

4. Data Analysis

The writer has observed a kindergarten using video camera in order to get complete and valid results of the signals used, since the signals observed are both verbal and nonverbal signals done by the teacher.

In this chapter, the data are analyzed in two main parts, which are the more frequently used signals and the effectiveness of the signals.

4.1 Analysis on the Occurrence of the Signals

From the bulk of the data, the writer found out that the teacher, as having been predicted, uses the three signals being studied in this research, which are feedback, turnover signals and also bracket signals. The three signals also appear in both verbal and nonverbal signals.

The following diagram shows a comparison of the three signals as found in the data.

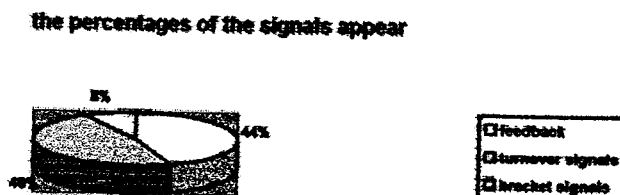


figure 1

From the diagram above, we can see that turnover signals (48%) appear a bit more frequent than the other two signals: feedback (44%) and bracket signals (8%). However, a more detailed analysis of each will be presented in the subsequent sections:

4.1.1 Feedback

As mentioned earlier, all three signals, including feedback appear in both verbal and nonverbal signals. This can be seen through the diagram below.

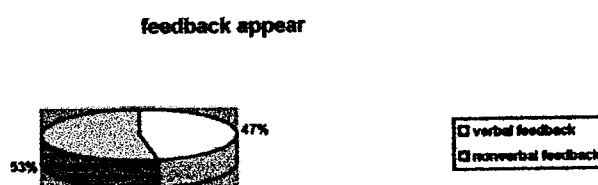


figure 2

In the diagram we can see that verbal feedback are used as high as 47%. The use of these signals, which mostly appear in combination can cause the close percentages of the signals used here. This may happen because the use of verbal and nonverbal feedbacks, theoretically, can help the teacher teach the students. For a more detailed description of verbal feedback used, see table 1 below.

Table 1. Verbal Feedback

Types of Verbal Feedback	Number of Occurrence
100!	4
YES!	8
GOOD!	10
OKAY!	5

GREAT!	4
VERY GOOD!	8
BAD!	5
TOTAL	55

As seen in table 1, the teacher did a lot of feedback by doing praises: good, okay, very good, etc. to the students. This happened, of course, related to the subject taught by the teacher, that is English. Praise, known as cognitive feedback: the feedback to the language spoken by the learner, or in this sense, the students (Vigil & Oller, 1976). In language teaching class, as observed here, the teacher needs to do quite a lot of praise in order to encourage the student to keep say something correctly (Nunan, 1991). It may be directed at either at the content of what a student has produced or to the form of an utterance (Richard & Lockhart, 1994).

The appearance of all those sequences of feedback, which is called affective feedback, is to give more emotional reactions in response to their utterances and signals as to the teachers' desire to continue communicating (Vigil & Oller, 1976).

While the nonverbal feedbacks used, which appear a bit more frequent than the verbal one (53%), can be seen in table 2.

Table 2. Nonverbal Feedback

Types of Nonverbal Feedback	Number of Occurrence
Smiling	25
Nodding	2
Facial Expression	2
Thumbs Up	7
Intonation: ↗	14
TOTAL	50

As stated earlier, most of the time the teacher only used both verbal and nonverbal feedback in the same time in order to respond the students. As seen in the table, we can see that the teacher also gave a feedback to the students by giving them ‘thumbs up’ everytime the students gave her a satisfactory answer. ‘Smiling’, as you can imagine, appears a lot more frequent than the other signals used. This happened since it is believed to encourage the students to keep talking, and actively responding to the teacher in a classroom activity. It shows the teacher’s satisfaction, patience, and kindness. This also means that the teacher can understand what the students are up to (Hatch, 1992).

4.1.2 Turnover Signals

Turnover signals are signals that are given by the current speaker to the listener that allow the listener to claim the speaking turn. These signals, as noticed earlier, can appear in both verbal and nonverbal signals. In the observation done on the language classroom in one kindergarten, there are really a lot of turnover signals appearing. Quite different from the feedback, the numbers of verbal turnover signals appear a lot more frequent (70%) than the nonverbal one (30%). It can be seen in the diagram below.

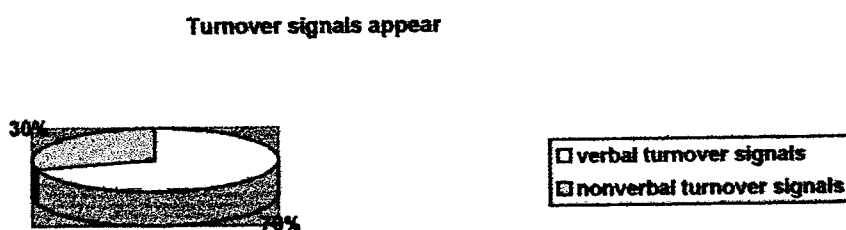


figure 3

While the teacher smiles a lot in giving feedback to the students, she has to speak a lot by offering them turnover signals in order to encourage them to say something or answer the teacher’s question. As seen in the diagram below, 70% of

the verbal signals use to signal a turn to the students. While only 30% nonverbal signals appear here.


