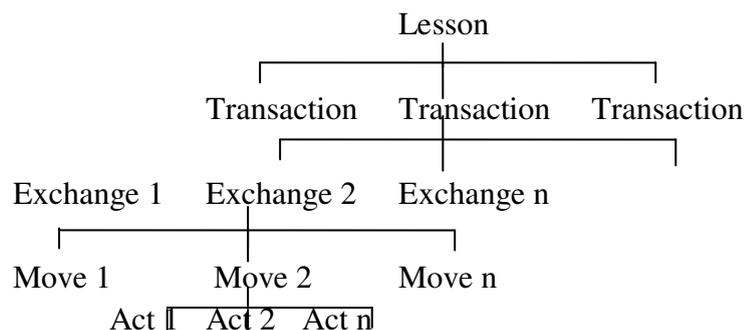


Figure 2.2 structure of classroom discourse (adapted from Sinclair and Coulhard (1975)).

As it can be seen from figure 2.2, a lesson is the highest unit of classroom discourse. Lesson is a topic that is going to be presented by teacher in the class (Suhherdi, 2009). It typically consists of series of transaction. A transaction is defined as a boundary element of teacher and student's utterances within a lesson (Suhherdi, 2009). It is constructed from several exchanges. Exchanges refer to the utterance of teacher and students (Suhherdi, 2009). Typically, an exchange in the classroom consists of an initiation of a teacher, followed with response from students then followed with teacher's feedback as the response to the students' answer (Suhherdi, 2009).

In terms of exchange, Berry (1981 cited in Suhherdi, 2009) developed the system of analysis in much more detail way, in which information may be differently distributed between speakers. Berry identified two major parties which always contribute to the spoken discourse. The two parties are primary knower who already knows the information and secondary knower to whom the information conveyed.

Based on two parties, Berry suggested the four functions of an exchange:

K1 stands for the primary knower who has the authority to pass knowledge or information. K2 stands for the secondary knower that indicates the state of his own knowledge in relation to the information passed by primary knower. DK1 is for delaying K1. K2f is for following up K2.

Type of Moves

The Synoptic Moves. The occurrence of the synoptic moves can be predicted by the system of conversational structure. In other words, it represents the predicted and well-formed exchange. According to Berry (1981) the synoptic move follows some rules patterns as follows:

DK1 initiated pattern. This is an exchange which contains DK1 moves as a first slot.

DK1^K2^K1 is one of the structure. Another structure is DK1^K2^K1^K2f, and the last is DK^K2^K1^K2f^K1. To illustrate the first two of these patterns, the following examples have been taken from Berry (1981) cited in Suhherdi, (2009). K1-initiated pattern involves K1, K1^K2f, and K1^K2f^K1f.

The following examples, taken from Berry (1981, cited in Suhherdi, 2009) will be presented to illustrate the

first two patterns presented above. Meanwhile, K2-initiated pattern: $K2^K1$, $K2^K1^K2f$, and $K2^K1^K2f^K1f$. Again, to illustrate the first two patterns, the following examples have been taken from Berry (1981 cited in Suherdi, 2009).

The Dynamic Moves

In this study, the researcher uses three dynamic systems that have been identified by Martin (1985) and Ventola (1987). Those are: (1) suspending systems, that is general moves that are used as a kind of tracking device. They focus on the experiential content of a preceding move and check to make sure it has been heard correctly (Martin, 1995 cited by Suherdi, 2009)/ four types of suspending phenomena have been recognized and exemplified in Ventola (1987 cited in Suherdi, 2009): giving confirmation, backchannelling, requesting confirmation and checking, (2) Confirmation (cf) is used by participants to tell their partners that the message has been heard correctly, (3) aborting systems generate moves which function as a kind of challenge. They focus on the interpersonal contact of a preceding move and attack its validity (Martin, 1994 cited in Suherdi, 2010), and (4) in addition to the dynamic moves generated by the suspending and aborting systems, dynamic moves generated by elucidating systems can occur in exchanges. By the use of these theories, this research was aimed to uncover the moves of classroom discourse and the linguistic realization.

Research site and participants

This research employed a case study approach in the paradigm of discursal analysis using framework suggested by Suherdi (2010). The data which is in the form of recorded data, were taken from a classroom interaction of English lesson at the private vocational school in Majalengka regency. The participants were the English teacher and students who joined English lesson. A 90 minute interaction was recorded under the permission of the class. however, the researcher were not in the classroom to reduce the bias.

