CLASSROOM DISCOURSE ANALYSIS ON LANGUAGE INTERACTION AT EIGHTH GRADE OF MTS N BENDOSARI IN THE ACADEMIC YEAR 2016/2017

THESIS

Submitted as A Partial Requirements

for the Degree of Undergraduate in English Education Department

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Assalamu'alaikum Wr. Wb.

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Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, 18 Juli 2017
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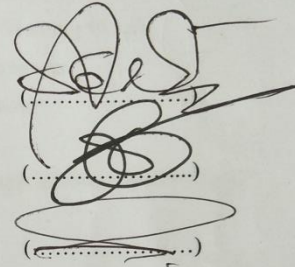Umi Pujiyanti, S.S., M.Hum., M.Si.
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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. My beloved parent

2. My beloved brother and sister

3. My beloved friends

4. My Almamater IAIN Surakarta

MOTTO

هل جزاء الإحسان إلا الإحسان (الرحمن:٦٠)

"Is there any reward for good other than good?" (QS. Ar rahman: 60)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "*Classroom Discourse Analysis on Language Interaction at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017*" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 10 Agustus 2017

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The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the reseacher in particular and the reader in general

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The researcher,

Maulidah Hasanah

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Advisor   : Umi Pujiyanti, S.S., M.Hum., M.Si.

Key Words   : Discourse, Classroom Discourse, Language Interaction.

This research is about classroom discourse on language interaction at eight grade of MTs N bendosari. The problems of this research are (1) what are the types of language interaction of classroom discourse at eighth grade of MTs N Bendosari, (2) what is the dominant type of language interaction of classroom discourse at eighth grade of MTs N Bendosari. The objective study of this research are finding out the types of classroom discourse and to describe the dominant types of classroom discourse at eight grade of MTs N Bendosari.

The researcher uses descriptive qualitative research. The research instruments are the researcher, recorder and observation sheet. The technique of collecting data are by observation, recording and transcribing the class interaction. The data is analyzed by using interactive model that involves four steps; (1) data collection, (2) data reduction, (3) data display, and (4) conclusion and drawing verification. The validation of data is using theoretical triangulation.

The researcher finds that type of language interation of classroom discourse at eight grade of MTs N Bendosari are act, move, exchange, and transaction. The kinds of acts found are summon, reply-summon, greeting, repky- greeting, marker, starter, clue, reply, accept, elicitation, evaluate, informative, acknowledge, directive, react, check, conclusion, comment, loop, prompt, metastatement, and nomination. Kinds of Move found are Framing, Focusing, Opening, Answering, and Follow-up move. The kinds of Exchange are Boundary exchange, Informing Exchange, Directing Exchange, Eliciting Exchange, and Pupil elicit Exchange. The transaction found is structured by Preliminary, Medial and Terminal elements. The dominant type of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017 is Teaching Exchange that consists of Informing Exchange, Directing Exchange, Eliciting Exchange, and Pupil elicit Exchange. In this research, eliciting exchange is most dominant. Eliciting exchange used as dominant type of classroom discourse implies that the interaction done in class involves both teacher and students actively. It means that the teacher can control the students and the class condition. This findings support other researchs regarding classroom discourse analysis that the dominant type in classroom interaction is eliciting exchange that indicates the condition of the class is controlled.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the main instrument of communication among people in a community or society. Freeman (2003: 2) states that language is a means of interaction between and among people. Then, the function of language here is as a tool which connects one to others. People realize that language becomes a bridge that can connect people in different places and cultures. People can get information, knowledge, and experience by using language. They also can show and express what they think and feel.

In teaching learning process, language is the basic means of communication in the classroom. It represents the thinking of the participants (teacher and students) on the activities of the classroom, that it shows their interaction (Norman, 1975: 2). Thomas (1987) argued that Language is a primary resource for communication between teacher and students, and vice versa. Language has four different functions in the classroom. They are heuristic, manipulative, imaginative, and ideational (BSNP, 2007: 10). The first is heuristic function. Language is used to explain the materials (teacher) and to understand the materials (students). The second function of language in classroom is manipulative function. Language is used as tool to make students do something so the environment of classroom is changed. Language has function to make students do imaginative activity such as they should

create story or write their experiences in the class. By this function, the students are able to create a discourse that they can create some written text and express their own story using their own language. The last function of language in the classroom is ideational function. The students are expected to be able find and express the meaning of written text.

The language used in a classroom is transactional and interactional use of language. Transactional language is mostly used by teachers in delivering information knowledge for students. In other hand, interactional language is used by teacher to interact with students. The main case faced by teachers in the teaching and learning process of English in a classroom is how to give a clear understanding easily to students. In English classroom, teacher's language is not only the object of the course, but also the medium to achieve the objective of teaching. Nunan (1991) stated that teacher's language is important, not only for the organization of the classroom but also for the process of acquisition of knowledge. Teacher's language in English classroom is considered as one special variety which others do not share (Feng Qican, 1999: 23).

Teacher is considered as a main factor in education successfulness. Teachers have to build the good atmosphere in the classroom, so the students can enjoy the class. Teacher is talking in the class in order to conduct some instructions, develop intellectual ability and manage the classroom activities (Feng Qican, 1999: 23). They should be able to give interesting materials and create the students attention. They must initiate the students' response and

check the students understanding. The way they interact to the students by using their actual language in the classroom can make the students study well. Interaction means teacher and students are acting reciprocally. The teacher give action in the class, then the class give reaction which is subsequently modifies the next action (Thomas, 1987:7). The interaction in the classroom involves the students' response and some initiations in the classroom.

Sinclair and Coulthard (1975) felt that classroom language provided a relatively simple and more structured type of discourse than normal everyday conversation with all its unpredictable and ambiguities. Nunan (1987) argued that the language used by teacher in the classroom may seriously affect a students' ability. Therefore, it is useful for classroom language to be analysed. Sinclair and Coulthard (1975) developed a model for analysing spoken language, i.e. Classroom Discourse Analysis. The language of the classroom differs from many forms of spoken language that is formally structured and controlled by one dominant, i.e. the teacher.

The study of language that is related to teacher's language interaction in classroom teaching is called classroom discourse analysis. The analysis of classroom discourse is, necessarily, type of language use (parole of performance) that is found in classroom situations (Richard 2002). According to Bellack (1965), the fundamental pattern in classroom discourse consist of a sequence of teacher question, pupil, response, and usually teacher reaction. Sinclair and Coulthard (1975) developed a model of classroom discourse involving a series of ranks and levels arranged hierarchical order. They found

a structure of three-part exchanges: Initiation, Response, and Feedback, known as IRF. That model will be used in this research to analyse the language interaction classroom. The example of Classroom Discourse Analysis cam be seen as follow:

This is part of interaction done in classroom based on observation.

Teacher	:	*Hari ini kita ada ulangan seperti yang telah saya informasikan kemarin. Sudah siap kan? Siap apa belum?.*
Students	:	*Siap, pak.*
Teacher	:	*Seperti biasanya, catatan dimasukkan. Kerjakan sendiri, jangan tolah-toleh. Sekali toleh point dikurangi 5.*
Students	:	*Iya, pak.*
Teacher	:	*Ada 25 soal. 1 soal 2 menit cukup kan?*
Student 1	:	*5 menit, pak.*
Teacher	:	*Sudah, segitu cukup.*

Then students do their task given by teacher.

The material taught in class in that time is present tense. The interaction above shows discourse done in classroom. The discourse consists of rank scale. There is elicitation act as head act. Then students give response by reply act. The teacher gives feedback to the students by informative act. In the end, the teacher close the interaction by evaluate act.

Language is used by teacher and students to make interaction in the classroom, so the teaching learning process can run succesfuly. The interaction is done in all subject of class include English subject. MTs N Bendosari is school in Junior High School. It is located in Bendosari, Sukoharjo. This school has two English teacher. The first is Mr. Sholeh. He teaches in nineth and eighth grade. The second is Mr. Ari. He teaches in seventh and eight grade. In eight grade, while Mr.Soleh teaches four classes,

Mr Ari just teaches one class. When the researcher is observing the each class they teach, the researcher sees the different atmosphere and condition of class there. The class which is taught by Mr Soleh mostly has noisy class condition. In other hand the class where Mr Ari teaches has good and controlled condition. From the researcher observation in the class, the researcher caught that the factor influences the class condition is the way the teachers communicate and interact to the students in the class. Thus, the language of teacher becomes important. The language here is related to the teacher's language interaction in teaching-learning process. Here, the researcher focus on one teacher that has controlled class, Mr. Ari. The consideration of conducting the classes in this research is to know how the language can make the condition of the class, that in that clas what type of classroom discourse is dominant so it affects the classroom condition.

From the explanation above, the researcher becomes curious and interest to do researcher in this field. The researcher wants to know how the interaction done by the teacher and what types of the language he use in facing class. Than the researcher decides to do research entitled "**Classroom Discourse Analysis on Language Interaction At Eighth Grade Of Mts N Bendosari In The Academic Year 2016/2017**"

B. Problem Identification

Based on the background of the study, the problems faced in classroom can be identified as follows:

1. The classes with different teacher have different class condition.

2. The language used by teacher to face the classes is different.

3. The students do not interest and do not understand the lesson given by first teacher and do the contrary on the second teacher.

4. The achievement which is reached by the students in different classes is different.

C. Problem Limitation

In order to get specific purpose and focus of the research, it is necessary to limit the research. Based on the background and identification of the problem, the researcher limits the research on the analysing types of language interaction between teacher and students, including verbal and nonverbal, in the classroom by using Sinclair and Coulthard's theory of Classroom Discourse. The research conducted in B Class that is taught by Mr. Ari Sasongko.

D. Problem Statement

Based on the background of the study, the problem of the study can be formulated as follows:

1. What are the types of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017?

2. What is the dominant type of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017?

E. Objective of the Study

Based on the problem statements above, the purpose of the study are as follows:

1. To describe the types of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017.

2. To describe the dominant type of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017.

F. The Benefit of the Study

The result of the research hopefully can give some benefits and contributions both theoretically and practically.

1. Theoretical

   The result of the study is expected to give some contribution in language discipline especially the use of language in classroom viewed from sociolinguistic area.

2. Practical

   The result of the study also expected will give some benefits for:

   a. Teacher

      By this study, the teacher will get knowledge and information about language study in the classroom that they can improve their communication competence in the classroom to make the students interest and understand about the lesson.

b. Students

The result of the study hopefully will give benefits to the students that they will get the new knowledge about the types of language in the classroom as interpreted teaching learning process.

c. The researcher

The researcher is the teacher-trainee. By this study, she will know the types and uses of language so it will help her to face the students in classroom in the future.

d. The reader

This study will help the reader to do another research in same field that it can be used as reference.

G. Definition of Key Terms

In this research, there are some key terms that is important and needs to be explained. They are:

1. Language Interaction

Language interaction is language or spoken activity that is used by two people or more, here teacher and students, to communicate each other and doing interaction. Interaction in this research means teacher and students are acting reciprocally. The teacher give action in the class, then the class give reaction which is subsequently modifies the next action (Thomas, 1988: 7).

