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### An Analysis of Anomalous Exchange in Young Learners' Classroom Interaction

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#### Abstrak

*Penelitian ini bertujuan untuk menganalisis interaksi kelas dalam proses belajar mengajar dan menganalisis kategori anomalous exchange yang muncul di dalam interaksi kelas di kelas lima pada sebuah sekolah dasar. Penelitian ini menggunakan studi kasus sebagai metodologi penelitian. Analisis dokumen digunakan sebagai teknik pengumpulan data penelitian. Dokumen yang dianalisis adalah video proses belajar mengajar pada sebuah sekolah dasar di Bandung. Hasil penelitian menunjukkan bahwa interaksi kelas didominasi oleh Teacher Talk dimana guru menyampaikan informasi sebagian besar melalui kegiatan tanya jawab. Pertanyaan yang tidak dijawab oleh siswa dan tidak adanya umpan balik dari guru berkontribusi pada munculnya anomalous exchange. Terkait anomalous exchange, hasil penelitian menunjukkan bahwa defective exchanges dan elliptical exchanges paling banyak muncul selama interaksi kelas. Beberapa faktor yang mempengaruhi munculnya exchanges ini adalah mengenai topik yang dibahas, waktu tunggu, jenis-jenis pertanyaan guru, dan situasi murid yang tidak kondusif.*

**Kata Kunci:** Anomalous Exchange, Interaksi Kelas, Siswa Muda

#### Abstract

This research aims to analyze the classroom interaction in teaching learning process and the categories of anomalous exchanges that occur during classroom interaction in a fifth grade of an elementary school. The research employed a case study as a research methodology. Document analysis was used as data collection technique of this research. The documents analyzed were videos of teaching learning process in an elementary school

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in Bandung. The findings showed that the classroom interaction was dominated by Teacher Talk in which the teacher delivered information mostly through question and answer activities. Unanswered questions by the learners and no feedback from the teacher contributed to the occurrence of anomalous exchanges. In terms of anomalous exchanges, the findings revealed that defective exchanges and elliptical exchanges mostly occurred during the classroom interaction. Several factors which influenced the occurrence of these exchanges were the topic discussed, the wait-time, the types of teacher's questions, and the non-conducive of learners' situation.

**Keywords: Anomalous Exchange, Classroom Interaction, Young Learner**

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## INTRODUCTION

Classroom interaction is one of the primary factors by which learning is accomplished in classroom (Hall & Walsh, 2002). In the classroom interaction, learners can use language they learnt and increase their language mastery such as by reading several textbooks, listening to teacher's language, or even discussing with their classmates (Brown, 1994). Moreover, teacher can monitor the learners' language and check their proficiency of the target language mastery during classroom interaction. Therefore, the learners need to have a lot of opportunities to use the language actively. However, in some language classrooms the teachers are more dominant than the learners during the interaction. The percentage of teacher talk reaches 89 percent of available time (Nunan, 1989). It means that learner talk is less than the teacher talk. It can make the learners have less opportunity to speak.

Based on the preliminary observation, young learners tend to avoid interaction with the teacher. They also tend to be unresponsive and ashamed. Those are reflected when the learners give no answer

to teacher's question even though they know the answer. The learners tend to respond the teacher's question briefly in one or two words response. In some cases, teacher's questions are answered by teacher's own statement. This situation is called anomalous exchange as proposed by Suherdi (2009).

According to Brown & Douglas (2001), interaction is defined as collaborative exchange of thoughts, feelings, or ideas between two or more people, e.g. learners and teacher, or learners and learners, resulting in reciprocal effect on each other. In language classrooms, interaction takes a significant role as both a medium of learning and an object of pedagogical attention. Through interaction, the teacher and learners construct a body of knowledge and create mutual understandings of their roles and relationships.

To analyze the classroom interaction, Foreign Language Interaction Analysis (FLINT) system adapted from Moskowitz (1976) as cited in Allwright & Bailey (1991). is used in this research. This analysis system divides the classroom interaction into three main categories

which are Teacher Talk, Student Talk, and neither Teacher Talk nor Student Talk.