Table 3. Verbal Turnover Signals

Types of Verbal Turnover Signals	Number of Occurrence
YES?	1
OKAY?	4
APA?	10
READY?	11
Cutting Sentence: T. Wa/ S. /termelon...	18
Question: One hundred berapa? Becak siapa yang naik?	30
TOTAL	74

As seen in table 3 above, 'questions' appeared a lot more frequent than the others. There are 30 'questions' out of 74 verbal turnover signals done. Question is one of good turnover signals. This is one possible way done by the teacher in order to make her students speak. By doing 'question', which means waiting for answer, the teacher gives a chance or a turn to the students to contribute something in the discourse (Richardson, 1981).

While the appearance of the nonverbal turnover signals can be seen here:

Table 4. Nonverbal Turnover Signals

Types of Nonverbal Turnover Signals	Number of Occurrence
Facial Expression	4
Smiling	4
Pointing	2
Intonation: 	18
Total	28

The table shows the occurrence of the nonverbal turnover signals that unsurprisingly appear at a lower rate than the verbal one. Here we can see that only intonation appear more frequent, while the others seem to appear only as supplements.

4.1.3 Bracket Signals

Bracket signals occur when there are side sequences happening in one discourse or conversation. This means that the appearance depends on the side sequence occurring. If there are a lot of side sequences done in the conversation, it is possible that the bracket signals will appear more frequent; and so will in the contrary if there are few side sequences happening.

This is what happened in the classroom that the writer observed. While actually there were really a lot of side sequences happening, the teacher did not use a lot of bracket signals to get back the attention from the children to her. Instead, she let the conversation go, out of the side sequences.


Table 5. Verbal Bracket Signals

Type of Verbal Bracket Signals	Number of Occurrence
OKAY...	7
Total	7

There is only one type of verbal bracket signal used by the teacher, which is 'OKAY'. This probably happened because this is the easiest word to say in order to get the attention from the children.

While the appearance of the nonverbal bracket signals can be seen below.

Table 6. Nonverbal Bracket Signals

Types of Nonverbal Bracket Signals	Number of Occurrence
Intonation: 	7
Clapping Hand	4
Total	11

Almost the same condition happened to the nonverbal bracket signals. Here, we can strongly see that the appearance of the side sequences is really affected the appearance of the bracket signals, since the bracket signals can only appear if the side sequence appear.

4. 2 Analysis on the effectiveness of the signals used

Related to the occurrence of the signals, both verbal and nonverbal, in this section the writer will analyze deeply the effectiveness of the signals used. The analysis will be based on the types: Feedback, Turnover Signals, and Bracket Signals.

4.2.1 Feedback

As seen in the first part of chapter 4, quite a big number of feedbacks appeared. Here we are going to see whether the appearance of those signals is really effective and can help the students learn. Both verbal and nonverbal feedback appeared will be analyzed for their effectiveness separately.

4.2.1.1 Verbal Feedbacks

1. '100' or 'ONE HUNDRED'

From the data found, the teacher said the term '100' or 'ONE HUNDRED' only four times. It meant to give praise to the students because the students had answered the teacher's question correctly.

- T. Okay, sekarang kita mengulang apa??? APA:::???
- FRUIT!!
- WA/
- T+S. /termelon semangka, bellfruit jambu, pineapple nanas, mangosten manggis, grape anggur. Mango mangga, orange jeruk, banana pisang, strawberry stroberi.
- T. Iya,... Pineapple??? Apa pineapple???
- S. NANAS
- T. (thumbs up)) Good. 100!
- Orange??? ((face express waiting for the answer))
- S. JERUK
- T. Good! 100, 100, 100 (to all group) kemudian... what is grape??

Through this sequence we can see that the teacher uttered '100' in order to give honour for the students since the students had been really excellent in answering the teacher's question. Here, as seen clearly, this use of '100' is very effective because then the students always tried to speak first than the others.

Children at kindergarten age really need to get more attention than children at another age (Piaget, 1962). Thus, such a signal that shows their performance and credibility will motivate them to be shown more.

The use of this signal is exactly what two out of twelve guidelines for effective signals say. Praise has to be functioned as a reward on the students'

performance and provides the students information about their competence and their performance value (Nunan, 1991).

2. 'IYA' or 'YES'

Similarly with the term '100', the word 'YES' also uttered in order to give praise to the student. The word 'YES' uttered as a positive feedback, which shows that the teacher is satisfied with the students' answer.