2. Discourse Analysis

Discourse analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. for example, discourse analysis deals with: (1) how the choice of articles, pronouns, and tenses affects the structure of the discourse, (2)the relationship between utterances in a discourse, (3) the moves made by speakers to introduce a new topic, change the topic, or assert a higher role relationship to the other participants. Analysis of spoken discourse is sometimes called conversational analysis. Some linguists use the term text linguistics for the study of written discourse. Another focus of discourse analysis is the discourse used in the classroom. Such analyses can be useful in finding out about the effectiveness of teaching methods and the types of teacher-student interactions (Richard, 2002: 161).

3. Classroom Discourse Analysis

Classroom Discourse is the type of language used in classroom situations. Classroom discourse is often different in form and function from language used in other situations because of the particular social roles students and teacher have in classroom and the kinds of activities they usually carry out there. Then, Classroom Discourse Analysis is study of the process of face-to-face classroom teaching (Richard, 2002: 73-74).

4. IRF Structure

Sinclair and Coulthard (1975) developed a model of classroom discourse involving a series of ranks and levels arranged in hierarchical

order. They found in the traditional native-speaker language school classroom, a structure of three-part exchanges: Initiation, Response, and Feedback, known as IRF. According to them, the following is the typical classroom discourse sequences:

T: What's the capital of Trance? (Initiation)

S: Paris. (Response)

T: Yes, Paris. That's right. (Feedback)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Discourse Analysis

Discourse is a general term for examples of language use, i.e. language which has been produced as the result of an act of communication. Whereas grammar refers to the rules a language uses to form grammatical units such as clause, phrase, and sentence, discourse normally refers to larger units of language such as paragraphs, conversations, and interviews (Richard, 2002: 160). The term is also used as a convenient general term to refer to language in action and the patterns which characterize particular types of language in action (McCarthy, 1997). Then, Van Dijk (1997) gave the criteria what and what is not considered as discourse: (1) Discourse must be "language in use"; (2) Discourse must involve the communication of beliefs; (3) Discourse must be coupled with interaction, and (4) Discourse must justify itself to other discourse. It can be said that discourse must be authentic language, not invented, in an interaction and inform what the other speaker think, believe, feel, etc.

The concept of discourse as interaction is presented in all current ways and means of doing discourse analysis. In pragmatics, meaning is seen as "a dynamic process, involving the negotiation of meaning between

speaker and hearer, the context of utterance (physical, social, and linguistic) and the meaning potential of an utterance" (Thomas, 1995: 22). Discourse Analysis is the study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, etc. (Richard, 2002: 161). Other definition, discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used (McCarthy, 1991: 5). Hugh (2005) argued that Discourse Analysis can be defined as the study of language in communication. It refers to concepts of language in use, language above or beyond the sentence, language as meaning in interaction, and language in situational and cultural context. Further, to give a clear idea on how Discourse Analysis is conducted, Stubbs (1983) in Suherdi (2010) presented definition of Discourse Analysis as follows: (1) Discourse Analysis concerned with language use beyond the boundaries of a sentence / utterance; (2) Discourse Analysis concerned with the interrelationship between language and society; (3) Discourse Analysis concerned with the interactive or dialogic properties of daily communication.

Discourse Analysis grew out of work in different disciplines in the 1960s and early 1970s, including linguistics, semiotics, psychology, anthropology and sociology. Discourse analysis does study language in use. It involves written texts of all kinds, and spoken data, from conversation to highly institutionalized forms of talk (McCarthy, 1991: 5). British discourse analysis was greatly influenced by M. A. K. Halliday's functional approach to language. Halliday's (1997) work took deep

attention to the social functions of language and the thematic and informational structure of speech and writing (McCarthy, 1991:6). In Britain there were Sinclair and Coulthard (1975) at the University of Birmingham, who developed a model for the description of teacher-pupil talk, based on a hierarchy of discourse units. Other similar work has dealt with doctor patient interaction, service encounters, interviews, debates and business negotiations, as well as monologues. Novel work in British tradition has also been done on intonation in discourse (McCarthy, 1991: 6). The British work has principally followed structural-linguistic criteria, on the basis of the isolation of units, and sets of rules defining well-formed sequences of discourse.

American discourse analysis has been dominated by work within the ethno methodological tradition, which emphasizes the research method of close observation of groups of people communicating in natural settings. It examines types of speech event such as storytelling, greeting rituals and verbal duels in different cultural and social settings (Gumperz and Hymes 1972 in McCarthy, 1991: 6). What is often called conversation analysis within the American tradition can also be included under the general heading of discourse analysis. In conversational analysis, the emphasis is not upon building structural models but on the close observation of the behavior of participants in talk and on patterns which recur over a wide range of natural data. The American work has produced a large number of descriptions of discourse types, as well as insights into

the social constraints of politeness and face-preserving phenomena in talk, overlapping with British work in pragmatics.

Also relevant to the development of discourse analysis is the work of text grammarians, working mostly with written language. Text grammarians see texts as language elements strung together in relationships with one another that can be defined. Linguists such as Van Dijk (1972), De Beaugrande (1980), Halliday and Hasan (1976) have made a significant impact in this area. The Prague School of linguists, with their interest in the structuring of information in discourse, has also been influential. Its most important contribution has been to show the links between grammar and discourse (McCarthy, 1991: 6).

2. Classroom Discourse Analysis

Classroom discourse is the type of language used in classroom situations. Classroom discourse is often different in form and function from language used in other situations because of the particular social roles students and teachers have in classrooms and the kinds of activities they usually carry out there (Richard, 2002: 73). Classroom Discourse refers to one form of the realization of social interaction, i.e. classroom interaction. It includes certain activity in classroom interactions based on certain sociopolitical, including pedagogical beliefs.

Suherdi (2010) mentions some reasons for the Classroom Discourse being important to be studied:

a. Interaction between teachers and students in the classroom is the educational process or the major part of it.

b. The different background of the students makes the classroom discourse as a key to understand the education activity.

c. The interaction between teacher and students has hidden meaning that is important to be analyzed so it will be easily inte rpreted and understood.

d. Classroom Discourse has high level accuracy in describing classroom activities.

Analysis of classroom discourse is the study of the process of face-to-face classroom teaching or the types of student-teacher interaction. Classroom Discourse has been approached in many ways. For example, Flanders (1970) used an "introspective" a priori approach; Mehan (1979) and Erickson and associates (1981 and 1982) used an educational ethnography; Sinclair and Coulthard (1975) used an interactional and functional approach. Then, the work of Sinclair and Coulthard has been important and adopted and further developed to accommodate phenomena in teaching learning situations. It may be because the Sinclair and Coulthard's system considered as the pioneering way which gives attention to systemic organizational properties of dialog and provides way to describe them (Suherdi, 2010: 10).

3. Sinclair and Coulthard's Rank Scale

The model produced by Sinclair and Coulthard derived from the rank scale model originally developed by Halliday, which initially concentrated on theory of grammar (Willis, 1992: 112). Sinclair and Coulthard believed discourse needed to be a separate category of analysis from grammar and phonology (Burns, 2001: 127), therefore developed a rank scale model to analyze discourse. The top of the rank scale is labeled as *lesson*, followed by *transaction*, then *exchange*, *move*, and *act*.

Transaction

⇕

Exchange

⇕

Move

⇕

Act
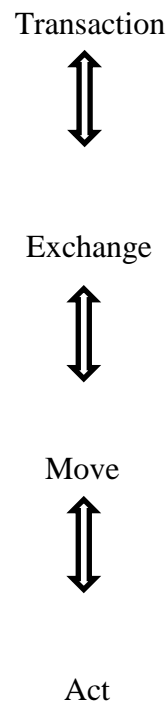
Figure 3.1 (McCarthy, 1991: 22)

Diagram above shows the basic rank scale of Sinclair and Coulthard's model. They describe the scale as "each rank above the lowest has a structure which can be expressed in terms of the units next below" (1992: 2). Thus, acts combine to form moves, moves combine to form exchanges, and so on. However, this paper will only discus the levels of

exchange, move, and act thoroughly in order to focus on the inner levels of the rank scale.

a. **ACT**

Acts are the smallest and lowest rank of discourse (Coulthard, 1992: 2). Acts are used to initiate succeeding discourse activity or respond to earlier discourse activity (Coulthard, 1977: 104). There is always a main act in the opening move labeled as the *head* act. There are three primary head acts, which frequently appear in opening moves; *elicitation*, *directive*, and *informative* (Sinclair and Coulthard, 1992: 15)

There can be cases when there is more than one act in a move, however there must be a head act while the other acts are optional. *Nomination*, *bid*, *cue*, *clue*, and *prompt* acts are all considered as subordinate elements of the teacher's initiating move (Sinclair and Coulthard, 1992: 17), meaning that in addition to the head act there can include an accompanying act in the opening move.

Sinclair and Coulthard's classifications and definitions of all twenty-two speech acts can be seen as below:

1) Marker /m/

Realized by a closed class of items – 'well', 'OK', 'now', 'good', 'right', 'alright'. When a markers is acting as the head of

a framing move it has a falling intonation, [1] or [+1], as well as a silent stress. Its function is to mark boundaries in the discourse

2) Starter /s/

Realized by a statement, question or command. Its function is to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely.

3) Elicitation /el/

Realized by a question. Its function is to request a linguistic response.

4) Check /ch/

Realized by a closed class of polar questions concerned with being 'finished' or 'ready', having 'problems' or 'difficulties', being able to 'see' or 'hear'. They are 'real' questions, in that for once the teacher doesn't know the answer. If he does know the answer to, for example, 'have you finished', it is a directive, not a check. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.

5) Directive /d/

Realized by a command. Its function is to request a non-linguistic response.

6) Informative /i/

> Realized by a statement. It differs from other uses of statement in that its sole function is to provide information. The only response is an acknowledgement of attention and understanding.

7) Prompt /p/

> Realized by a closed class of items – 'go on', 'come on', 'hurry up', 'quickly', 'have a guess'. Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even demanding one.

8) Clue /cl/

> Realized by a statement, question, command, or moodless item. It is subordinate to the head of the initiation and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive.

9) Cue /cu/

> Realized by a closed class of which we so far have only three exponents, 'hands up', 'don't call out', 'is John the only one'. Its sole function is to evoke an (appropriate) bid.

10) Bid /b/

> Realized by a closed class of verbal and non-verbal items – 'Sir', ''Miss', teacher's name, raised hand, heavy breathing, finger clicking. Its function is to signal a desire to contribute to the discourse.

11) Nomination /n/

Realized by a closed class consisting of the names of all the pupils, 'you' with contrastive stress, 'anybody', 'yes', and one or two idiosyncratic items such as 'who hasn't said anything yet'. The function of the nomination is to call on or give permission to a pupil to contribute to the discourse.