FINDINGS AND DISCUSSION

Dynamic Moves

The analysis of classroom transcriptions shows that the teacher and the students employed three dynamic moves systems as proposed by Martin (1994) and Ventola (1987 cited in Suherdi, 2009). Those are suspending, aborting, and elucidating, and also six sustaining moves of Love and Suherdi (1996 cited in Suherdi, 2009). Those are repetition, rephrasing, clues, irrelevant, no response, and correction.

In order to get a comprehensive understanding of dynamic moves under investigation, the following elaborations provide the discussion drawn from one meeting.

Suspending Moves

Suspending moves is the move that focus on the pragmatic content of a preceding move to check to make sure it has been heard correctly (Martin, 1995 cited in Suherdi, 2009). In practice, in the lesson the teacher always checked

whether her utterance had been heard correctly by the students; similarly, students checked their utterances as well. Based on table 4.1, suspending moves presents significant numbers of amount. It distributes 63 moves in the lesson. The move that frequently occurred is requesting confirmation (cfrq) followed by its response to requesting confirmation. It indicates that in all meetings either the teacher or the student frequently requested confirmation to check similar understanding of a discussion.

Requesting for confirmation move can be done by both of students and the teacher. Requesting confirmation (cfrq) is used to inquire whether the listener's understanding is the same as the speaker's (Suherdi, 2009). The example of requesting confirmation (cfrq) employed by the student can be seen in the following data.

T : next, phrases verb and usefullphrase. Iniungkapan yang seringatau yang sangatbergunasekali. Go a long is road. The same meaning?

S1 : **go?**
(1a)

T : **go a long the same meaning with go a head.** (1b)

S1 : jarak, oh

This finding demonstrates the example of requesting confirmation move (1a). It can be seen that the student employed requesting confirmation move to inquire whether her understanding was the same as the teacher. And then, the teacher gave the response (1b) by

explaining her answer. The other suspending moves is giving confirmation (cf). According to Suherdi (2009), giving confirmation move occurred to invite the speaker to correct the listener's interpretation of his message. Besides that, giving confirmation move repeats the focal point of the preceding message. It can be seen that giving confirmation move only occurred two times, and it is not followed by its response. The example will be presented in the following excerpt.

T : waalaikumsalam, alright. And is there any student can't come to this class?

S1 : **nothing.**
(2a)

T : oke. Nothing?

S : yes.

Data above show giving confirmation move (2a) employed by the student. In this case, giving confirmation moves were more often employed by the teacher. However, it is not followed by its response, but it is followed by clarification move. It is because when the teacher asked a question to the students, they tended to answer the teacher's question not in a complete sentence. Therefore, instead of giving response to confirmation, the student tended to clarify their previous answer to the teacher's question.

Sustaining Moves

Love and Suherdi (1996 as cited in Suherdi, 2009) propose six dynamic phenomena which cannot be categorized into three preceding moves. The moves are labeled 'sustaining'; those are

repetition (rp), rephrasing(rph), clues, irrelevant(Irr), no response(ro), and correction(corr). These moves distribute a great number of moves as explained in the beginning of this chapter. To achieve more comprehension about each move, the researcher provides the findings into the following sessions.

a. Repetition

Repetition (rp) moves are frequently employed as response to no response (ro) moves presented by students (Suherdi, 2010). Table 4.1 illustrates that repetition (rp) move is not found.

b. Request to repeat and response to request to repeat

Request to repeat (rpr) move appears as a response to preceding move which might be unclear or not be able to be heard by the speakers. It is not found in the lesson.

c. Rephrase

Besides repetition (rp), no response (ro) invites some other dynamic moves to keep going the interaction, one of them is rephrase (rph) move. Rowe (1974, 1986 as cited in Nunan, 2000) also states that teacher will supply the required response themselves, rephrase the question, or call on some other student to respond after giving wait-time to student's response. In this research, the teacher would rephrase her question if the students still did not give any response after the teacher repeated her question. Based on the table 4.1, the rephrase (rph) move can not be found in the lesson.

d. Clue

The other move as a response to no response move is clue (Suherdi, 2010). In this research, clue move is rarely used by the teacher rather than repetition. The following excerpt demonstrates the application of clue move.

Data 3

All : (watching the video).