- T. Okay, sekarang...what is CAT??
 S. Kucing!!
 T. IYA!! Kemudian...what I::::s student??
 S. MURID!!
MURID!!
 T. YES! Ini kelompok apa??? Diangkat tangannya ya, diangkat tangannya ya...yang bisa yaa.....sekarang, what I::::s tre::::e???

Here we can see that the word 'YES' or in Indonesian is popular as 'IYA' is very effective. The students are motivated to speak even louder and correctly. The same reason of its effectiveness may apply here: the students really like to be praised. In fact, this signal also fulfils the requirement of an effective praise: specifies in particular accomplishment of the students and shows spontaneity, and other signs of credibility (Nunan, 1991).

That's why as you can see in the table presented on the previous pages, this word occur around 8 times. This is a bit more frequent compared to the occurrence of the word '100', which is obviously, also a very effective feedback.

3. GOOD

'GOOD' as a positive feedback to the students' answer has fulfilled the requirement of effective praise. This signal shows the accomplishment of the students' achievement, provides information of the students' performance and credibility. It can keep motivating students to learn as seen in this example:

- T. Iya,... Pineapple??? Apa pineapple???
- S. NANAS
- T. (thumbs up) GOOD. 100!
Orange??? ((face express waiting for the answer))
- S. JERUK
- T. GOOD! 100, 100, 100 (to all group) kemudian... what is grape??
- S. Anggur!
-
- T. What I:::s SHIP?
- S. KAPA:::L
- T. GOOD... what is train??
- S. KERETA AP:::I

From this sequence, we can see clearly how the word 'GOOD' can really persuade the students to answer correctly and speak stridently. Therefore, this word can also be considered as an effective signal. Here, the effectiveness of the praise given by the teacher not only because of its function as a positive feedback but also because it is delivered systematically. Yet, the praise given by the teacher seems very spontaneous and is followed by other signals, which also shows the teacher's praise towards the students' performance (Nunan, 1991).

4. 'OKAY'

Unlike the previous two words, which appeared quite often, 'OKAY' only appeared 5 times. This might be caused by the variation that the teacher wants to make in giving feedback to her class. However, let's see how this word works in the sequence below:

- T. Okay...Are you ready???
- ((look with an inspiring face))
- S. (o) Yes, I am
- T. OKAY, Once Again. Are you ready???
- S. Yes, I am
-
- T. And the second runner up is.....APA???
- (pointing)
- S. RABBIT

T. OKAY
 -----Stand up please ((moving her hands up and down))
 Stand up pleas:::e

Here, we can see that the use of the word 'OKAY' actually does not function maximally, in the sense that it is less effective. As seen in the first and second sequence, the teacher gave a feedback to her students with the word 'OKAY' in its order as praise. Praise is expected to be a good motivator for the students to speak. However, in the sequence one, the students answered the teacher's talk very apathetically; and so did in the sequence two, eventhough the teacher had said 'OKAY' to praise the students, the students still did not listen carefully to the teacher's talk, that the teacher had to repeat her request twice.

As one of positive feedbacks that is believed to motivate the students, 'OKAY' should be a good motivator considering it is a sign to the students' credibility that what they have said is 'OKAY'. The failure of the use of this signal as a backchannel signal, perhaps, pointed more to the purpose of the teacher. In the sequences 1 and 2, the teacher used this signal in order to get a full positive reaction from the student instead of encouraging them to speak. Therefore, the teacher seems to be in a hurry push them to say something rather than specifies the particulars of the accomplishment of each student (Nunan, 1991).

Fortunately, among the 5 signals mentioned, this is the first signal sensed like pushing the student to speak rather than approaching them. The teacher, here, really has to change her motivation in order to get a full accomplishment in using this signal, otherwise, the students will always feel like being pushed, eventhough later the teacher does not mean so.

5. 'GREAT'

Just like the word 'OKAY', only less number of 'GREAT' appeared in the classroom. Let's see one sequence out of the three sequences using the word 'GREAT'.

T. ...kemudian...what is grape??
 S. Anggur!
 T. **GREAT!!** Itu rabbit yang keras y:::a...
 Rabbit **ANGGUR!!**

(Rabbit is one of the group's name)

The existence of the word 'GREAT' here, as well as on the other two sequences, actually is not effective. As seen in the sequence above, it is kind of confusing whether the students later speak louder because of the praise given or because the teacher verbally asked them to speak louder. Therefore, it is predictable if the writer later considers that this word, eventhough used as praise, is not effective at all.

Praise can be effective if it fulfils certain requirements as mentioned in the guidelines' table. As a comparison, the table also mentions several reasons which can cause the praise to become an ineffective one. One out of twelve reasons mentioned is to show a weak of uniformity that suggest a conditioned response made with minimal attention' (Nunan. 1991). This is what precisely happens when the teacher utters the word 'GREAT'. The teacher does not seem to be paying a maximal attention to the whole class and just saying it as if it were a must to say. As a result, the students do not give her as positive respond as she expect.