12) Acknowledge /ack/

Realized by 'yes', 'OK', 'mm', 'wow', and certain on-verbal gestures and expressions. Its function is simply to show that the initiation has been understood, and, its the head was a directive, that the pupil intends to react.

13) Replay /rep/

Realized by a statement, question or moodless item and non-verbal surrogates such as nods. Its function is to provide a linguistic response which is appropriate to the elicitation.

14) React /rea/

Realized by a non-linguistic action. Its function is to provide the appropriate non-linguistic response defined by the preceding directive.

15) Comment com

Realized by a statement or tag question. It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page it is difficult to distinguish from an informative because the outsider's

ideas of relevance are not always the same. However, teachers signal paralinguistically, by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.

16) Accept /acc/

Realized by a close class of items – 'yes', 'no', 'good', 'fine', and repetition of pupil's reply all with neutral low fall intonation. Its function is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate.

17) Evaluate /e/

Realized by statements and tag questions, including words and phrases such as 'good', 'interesting', 'team point', commenting on the quality of the reply, react or initiation, also by 'yes', 'no', 'good', 'fine', with a high-fall intonation, and repetition of the pupil's reply with either high-fall (positive), or a rise of any kind (negative evaluation).

18) Silent stress /^/

Realized by a pause, of the duration of one or more beats, following a marker. It functions to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.

19) Metastatement /ms/

Realized by a statement which refers to some future time when what is described will occur. Its function is to help the

pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going.

20) Conclusion /con/

Realized by an anaphoric statement, sometimes marked by slowing of speech rate and usually the lexical items 'so' or 'then'. In a way it is the converse of metastatement. Its function is again to help the pupils understand the structure of the lesson buy this time by summarizing what the preceding chunk of discourse is about.

21) Loop /l/

Realized by a closed class of items – 'pardon', 'you what', 'eh', 'again', with rising intonation and a few questions like 'did you say', 'do you mean'. Its function is to return the discourse to the stage it was at before the pupil spoke, from where it can proceed normally.

22) Aside /z/

Realized by a statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class. As we noted above, this category covers items we have difficulty in dealing with. It is really instances of the teacher talking to himself: 'It's freezing in here', 'Where did I put my chalk?'

b. MOVE

Moves consist of acts and combine to form exchanges. There are five classes of moves, which make up exchanges. Firstly, there are *framing* moves, which are used to structure the lesson and are often followed by *focusing* moves, which are there to draw studen ts' attention to the direction of the lesson. The other three moves are labeled as *opening*, *answering*, and *follow-up* (Sinclair and Coulthard, 1992: 21).

1) Framing Moves

Framing moves are used to structure the lesson. It is probably a feature of all spoken discourse, but they occur more frequently in classroom discourse because it is carefully structured by one participant. Framing moves are realized by a marker followed by silent stress, 'Right^' 'now^' 'OK^' (Sinclair and Coulthard, 1992: 21-22).

2) Focusing Moves

Focusing moves are used to draw studen ts' attention to the direction of the lesson. The function of focusing moves is to talk about the discourse. Focusing moves represent a change of 'plane'. The teacher stands for a moment outside the discourse and says 'We are going to communicate/have been communicating; this is what our communication was/will be about.' Focusing moves have

an optional marker and starter, a compulsory head, realized by a metastatement or a conclusion, and an optional comment (Sinclair and Coulthard, 1992: 22).

3) Opening Moves

The function of an opening move is to cause others to participate in an exchange. The purpose of a given opening may be passing on information or directing an action or eliciting a fact. The structure of opening moves is complicated. Much of this complexity arises from the element select which is where the teacher chooses which pupil he wants to respond. Select can be realized by a simple teacher nomination, or by a pupil bid followed by a nomination, or by a teacher cue followed by a bid and a nomination. The opening move is to direct the students to participate in the discourse (Sinclair and Coulthard, 1992: 22).

4) Answering Moves

The answering move, usually a response from the students, is determined by the head act within the opening move. The type of answering move is predetermined because its function is to be an appropriate response in the terms laid down by the opening move. Answering moves have a simpler structure; a maximum of three elements, pre-head, head, and post-head, and very often only the head occurs. There are three types of head appropriate to the three heads of opening moves. The response appropriate to an informative is simply an acknowledgement that one is listening,

and this can be, and usually is in the classroom, nonverbal (Sinclair and Coulthard, 1992: 23).

5) Follow-up Moves

The follow-up move, which is typically produced by the teacher, takes place after the answering move as a reaction to the student's response. This move is considered vital in telling the students whether they have done what the teacher wanted them to do. Its function is to let the pupil know how well he/she has performed. With such importance, if the follow-up is withheld, the students might think that they produced the wrong answer or that there is a problem (McCarthy, 1991: 16-17). Follow-up has a three-term structure, pre-head, head, post-head, realized by accept, evaluate, and comment respectively. The act evaluate is seen by all participants as a compulsory element. A teacher can produce a follow-up move which overtly consists of only accept or comment, but evaluation is then implicit (Sinclair and Coulthard, 1992: 24).

c. **EXCHANGE**

There are two classes of exchanges; *boundary exchanges* and *teaching exchanges* (Sinclair and Coulthard, 1992: 25). Boundary exchanges contain two moves, i.e. framing and focusing moves. The three principal teaching exchanges which are described by Sinclair and Coulthard are informing, directing, and eliciting *exchanges*. Sinclair and Coulthard stated that, "A typical exchange in the classroom consists of an *initiation* by the teacher, followed by a

response from the pupil, followed by *feedback,* to the pupil's response from the teacher…" (1992: 3). This coined the term *Initiation*, *Response*, and *Feedback* (IRF) (Coulthard and Brazil, 1992: 65). This however does not mean that each exchange must include all three parts. Let us have a look the teaching exchanges separately to illustrate how each one is structured.

1) **Informing Exchange**

Informing exchanges take place when the teacher needs to tell his/her students about new information, facts, or just simply say something to them. The opening move will therefore begin with an informative act and can but does not necessarily need to be followed by a reply by the students (Sinclair and Coulthard, 1992: 26).

For instance, T: A group of people used symbols to do their writing. They used pictures instead of, as we write, in words (Willis, 1992: 112).

In this example, response from the student is optional, and therefore Sinclair and Coulthard label the structure of this exchange as I(R), whereas the aspect in brackets is optional, meaning there is an option for a response but not any feedback (1992: 26).

2) Directing Exchange

A directing exchange is "…designed to get the pupils to do but not to say something" (Sinclair and Coulthard, 1992: 26). Therefore, the response from the students is the 'doing' part, which will most likely but not always be a non-verbal response. Even though it is non-verbal, the students respond to the direction the teacher has given. For example,

T : Now you can do them in any order you like. Let's see if you can sort out which is which.

P : (Non Verbal).

(Willis, 1992: 113)

This example shows the teacher is directing the students to complete some sort of activity. The response from the students is non-verbal suggesting that they have acknowledged what the teacher has said. Feedback is not necessary but often occurs, therefore labeling the structure IR(F) (Sinclair and Coulthard,1992: 26).

3) Eliciting Exchange

The most common exchange in the classroom is an eliciting exchange (Willis, 1992: 113). These exchanges begin with the teacher asking a question (usually one they already know the

answer to). An answer is then given by the student, and finally a follow-up evaluation by the teacher (Hellermann, 2003: 80). Here is an example from the study done by Sinclair and Coulthard.

T : …And er, I've got this here. What's that? Trevor. (initiation)

P : An axe. (response)

T : It's an axe yes. What do we cut with the axe? (follow – up) / (initiation)

P : Wood, wood (response)

T : Yes I cut wood with the axe… (follow – up)

(Burns, 2001: 129)

There are two exchanges here, both being eliciting, due to the fact that the teacher's initiations consist of eliciting acts. As seen in this example, all three parts of the IRF structure are included. Coulthard (1977: 104) believes that feedback is essential to let the students know if they produced the correct response. "If it does not occur…the teacher has deliberately withheld it for some strategic purpose" (Sinclair and Coulthard 1992: 27).

d. TRANSACTIONS

Transactions are formed by combination of exchange. The three major transactions is derived from three major exchanges,, i.e. informing, directing and eliciting transactions (Sinclair and Coulthard, 1992: 31).

1) Informing Transactions

When the teacher does informing exchange in log time, the students do little but acknowledge. By this informing transaction the teacher is helpful to keep attention of the students and to check the understanding of students (Sinclair and Coulthard, 1992: 31).

2) Directing Transactions

This structure of transactions consists of Direct Exchange by the teacher as the head or beginning of transaction. The directive will usually make the students do some work individually, not in collectively with other students. When the students are working separately, they have opportunity for initiating exchanges. They can make comments on, or ask questions about their task, and ask for evaluation of their work. Normally, the teacher will end the transaction by asking the students about the result of their work (Sinclair and Coulthard, 1992: 32).

3) Eliciting Transactions

This structure occurs when the teacher is asking questions to the students, then the students give response to the teacher by verbal response. In this situation, the students have little opportunity to initiate exchange. The teacher then quickly resumes the initiating role by taking over the topic of the students. The teacher here is usually checking on students' progress with the task he directed them to do at the beginning of the transaction (Sinclair and Coulthard, 1992: 32-33).

e. LESSONS

The lesson is made up of series of transactions. It is the highest level of classroom discourse. The discourse unit 'lessons' have a role for teacher planning what the topic he have been formulated. The teacher might begin the class by elicit exchanges. However, a variety of things can interfere in the working-out of the teacher's plan in actual discourse (Sinclair and Couthard, 1992: 33).

The structure of the lesson is influenced by the teacher's ability for ordering speech and for responding to unpredicted reactions, misunderstanding or contributions of the students. The structure of lesson might be different for different teachers and different subjects (Sinclair and Couthard, 1992: 33 -34).

B. Previous Study

In this part, the researcher will give the previous study concerning in Classroom Discourse Analysis. Some other researchers have conducted similar research concern on Classroom Discourse Analysis and IRF Structure. Those researches help the arrangement of this research. There are three researches the researcher use as previous study of this research. They are presented below.

Hanum (2014) has done research entitled "Classroom Discourse Analysis On Language Interaction In The 'To Sir with Love' Movie. This research concerns with the analyzing language interaction of teacher-students. The result of the research is there are Boundary; frame and focus, repetition, pupil informing, informing, directing and eliciting exchanges as kind of language interaction. In this research she conclude that the classroom discourse structure consists of three exchange; opening move by the teacher; the students produced verbal responses, usually followed by teacher feedback but not all initiation is from teacher but there are several from students. Similar with this thesis, researcher also concern with the analyzing interaction in the classroom. Then the different is while the Hanum's thesis analyze language interaction in classroom that is found in the movie, the researcher analyze the types of language found in classroom interaction at school.