Teacher Talk indicates teachers' verbal activities during the process of teaching and learning (Moskowitz, 1976) as cited in Allwright & Bailey (1991). Teacher Talk can influence the learners' language development directly or indirectly. In terms of indirect influence, Teacher Talk can be subcategorized into four categories, namely (1) dealing with feelings, (2) praising or encouraging, (2a) joking, (3) using ideas of students, (3a) repeating students' response verbatim and (4) asking questions. Dealing with direct influence, Teacher Talk can be subcategorized into three categories, namely (1) giving information, (1a) correcting without rejection, (2) giving direction, (3) criticizing student behavior, and (3a) criticizing student response.

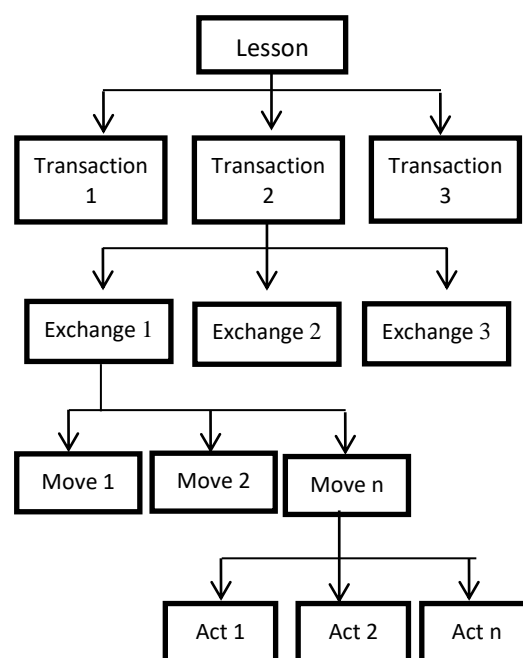
Student talk indicates learners' verbal activities which initiate or respond to the teacher including (1) students' response; specific, (2) students' response; open-ended or students' initiated, (3) silence, (3a) silence-AV, (4) confusion; work-oriented and (4a) confusion; non-work oriented (Moskowitz, 1976) as cited in Allwright & Bailey (1991).

The last three subcategories, namely (1) laughter, (2) using the native language, and (3) nonverbal, are grouped into neither Teacher Talk nor Student Talk category since they refer to teacher's and learners' behavior (Moskowitz, 1976) as cited in reference [5].

Different with the term of interaction which focuses on the exchange of thoughts, feelings, or ideas between teacher and students, discourse is defined as the organization of language beyond the level of sentence and the individual speaking turn, whereby meaning is negotiated in the process of interaction (Carter and Nunan, 2001) cited in Behnam, & Pouriran (2009). Talking about classroom discourse, it is defined as one form of the social interaction fulfillment i.e. classroom interaction, which includes

certain routines based on certain sociopolitical, including pedagogical beliefs (Suherdi, 2009).

It is important to analyze classroom discourse structure to know what actually happens in the classroom that makes every learner's progress in language acquisition different. Many discourse structure analyses are proposed by researchers, but this research will only highlight discourse structure proposed by Sinclair and Coulthard (1975) as presented in the following picture.



**Figure 1.** Structure of Classroom Discourse adapted from Sinclair and Coulthard, 1975 (Suherdi, 2009)

Based on Sinclair and Coulthard (1975) as cited in Brown (2010), lesson is the highest rank unit of classroom discourse which consists of an unordered series of transactions. The lesson itself refers to a topic presented by teacher in the class (Sinclair and Coulthard, 1975) as cited in Brown (2010). Transaction can be defined as the boundary elements of teacher and learners' utterances within a lesson which consists of several exchanges. Exchange refers to the utterance of teacher and learners which