T : nah, ini adalah tentang ekspresi atau ungkapan yang mana berhubungan dengan materi kali ini. **For example first expresses is until you come to me.** Okay, who can answer my question is until come in Indonesia.

S1 : alamat.

The data above confirms a clue move the teacher employed in order to help the students to find the expected answer by giving a clue. After the teacher gave a clue, the students gave the response as the teacher expected.

e. No response

This move obtains 3 moves out of all dynamic moves found in the research. According to Suherdi (2009), no response (ro) commonly causes the occurrence of repetition, rephrasing, and clue move. The present study shows that when the students did not give any response, the teacher would repeat or rephrase her questions. The following excerpt shows the example of no response move.

Data 4

T : first answer, i'll ask you were is a first national bank?

Yang

tahujawabannyasilakanmaju.Soksia pa? (menunjukkearahsiswa)

Ss : **(silent)**

(6a)

T : adaskortambahansamacoklatjuga.

S9 : (come forward).

S9 : first national bank in first avenue street.(show the location on the map)

T : and then? Depannyaapa? Is near?

S9 : near plaza hotel. (show the location on the map)

T : and next in front of national bank?

Misalnyadepan bank?

S9 : park. (show the location on the map)

T : ok park. Sebelahnyalagiadaapa?

S9 : **(silent)**

(6b)

T : SPBU ya? SPBU apa? (ask to students)

T : ges....

S : gestetion.

From the data above, it can be seen that the students employed two no response moves (6a, 6b).

f. Irrelevant response

Irrelevant response is a move when the students give the responses to the teacher's initiation but it is not irrelevant. Similarly, irrelevant response (irr) takes many forms. As shown in table 4.1, the frequency of this type of dynamic moves has been significant.

The following excerpt illustrates the example of irrelevant responses (irr).

Data 5

S8 : can you tell me how long can i get museum manishang?

S9 : one moment please..okay, : (open map and describe the address) museum manishang is in fhouten street and museum manishang beside a Liang-thai Square.

Ss : **(laughing)**

S9 : (raise his hand) bu sumpah buaya da.

Excerpt 7 shows that the students did not response correctly. In other words, the response is not relevant to the initiation. The occurrence of irrelevant response is showed by the presence of problems in producing acceptable response. Similarly, the occurrence of irrelevant response could be caused by the question posed by the teacher or students' lack of understanding.

g. Correction and response to correction

Correction and response to correction appears in knowledge-oriented exchanges and skill-oriented exchanges. In knowledge oriented exchanges, this type of dynamic move usually takes place to redress a misunderstanding, while in verbal action-oriented exchanges, these usually occur to correct some mistakes it.

performing language skill tasks (Suhardi, 2009). However, the correction move can not be found in the lesson.

Table 4.1
Distribution of Dynamic Moves

Dynamic Moves	Lesson	
	N	%
Giving Confirmation	2	2.2
Response to confirmation	-	-
Backchannel	-	-
Requesting confirmation	39	43.8
Suspending	Response to request confirmation	22 24.7
	Checking	- -
	Response to check	- -
Repetition	2	2.2
Request to repeat	1	1.1
Response to request to repeat	1	1.1
Rephrase	3	3.3
Clue	4	4.4
Sustaining	No response	3 3.3
	Irrelevant response	12 13.4
	Correction	- -
	Response to correction	- -
	TOTAL	89

Table 4.1 shows that dynamic moves occurred in the lesson. Dynamic moves occur as repairs and guides in accomplishing an exchange (Ventola, 1987 cf. Suherdi, 2009). Findings reveal that interaction did not always go smoothly. Sometimes, the teacher's question was not clear; thus, she needed to repeat her question. Sometimes, the students looked confused; hence, they gave no response to the teacher's question. Therefore, dynamic moves can only occur whenever 'troubles' occur in the synoptic sequence of exchange. It can be employed by the teacher or the students. The findings show that requesting confirmation moves were mostly employed in the lesson; meanwhile response to confirmation, backchannels, checking, response to

check, correction, response to correction moves were unemployed in the lesson.

Furthermore, the findings show that suspending moves reveal the higher quantity than sustaining moves. It delivers 63 moves out of 89 total moves. The highest number of suspending moves is requesting confirmation, having a total of 39 moves, followed by response to requesting confirmation, having a total of 22 moves. From the transcriptions, it can be seen that the teacher employed repetition move when the students did not give any response to the teacher's questions or instructions. Besides the repetition, the teacher used rephrase to respond no response move. Furthermore, the teacher occupied clue moves to modify the question into narrowing focus.