Prastiningsih (2011) has conducted research with itled "A Classroom Discourse Analysis In The Teaching Learning Process Of English In SMA N 1 Wonosari Klaten". This thesis concerns in analysis on teaching learning

process of English class. The result of this thesis related to this research are 1) the types of classroom discourse in the teaching learning process of English have the same type as the interaction analysis of Sinclair and Coulthard; 2) the structures of classroom discourse involves Transaction, Exchange, Move, and Act; 3) the transaction markers were used by the teacher in the form of Indonesian markers *"ya","nah"* and some English markers "okay". "now"; 4) there are three types of exchanges occurring in the teaching learning process of English, they are opening exchange, questioning exchange, and requesting exchange. Same as the research, this thesis use Sinclair and Coulthard's Rank Scale as the foundation theory of analysis. The different is that this thesis focus on broadly topic including characteristic of language used in class and conversation aspect used in class. But, simply the research conducted by the researcher just focuses on the types and structure of language interaction in classroom.

Aja Dailey (2010) has conducted a research oh his article entitled "An Analysis of Classroom Discourse: The Usefulness of Sinclair and Coulthard's Rank Scale in a Language Classroom". This research discusses how a classroom transcription fits into Sinclair and Coulthard's rank scale, then he have concluded that the model does not fully cover what was happening in this language classroom. The difficulties of the research are when he was applying the transcription to the model seem that there are larger aspects of discourse going on, specifically in the language classroom. Both research concern on the Sinclair and Couthard's model rank scale. Contrary, while Aja Dailey conducts on the applying Sinclair and Coulthard's model in

the classroom and find the usefulness of it, the researcher conducts on analyzing classroom interaction by using that model.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Djajasudarma (1993: 9) divided research into two types, they are quantitative and qualitative research. Quantitative research including every kind of research shows percentage, table, and other statistical counting. Whereas, qualitative research is a certain tradition in social science which fundamentally depends on the person and his surrounding through his language. Further, Bogdan and Taylor in Moleong (2000: 3) defined qualitative method as a research procedure that the result of data is descriptive. It can be written or spoken data that is get from observed person or behavior.

There are several characteristics of qualitative research proposed by Moleong (2000: 4-8). First, qualitative research conducted in a natural setting or in a context of entity. It means that the research phenomenon has to be researched in the whole contexts of the findings. Second, the researcher gets involve in the field activities when conduct the research as the participant-observation. Third, a qualitative research organized through qualitative methods such as observation, interview, or documentation. Fourth, qualitative research commits an inductive data analysis. Fifth, the research arranged using a grounded theory. Sixth, the data being collected are words, pictures, not figures. Then, the significant of the research is the process, not the findings. Next, focus as the boundary of the research. Ninth, validity,

reliability, and objectivity are the specific criteria of the validity of data. Tenth, the design of the research is suited to the realities that often change continually; in the other words, the nature of the research is temporal. The last, the research findings will be discussed and agreed together with the person of data source. Then, Descriptive method was designed to obtain information concerning the current status of phenomena. They were described toward determining the nature of a situation as it exists at the time of the study (Ari et.al., 2001). The aim was to describe "what exist" with aspect to variables or conditions in a situation.

The researcher conducts the research as descriptive qualitative research. It is because this research describes the data of language interaction in classroom that then will be analyzed. For this, there are some considerations in using descriptive qualitative method in this research. Lomax (2005: 140) states that discourse research is basically qualitative research. "Discourse research is mainly qualitative because it is inherently interpretive". For this research, it tries to identify, classify, and describe the language interactions between teacher and students in the classroom of Eighth Grade in MTs N Bendosari. Thus, it is appropriate to take descriptive method for this research.

B. Research Setting

In this part the research will explain about the setting of the study. Setting here includes place and time of conducting research.

1. Setting of Place

   This research has conducted in MTs N Bendosari in Eighth Grade. This school is located in Jl. RA Serang No.01 Mulur, Bendosari, Sukoharjo, Jawa Tengah 57528. The school has thirteen classes consist of each five classes in seventh and eighth grade and three classes in ninth grade.

2. Setting of Time

   The time of conducting research is in second semester in 2016/2017 academic years. The schedules for the activities are as follows:

Table 2.1. Time of Research

1st Pre-observation	Tuesday, 25th October 2016	07.50 – 08.35
2nd Pre-observation	Wednesday, 26th October 2016	08.35 – 09.30
3rd Pre-observation	Wednesday, 26th October 2016	12.50 – 13.30
4th Pre-observation	Saturday, 29th October 2016	07.00 – 07.50
Observation in VIII B	Wednesday, 10th May 2017	07.00 – 07.50
Observation in VIII B	Saturday, 13th May 2017	07.00 – 07.50

C. Subject of the Study

The subjects of the research are teacher and student of VIII B at MTs N Bendosari in the academic year 2016/2017. The teacher is English teacher named Mr. Ari Sasongko. The students consist of all member of VIII B class; 20 people. The reason of conducting this class is that this is the only class that

is taught by Mr. Ari, one of two English teacher of MTs N Bendosari. Also, this class have controlled condition.

D. Data Sources

Arikunto (2006: 129) stated that research data sources are the subjects where the data are collected. The data of the research is collected in the classroom of two classes of Eighth Grade in MTs N Bendosari. This research takes the transciption of classroom interaction of VIII B class and observation sheet in English subject as data source.

E. Technique of Collecting Data

To collect the data in qualitative research, there are some ways that can be used. The techniques of collecting data applied in this research are:

1. Observation

Sutrisno Hadi (1989: 136) describes the meaning of observation is to observe and record the phenomenon systematically. This technique is method to measuring what the observer heard, saw, and thought when collecting the data during the classes is running. The researcher uses note taking to notice the activity done by the teacher and students in the class. The data will help to complete the data of teacher and students interaction in nonverbal form.

2. Recording and Transcribing

Specifically, the writer observed the phenomenon in the classes and noted and recorded the interaction of teacher and students in classroom.

The writer recorded the teaching learning process using a recorder in order to get data of interaction transcription as primary data sources will be analysed.

Silverman (1993: 10) explains that audio-recordings are the significant element of a qualitative research. He states: "Transcripts of such recordings, based on standardized conventions, provide an excellent record of 'naturally occurring' interaction."

F. **Technique of Analyzing Data**

Miles and Huberman (1994:12) explain the method of data analysis called Interactive Model which is includes four streams of analysis activity. The four types of data analysis can be explained as follows:

1. Data collection

The activity of data collection and the activity of data analysis is a cyclical and interactive process. Thus, during the data collection the researcher circulates among these four steps continually in order to grasp all of the information needed in the next steps of data analysis. In the other words, it is the stage where the researcher tries to find out the „unripe" data that will be reduced, displayed, and concluded. In this research, the writer collected the data of the lecturers" utterances in the classes.

2. Data Reduction

Data reduction is concerned with the process of selecting, focusing, simplifying, reducing, and organizing the data that has been collected. At

this stage, the data that has been obtained were organized and the irrelevant data were discarded. This was done through the process of coding; the process of labeling and segmenting units of language to the descriptive or inferential information compiled during the study. The purpose is to help the researcher in organizing and classifying the data. The process of coding is as follows:

a. the data were carefully read;

b. the data related to the objectives of the study were identified and selected.

3. Data Display

     According to Miles and Huberman (1994:12), "data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions". Data display deals with providing an organized, compressed, assembly of information that allows conclusion drawing. A display can be in the form of texts, graphs, diagrams, charts, matrices, or other graphical formats. In this study, the researcher classified and identified the data of the interaction in classroom based on Sinclair and Coulthard's IRF structure. The data were presented in the form of tables.

4. Conclusion Drawing and Verification

     Conclusion drawing involves moving back to consider what the analyzed data mean and to assess whether the data findings fit the objectives of the study. At this stage, the data that has been analyzed were read and re-read to develop the conclusions regarding the study. The

conclusions, then, were verified by revisiting the data as many times as necessary. Verification was also enhanced by conducting peer checking and consultation with the supervisors.

G. Trustworthiness of Data

Validating the result of the research is important in any type of research for influencing the findings and the analysis. If the data are not valid, thus, the analysis is not reliable. There are several methods to ensure a high degree of reliability and validity exists in qualitative research. Here the researcher uses triangulation. Moleong (2000: 178) states that triangulation is technique of verifying the validity of data that combined with others to be used as comparison toward the data. According to Sutopo (2002: 78) triangulation has four types; methodological triangulation, investigator triangulation, data sources triangulation and theoritical triangulation. The researcher uses theoritical triangulation as the technique of validity and reliability. The researcher checks and compares the data of classroom interaction based on classroom discourse theory by Sinclair and Coulthard to everyday conversation theory by Susan and Gill.

CHAPTER IV

RESEACRH FINDING AND DISCUSSION

A. Research Finding and Discussion

This section presents about the data which derived from the observation. Here are the explorations that is from the process of recording data description. It derives from what the observer heard, saw, and thought, and record when collecting the data during teaching-learning process in MTs N Bendosari.

The data presented here based on observation done on Saturday,13th May 2017 at 07.00 – 07.50 am. The researcher have done observation two times, but here the researcher just present the data from second observation. The material have been taught is notice and short message. The analysis of data is based on the theory of structure classroom discourse by Sinclair and Coulthard rank's scale. There are act, move, exchange and transaction rank of classroom discourse.

1. The types of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017

The types of teacher and students language interaction in the teaching learning process of English found in MTs N bendosari are described in the forms of act, move, exchange and transaction rank of classroom discourse. Teacher and students do implement the language interaction which related with Sinclair and Coulthard"s IRF Structure,

which are initiation, response and feedback. The teacher does build a good interaction.

a.   Act

In the teaching learning process of MTs N Bendosari at Eight grade, several kinds of act are found in classroom discourse. The total amount of act done in teaching learning process are 311 acts that are catagorized into 21 kinds of act. Those kinds of acts are summon, reply-summon, greeting, repky- greeting, marker, starter, clue, reply, accept, elicitation, evaluate, informative, acknowledge, directive, react, check, conclusion, comment, loop, prompt, metastatement, and nomination.

1)   Summon and Reply-summon

The interaction begins with summon act. It is used as the beginning of conversation. "..its function is to engage another participant in a conversation or to attract his/her attention." (Gill Francis and Susan Hunston, 1992: 130). The summon and re-summon act are found once in the interaction. Based on the observation have been done, summon act is realized by '*salam*'.

Teacher   :*Assalamualaikum   warahmatullahi wabarakatuh.*
Students   :*waalaikumsalam   warahmatullahi wabarakatuh.*

(Appendix 1)

The researcher catagorizes the act as summon act not greeting act. It is because that act used in beginning of interaction and it is used to catch attention from the students. Always, the summon is followed by reply-summon. It indicates that the participants are involve in the interaction.

2) Greeting and Reply-greeting

Greeting act is realized by items which form the first-pair parts of the adjacency pairs used in the rituals of greeting and leave-taking (Gill Francis and Susan Hunston, 1992: 129). This act used in teaching learning process in the beginning and ending of class. As summon act, greeting act is also followed by reply-greeting act. There are 2 times of greeting found in classroom interaction of MTs N Bendosari. They are as follows:

a) Teacher   : Good morning, Students.