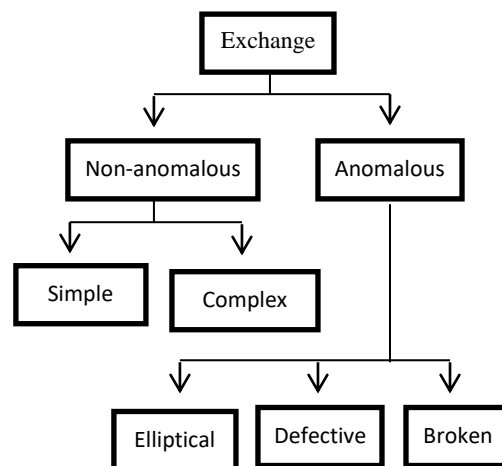
begins with a question and ends with the answer of that question (Sinclair and Coulthard, 1975) as cited in Brown (2010).

Typically, an exchange is initiated by teacher's question followed by learners' response then followed by teacher's feedback as the response to the learners' answer. Exchange is classified into two major classes, namely Boundary and Teaching. Boundary exchange functions as a sign of beginning and end stage of lesson. In the meantime, Teaching exchange refers to individual steps by which the lesson progress.

The next lower ranks are move and act. Move can be classified into five types including framing, focusing, opening, answering, and following-up moves. The first two belong to Boundary exchange, while the last three belong to Teaching exchanges. Act is the lowest rank unit of discourse in Sinclair and Coulthard's system of analysis. It can be divided into three major types which probably occur in all forms of spoken discourse including elicitation, directive, and informative.

Furthermore, Berry (1981) as cited in Suherdi (2009) developed the analysis system of Sinclair and Coulthard to be much more detail. Berry suggested four functions of exchange, namely (1) K1 which refers to the primary knower who has the authority to pass knowledge or information, (2) K2 that reveals to the secondary knower who will respond the primary knower, (3) DK1 which is delaying of the primary knower, and (4) K2f that is following up of the second knower.

This research will analyze the classroom discourse at the exchange rank using Berry's theory to categorize the exchange contribution occur. Moreover, this research will employ exchange categories developed by Suherdi (2009) which can be divided into two categories including non-anomalous and anomalous exchanges. The exchange categories structure by Suherdi (2009) can be seen in the figure 2.



**Figure 2.** Categories of Exchange Structure  
Adapted from Suherdi (2009)

Non-anomalous exchange refers to well-formed exchange which has all the predicted elements necessary for each pattern (Berry, 1981) as cited in Suherdi (2009). It can be classified into two subcategories which are named simple and complex. Simple non-anomalous exchanges are constructed by a series of synoptic moves or move complex. Synoptic move is a term from Ventola (1988) as cited in reference Suherdi (2009) to represent predicted and well-form exchanges. The following is an example of simple non-anomalous exchange taken from Berry (1981) as cited in Suherdi (2009).

**Example 1**

- Dk1 Quizmaster: in England, which cathedral has the tallest spire?
- K21 Contestant: Salisbury
- K1 Quizmaster: yes

Meanwhile, anomalous exchange refers to the exchange which has no formal K2- or obligatory K1- elements or both K2 and K1 elements (Berry, 1981) as cited in Suherdi (2009). Most of anomalous exchanges occur in DK1-initiated. The anomalous exchange can be subcategorized into three different

categories, namely elliptical, defective, and broken exchanges Suherdi (2009).

The elliptical exchange is the acceptable negotiated exchange which has no formal K1-element Suherdi (2009). This exchange mostly occurs when most of the second interactants know the answer of the teacher's elicitation such as asking questions which the answer may be found in a reading text or in a rehearsal context, so the teacher does not give feedback.

#### Example 2

DK1 T: 'I'm sorry' who is I?  
K2 Ss: Mary

The defective exchange is the acceptable exchange which has no K2-elements Suherdi (2009). This exchange usually occurs when there is no contribution from the secondary knower after a certain pause, and then the teacher gives response to her own initiation.

