CLASSROOM DISCOURSE ANALYSIS ON LANGUAGE INTERACTION AT STAR ENGLISH COURSE PAREPARE

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Abstract

Language is taking a place as the main connector among the teacher and students in the teaching-learning process. The study of language that is related to teacher's language interaction in classroom teaching is called classroom discourse analysis. Study on classroom discourse structure firstly introduced by Sinclair and Coulthard by developing a model of discourse involving five levels in hierarchical order - from the lowest to the highest acts, move, exchange, transaction and interaction unit where the higher unit contains the lower ones.This research aimed to know what kind of the act structure that the students and teacher used in the Classroom based on Sinclair and Coulthard Rank Scale, also needed to be known which one of them dominantly used in interaction. The result of the research found that there were several types of Act Structure used in the Classroom interaction such as Marker, Starter, Elicitation, Check, Directive, Informative, Prompt, Clue, Cue, Bid, Nomination, Acknowledge, Reply, React, Accept, Evaluate, Silent Stress, Meta statement, and Conclusion. The total numbers of Act Structure in the observation which have been done are 652 acts. Then, the type of Act Structure dominantly used is Elicitation (/el/) which around 14,7 % dominated the classroom interaction.

Keywords: *Discourse Analysis, Sinclair and Coulthard Theory*

Introduction

Language is the main component of communication among the people. Commonly language has taken a role as a symbol of anything that needs to be identified. Everyone needs to deliver their idea and share the information. Language then has to take a role as a medium to explain them. Communication can happen in every place included in the Classroom as the place of the teaching-learning process. The language which is used in the classroom comprises transactional language and interactional language. The teacher uses transactional language to deliver the material to their student. Interactional language is concerned with the maintenance of the social relationship. Language is used by teachers and students to make interact in the classroom, so the teaching-learning process can run successfully. The interaction is done by using English and Indonesian language. But dominantly use the English Language as a daily language conversation.

Conversation or interaction during the learning process could be categorized as the part of Discourse. In linguistics, the discourse has also been viewed from different perspectives. The language additionally has been used in other diverse social associations usually found in

the climate, for example, online media, promoting, study hall talk, and different talk. Simply, discourse analysis can be defined as the way to understand the social interaction by analyzing the language as the medium is used.

The study of language that's associated with teacher's language interaction in classroom teaching is named classroom discourse analysis. Classroom discourse analysis was first introduced by Sinclair and Coulthard. They developed a model of classroom discourse involving a series of ranks and levels arranged in hierarchical order. They found a structure of three-part exchanges: Initiation, Response, and Feedback, referred to as IRF. That model is used in this research to investigate the language interaction within the classroom as a fundamental rank of classroom interaction. The Sinclair and Coulthard Rank Scale comprise some scales such as Act, Move, Exchange, Transaction, and Lesson.

For this research, the researcher focuses on analyzing the Act Structure of Classroom Language Interaction as the fundamental steps for building the other next steps. Acts are typically one free clause, plus any subordinate clauses, but may additionally be made up by single words or groups. The lowest rank of discourse is acts. Acts are wont to succeed discourse activity or reply to earlier discourse activity. These steps could be recognized and identified by seeing the Conversation or the utterances that the teacher and students use in the classroom when teaching and learning process is started.

STAR English Course is one of the English courses in Parepare. It is in Kebun Sayur Street, Ujung Lare, Soreang, Parepare. STAR English Course is a famous course in Parepare. It is not only focusing on Teaching English as a main service but also serving the students and visitors with moral values, discipline, and other kinds of good habits that are quite difficult to find in other courses. Star English Course has so many students on a different level. There can be fifteen to twenty students in one class. However, the learning process is still conducive and runs well. It is because Star English Course having good teachers which have lots of experiences in teaching. The teacher can build a good condition in the classroom with a unique teaching style. So that, the researcher wants to grasp how the interaction is completed by the teacher and what sorts of language structure types used in the classroom.

Method

The research is design descriptive qualitative research because the discourse analysis could be categorized and explained by descriptive qualitative research. This research was done at The First Level Class of STAR English Course Parepare and take all the participants as the object of research. The research was done for 1 month. Sinclair and Coulthard Rank Scale

Theory were used to analyzing the data after the first meeting. It used Triangulation theory to do the valid of data. It was compared and combined with the theory of Susan and Gills, called Everyday Conversation theory. Both this theory basically has same structured but have differences in the function also the situation.

Table 1 The percentage of the Act structures found in the classroom interaction

No	Kinds of Act Structure	Total Number of Act Structure	The Number of Act Structure	Percentage (%)
1	Elicitation	652	96	14,7%
2	Starter	652	90	13,8%
3	Reply	652	83	12,73%
4	Nomination	652	67	10,27%
5	Accept	652	67	10,27%
6	Evaluate	652	58	8,89%
7	Bid	652	42	6,4%
8	Informative	652	41	6,28%
9	Directive	652	34	5,3%
10	React	652	22	3,27%
11	Acknowledge	652	20	3%
12	Marker	652	15	2,3%
13	Silent stress	652	8	1,22%
14	Clue	652	3	0,46%
15	Meta statement	652	2	0,30
16	Conclusion	652	1	0,15%
17	Check	652	1	0,15%
18	Prompt	652	1	0,15%
19	Cue	652	1	0,15%

The table above showed that there were 19 kinds of the Act structure is in the Classroom Interaction at the First Level Class of STAR English Course. They were divided such as Marker which found 15 times, Starter which found 90, Elicitation which found 96, Check which found 1 time, Directive which found 34 times, Informative which found 41 times, Prompt which found 1 time, Clue which found 3 times, Cue which found 1 time, Bid which found 42times, Nomination which found 67 times, Acknowledge which found 20 times, Reply which found 83 times, React which found 22 times, Accept which found 67 times, Evaluate which found 58 times, Silent Stress which found 8 times, Meta statement which found 2 times, and Conclusion which found 1 time in the classroom interaction. It means that most of the the act structures

based on the Sinclair and Coulthard rank scale were used by the participants in the classroom when the learning process.