Students   : Good morning, Sir.

b) Teacher   : *Assalamualaikum warahmatullahi wabarakatuh.*

Students   : *Waalaikumsalam warahmatullahi wabarakatuh.*

(Appendix 1)

The first greeting is used to greet someone, in this case is used by teacher to the students. Then the students response the greeting called as reply-greeting act. The first greeting and reply-greeting act found in 3 and 4 act.

The greeting act in end session is not catagorized as summon act because it is used as leave-taking rituals in the classroom. The second greeting ,*'salam,'* differs in first discussion about summon act. Although they have same word, '*salam',* the function of each *'salam'* is different.

3) Marker

Marker is used as head act of framming move. The function or marker act is to mark boundaries in the discourse(Sinclair and Coulthard, 1992: 19). This act is used to guide the attention of the students that the topic of interaction will be move. Marker act can be used as transition from one topic to another.

Marker is usually realized by word 'OK', 'now', 'alright'. In Indonesia, it can be '*baiklah', 'ok'.* The marker act found five times in the classroom interaction of MTs N Bendosari. They are in Number Act 9, 153, 273, 277, and 289. The example of marker act in classroom interaction of MTs N Bendosari is here,

> Teacher : *Oke.*
> *Baiklah kita lanjutkan materi kita. Kita masih ada dua materi, yaitu notice dan short message.*
>
> (Appendix 1)

The example above is found in 9 number of act. The word 'oke' used by teacher to catch the attention of the students in the opening part of lesson. This act used after greeting ritual done by the teacher and students. The marker act is followed by initiation of teacher about the topic of lesson, that is notice and short message.

4)   Starter

Starter act used in classroom discourse to start the topic of lesson. The function of starter act is to provide information or direct attention or thought relating to the topic. According to Sinclair and Coulthard (1992: 19) starter act has function to provide information about or direct attention to or thought towards an area in order to make a correct response to the initiation more likely.

In the classroom interaction of MTs N Bendosari, starter acts are found in 6 times. They are in Number act 10, 70, 79, 131, 149, and 154. Here is one example of the starter act,

Teacher   : ***Kita lanjutkan materi kita. Kita masih ada 2 materi, yaitu* notice *dan* short message. Notice *dan* short message.** *Sedangkan pada bab notice sendiri, kita dulu sudah pernah bahas, yaitu pada kelas tu..?*
Students : *Tujuh.*
Teacher   : *Iya kelas tujuh.*

(Appendix 1)

In the example of starter act above found in 10 number of act in bold font. It is used to star the lesson by providing statements related to the material that will be discuss in that day, notice, so the students will focus in their topic discussion of lesson i.e. notice. Then starter act followed by clue to initiate the interaction with the students

5) Clue

In the classroom discourse, clue is used by teacher to give some additional information needed regarding to the topic discussed. "…and functions by providing additional information which helps the pupil to answer the elicitation or comply with the directive." (Sinclair and Coulthard, 1992: 19). It may occur when the students cannot response or reply questions are given by teacher.

In the teaching learning procees of MTs N Bendosari, clue act takes 13 times. They are in 11, 18, 27, 96, 106, 111, 139, 143, 146, 181, 188, 200, and 270 number act. Here is one of them,

Teacher   : Do not sit here *(sambil menulis di papan tulis), apa itu?*
Students : *Tidak boleh…*
Teacher   : *Tidak boleh duduk.*
               Biasanya itu tertera pada apa? Kursi yang baru di?
Student   : *Di cat.*

(Appendix 1)

The example shows that clue act, in number of act 27, is used by teacher to give some clue about the question students canntot answere. It is about example of notice in negative form. The teacher give clue about place where notice 'do not sit here' is found.

6)   Reply

The reply act is the most kind of act used in the classroom discourse. It is used to response the initiation that realized by elicitation, clue, starter, informative, check, and other act realize initiation. Replay act is mostly used by student in the class. According to Sinclair and Coulthard (1992: 20) the function of reply act is "…to provide a linguistic response which is appropriate to the elicitation".

In classroom interaction of MTs N Bendosari, reply act are found 96 times. Here is one example of reply act that is found in the classroom interaction,

> Teacher   : Notice *itu apa? Ada yang tahu?* Notice *?*
> Students   : *Peringatan.*

(Appendix 1)

Reply act in the example is found in number of act 15. It is used by students to response the question provided by teacher. The teacher give question about the definition of notice. Then, the students answer that question by translating the word notice

into Indonesian language. The answer given by students is called reply act.

7)   Accept

Accept act is realized by word 'yes', 'no', 'good', 'fine', and repetition of pupil's reply. The accept act is used to give an aproval to the response of the students. It means that the response given by students is correct and appropriate to the initiation. This act is used as head of follow-up move. The function of this act is to indicate that the teacher has heard or seen and that the informative, reply or react was appropriate (Sinclair and Coulthard, 1992: 20)

In this research, accept acts are found 17 times in the classroom intearction of MTs N Bendosari. They are in number act 13, 20, 23, 42, 84, 92, 95, 108, 120, 123, 130, 169, 174, 183, 218, 251, and 309. One of them can be seen as follow,

Teacher   : For example, don't park here…
Students   : *Jangan parkir.*
Teacher   : ***Iya, jangan parkir.***

(Appendix 1)

In the example above (number act 23), the teacher gives example about notive in negative sentence form, that is 'don't park here'. Then the students response by translating the example. For the feedback, the teacher give an aproval by saying '*iya*'. It means that the response of the students is correct.

8) Elicitation

In the teaching learning process, it is a certainty that the teacher doing interaction with the students. In the interaction process, elicitation act is used in many times. It is used to make a question that needs to be answered. In the classroom interaction, elicitation act is mostly used by the teacher, although it also may the students use it. The teacher use it to give some question related to the topic of lesson or not that the students have to answer the question. It is usually used by teacher to propose the question that the answer had already know by the teacher. Sinclair and Coulthard (1992: 19) stated "Its function is to request a linguistic response".

Elicitation act are found 75 times in the classromm discourse if MTs N Bendosari. Elicitation can be used to initiate interaction or sometimes used to give feedback. Here is the example of elicitation in 80 number of act,

Teacher	: *Kemudian kita lanjutkan, yaitu ada* short message. *Apa itu?* **Short *itu apa?***
Students	: *Pendek.*
Teacher	: **What's the meaning of short message?**
	(Appendix 1)

In the example, elicitation act is used to give question about short message. Then the students answer it. The next, teacher gives feedback in form of question sentence, that is

elicitation act. The feedback is by giving students question related to the first question.

9) Evaluate

In classroom discourse, evaluation from the teacher is needed by the students to correct the mistake have been done, so the students can learn from it. According to Sinclair and Coulthard (1992: 21) evaluate act is "…realized by statements and tag question…"

Based on the observation have been done in MTs N bendosari, evaluation act used by teacher in 30 times. One of them is used to evaluate the answer of students in answering the question given by teacher.

Teacher	: *Kita bahasa inggrisnya apa?*
Students	: We
Teacher	: *Habis itu apa?*
Students	: Should not sit here.
Teacher	**: *Atau in area.***

(Appendix 1)

In example above, that is in 48 number act, teacher give example about notice 'do not sit here'. The teacher gives a question to the students about the meaning of that sentence. The students then answer it. For the feedback, the teacher give evaluation by providing alternative word related to the answer.

10) Informative

In the teaching learning procees, informative act is used to deliver some information needed related to the topic of lesson. Informative act is realized by statements. The function of informative act is "…to provide information." (Sinclair and Coulthard, 1999: 19) and "…to supply information.." (Gill and Susan, 1992: 131).

Based on the observation, informative act found in 13 times. They are in 17, 29, 38, 43, 55, 101, 152, 175, 219, 225, 262, 267, and 274 number act. One of them is used by teacher to iform about notice.

Teacher   : *Notice sendiri terbagi, yaitu ada Negative sentence, kemuadian ada yaitu positive sentence. Ada kalimat positif dan negatif. Untuk kalimat negatif sendiri paling mudah, yaitu ciri-cirinya memakai kata do not atau apa don't.*

(Appendix 1)

The example (17 number of act) shows that the teacher give information about material, that notice is devided into two types, positive and negative sentences form.

11) Acknowledge

Acknowledge is act used as response of informative act. The response here can be realized by word '*oh*','*mm*' and non-verbal gesture and expression. The function of this act is to

show that the initiation given has been understood. Acknowledge act is mostly used by students as a response for initiation, information, by the teacher.

Acknowledge act found two times in the classroom discourse of MTs N bendosari. The first is in 30 number act. It is used as response for information given by teacher about example of notice.

> Teacher   : *Ini adalah untuk larangan*
> Students   : (silent)
>
> (Appendix 1)

The silent response of the students indicate that they accept and understand about the information given by the teacher. The students did not make some interruption to the information of students.

The second acknowledge act is in 268 act. In this section, acknowledge realized by word '*oh*'.

> Teacher   : *Dalam bahasa Inggris, itu dibalik. Dalam bahasa Inggris,* 13rd of may 2017.
> Students   : *Oh pake of.*
>
> (Appendix 1)

12) Directive

Directive act in classroom discourse has function "..to request a non-linguistic response." (Sinclair and coulthard, 1992: 19) and "…a non-verbal response, i.e. an action." (Gill

and Susan, 1992: 133). Directive act used by the teacher to make the students do something.

Based on the observation, directive act used in 17 times. One of them is on 155 number of act that is used by the teacher to ask the student to open their book.

> Teacher   : *Silahkan buka halaman 165 pada Bupena.* Number a. complete the notice. Draw a line between the parts of the notice on the right and the information on the laft. *Maksudnya apa? Itu short message yang berisi tentang? To, ditujukan kepada siapa disitu,* all students.
>
>   (Appendix 1)

Directive act in the example above is used to by teacher to command the students for open the book 'Bupena' in order to do exercise about short message after the material about short message have been explained.

13) React

React act is used as response of directive act. It is mostly used by the students. React is realized by action that the teacher wants them to do. The function is to "..provide the appropriate non-linguistic responed defined by the preceding directive." (Sinclair and Coulthard, 1992: 20).

In the classroom discourse done in MTs N Bendosari, react act found in 10 times. They are in 32, 156, 177, 185, 194, 198, 206, 242, 2879, and 291. One of them is follow,

Teacher : *Silahkan buka halaman 165 pada Bupena.* Number a. complete the notice. Draw a line between the parts of the notice on the right and the information on the laft. *Maksudnya apa? Itu short message yang berisi tentang? To, ditujukan kepada siapa disitu,* all students.

Students : (open the book)

(Appendix 1)

The example above shows that the students used react act as response of teacher's command. The students open their own book and then do the exercise provided in the book about short message.

14) Check

Check act in classroom discourse is used by teacher to know the problem faced by the students in teaching learning process. "They real questions, in that for once the teacher doesn't know the answer."(Sinclair and Coulthard, 1992: 19). The function of this act is to ascertain whether there are any problems preventing the succeful progress of the lesson.

