CHAPTER IV

**RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses the result of research study about the comparison of pattern interaction EFL classroom between science and social science. The research finding and discussion will be divided into three subheadings to answer the research problems in this study. The first is to present the data presentation. The second is describes the findings. The last is to discuss based of the finding. The data presented here were those derived from activities conducted during the EFL classroom in XI IPS 4 and XI IPA 6. Meanwhile, the method to collect the data was observation by using video recording.

## **Findings**

This section described the data of the comparison of pattern interaction between science and social science of eleventh grades at one of senior high school in Garut. To get the data, the researcher makes observation in their class. The observation was conducted at one of senior high school in Garut on Thursday, July 28th 2022.

In the Natural science class, the teacher (T) delivered the teaching material same likes in social science class that is about the correct expressions of recommendations and offers. The pattern of interaction that occurred in the natural science class was also almost not much different. The teacher frequently gave direction and instruction about what the students (S) must do. The students seemed to be active in the learning process. So that the interaction that occur during learning looked more enthusiastic and interactive between teacher and students. The pattern of interaction occurred choral responses, teacher talk, collaboration, closed-ended teacher questioning (IRF), and student initiates-teacher answer.

In the Social Science class, the teacher (T) delivered the teaching material with the correct expressions of recommendations and offers. The pattern of interaction shaped the pattern of choral responses, teacher talk, collaboration, and closed-ended teacher questioning (IRF). The teacher frequently gave direction and instruction about what the students (S) must do. The students seemed to be passive in the learning process which could happen because maybe one of the materials discussed in class is still about prefixes, such as social contracts, learning contracts, and opening materials.

First of all, the pattern of choral response when (T) enters the class and before (T) started to open the class the teacher said ‘morning class’ and student response ‘morning’. The students answer the teacher’s questions at the same time and almost their answer was same.

One of the examples as:

T : ‘Morning class.’

S : ‘Morninggg’

T : ‘How are you today?’

S : ‘I’m fine.’

Another example is when the teacher asks whether it is done or not, writing the full names of students and teachers in the social contract text. This is the example of this pattern:

T :*’okey, sekarang kalian tulis di sebelah bawah kanan kontrak social, kasih tanggal dan jarak lalu tulis nama kalian. Sebelah kirinya silahkan kasih nama saya, untuk tanda tangan, Sudah?*

S *:’Sudah’*

In social science classs, the choral response pattern occurred when (T) greeted to the students by saying *‘Assalamualaikum Wr.Wb’* and the all students responded with *‘Waalaikumsalam Wr.Wb’*. The choral response pattern occurred, such as when (T) asked the students about their news today. The following excerpts are one of examples of choral responses pattern in natural science class:

T : Assalamualaikum wr.wb, Good Morning class?

S : Waalaikumsalam, morning Ms.

Beside it, when T asked the students about the homework given in the previous meeting about writing their own opinion how to be a good student and obey the rules. The following excerpts are another example of choral responses pattern:

T : ‘*Kalau tugas kemarin sudah?’*

S: *‘Sudah’*

T:‘Good*, diperiksa kedepan satu orang satu orang ya’*

The second pattern which found in natural science class is teacher talk. It almost same as the social science class, occurred when (T) gave some information or instructions and students just silent or pay attention to the teacher. In the classroom, the teacher talks a lot explaining how the instructions for doing assignments about the expression of recommendations and offers that they will do. In addition, the teacher also reviews again about the social contract and learning. The following excerpt is one of the examples of this pattern:

T : *Sebelum ibu menjelaskan tentang tugas yang harus kalian kerjakan hari ini, setelah kalian bisa mengisi baru ibu akan bahas materi pertama yang ada di semester 3. Sebelum kalian mengerjakan, ibu tidak akan membahas apapun …*

S : silent

Teacher talks pattern in social science occurred when (T) gave some information or instruction and students just silent or pay attention to the teacher. In the classroom, the teacher talks a lot explaining how the instructions for doing assignments about the expression of recommendations and offers that they will do. In addition, the teacher also reviews again about the social contract and learning. The following excerpt is one of the examples of this pattern:

T : *‘kertas polionya dilipat ya ujungnya, don’t forget to write your name and class ya, jadi tulis nama di sini nanti dibawahnya baru jawaban ya? Kamu boleh tulis pertanyaannya pake ballpoint warna biru, kemudian jawabannya pake warna hijau.’* (Explain the intructions for doing task)

S : silent

The third pattern in natural class is collaboration pattern. When (T) provided the students a task activity, it happened. The children had a lot of work to do in classroom. There are six questions for the students to complete, such as task number 1, which has pairs look at the photographs compared to the book and identify any differences. The second task requires the students to discuss the book's questions. These two assignments must be completed by them and their classmates. After finishing that job, the students are required to work individually on tasks 3-6. The kids appeared committed to completing their work during that activity. (T) directed the students to gather their assignments after the allocated time had passed. This is the excerpt of the example:

T : ‘*OK, look at the book! Look, in number one there are “in pairs, observe the pictures below and find the differences” and in number two “discuss the following questions”, its means that you should do this task with your friend. Jadi kalian dengan teman bangku kalian aja ya 2 orang mengerjakan number 1 and 2.* (group work). *“Then, in page 5 until 7 you must do the task independenly. Listen and repeat or answer question, untuk audionya kalian silahkan scan barcode yang ada dibuku menggunakan hp kalian ya”* (individual work)

S : Silent

In social science, it occurred when (T) gave the students a task activity. In the classroom, the students had to do many tasks. There six questions that students have to do, such as task number 1 pairs then observe the pictures based on the book and found the differences. In task number 2, the students must discuss the questions in the book. They must to do these two tasks with their classmates. After they do that task, the students must to do tasks from number 3-6 independently. In that activity, the students looked serious to do their task. When time was up, (T) asked the students to collect their assignments. This is one of the excerpts of collaboration pattern:

T : ‘OK, look at the book! Look, in number one there are “in pairs, observe the pictures below and find the differences” and in number two “discuss the following questions”, its means that you should do this task with your friend. *Jadi kalian dengan teman bangku kalian aja ya 2 orang mengerjakan number 1 and 2.* (group work) “Then, in page 5 until 7 you must do the task independenly. Listen and repeat or answer question, *untuk audionya kalian silahkan scan barcode yang ada dibuku menggunakan hp kalian ya”* (individual work)

S : Silent

Seeing the statement above, the teacher instructs to do their work in groups work and individual work. Although there is instruct ‘group work’, the students must write and do it in their polio individually.

The fourth is close-ended teacher questioning (IRF), when (T) asked students about the material studied in the previous week when the teacher asked the students about the material studied in the previous week, then all students answered simultaneously. Then the teacher continued and clarified his statement. This is excerpt is one of the examples of this pattern:

T : … OK, that's for number 3 about listening, *(mendengarkan lewat hp guru*) in the dialogue there is the word "smartphone" right?

 S : Right.

 T : Now look in the image, is there a smartphone image? *Ada ‘kan?* its

 means that *apa yang ada didalam dialog pasti gambarnya da di buku*

in scocial science this pattern occurred when (T) gave some reflections when the teacher explains the material about what assignments the students have to do at the meeting. This pattern showed how the teacher initiated to ask a question; the students gave response to the teacher’s question and the (T) gave feedback. This is excerpt is one of the examples of this pattern:

T :‘*baiklah, kita kemarin membahas tentang kontrak social dan belajar,* right?’

S : Right !

T :*’Ada berapa kontrak social yang kita bahas?”*

S : ‘*sembilan’*

T :*’okey, sekarang kalian tulis di sebelah bawah kanan kontrak social, kasih tanggal dan jarak lalu tulis nama kalian. Sebelah kirinya silahkan kasih nama saya, untuk tanda tangan’*

The last pattern is student initiates, teacher answer. The pattern occurs when student is curious something then asks it further to teacher without teacher’s command or question like “any question?”. In this class, this pattern arise before the teacher close the meeting, student rise hand and ask the teacher before (T) left the class. The excerpt of this pattern is:

S :*’ibu, kalo pengumpulan tugasnya hari sekarang?’*

T : ‘Engga’

S : ‘oh yess!! Baik bu’

## **Discussion**

The research findings showed that there was similaries pattern interaction of eleventh grades at one of senior high school in Garut between natural and social science. It could be proved from the observation that the interaction between teacher and students in EFL classroom. It is found that there were several similarities in the interaction patterns that appear in the natural and social science classes. This pattern had similarities because apart from the teacher being studied, the material being conveyed is the same. The only thing that makes the difference is the class and department students.

Based 10 Ur’s theory, which group work, closes-ended teacher questioning (IRF), individual work, choral responses, collaboration, students initiates teacher answer, full class interaction, teacher talk, self-access, and open ended teacher questioning, the research found that there were 4 similarities in the pattern of interaction between natural and social science classes during the learning process.

The first pattern of interaction which found based on the finding was choral response. At the teacher's cue, chorus replies involve all students responding verbally. When there was a need for repeated factual recall and brief, consistent answers, chorus responses were used. For a quick review of the facts, they were helpful. At the teacher's cue, chorus replies entail all pupils responding verbally. When there was a need for repeated factual recall and brief, uniform answers, chorus responses were used. For a quick review of the facts, they are helpful.

The second pattern which found in this study was teacher talk. Teacher talk was a pattern that occurs when the teacher talks a lot and the students just silently pay attention. The teacher was more dominant in controlling the class for a while by explaining something or giving material to the students.

The third pattern was collaboration. Collaboration was complete the same assignments as in 'individual work,' but they collaborate, usually in pairs, to achieve the greatest possible result. The teacher has the option of interfering or not interfering. (Note that this is not the same as 'group work,' which requires interaction to complete the assignment. as happened in the class being studied, the teacher gave individual assignments that must be done on each polio paper, but in certain sections there are number of questions that must be done with their classmates (group work).

The last pattern that found in this study was close-ended teacher question (IRF). Close ended teacher question was a condition where after the teacher explains the material or something, students independently ask about what is related to what has been explained then the teacher answers. This interaction pattern does not only focus on students, but there is a role for the answer from the teacher concerned.