6. 'VERY GOOD'

'VERY GOOD' here is the last praise of positive feedback. This signal appears a bit more frequent than the other two previous signals. This word, as well as the other signals, which are considered as praise, part of positive feedback, functioned to increase the motivation of the students (Nunan, 1991).

T. SHIP
 S. SHIP
 T. RICKSAW
 S. RICKSAW
 T. **VERY GOOD!!** Dape::t...900... BERAPA 900???
 Sembilan ra::?
 S. /TUS

Compared to the other two previous signals, the appearance of the word 'VERY GOOD' is also less effective in the sense of motivating the students to answer. As seen in the sequence above, the students, even after having been given praise, still feel uncertain about the answer. Of course, this may be caused by two main reasons, which are: they do not know the answer and they do know, but they are not certain. However, the function approached by praise or positive feedback is to give the listener, in this sense, the students, to be brave and motivated to say something. Here, if the function goes smoothly, actually the teacher does not need to encourage the students to answer by saying the turnover signals. The students, though do not know the answer, will directly utter something. Thus, the word 'VERY GOOD' is also considered less effective.

7. 'BAD'

As pointed out earlier, 'BAD' is one example of negative feedbacks. While students should have get positive feedback in the form of praise in order to motivate them to study, here the teacher seems to do the other way round. Because it is believed, by giving negative feedback, the teacher will discourage the students to study. However, let us see how it is going on in the classroom observed.

T. Everybody got 100 ((clapping hand))
 Iy:::a...
 Iya, clap your hand...yang paling keras siapa???
 Okay...one, two, three ...
 Clap your hand...
 T+S ((Clapping their hand))
 T Very good!! (to Tiger)
 Good! (to dog) ((thubs up))
 Yang sana itu siapa, kok enggak kedengaran???

S. Bad...Bad...
 T. Okay, itu bad satu.
 Rabbit. ((the children keep silent))

As shown by the theory, the use of this negative feedback does give negative results for the students' performance. The teacher's 'negative praise' orients students to compare themselves with others and thinking about competing (Nunan, 1991). Yet, if the students can take the positive side of the comparison, they might be motivated to perform more than the others. On the contrary, as seen in the sequence, no students of Rabbit's group are, then, eager to answer or response the teacher's question or utterance. Therefore, here we can say that this signal is not effective.

4.2.1.2 Nonverbal Feedbacks

1. Smiling

'Smiling' as mentioned earlier, appeared a lot more frequent than the others. The appearance of this signal may be caused by its effectiveness itself. However, let's see some examples of part of conversation done with the 'smiling', in order to find out its effectiveness.

T. Are you READY?
 S. YES, I am
 T. GOOD! ((thumbs up, smiling))
 [Move to the front]
 T. Stand Up, please!
 S. Stand Up, please!

T. Iya, pineapple??? Apa pineapple???
 S. NANAS
 T. ((thumbs up, smiling)) Good. 100
 Orange??? (expression: waiting for an answer)
 S. Jeruk
 T. Good! 100, 100, 100 ((smiling, pointing to all group)) kemudian...what is grape??

T. Ya...what i::s BIRD???
 S. Burunggg...
 T. PINTAR... ((smiling, writing 100 for all groups))
 What i::s person?

S. ORANG!

From these examples we can see that the teacher smiled to the responds the students' made. It can appear to respond to any kind of things. All these three parts of conversation show that the teacher smiled to show her satisfaction as well as one way to encourage the student to speak, to motivate them to learn more, and of course, to give them warmth. Smile shows understanding, patient, satisfaction and an acceptance of others' behaviour.

From the observation done, as you can see through the transcription, the teacher smiled a lot in order to show all classification of 'smile'. And as the observation proved that the use of 'smile' is really effective in learning the students as well as helping them study. By smiling, the teacher can keep encouraging the students to say something. By smiling, the teacher keeps her students feeling safe, eventhough, perhaps they have said something wrong. Moreover, by smiling, the teacher is trying to show her students that everything is okay and that they are doing good, whatsoever.

2. Nodding

In some settings, people will nod their head to show their understanding and satisfaction. In the classroom observed, the teacher does nod her head somehow. Only two times the teacher nods her head. Here we can see whether the signals given by the teacher are effective or not.

T. Ayoo...bangkunya diatur yaaa...
 ((Pointing at one area)) Ayoo...pindahh...
 Kalau kemaren belum dinilai, diselesaikan y:::a...((nodding and smiling))
 ((look at a book)) Afian?

This action of nodding indicates that the students are doing the right thing, and that the teacher is satisfied with their action. This indicate that the teacher wants to catch the students' awareness and create her image as a patient and understandable teacher.

However, the students may not notice this signal since they are kind of busy with themselves, and most of the time the nonverbal signals used by the teacher, besides smile and intonation, are not really caught up by them. Therefore, the writer might say that this signal is not that effective.

3. Facial Expression

As well as nodding, facial expression does not get special attention dealing with its position as a feedback. However, here we can see that the students responses towards this signal.