Check act is mostly realized by word '*paham*' in Indonesian pattern. Check act found 7 times in the teaching learning process. They are in 49, 51, 69, 74, 77, 224, and 275

number act. One of them is used by teacher to check the understand of the students about material 'notice'.

> Teacher : *Jadi kalau kalimatnya* negatif, *kalian tinggal menulis ini aja udah, kemudian diisi dengan notice itu sendiri.*
>
> **Paham ?**
>
> (Appendix 1)

The example shows that the teacher give some conclusion about notice in negative form. To check the understanding of the students about the material, the teacher asks them. Check act is real question that the teacher has not already knows the students' answer, that the teacher wants to know whether the explanation of material preeceed is understandable or not.

15) Conclusion

In the classroom discourse, conclusion act used to conclude the material have been taught by the teacher. It is mostly realized by word 'so' or 'then'. The function of this act is to help the students understand the structure of the lesson by teacher summarizing what the preceeding chunk of discourse was about (Sinclair and Coulthard, 1992: 21).

Based on the observation, conclusion act found in 3 times. They are in 50, 76, 312 number of act. One of the example is here,

Teacher : *Jadi, kalau kalimatnya negatif, kalian tinggal menulis ini aja udah, kemudian diisi* dengan *notice itu sendiri.*

(Appendix 1)

The conclusion act above is found number of act 50. It is used by teacher to conclude the material about notice. The teacher give conclusion about notice in negative form.

16) Comment

Comment act is realized by a statement or tag question. The function of this act is to exemplify, expand, justify, and provide additional information (Sinclair and Coulthard, 1992: 20).

In the teaching learning process of MTs N Bendosari, comment act found 5 times. They are in 78, 109, 171, 296, and 301. One of conclusion act is found to comment the progrees of students in understanding material.

Teacher : *Nah, untuk* notice *sendiri itu tidak ada masalah insyaallah.*

(Appendix 1)

The example above shows that the teacher states his thought toward the material has been explained. The teacher thinks that the explanation about material 'notice' can be accepted and understood by the students.

17) Prompt

Prompt act has function "…to reinforce a directive or elicitation by suggessting that the teacher is no longer requesting a response but expecting or even demanding one." It is usually used by teacher to ask the students do what he wants quickly.

In teaching learning process of MTs N Bendosari, prompt is realized by word *'yang jelas!', 'yang keras!'.* It is found in 118, 134, and 138 number act.

> Teacher : *Apa sms*, short message? Apa? ***yang keras!***
>
> (Appendix 1)

The first prompt act is found in number of act 118. It is used by teacher to ask the students to repeat their speech aloudly.

> Teacher : *Pemberitahuan apa?* ***Yang jelas!***
>
> (Appendix 1)

The second prompt act is on 134 number of act. This prompt act is used by teacher to ask the students to speak clearly about their speech before.

> Teacher : Short message *berarti apa? kita disuruh apa? menulis atau menghimbau atau mmberitahukan apa?* ***yang keras!***
>
> (Appendix 1)

The third prompt is on 138 number of act. The teacher uses this act to ask students to speek loudly in answering his question.

18) Metastatement

In classroom discourse, metastatement used to state what will do in the future time or next time in teaching learning process. The function is "..to help the pupils to see the structure of the lesson, to help them understand the purpose of the subsequent exchange, and see where they are going." (Sinclair and Coulthard, 1992: 21).

Metastatement used in classroom discourse of MTs N Bendosari once in order to inform what the class will do in the next meeting. It is in 307 number of act.

Teacher	:	*Kemudian hari Rabu nanti kita mencocokkan, kemudian kita menulis apa?*
Students	:	*Kisi-kisi.*

(Appendix 1)

In the example, the teacher gives statement about what the class will do in the next meeting. The next meeting, they will write about clue of examination they will face.

19) Nomination

Nomination act can be realized by teacher call the name of the students in order to make a question or command. Accordimg to Sinclair and Coulthard (1992: 20) nomination act realized by a clossed class such as 'you', 'anybody'. The function is to call on or give permission to a pupil to contribute to the discourse.

Nomination act done once on teaching learning process in 302 number act. It is used to call name one of students in order to give suggestion to her.

Teacher : **Sama Ambar, ya!**

Kamu mau naik nggak, apa mau nunggu disini?

(Appendix 1)

The example shows that the teacher call name of one students in the class. The teacher call her in order to suggest her for more active in attending the class.

The most kinds of acts used in Classroom Discourse are starter, reply, accept, elicitation, evaluate, informative, directive, react, check and comment. Those are kinds of acts that are included interactive act category. The interactive category includes the acts which are used in the Initiation, Response and Followup elements of structure.

The dominant act used in Teaching learning process of MTs N Bendosari is catagorized into two part. The first is dominant act used by teacher. In the classroom interaction as Sinclair and Coulthard (1992: 9) stated that There are three major acts which probably occur in all forms of spoken discourse-elicitation, directive, and informative- and they appear in classroom discourse as the head of initiating moves. Those three acts are mostly used by teacher to make interaction with the students. It can be a question (elicitation), command (directive) or some information (informative). Here, the teacher is giving question in many times, so elicitation is dominant act used in the classroom discourse of MTs N Bendosari. The second part is the dominant act used by students. In classroom discourse, the most acts used by students is reply as the response of the student for teacher's initiation.

b. Move

The structure of move in classroom discourse of MTs N Bendosari are begun by framing move after make a greeting that once followed by focusing. Framing move is realized by marker. Focusing move is realized by starter act. Then opening move is following framing or focusing move. Opening move is mostly realized by teacher elicictation and directive act that then be followed by answering move, mostly realized by reply and direct act. Answering

move sometimes followed by follow-up move that is realized by accept and evaluate act. Here is one of structure Move:

> Teacher *: Oke. (Framing)*
> *Baiklah kita lanjutkan materi kita. Kita masih ada 2 materi, yaitu notice dan short message. Notice dan short message. (Focusing)*
> *Sedangkan pada bab notice sendiri, kita dulu sudah pernah bahas, yaitu pada kelas tu..? (Opening)*
> Students *: Tujuh. (Answering)*
> Teacher *: Iya kelas tujuh. (Follow-up)*

(Appendix 1)

The example above shows move done in the teaching learning process. For the first, teacher is framing the condition of class. He wants the students to pay attention toward what he says. Then, the teacher is focusing the lesson by giving a little information regarding the topic of lesson. After that, teacher is opening the interaction by giving a question regarding the lesson that must be answered by the students. After the students response to the question given by teacher, the teacher then follows up or givees feedback for them. The follow-up above is realized by accept act that the teacher is agree to the students' response.

The most used move in the classroom discourse are three-part move structuring teaching exchange. They are opening, answering, and follow-up move.

c. Exchange

Structure of exchange of MTs N Bendosari classroom discorse are boundary exchange, teaching exchange and pupil elicit exchange.

1) Boundary Exchange

Boundary exchanges mark an end or a beginning to a stage of the lesson, and can be implemented either with a framing move or a focusing move. Typical framing and focusing moves are indicated by acts such as "well", "good", "okay", in addition to an extended pause, and/or comments by the teacher which summarize the preceding or following discourse.

From that classify, researcher found several boundary exchanges on the teaching learning process of MTs N Bendosari. One of them as seen in the following:

Teacher : *Oke.*

Baiklah kita lanjutkan materi kita. Kita masih ada 2 materi, yaitu notice dan short message. Notice dan short message.

(Appendix 1)

The example above shows boundary exchange consists of framing that is relized by marker act and focusing move that is realized by starter act. Boundary exchange above used by teacher to start the topic of lesson will be discussed at that day. This exchange is done by just one participant, that is teacher. Boundary exchange does not need response from the other participant, here is students. It is because the teacher will continue the speech after boundary exchange is done.

2) Informing Exchange

Informing exchanges take place when the teacher needs to tell his/her students about new information, facts, or just simply say something to them. The opening move will therefore begin with an informative act and can but does not necessarily need to be followed by a reply by the students. (Sinclair and Coulthard, 1992: 62).

The structure of this exchange is I(R). it means that the Response from the students is optional. The response of this exchange can be reply or acknowledge.

The structure of Informing Exchange found in Classroom Interaction of MTsN Bendosari are follows:

> Teacher : *Notice sendiri terbagi, yaitu ada Negative sentence, kemuadian ada yaitu positive sentence. Ada kalimat positif dan negatif. Untuk kalimat negatif sendiri paling mudah, yaitu ciri-cirinya memakai kata do not atau apa don't.*
> Teacher : *Ini adalah kalimat ne..? (membuat contoh di papan tulis)*
> Student : *Negatif.*
>
> (Appendix 1)

In this example, the teacher gives information about notice that the students give no response to the information. It is because in informing exchange response is optional. Therefore, teacher then continue his speech to build good interaction in the class.

3) Directing Exchange

Other exchanges contain directing acts in the opening move. Researcher tried to classify them as directing exchanges since the teacher wanted the students to do something. As discussed e arlier Sinclair and Coulthard define directing exchanges as intentions to get the students to do something not say something. (Sinclair and Coulthard, 1992: 62).

One of example of directing exchange found in classroom interaction of classroom discourse at MTs N Bendosari is,

> Teacher : *Oke, kita lnjutkan. Silahkan buka halaman 165 pada Bupena.* Number a. complete the notice. Draw a line between the parts of the notice on the right and the information on the laft. *Maksudnya apa? Itu short message yang berisi tentang? To, ditujukan kepada siapa disitu,* all students.
>
> Student : Non Verbal (students open the book).

(Appendix 1)

The structure of directing exchange is IR(F) where the feedback from the teacher is optional. The example shows that the teacher give no feedback for the response of the students. The teacher ask the students to open their book in order to do some exercise then it is responsed by students by opening their book and do the exercise asked by teacher.

4) Eliciting Exchange

The types of Eliciting Exchange is following opening move by the teacher which is then the students produced verbal responses, usually followed by teacher feedback. The head act of an eliciting exchange is an elicitation act, which according to Sinclair and Coulthard is "…realized by a question" (Sinclair and Coulthard, 1992: 19) and is "…designed to obtain verbal contributions from pupils" (Sinclair and Coulthard, 1992: 26).

Teacher	: *Kemudian kalau* positive sentence, *gimana contohnya?* Positive sentence.
Students	: *(diam berpikir)*
Teacher	: *Kalau* positive *sentence tidak ada kalimat do not atau not. Contohnya apa?*
Students	: Smoking area
Teacher	: Keep silent. *Apa* itu*? Keep itu apa?*
Students	: Keep *itu menjaga*
Teacher	: *te..?*
Students	: *tetap.*
Teacher	: silent*, diam. Maksudnya disini apa? Kita disuruh apa? Maksudnya,* we should *apa?*
Students	: Keep silent.
Teacher	: *Dimana?*
Students	: Area.
Teacher	: This area atau in area.