#### Example 3

DK1 T: What's a paragraph?  
Ro Ss: .....  
rph T: Where does one paragraph begin and another one end?  
Rp T: Tell me  
Ro Ss: .....  
K1 T: all right. This is a PARAGRAPH (*pointing to each of the paragraph*)

The broken exchange is the unacceptable exchange which has neither K1 nor K2-elements Suherdi (2009). This broken exchange occurs when there is no contribution from the secondary knower after a reasonable long pause, and then the teacher halts the negotiation and begins with another exchange.

#### Example 4

K2 T: Anybody else got ideas why S1 thinks they're girlfriend and boyfriend is there anything else in the letter?  
Ro Ss: .....  
Ro RO Ss: Speak in Vietnamese (*seemed not to be intended to answer T's question*)  
halt T: Okay

Regarding the elaboration above, this research paper is interested in analyzing young learners' classroom

interaction to get comprehensive knowledge about productive interaction and develop interactive language teaching for foreign language class. This research aims to describe the classroom interaction in teaching-learning process and the categories of anomalous exchanges that occur during classroom interaction. The findings of this research are expected to be one of the references for teachers in managing talking time during the classroom interaction.

## THE RESEARCH METHOD

This section will discuss the research method including the research design, the participants, the technique of collecting data, and the data analysis. This research employed qualitative design, embracing characteristic of a case study. The case study approach was chosen regarding to the aim which attempts to exam and gain in depth analysis of an event, a person, a process, an institution, or a social group (Smith, 1978) as cited in Merriam (1988) and Hancock (1998).

The participants involved in this research were an English teacher and 21 fifth graders of an elementary school in Bandung. The technique used to collect data in this research is document analysis. Document analysis refers to transferring information from anything that was made in case site and ensuring that it was properly labeled as source so it could be treated as data item (Bassegy, 1999). The documents analyzed were videos of four sessions of English lesson in a fifth grade of an elementary school in Bandung. To display the language use in the classroom, the videos were then transcribed.

Furthermore, the data gained were analyzed using frameworks of Foreign Language Interaction Analysis (FLINT) system (Moskowitz, 1971) cited in Allwright & Bailey (1991) and anomalous exchange (Suherdi, 2009). The process of analyzing the data consisted of transcribing the video recording, coding and analyzing

the data, and interpreting the data (Suherdi, 2008). At last, the transcripts and the interpretation of the data were rechecked by people who mastered on classroom discourse in order to achieve the research validity.

### FINDINGS AND DISCUSSIONS

The finding of this research discovered two main points covering (1) the classroom interaction in teaching-learning process in a fifth grade of an elementary school; and (2) the categories of anomalous exchanges that occur during the classroom interaction in a fifth grade of an elementary school.

Based on data analysis, teacher-students interaction in each lesson can be summarized in Table 1.