Question and Answer are Linguistic realized

The semantic realization of each stage of the transactional structures of lesson in interactions is essential to add since they can elaborate the choices of the semantic strategies especially for the obligatory elements of the stage.

Data 6

T : **how about four blocks?**

(6a)

S2 : empat blocks.

Move 6a is question, because it indicates the speaker, in this case is teacher, demands the hearer (S2) some information. There is some word missing. Hence, this question is not complete.

Data 7

S8 : **can you tell me how long can i get museum manishang? (7a)**

S5 : one moment please..okay, (open map and describe the address) museum manishang is in fhouten street and museum manishang beside a liangtaiaquare. (laugh)

Data 7a refers to question since the speaker (S8) inherently inviting thr hearer (S5) to give an information.

Data 8

S8 : can you tell me how long can i get museum manishang?

S5 :**one moment please.. okay, (open map and describe the address) museum manishang is in fhouten street and museum manishang beside a liangthaiaquare.**

Data 8a is answer because the speaker (S5) gives the hearer (S8) some information.

Data 9

S10 :where is museum keretaapihongkong?

S9 : **is in pancung street and then eu...(laughing) museum keretaapihongkong is beside of saited station. If you come to the saited station you must turn left and then go a head and then turn left and then go a head and then turn left and then..(9a)** menemukanapabu? (looked toward the teacher)

T : find

Data 9 is answer since the speaker (S9) inherently the hearer (S10) to receive some information.According to the data above, all the question and answer realization that have been elaborated thus far may be summarized and presented in table 4.2

**Tabel 4.2
Linguistic Realization**

Speech Function	Moves	%	Language features
Statement	40	21.2	Declarative
Question	48	25.5	Interrogative
Command	11	5.8	Imperative
Offer	2	1.0	Modulated interrogative
Answer	61	32.4	Minor (or verbar and non verbal)
Acknowledgment	8	4.2	Minor (or non verbal)
Accept	9	4.7	Minor (or non verbal)
Compliance	9	4.7	Minor (or non verbal)
Total	188		

From the table above shows that the dominant answer and question used in the lesson was answer with total 61 (32.4%). The second most frequently used was questions. It occurred totally 48 (25.5%). Followed by statement with 40 (21.2), command with 11 (5.8%), accept and compliance with 9 (4.7%), then acknowledgment with 8 (4.2%).

There are three points to be underlined in accordance with the findings above. Firstly, it could be generally observed that there are some dynamic elements in the teacher-students interaction. Secondly, the teacher develops some strategies to keep interaction going on. Finally, teacher's questions and answers have an essential role in the interaction. In general, the dynamic moves aim to remedy any trouble occurring in negotiating the information. Some dynamic moves occur in situations in which the students tended to answer the teacher's question in low confidence. In this case, the teacher would ask for confirmation.

Conclusions and Suggestion

Types of dynamic moves that occur in the classroom interaction is suspending and sustaining moves. The phenomena of dynamic moves frequently occurred in knowledge questions. Even though this question is considered as the lowest cognitive question, the students' responses were not as much as the teacher expected. They had difficulties in producing target language due to lack of vocabularies and unwillingness to speak in front of the class. In the end of the research, it can be

concluded that teacher's questions and answers have mostly important role in creating an interactive interaction in the language learning. The teacher's questions and answers can be used to keep student's participation in the interaction. Besides that, they can be modified so that the language used becomes more comprehensible and personally relevant. Thus, dynamic moves occurred in some questions and answers as the modification to questions and answers.

The findings of the present study offer several pedagogical implications. There are several things to think about in the occurrence of dynamic moves in the classroom interaction. This research gives some description about the real classroom interaction. It shows that there may be some unexpected utterances or some unpredicted moves produced by teacher and students. However, it normally occurs in language classroom setting. In addition, the occurrence of dynamic move does not always indicate whether a language classroom is good or not. In this case, dynamic move is something that must be taken for account (Eggin, & Slade, 1997; Misdi, 2013). Yet, it emphasizes on how teacher maintain the interaction so that the interaction keep going on. In addition, it is recommended to conduct the other research about dynamic moves in different lesson that is not the same with this research and then compare the result.

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