- T. Okay...Are you ready??
 ((posting her face in the front, cheerful))
 S. (o) Yes, I am
 T. Okay, Once Again. Are you READY???
 ((cheerful, smiles, waiting for answer expression))
 S. Yes, I am

Facial expression is said to be something very important in communication. People can feel the sense of your existence only by seeing your facial expression. As children at the kindergarten age, the students, somehow, really pay attention to the way the teacher expresses whenever they are saying something. As seen in this sequence, the students happened to pay more attention to the teacher's expression. That can be seen very clearly that the students answer the teacher louder when they see the teacher's cheerful expression. Therefore, here, the use of the facial expression can be considered effective.

4. Thumbs Up

Similar to 'nodding' and 'facial expression', 'thumbs up', which the teacher did quite often, affected the students' performance a lot. Most of the time, the students need praises as responds to their performance. This is what the teacher was trying to do by giving them 'thumbs up'.

- T. Iya, pineapple??? Apa pineapple???
- S. NANAS
- T. (thumbs up) Good. 100
Orange??? (waiting for the answer)
- S. JERUK

Students need the teacher's evidence that shows her satisfaction towards their performance. Thumbs up, here, can be considered as the teacher's prove. As the effective praise function, this signal really motivates the students instead of trailing them. Therefore, this signal can be considered as an effective signal.

Besides, the appearance of this signals that is delivered contingently, combined with the other two signals ('Good', '100') is also one of good ways to deliver effective praise.

5. Intonation

Intonation here is related to high and low of the voice produced by the teacher. Intonation, as well as 'Smiling' and 'thumbs up' are actually very effective nonverbal signals. They really can show the students how and what the teacher is up to at that moment. Intonation as feedback shows the students whether the teacher is praising them, yelling towards them as dissatisfaction towards them, encouraging them to speak or even if the teacher is playing with them. Therefore, if the teacher uses this signals carefully and effectively, it can actually be a more effective signal.

Intonation also plays a great role as a nonverbal backchannel signal. Intonation, actually, can be noticed very easily in one sequence of conversation. However, it is difficult somehow to notice what intention does the teacher have in using the intonation. Here, through some examples as quoted from the transcription we will see intonation as used in order to fulfil its function as a backchannel signals and see how effective it is.

- T. Okay...Are you ready??
((posting her face in the front, cheerful))
- S. (o) Yes, I am

T. Okay, Once Again. Are you READY???
 ((cheerful, smiles, waiting for answer expression))
 S. YES, I AM

T. Okay, STAND UP PLEASE!
 S. STAND UP, PLEASE!
 T. ATTENTION PLEASE!
 S. ATTENTION PLEASE!

Here, as seen in both sequences above, intonation plays a great role in directing the students to what to do or to say. When the teacher says something in high intonation, the students also response to the teacher with a high intonation. It means that the students can get the teacher's point of saying something in a different intonation as exemplified before. Therefore through these examples, the writer can say that intonation, as said on the theories, is a very effective signal.

Yet, while the sequences above can show how effective the intonation is, the contrary implementation shows in the other sequence using intonation.

T. Yesss....
 Okay...sudah...?? Do you find it??? Sudah ketemu??? ((wandering around the classroom)) Okay, sekarang kita baca dulu ya...repeat after me...
TRANSPORTATION...
 Tejo Transportation
 T. Lho... Tedjo sendiri...okay, ONE, TWO, THREE...
 T+S TRANSPORTATION

This example above shows the ineffectiveness of the use of intonation. When the teacher utters the first underlined word, she got no respond from the students. Still, it became more ineffective due to the concentration of the students, which is not complete to the teacher yet, since they are still busy with their book. While in the second underlined word, after complaining about the students' respond, the teacher then got a respond from them.

This is somehow confusing to decide whether, here, the students attention and respond, are caused mainly by the intonation or teacher's utterance. However, if the writer observes carefully and takes a look at other sequences on the classroom, both things: intonation and the utterance, affect

the students in responding. Therefore the writer still can say that intonation is a very effective signal.

4.2.2 Turnover Signals

As well as backchannel signals, there are also a lot of turnover signals having been found in the classroom observed by the writer. The big number of its occurrence can be seen in table 3 and table 4 shown on the previous pages. Turnover signals are signals given by the teacher in order to encourage the students to do the most important thing in learning language: speaking

4.2.2.1 Verbal Turnover Signals

1. 'YES'

The verbal signals 'YES' also appear as backchannel signals. However, unlike backchannel signals, here the function of this verbal signal is mainly to encourage the students to answer or respond to the teacher's utterance.

T. Pesawat....
Yang paling pelan apa???

S. MOBIL....KAPAL....BEMER....

T. YES?? ...Rick??? RICK???

S. RICKSAW!!!

Only one signal of 'YES' is used as a verbal turnover signals. From the classroom observed, the writer can say that the less occurrence of this signal is not because of its ineffectiveness but rather to the choice of words of the teacher, since most of the times the teacher chose to use other words directly related to the subject or she assumed a lot more attractive than just 'YES'. These kinds of words will be explained later.