**Table 1.** Distribution of Teacher Talk in the classroom interactin

| Category                          | Lesson                          |  |            |            |            |
|-----------------------------------|---------------------------------|--|------------|------------|------------|
|                                   | 1st (%)                         | 2nd (%)  | 3rd (%)    | 4th (%)    |            |
| TEACHER TALK                      | 1) Deals with feelings          | 0  | 1.5        | 0          | 0          |
|                                   | 2) Praises or encourages        | 5.7  | 7.3        | 5.6        | 3.2        |
|                                   | 2a. Jokes                       | -  | -          | -          | -          |
|                                   | 3) Uses ideas of students       | 2.4  | 2.1        | 1.7        | 1.5        |
|                                   | 3a. Repeats student response    | 3  | 6.4        | 4          | 2.6        |
|                                   | 4) Ask questions                | <b>18</b>  | <b>21.</b> | <b>22.</b> | <b>17.</b> |
|                                   | 5) Gives information            | 3a. Repeats student response                         | 7          | 5          | 5          |
|                                   | 5a. Correct without rejection   | 7.6  | 13.        | 17.        | 16         |
|                                   | 6) Gives direction              | 1.5  | 8          | 7          | 1.3        |
|                                   | 7) Criticizes student behavior  | 5a. Correct without rejection                        | 18.        | 3.7        | 2.9        |
|                                   | 7a. Criticizes student response | 5  | 7.6        | 7.7        | 3          |
|                                   | Total                           | 0  | -          | 0          | 0.8        |
|                                   | 8) Student response, specific   | -  | -          | 0          | 0          |
|                                   | STUDENT TALK                    | 9) Student response, open-ended or student initiated | 60.        | 64.        | 63         |
| 10) Silence                       |                                 | 6  | 2          |            |            |
| 10a. Silence-AV                   |                                 | 8.8  | 2          | 9          | 12         |
| 11) Confusion, work-oriented      |                                 | 19.  | 32         | 24         | 19.        |
| 11a. Confusion, non-work oriented |                                 | 7  |            |            | 6          |
| 12) Laughter                      |                                 | 1.8  | 2          | 3          | 3.6        |
| 13) Uses the native language      |                                 | -  | -          | 0          | -          |
| 14) Nonverbal                     |                                 | 6.7  | 2          | 1          | 1.2        |
| Total                             |                                 | 2.4  | 1          | 1          | 1          |
| Total                             |                                 | 39   | 35.        | 37         | 38         |
| 12) Laughter                      | 0.6                             | 0  | 0          | -          |            |
| 13) Uses the native language      | 17                              | 27   | 28         | 25.        |            |
| 14) Nonverbal                     | 14.                             | 11.  | 10         | 3          |            |
| Total                             | 7                               | 7  |            | 9.2        |            |
| Total                             | 32.                             | 39   | 38.        | 34.        |            |
|                                   | 5                               | 6  | 5          |            |            |

In Table 1, it can be seen that the percentage of Teacher Talk was greater than Students Talk in all lessons. The proportion of Teacher Talk was consistently high with 60.6% in the first lesson, 64.2% in the second lesson, 60% in third lesson, and 62% in the fourth lesson. Meanwhile, the learners' participation in the classroom interaction showed the low number, which was about 39% in the first lesson, 35.7% in the second lesson, 37% in

the third lesson, and 38% in the fourth lesson. This finding was in line with the previous research conducted by Chaudron (1988) which showed that teacher talk was about 60 percent up to 66 percent of moves.

As can be seen in Table 1, there are three categories of teacher talk which were consistently dominant in all lessons, namely asking question, giving information, and giving direction.

From Table 1 asking question was the most frequent Teacher Talk among the lessons. The amount of this category reached 18% in the first lesson, increased to be 21.7% in the second lesson, 22.5% in the third lesson, and decreased significantly to be 17.5% in the fourth lesson.

The increase of this category in the second lesson was because the teacher asked the learners one by one to mention a type of Indonesian traditional food had been taught in the first lesson. Meanwhile, in the third lesson the proportion of this category increased since probably the teacher taught two topics. The teacher firstly re-taught the previous topic of the second lesson and then she taught a new topic. Therefore, the questions given by the teacher increased. The decrease of this category in the fourth lesson was due to the dominance of Student Response (open-ended) or Initiation category along learners' presentation activity.

To know how the teacher asked the questions to the learners, see the following sample of transcription bellow.

**Excerpt 1 (2nd Lesson)**

- (54). DK1 T: Next, how about this?  
[Shows another picture]  
Ro Ss: [6seconds]...  
Rp T: Kencur, kencur apa kencur?  
Ro Ss: [Speak in Indonesian seemed not to be intended to answer the question] [10seconds]  
Rp T: Apa S17? Apa kencur in English

Ro S17:...[5seconds]...  
K1 T: Ga tahu? Ok ini greater galingale.....

The excerpt shows that the teacher did not get any answer from the learners after reasonable pause and repetitions. Instead of getting the learners' answer, the teacher answered the question herself. The possible reason for this situation was due to the unfamiliarity of the learners with the material. This data were relevant to the concept of anomalous exchange (Suherdi, 2009) in which the exchange has no K2 move. This anomalous exchange occurred since the teacher did not get any response from the students.