Then, it could be concluded also that the total number of active structures used in the classroom was 652. The highest one was Elicitation, which was found 96 times during the interaction. Elicitation took a place around 14,7% of the whole conversation that the participants did along with the interaction. It proved that Elicitation was the most dominant type of the act structure used in the classroom. Then it directly followed by starter, which took a place around 13,8% in the classroom interaction. Reply took a place around 12,73%. Nomination and acceptance have the same position in the classroom interaction, which took a place around 10,27%. Evaluate, bid, informative, directive, react, acknowledge, marker, silent stress, clue, meta statement, conclusion, check, prompt, and cue were followed and took a place in less than 10% contribution in the classroom.

Discussion

The Sinclair theory found that there were 22 kinds of the act structure usually found in the classroom interaction during the learning process. They are: Elicitation, Starter, Marker, Reply, Nomination, Accept, Evaluate, Bid, Informative, Directive, React, Acknowledge, Marker, Silent Stress, Clue, Meta statement, Conclusion, Check, Prompt, Cue, Comment, Loop, and Aside. The act structure found in the classroom also depended on the teacher and students' way to confess the word or doing interaction in the classroom. All the act structure might happen, but sometimes some of them might not be found.

Based on the finding of the first research problem, the researcher found the act structure used in the classroom based on the Sinclair and Coulthard Rank Scale theory. This research was supported by the theory of Sinclair, which mentioned the 22 types of the act structure that the students and teacher usually used in the classroom interaction. After observed the classroom interaction then can be found there are 19 kinds of the act structures used in the classroom at the first level class of star English course. They are: Elicitation, Starter, Marker, Reply, Nomination, Accept, Evaluate, Bid, Informative, Directive, React Acknowledge Marker, Silent Stress, Clue, Meta statement, Conclusion, Check, Prompt, and Cue. This finding is in line with the findings of studies undertaken by Maulidah Hasanah in 2017 at MtsN Bendosari in the Academic Year 2016/2017. As Sinclair and Coulthard introduced their theory, the researcher found 22 types of act structure.

The Act Structure the researcher did not find in the Classroom interaction are Loop, Aside, and Comment. Only a small percentage of the use of them in the classroom was done.

In this research, the fact shows that no one participant, whether the student and teacher, uses the act structure in the classroom. It does not directly mean that the types are never used before and later in the learning process. It could be explained because the teacher is really focused on how to push the student for getting better and stimulate them by using a question and giving information, then comment. Not only that, the fact found that the use of a good network and higher quality of interaction make the kinds of loop sometimes never found in the classroom interaction. It is because the interaction can be clearly heard and understanding between the teacher and students. Then also aside was not found in this research because the teacher focused on how to handle the class well and ignore the other problems. Prepare the class better before starting the learning process was done by the teacher. So that, the Aside structure sometimes cannot be found in the classroom interaction.

Based on the second research question from the results, then could be proved that the dominant type of the Act structure used in the classroom interaction at the First Level Class of STAR English Course was Elicitation (*/el/*) which based on Sinclair and Coulthard's theory had a function to request a linguistic response by using a question. Elicitation could be found 96 times from the whole conversation in the classroom interaction. It found around 14,7% dominated the act structure, which happened around 652 times in the classroom. Elicitation was dominated the classroom interaction. Elicitation was found dominantly because the teacher and students needed the response when talking to each other. Asking for a linguistic response is called solicitation. Interaction can run well when the participant gave a response to the speaker and Elicitation is used to ask for the response. Elicitation influenced the students' capabilities not only in public speaking but also in the other skill of language such as listening, grammar, and soon.

This finding is in line with the findings of studies undertaken by Maulidah Hasanah in 2017 at MtsN Bendosari in the Academic Year 2016/2017. The researcher revealed that the dominant type of act structure used by the participants in the classroom interaction was Elicitation, though the research is not only focused on that. The teacher used to ask for a response from the student. It is usually realized by a question. It proved that the dominant participant who shares utterances is the teacher as the main source in the learning process, but with replied by the students respond. Both of them are active in the teaching and learning process.

Conclusion

Based on the data analysis, it could be found that there were 19 kinds of the Act structure use in the classroom interaction. They are: The Act Structure that the teacher and students used in the classroom comprised 652 acts. They were Marker, Starter, Elicitation, Check, Directive, Informative, Prompt, Clue, Cue, Bid, Nomination, Acknowledge, Reply, React, Accept, Evaluate, Silent Stress, Meta statement and Conclusion. It means that most of the act structures based on the Sinclair and Coulthard rank scale were used by the participants in the classroom when the learning process.

The dominant type of Act Structure used in the classroom interaction at the 1st Level Class of STAR English Course is Elicitation/el/. The observation showed that the total numbers of Act are 652 then, Elicitation found 96 times in Interaction then dominated the classroom interaction around 14,7%. It means that Elicitation was the type of the act structure that used most of the whole learning process. Elicitation was found dominantly because the teacher and students needed the response when talking to each other. Then has been known that Elicitation is used to ask for linguistic respond. Interaction can run well when the participant gave a response to the speaker with elicitation as the way to ask for the response.

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