2. 'OKAY?'

'Okay' as turnover signal uttered by the teacher as a request of compromise for her explanation that signals the students in order to show their respond. This idea may have encouraged the students to react towards the teacher.

- A. Nilai 90
 T. Mulai ya... OKAY??
 S. OKAY!!
 T. Okay...Are you ready???

Here, as you can see clearly, 'okay' functioned as a compromising assertion of the teacher to her previous statement. The teacher asks for a compromise from her students by saying the word 'okay' which absolutely need a return respond. Predictably, the teacher does get a counter from the students that therefore this signal can be said as an effective turnover signal.

3. 'APA?'

The word 'APA?' here is intentionally transcribed in Indonesian, since it might cause a different meaning in English. There are around ten sequences of 'APA?' in the classroom as turnover signals. Here we see some of the sequences.

- T. Okay, itu bad satu.
 ((the children keep silent))
 Okay, sekarang kita mengulang apa??? APA::???
 S. ((No responds))
 T. FRUIT!!
- T. Transportation kira-kira apa??? Kalo sudah tau ada kapal, ada becak, ada mobil...APA::??? KIRA_KIRA APA::???
- S. ((Keep silent))
- T. Ada motor...brarti artinya transportation itu kira-kira apa??? APA::???
APA::???

Based on two sequences emerging 'APA?' as turnover signal above, the writer can conclude that this signal does not fulfil its maximal function. As a turnover signal, a signal should make the responder feel encouraged and free to take an action toward the previous utterance. However, these two sequences above show how the signal 'APA?', even uttered in a high intonation and speak out for over twice, cannot even encourage the students to give any respond to the teacher. This is actually not surprising if we, then, take a look at the context. The students here may not give any responds because they do not know the answer yet. They still have doubt about their answer. Therefore, eventhough the teacher tries as hard as she can, signalling the students to answer using the word 'APA?', the students still have no word to say. Yet, out of the context, this signal can be considered as an ineffective turnover signal for it cannot fulfil its function as a turnover signal.

4. 'READY?' or 'ARE YOU READY?'

This is another turnover signal that also appeared quite a lot in the classroom. The signal 'READY?' or "ARE YOU READY?" most of the time appears when the teacher is about to give an oral quiz to the students. These signals uttered to check the students readiness.

- T. Ayo:... the loudest is tiger. Yang paling keras itu tiger lho ya:: Rabbitnya ini mana::??
((moves to the back)) Are you ready?
- S. Yes I am
- T. GOOD. (thumbs up)
-
- T. Semuanya ada 3 ya...apa::?? Dog, tiger, rabbit... Are you ready?? Sudah siap::???
- S. ARE YOU READY???
- S. Yes, I AM
-
- T. Close your book please... ditutup bukunya... ditutup sebentar. Close your book please... ((gesturing like closing the book)) Nilainya ditambah....ayo:...nilainya ditambahhh....
Tentang apa::???? Transportation.... ARE YOU READY???
- S. YES, I AM

The appearance of this signal is just more or less as much as the previous signal. However, the turnover signal used this time can be said more effective than the other previous signals used. It can be seen through the sequences above. In all three sequences, the students response to the teacher's 'ARE YOU READY?' by saying 'YES, I AM'. Now, there are two points that have to be explained further. First, the teacher had taught the students to say 'YES, I AM' whenever the teacher said 'ARE YOU READY?'. It can be shown from the sequence two, when the teacher said the sentence not quite aloud and then in Indonesian. The students did not give any quick respond. However, when the teacher then said it in a quite high intonation and in a compromising rhyme, the students directly answered 'YES, I AM'. Second, condition number one may apply just if the students really understood what the teacher wished for. It can be seen in the sequence which happened afterward.

- T. Semuanya ada 3 ya...apa?? Dog, tiger, rabbit... Are you ready?? Sudah siap???
- S. ARE YOU READY???
- T. Yes, I AM
- T. Okay, sekarang...what is CAT??
- S. Kucing!!

On the sequence above, we can see that to prove their readiness, the students did answer the teacher's question correctly, meaning, the 'YES, I Am' they uttered really stood for their understanding. Yet, the two senses of the sentence uttered by the students to respond to the teacher's 'ARE YOU READY?' howsoever have shown the effectiveness of this signal.

5. Cutting Sentence

Cutting sentence here means the action done by teacher by cutting the sentence or word she uttered in order to signal the students to continue it.