(Appendix 1)

In the eliciting exchange the teacher already knows the answer to the question and the follow-up is often a fairly obligatory part of the IRF pattern. In the example, the first teacher give initiation to the student. Here, the students do not answer the question of the teacher but they give response by thinking of the answer. It can be seen from their gesture that the researcher catchs from the observation. Then the teacher give feedback by giving a

little bit information about the question that is following by elicit act that indicates initiation again by the teacher. The next feedback then the teaher give evaluation to the response or answer of the students. So the feedback here is needed to know whether the response of the students is correct or not.

5) Pupil elicit exchange

In the classroom interaction of MTs N Bendosari found structure where the students sometimes make ask question to the teacher. The childern have to catch the teaher's attention and get permission to speak. This exhange is catagorized as Pupil elicit exchange. The structure of this exhange is IR beause here the response from the teacher is not necessary as Sinclair and Coulthard (1992: 27) stated that the main difference between teacher and pupil elicit is that the pupil provides no feedback or evaluation of teacher's response.

> Student : T*o maksudnya gimana pak?*
> Teacher : To *berarti ditujukan. Berarti penulisnya itu adalah o... osis. Kamu seakan-akan jadi anggota osis.*
> (Appendix 1)

The example shows that the students give question to the teacher about the material they do not understand. The teacher then answer by explaining the material and give example to make the students understand. That exchange consists of opening and answering move.

Exchange done in the teaching learning process mostly in form teaching excahnge, especially eliciting exchange. Eliciting exchange is used to do interaction between teacher and students. By eliciting exchange, it may the teacher to give some questions that have to be responsed by the students. Then the teacher give some feedbacks to the students. The feedback here can be formed as evaluation or other questions, so the interaction will done reciprocally.

d. Transaction

The transactional used in the teaching learning process of MTs N Bendosari is realized by three elements. They are Preliminary (P), Medial (M) and Terminal (T). Sinclair and Coulthard (1992: 6) stated that possible structure of the transaction is $PM(M^2 \ldots M^n)(T)$, where anything within brackets is optional. Further, Gill and Susan (1992: 140) stated that the identification of a transaction should be consistent with consideration of topic, since the transaction is basically a topic-unit. It means that one transaction is limited by one topic of the lesson in the class.

Preliminery structure is formed by boundary exchange. It is claimed has same class of move called boundary (Sinclair and Coulthard, 1992: 6) and marked by some uses of Indonesian words such as, '*oke', 'baiklah'*. Preliminary is used in beginning transaction. Medial structure is realized by Teaching exchange (Sinclair and Coulthard, 1992: 6). It is also realized by one of the units comprising

the conversational class of act-elicitation, informative, direct. The medial element can be more than one in the transaction structure. In this medial structure, transaction can be formed as informing transaction, directing transaction, and eliciting transaction. Terminal structure, as preliminery structure, is formed by boundary exchange that consist of marker act. Terminal structure is used in the end of one transaction.

Here the example of one transaction occur in the teaching learning process of MTs N Bendosari that consists of two element structure of transaction, that is Preliminary and Medial. They can be seen as follows,

Teacher : *Oke.*

                Kemudian selanjutnya kalian kerjakan tugasnya tadi itu kemudian ditmbah page 166 reading.

Students : *Iya.*

Teacher   : *Sampai.. until smpai hlaman 171.*

Students : *71 pak?*

Teacher : *Nah disitu.*

Students : *Banyak pak..*

Teacher : *21 sampai 27 itu mudah yo. Udah itu,*

                ada pertanyaan?

Students : *Tidak.*

Teacher : *Iya, nanti kita ketemu lagi hari?*

Students : *Rabu*

Teacher   : *Kemudian untuk Andre nanti diberi tahu untuk masuk karena belum ada nilai.*

> *Sama Ambar, ya! kamu mau naik nggak, apa mau nunggu disini?*

Students : *Iya pak. Pak ini dikumpulkan hari Rabu?*

Teacher : *Hari Rabu iya. Kemudian hari Rabu nanti kita mencocokkan kemudian kita menulis apa?*

Students : *Kisi-kisi*

Teacher : *Iya kisi-kisinya. Udah ya, terimakasih. Thank you very much.*

> *Assalamualaikum Warahmatullahi Wabarakatuh*

Students : *Waalaikumsalam Warahmatullahi wabarakatuh.*

(Appendix 1)

The example above shows one of transaction occur in the teaching learning process. The transaction cosists of two structure, Preliminary and Medial. Preliminary structure consists of boundary and teaching exchange. The preliminary structure is realized by sentence *'oke'*. Then the medial structure is realized by interaction between teacher and students after the sentence '*oke'*.

2. The dominant type of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017

From the data display above, it can be determined the dominant type of language interaction of classroom discourse done by the teacher and student at MTs N Bendosari. Teaching Exchange is mostly used in classroom discourse that takes 108 parts in a class. 62 parts is Teaching Exchange whit structure IRF and catagorized as eliciting exchange. The example can be seen below,

Teacher	: *Kemudian kalau positive sentence, gimana contohnya? Positive sentence.*
Students	: *(diam berpikir)*
Teacher	: *Kalau positive sentence tidak ada kalimat do not atau not. Contohnya apa?*
Students	: Smoking area
Teacher	: Keep silent. *Apa itu? Keep itu apa?*
Students	: Keep *itu menjaga*
Teacher	: *Te..?*
Students	: *Tetap.*
Teacher	: Silent, *diam.*

(Appendix 1)

The example shows that the interaction is catagorized as eliciting exchange. The structure of the exchange is I-R-F/I-R-F/I-R-F/I-R-F. From the structure, it can be seen that there is double struture occur, that is Feedback and Initiation in a same time. The feedback given by teacher is realized by elicitation act that means the teacher give feedback and initiate at the same time. The interaction done by teacher and students talks about notice in positive form. The teacher at the first gives opening by talking a little bit about notice in positive sentence. Then the students response by reply act realized by silence of them. The silence response by students is given because they did not know the answer of the question. Because the students did not give response as expected, the feedback from the teacher is by giving them information regarding to the question and then giving them question. The structure is done again until four time.

Then, 42 part is Teaching Exchange whit IR structure. The example can be seen as follow,

Teacher　　　: *Gini aja saya tentukan ya, berisi tentang upacara*

Students　　　: *(mengerjakan tugas)*

(Appendix 1)

The example shows the exchange consists of Initiation and Response structure, that is deirecting exchange. The teacher ask the students to do exercise related to topic short message. They are asked to make an example of short message that the content is about ceremony. Then the students give response by do the exercise in their book.

That Teaching Exchange includes Informing Exchange, Directing Exchange and Eliciting Exchange and Pupil Elicit Exchange. Pupil elicit exchange takes 4 part of classroom discourse. The structure of Pupil Elicit Exchange is IR. The pupil initiation just need a response from the teacher. The example is follow,

Teacher　　　: *Pak memperingati itu apa pak?*

Students　　　: *(menghampiri siswa).*

(Appendix 1)

The example shows the students ask question to the teacher. The students ask about the translation of "*memperingati*" in English. Then, the teacher response this by come close to the student and answer the question also give some explanation related to the question. Here, the different elicitation used by teacher and students is on the necessary of feedback.

The main difference between teacher and pupil elicit is that the pupil provides no feedback or evaluation o f teacher's response (Sinclair and Coulthard, 1992: 27).

The dominant type of language interaction is teaching-eliciting exchange. It appropriates to what Willis (1992) stated that the most common exchange in the classroom is an eliciting exchange. It also appropriates to the theory proposed by Sinclair and Coulthard (1992: 3) that typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher. By the dominance of eliciting exchange in the classroom discourse, it indicates that the interaction of the class is running well. Where not only the teacher that be dominant in the class, but also the students involve the intaraction. Sinclair and Coulthard (1992: 26) stated that teacher elicit is designed to obtain verbal contributions from the pupil. Eliciting exchange allows the teacher to initiate interaction in the class. By this, the students allow to active in the interaction done in the class,so the teaching learning procees done well. The interaction here includes feedback from the teacher which is an essential element in eliciting exchange. Pupils give reply to the teacher's elicit of course want to know if it was correct, so feedback is being important (Sinclair and Coulthard, 1992: 27). Because of the interaction is running well, the students might enjoy the class and make the class be controlled.

The finding of this research supports the previous researchs and theory about classroom discourse. Eliciting exchange occurs in the classroom discourse is dominant. Aja Dailey (2010) found that almost interaction done in the classroom involved both teacher and students. He stated that "...following the opening moves by the teacher, the students produced verbal responses, usually followed by teacher feedback. The head act of an eliciting exchange is an elicitation act." (Aja Dailey, 2010: 10). This research finds that the dominant of Eliciting Exchange in classroom interaction indicates that the class runs well. It supports other research by Kent G. (2002) that stated "The IRF pattern is usually an indicator that the lesson is tightly controlled and that the students are answering questions in an orderly and obedient manner." Thus, the quality of interaction must also be considered and, in particular, the types of exchanges occurring in this lesson (Kent G, 2002: 11). Here, the finding of this research supports to the previous research regarding classroom discourse, that eliciting exchane is most probably occur in the classroom interaction and it indicates the condition of the class.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. CONCLUSIONS

The conclusion presented in this research are reached in order to answer the research questions. Here are the conclusions of the findings.

1. The types of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017 are Act, Move, Exchange and Transaction. The kinds of acts found are summon, reply-summon, greeting, repky- greeting, marker, starter, clue, reply, accept, elicitation, evaluate, informative, acknowledge, directive, react, check, conclusion, comment, loop, prompt, metastatement, and nomination. Kinds of Move found are Framing, Focusing, Opening, Answering, and Follow-up move. The kinds of Exchange are Boundary exchange, Informing Exchange, Directing Exchange, Eliciting Exchange, and Pupil elicit Exchange. The transaction found is structured by Preliminary, Medial and Terminal elements.

2. The dominant type of language interaction of classroom discourse at Eighth Grade of MTs N Bendosari in the Academic Year 2016/2017 is Teaching Exchange that consists of Informing Exchange, Directing Exchange, Eliciting Exchange, and Pupil elicit Exchange. In this research, eliciting exchange is most dominant.

3. Eliciting exchange used as dominant type of classroom discourse implies that the interaction done in class involves both teacher and students actively. It means that the teacher can control the students and the class condition.

4. **SUGGESTION**

From the result of the observation toward classroom discourse in language interaction of MTs N Bendosari 2016/2017 academic year, the researcher gave some suggestion. They are as follow:

1. For Teacher

   The researcher expects that teaching learning process of English subject in the class be more interactive. The teacher can use such way to make the students feel involve in the class that they can give more response to the students, so the class will be interactive. The interaction done in the class, teacher is expected to use English language in large portion, so the students can apply their English ability.

2. For English Students

   For students in English Department, the researcher expects them to study more about discourse because discourse is still studied in little time by English students, so it can be add the knowledge for them. Discourse study will help them to prepare in order to be an English teacher.