The second dominant Teacher Talk category used by the teacher along classroom interaction is giving information. The frequency of this category reached 7.6% in the first lesson and significantly increased in the second and the third lesson to be 13.8% and 17.7%. In the fourth lesson, the proportion of this category decrease to be 16%.

The increase of this category occurred whenever the teacher discussed a new topic during the classroom interaction. In the second lesson, the proportion of giving information increased significantly since the topic was new. In addition, comparing with the topic of the first lesson (Indonesian Traditional Food), the topic discussed in the second lesson seemed more difficult (Ingredients of Indonesian Traditional Food). Similarly, the increase of this category in the third lesson was due to a new topic that probably has higher difficulty level (Cooking Set).

Moreover, in the third lesson the teacher taught two topics which were the second lesson topic and a new topic. As a result, the proportion of giving information increased significantly. In the meantime, the frequency of this category decreased in the fourth lesson in which the learners gave presentation in group. The following was the instance of this category.

**Excerpt 2 (1st Lesson)**

- (17) K1 T: Now I want to tell you  
the goal of today's lesson (5)  
+2 Tujuan pembelajaran untuk  
hari ini, mulai empat emm eh  
sampe lima pertemuan  
mendatang. Sekarang ke satu  
ya. Kita, we will talk about  
food, especially Indonesian  
food. (5 & 13)  
K2f S9: Nasi goreng (9 & 13)

From the excerpt above, it was observed that the teacher told the students about the objective of the lesson in two moves, a student then gave his follow-up in K2f move. This finding was relevant to the concept of non-anomalous exchange proposed by (Berry, 1981) as cited in (Suherdi, 2009) in which the exchange has K1 ^ K2f pattern. This pattern did not lead to the occurrence of anomalous exchange since most of anomalous exchange appeared in DK1 initiated pattern (Suherdi, 2009).

The third dominant Teacher Talk occurred in the classroom interaction is giving direction. In spite of occurring in all lessons, this category was concentrated in the first lesson (18.5%) and the fourth lesson (18.3%).

A high number of asking question and giving information categories in all lessons was because the teaching-learning processes were dominated by question and answer and teacher's presentation.

What the teacher did was useful either to initiate and sustain the interaction contributions. As stated by Cohen & Lawrence (1977) questioning is an effective device for initiating and sustaining interaction within which learners can fulfill their individual and social development. In addition, giving direction categories frequently occurred when the teacher commanded the learners to do several activities both in groups and in individual tasks. The teacher's direction was followed by learners' non-verbal response or verbal response. The verbal response was usually in specific and limited range practiced answers such as

reading aloud and drills (Moskowitz, 1971) as cited in Allwright & Bailey (1991). To know how the teacher gave direction, see the following excerpt.

**Excerpt 3 (4th Lesson)**

- (90). A2 T: **Please repeat after me!**  
**Ikutin! Boil, say boil! (6**  
**& 13)**  
A1: V Ss: Boil (8)

This excerpt shows that the teacher asked the students to repeat a certain word after her. Generally, the teacher's direction is followed by students' nonverbal response or verbal response as the excerpt shown. The verbal response was usually in specific and limited range practiced answers such as reading aloud and drills (Moskowitz, 1971) as cited in (Brown, 2000).

As elaborated before that the percentage of student talk is relatively low, namely 39% in the first lesson, 35.7% in the second lesson, 37% in the third lesson, and 38% in the fourth lesson.

Based on Table 1, the most frequent Student Talk category along the lessons was students' response (open-ended) or Students' initiation. The proportion of this category reached 19.7% in the first lesson and significantly increased to be 32% in the second lesson. In the third and the fourth lessons, this category relatively decreased but still dominated Student Talk categories.

The significant increase in the second lesson was when the teacher asked the learners one by one to mention a type of Indonesian traditional food. Then, this category decreased in the third lesson since many unanswered questions found. These unanswered questions were possibly due to the increase of difficulty level of the materials. In the fourth lesson, this category relatively decreased but still dominated other categories of Teacher Talk and Student Talk since several groups of learners gave presentation.