- T. Okay, itu bad satu.
((the children keep silent))
Okay, sekarang kita mengulang apa??? APA???
- S. ((No responds))
FRUIT!!
- T. WA...
- T+S. /termelon semangka, bellfruit jambu, pineapple nanas, mangosten manggis, grape unggur. Mango mangga, orange jeruk, banana pisang, strawberry strawberry.
-
- T. Ada motor...brarti artinya transportation itu kira-kira apa??? APA??
APA??? Ang??? ANG??? ALAT ANG???
- S. /KUTANI!!!
-
- T. VERY GOOD!! Dapettt...Nine Hundred... BERAPA NINE HUNDRED??
Sembilan RA...??
- S. /TUS
- T. Sembilan ratus....GOOD!
Sekarang Tiger. Di sana dapat sembilan ratus lho yaa...Sekarang tiger lebih bagus lagi. Dapat one thousand...berapa one thousand??? SERI.....
- S. /BUUUUU....

The three sequences above show how this signal functioned usefully and practically. Most students were children at the ages of 4-5 years old who tended to be followers of the teacher (Piaget, 1962). Therefore, the teacher, as the one who understand this theory better than others, must apply it in the classroom. The sequences above show the understanding and the application of the theory by the teacher. As you can see, in all three sequences, the students seemed to be waiting for the teacher to say something first in order to guide them into the answer. The teacher realized what the students' call for, and consequently the teacher did provide clues for them by saying a half-first word of the words required.

6. Questioning

Questioning here means to give a question as a signal to the students in order to answer the teacher. It is considered as one of turnover signals since it functioned to signal the students that it is now their turn to speak.

As the writer observed the classroom, it was something natural that a lot of 'QUESTIONING' happen, as you can see in these some sequences below.

- T Iya...Sunday hari apa???
 S Minggu!!
 T ((thumbs up to all students)) Rabbitnya yang ndak dengar ya...
 Reza. MINGGU!
 T. Friday hari apa??
 ((cleaning the board))
 Tiger (o) Jumat
 S. SENIN
 T. Senin?? ((The teacher is confuse))
 T. Jumat...((thumbs up to Tiger))
 100!! What is Wednesday??
 S. RABU!!
- T. Okay, sekarang...what is CAT??
 S. Kucing!!
 T. IyA!! Kemudian...what is::: student??
 S. MURID!!
 MURID!!
 T. YES! Ini kelompok apa???. Diangkat tangannya ya, diangkat tangannya
 ya...yang bisa yaa....sekarang, what is::: tre::e???
 S. POHON!

As mentioned earlier, questioning means to provoke the students to react towards the teacher. The two sequences here show this meaning really clearly. Both in the sequence one or two, the teacher questioned the students for over two times. As seen noticeably, this signal can really provoke the students to speak up. In the classroom observed, the teacher did really a lot of questionings. It happened because the teacher already knows how fantastic this signal is. Thus, the writer considered this signal as one of the most effective signals.

4.2.2.2 Nonverbal Turnover Signals

1. Facial expression

As a nonverbal turnover signal, facial expression can play a big role in signalling a turn to the students, since face expression can present what

someone intends to say or does. However, in the classroom observed, this condition did not apply in such conditions.

- T. Okay...Are you ready??
 ((posting her face in the front, cheerful))
 S. (o) Yes, I am
 T. Okay, Once Again. Are you READY???
 ((cheerful, smiles, waiting for answer expression))
 S. YES, I AM

This sequence shows how the students used their ear more than their eyes. Students did not give a fast respond and satisfy answer eventhough the teacher had posted her face more to the front and expressed so clearly that she was waiting for the students' answer.

Yes, the students gave a good respond at last, but the writer may say that that respond uttered not because of their attention to the teacher's expression but rather to the teacher's last sentence, which was voiced in a quite high intonation.

2. Smiling

As well as facial expression, smiling as turnover signal does not fulfil its maximum purpose. Supposedly, smiling can encourage the students to say something, like how it works very effectively as a backchannel signal. Nevertheless, as seen the sequence in the previous signal, smiling 'cannot do anything' to persuade the students to be more active.

3. Pointing

Pointing as turnover signal only appeared twice. It functioned more to help other signals that were uttered by the teacher. For sure, it is kind of hard to find out if this signal appears without any other signal.

- T. And the second runner up is.....APA???
 (pointing to the Rabbit)
 Rabbit. RABBIT

The sequence above shows how dependent this signal is. It is kind of impossible to just point to one point without clarifying its purpose, that is why the writer concluded that this signal will not be an effective signal if it appeared alone. However, though in the classroom observed this signal only appeared twice, the writer can say that this is a quite effective signal if it is used in combination with other signals. As seen in the sequence, this signal is used in combination with the word 'APA?' which is voiced in a high intonation. However, by pointing out to one particular group, the students, especially the members of the group realize, that it is them, who are hoped to speak.

4. Intonation

Intonation as nonverbal turnover signal happened in almost every 'CUTTING SENTENCE' and 'ARE YOU READY?' signals. In applying these signals, the teacher most of the time had to raise her voice very high.

- T. **VERY GOOD!!** Dapettt...Nine Hundred... **BERAPA NINE HUNDRED??**
Sembilan RA...??
- S. /TUS
- T. ~~Sembilan~~ ratus....**GOOD!**
Sekarang Tiger. Di sana dapat sembilan ratus lho yaa...Sekarang tiger lebih bagus lagi. Dapat one thousand...berapa one thousand??? **SERI.....**
- S. /BUUUUU....

On the sequence above, the teacher rose her voice whenever she cut her sentence. This might have happened to push the students to continue her sentence. By doing so, the teacher would get the attention from the students as well as remind them to speak clearly as the teacher did.

This also happened to the condition when 'ARE YOU READY' signal was used. Most of the time, the teacher should raise her voice whenever she would say that signal to get the students' attention and to encourage them to answer the teacher as loud as the teacher did.

As a result, as seen in the sequence, the students fulfilled the teacher's idea by using intonation as one verbal turnover signal by answering the teacher as loudly and clearly as the teacher did to them. The worth of the use of intonation causes this signal to become one of the very effective nonverbal turnover signals.

4.2.3 Bracket Signals

A bit different from backchannel signals and turnover signal which function to encourage students to speak or response, bracket channel functions to get back the attention from the students to the teacher, whenever side sequence happened. Side sequence is an inserted sequence, which is out of the blue, appears in one sequence. The subject of this sequence could be something related to the conversation before which could be an adding, or something that has nothing to do with the main subject or we call it distraction. Now, bracket signal is a signal that signals the students that the teacher is going to continue the main subject explained before the side sequence happened. Therefore, the occurrence of this signal will depend on that of side sequence.

4.2.3.1 Verbal Bracket Signals

1. 'OKAY'

Students at kindergarten age are very easy to lose their concentration (Piaget, 1962). In the classroom observed, the writer can see that actually this theory can be hardly true. Though the teacher understands how to avoid this problem which is caused by the side sequence, students are somehow, naturally, still experienced it. One of the approaches used by the teacher in gathering her class atmosphere back to her whenever it happened is by saying 'OKAY'.

T. Good (jempol)
 Reza.....!!! ((look at Reza))
 Nda 100 lho ya.....
 ((Steven sit on the table))

- ((the teacher come after him)) Sit down, please!!!
 ((the teacher go back to in front of the class))
 OKAY, Good Morning.
 S. Good Morning.
- T. CAT..
 S. Kucinggg...
 T. Kemudian ...siapa yang bisa dapat 100...
 (Rexa sit on the table) Sit down please...
 OKAY! Once more, sekali lagi....kemudian siapa yang masih ingat dapat 100...iya sekali lagi.
 Tree...
 S. Tree

'OKAY' is the only verbal bracket signal used by the teacher in the classroom observed, while actually there are a lot of bracket signals that can be used in the classroom condition. This may happen because the teacher actually does not really care for the signals she uses or she does not know another kind of bracket signals. Looking at the sequences above, it is kind of hard to decide which of the reason is possible or perhaps, both are possible. However, if the writer observed further, the teacher does not use other kind of bracket signals because the students actually do not really pay attention to the signal used. As long as it is voiced in a quite high intonation and easy to understand, then the students will give an attention to the teacher. The sequences show how the signal 'OKAY' maximally functions as an 'attention getter' of the teacher. It makes the teacher use only this signal, for unquestionable effectiveness.

4.2.3.2 Nonverbal Bracket Signals

1. Intonation

As its functions as nonverbal backchannel signals and turnover signals, intonation really helps the teacher a lot in feed-backing the students as well as encouraging the students to answer the teacher's question. This is what also happened when intonation occupied its role as a nonverbal bracket signal.

- T. Good (jempol)
 Reza.....!!! ((look at Reza))
 Nda 100 lho ya.....
 ((Steven sit on the table))
 ((the teacher come after him)) Sit down, please!!!
 ((the teacher go back to in front of the class))
OKAY, Good Morning.
- S. Good Morning.

The sequence above shows how the signal 'OKAY' is voiced in a high intonation. As stated in the previous explanation of the signal 'OKAY', intonation still occupies a very big function in order to get an attention from the students. Most of the time, the students give direct reaction towards signals voiced in a high intonation instead of the choice of verbal signal.

2. Hand Clapp

As well as intonation, 'clapping hand' can also function as an attention getter. It seems to be a very simple action but since it is something uncommon in the middle of the classroom discourse, it is assumed to be able get the attention from the students.

- T. **MOTORBIKE**
 S. **Motorbike**
 T. to one child: aduhhh, ini siapa kok sleepy??? Are you sleepy??
OKAY ((claps her hands))...motorbike...
 S. **Motorbike**
 T. **MOTORBIKE**
 S. **MOTORBIKE**

The sequence above shows how the teacher suddenly claps her hands in order to get the students' attention back to her. It is quite predictable that the teacher, then, will get the students attention to her, since 'clapping hand' is something uncommon done by the teacher except to praise the students. Therefore, it can also be considered as one of the effective nonverbal bracket signals.