Moreover, it was observed that the teacher and the learners produced large



number of native language. The teacher mostly used the native language during the classroom interaction was because most of learners tended to be more responsive when the teacher translated her speech into L1 (Indonesian). Meanwhile, the reason of using native language by the learners was due to the lack of the teacher's exposure to the learners to use English during the interaction. To see how the teacher and the learners used the native language can be seen in the excerpt below.

**Excerpt 4 (4th Lesson)**

- (4). DK1 T: And after that di pertemuan ketiga apa? (4)  
 ro Ss: [3seconds] (10)  
 clue T: Alat-alat..? (4)  
 irr Ss: **Alat masak** (9)  
 clue T: Yes, coo-? (4)  
 K2 S4: **Cooking set** (9)  
 K1 T: Iya cooking set or kitchen set. (2 & 13)

From the excerpt, it can be seen that the teacher did not obtain the learners' response in the first initiation. After the teacher gave a clue in L1, the learners answered the question in L1 too. Expecting the students answered in English, the teacher gave the second clue in English. Finally, a student answered the question in English.

In terms of anomalous exchange, there are two dominant exchanges that occurred in all lessons, namely defective and elliptical exchange. This can be seen in the table below.

**Table 2.** Distribution of Anomalous Exchange

| Anomalous Exchange | Lessons |         |         |         | Total (%) |
|--------------------|---------|---------|---------|---------|-----------|
|                    | 1st (%) | 2nd (%) | 3rd (%) | 4th (%) |           |
| Elliptical         | 3.1     | 1.9     | 4       | -       | 2.3       |
| Defective          | 0.8     | 3.7     | 7.4     | 6.5     | 4.8       |
| Broken             | -       | 0.9     | -       | -       | 0.2       |

Based on Table 2, the defective exchange was the most dominant category of anomalous exchanges along the lessons. The percentage of this category consistently increased in the second and the third lesson and decreased in the fourth lesson.

The defective exchanges were found frequently whenever the teacher answered questions herself since there was no response from the learners (Suherdi, 2009). Based on analysis, the distribution of the defective exchanges tended to show the unfamiliarity degree of the learners with the topics of each lesson. In addition, based on the data, the defective exchanges also occurred when there was not enough pause from the teacher and when the students were out of order.

As seen in Table 2, the second dominant category of anomalous exchanges during the classroom interaction was elliptical exchange. From the first lesson to the second lesson, this category decreased and increased in the third lesson. Meanwhile, in the fourth meeting this category was not found.

The elliptical exchanges were found whenever the learners' answers did not get feedback from the teacher (Suherdi, 2009). Based on analysis, the distribution of the elliptical exchanges reflected the familiarity degree of the learners with the topics of each lesson. Moreover, based on the data it was found that there were several factors which contribute to the occurrence of these exchanges, namely types of teachers' questions, the clarity of pictures, and the shortness of the answer.

**CONCLUSION**

This research showed that the classroom interaction is dominated by Teacher Talk. There are three categories of Teacher Talk as proposed by Moskowitz (1971) cited in reference Brown & Douglas (2001) that occur in large number, namely asking question, giving information, and giving direction.

The dominance of these categories indicates three conclusions. Firstly, the teacher frequently presents the material through question and answer activities. Secondly, the teacher highly lectures whenever the topic is new and more difficult than the previous topic. Finally, the teacher frequently gives direction to the learners to do several activities in either individual or work tasks. Moreover, using the native language is also during the classroom interaction. It reveals that both the teacher and the learners tend to use the native language along teaching-learning process.

In terms of the anomalous exchanges, the findings show that there are two categories of anomalous exchanges mostly occur in the classroom interaction, namely defective and elliptical exchanges. Situations that contribute to the occurrence of the defective exchanges are the unfamiliarity of the learners with the topics, not enough pauses from the teacher, and non-conducive learners' situation. On the other hand, several factors contributing to the occurrence of the elliptical exchanges are the familiarity of the learners with the topic, the types of questions given by the teacher, the clarity of pictures, and the shortness of the answer.

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