3. For Other Researchers

   This research is about language intaraction done in the classroom based on Sinclair and Coulthard Theory. For other researcher, the researcher expect that they can do research deeply related to this field.

It can be they study about this in wider limitation, such as the application of that theory.

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APPENDICES

APPENDIX 1

Table Analysis of Language Interaction of MTs N Bendosari

Num-ber	Utterances	Act	Move	Exchange	Transac-tion

Act					
1	T : *Assalamualaikum warahmatullahi wabarakatuh.*	Summon	Opening	Summon	
2	Ss : *Waalaikumsalam warahmatullahi wabarakatuh.*	Reply-summon	Answering		
3	T : *good morning students*	Greeting	Opening	Greet	
4	S : *good morning, sir.*	Reply-greeting	Answering		
5	T : *How are you today?*	Elicitation	Opening	Initiation	
6	S : *I'm fine, thank you.*	Reply	Answering / opening	Response / initiation	
7	*and you?*	Elicitation			
8	T : *I'm fine too. Thank you.*	Reply	Answering	Response	
9	T : oke	Marker	Framing		Preliminary
10	Baiklah kita lanjutkan materi kita. Kita masih ada 2 materi, yaitu *notice* dan *short message. Notice* dan *short message.*	Starter	Focusing		
11	Sedangkan pada bab notice sendiri, kita dulu sudah pernah bahas, yaitu pada kelas tu..?	Clue	Opening	Initiation	Medial

12	S : Tujuh	Reply	Answering	Response	
13	T : iya kelas tujuh.	Accept	Follow – up	Feedback	
14	*Notice* itu apa? Ada yang tahu? *Notice* ?	Elicitation	Opening	Initiation	
15	S : peringatan	Reply	Answering	Response	
16	T : peringatan atau larangan, nah itu.	Evaluate	Follow-up	Feedback	
17	*Notice* sendiri terbagi, yaitu ada *Negative sentence*, kemuadian ada yaitu *positive sentence*. Ada kalimat positif dan negatif. Untuk kalimat negatif sendiri paling mudah, yaitu ciri-cirinya memakai kata *do not* atau apa *don't*. Ini adalah kalimat ne..? (membuat contoh di papan tulis)	Informative	Opening	Initiation	
18		Clue			
19	S : negatif.	Reply	Answering	Response	
20	T : negatif.	Accept	Follow-up	Feedback	

21	Berarti itu kalimat larangan. *For example, don't park here..*	Elicitation	Opening	Initiation	
22	S : jangan parkir.	Reply	Answering	Response	
23	T : iya, jangan parkir.	Accept	Follow – up	Feedback	
24	*Do not sit here* (sambil menulis di papan tulis), apa itu?	Elicitation	Opening	Initiation	
25	S : tidak boleh…	Reply	Answering	Response	
26	T : tidak boleh duduk.	Evaluate	Follow-up	Feedback	
27	Biasanya itu tertera pada apa? Kursi yang baru di?	Clue	opening	Initiation	
28	S : di cat.	Reply	Answering	Response	
29	T : ini adalah untuk larangan.	Informative	Opening	Initiation	
30	S: (diam)	Acknowledge	Answering	Response	
31	T : Perhatikan dari 2 contoh ini!	Directive	Opening	Initiation	
32	S : (memperhatikan papan tulis)	React	Answering	Response	
33	T : Maksudnya apa ini? Kita disuruh apa?	Elicitation	Opening	Initiation	
34	S : kita..	Reply	Answering	Response	
35 36	T : kita bahasa inggrisnya apa? We.	Evaluate	Follow-up	Feedback	

	We apa?				
		Elicitation	opening	Initiation	
37	S : *we not…*	Reply	Answering	Response	
38	T : itu kan kata kerja. Apa itu? Maksudnya disuruh, we apa? *Should not park here in area.*	Evaluate	Follow-up	Feedback	
39	Maksudnya disini, ini adalah penjelasan. Karena nanti kalau ada soal yang bahasannya ada *notice* berarti kita disuruh untuk menjelaskan. Berarti kita tinggal menulis intinya aja.	Informative			
40		Elicitation	opening	initiation	
	Ini untuk yang kalimat?				
41	S : negatif.	Reply	Answering	Response	
42	T : iya, negatif.	Accept	Follow-up	Feedback	
43	Contoh *do not sit here* itu berarti maksudnya, kita tidak boleh duduk di sini kan, nah.	Informative			
44		Elecitation	Opening	Initiation	
	Kita bahasa inggrisnya apa?				
45	S : *we*	Reply	Answering	Response	
46	T : habis itu apa?	Elicitation	Opening	initiation	
47	S : *should not sit here*.	Reply	Answering	Response	

48	T : atau *in area*.	Evaluate	Follow-up	Feedback	
49	Paham ya.	Check			
50	Jadi kalau kalimatnya negatif, kalian tinggal menulis ini aja udah, kemudian diisi dengan *notice* itu sendiri.	Conclusion			
51	Paham ?	Check	Opening	initiation	
52	S : paham	Reply	Answering	Response	
53	T : kemudian kalau *positive sentence*, gimana contohnya? *Positive sentence.*	Elicitation	Opening	Initiation	
54	S : (diam berpikir)	Reply	Answering	Response	
55	T : kalau *positive sentence* tidak ada kalimat *do not atau not.*	Informative	Follow-up	Feedback	
56	Contohnya apa?	Elicitation	Opening	initiation	
57	S : *smoking area*	Reply	Answering	Response	
58	T : *keep silent.*	Evaluate	Follow-up	Feedback	
59	Apa itu? *Keep* itu apa?	Elicitation	Opening	initiation	
60	S : *keep* itu menjaga	Reply	Answering	Response	
61	T : te..?	Evaluate	Follow-up / opening	Feedback / initiation	
62	S : tetap.	Reply	Answering	Response	
63	T : *silent*, diam.	Evaluate	Follow-up	Feedback	
64	Maksudnya disini apa? Kita disuruh apa?	Elicitation	opening	initiation	

	Maksudnya, *we should apa?*				
65	S : *keep silent*.	Reply	Answering	Response	
66	T : dimana?	Elicitation	Follow-up / opening	Feedback / initiation	
67	S : *area.*	Reply	Answering	Response	
68	T *: this area atau in area.*	Evaluate	Follow-up	Feedback	
69	Paham ya.	Check			
70	Kemudian ada?	Starter	Opening	initiation	
71	S *: smoking area.*	Reply	Answering	Response	
72	T : nah, *smoking area* atau *area smoking.*	Evaluate	Follow-up	Feedback	
73	Nah, itu berarti kita? Itu larangan atau bukan? Bukan ya. Tapi, *we should smoking in this area.* Seperti itu. Berarti kamu tinggal nulis intinya saja.	Elicitation	Opening	initiation	
74	Paham?	Check			
75	S : paham	Reply	Answering	Response	
76	T : so, kalau negatif; *we should not.*	Conclusion	Follow-up	Feedback	
77	Paham ya.	Check			
78	Nah, untuk *notice* sendiri itu tidak ada masalah insyaallah.	Comment			

79	T : Kemudian kita lanjutkan, yaitu ada *short message*. Apa itu?	Starter	Opening	Initiation	
80	Short itu apa?	Elicitation			
81	S : pendek.	Reply	Answering	Response	
82	T : *what's the meaning short message?*	Evaluate	Follow-up / opening	Feedback / initiation	
83	S : pesan pendek.	Reply	Answering	Response	
84	T : pesan pendek, oke.	Accept	Follow-up	Feedback	
85	Kalau pesan pendek disini itu berarti maksudnya secara langsung atau tidak langsung?	Elicitation	Opening	Initiation	
86	S : langsung.	Reply	Answering	Response	
87	T : kalau langsung kita memo.	Evaluate	Follow-up	Feedback	
88	Berarti apa?	Elicitation	opening	initiation	
89	S : tidak langsung.	Reply	Answering	Response	
90	T : itu berarti singkat atau tidak?	Elicitation	Follow-up / opening	Feedback / initiation	
91	S : singkat.	Reply	Answering	Response	
92	T : nah,	Accept	Follow-up	Feedback	
93	seperti apa? Kalau dalam bahasa Indonesia seperti apa?	Elicitation	opening	initiation	
94	S : cerpen.	Reply	Answering	Response	
95	T : bukan.	Accept	Follow-up / opening	Feedback / initiation	
96	cerpen itu cerita pendek.	Clue			
97	S : memo	Reply	Answering	Response	

98	T : apa? Memo? memo itu ditulis,	Evaluate	Follow-up	Feedback	
99	tapi tetap mngedepankan apa? kalimat sopan?	Elicitation	opening	initiation	
100	S : santun.	Reply	Answering	Response	
101	T : *short message* itu terdir dari *to*, di tujukan untuk siapa, setelah itu isi.	Informative	Opening	Initiation	
102	Setelah itu apa? Pengirim. Kebetulan disini yg tertulis apa?	Elicitation			
103	Ss : tanggal.	Reply	Answering	Response	
104	T : lah itu biasanya pesan singkat.	Evaluate	Follow-up	Feedback	
105	Contoh pesan singkat selain memo apa ? ada lagi. Apa selain memo apa? biasanya d kirim lewat apa? pesan singkat selain kita tempelkan di pintu, selain memo apa? contohnya apa? pesan singkat?	Elicitation	opening	initiation	
106	kamu tuh sering kog. Apa ?	Clue			
107	Ss : diary	Reply	Answering	Response	
108	T : bukan.	Accept	Follow-up	Feedback	
109	Diary itu privasi, gak	Comment			

110	boleh dikasih temannya. Nggak boleh itu pivasi. Apa contohnya short message? pesan pndek apa?	Elicitation	opening	initiation
111	sering kalian.	Clue		
112	Ss : sms	Reply	answering	Response
113	T : sms,	Evaluate	Follow-up	Feedback
114	apa itu sms? sms itu apa?	Elicitation	opening	initiation
115	Ss : *short message*	Reply	Answering	Response
116	T : apa sms, *short message?*	Evaluate	Follow-up / opening	Feedback / initiation
117	Apa?	Elicitation		
118	yang keras!	Prompt		
119	S : *e-mail*	Reply	Answering	Response
120	T : iya *e-mail.*	Accept	Follow-up	Feedback
121	Selain *e-mail* apa?	Elicitation	opening	initiation
122	Ss : slogan	Reply	Answering	Response
123	T : iya slogan.	Accept	Follow-up	Feedback
124	Apa lagi?	Elicitation	opening	initiation
125	Ss : WA	Reply	Answering	Response
126	T : WA itu apa?	Elicitation	Follow-up / opening	Feedback / initiation
127	Ss : Whatsaap.	Reply	Answering	Response
128	T : Kemudian ada lagi, apa?	Elicitation	Follow-up / opening	Feedback / initiation
129	Ss : BBM	Reply	Answering	Response

130	T : dan masih banyak lagi.	Accept	Follow-up	Feedback	
131	Kemudian *short message* itu biasanya itu tentang apa?	Starter	opening	initiation	
132	Ss : pemberitahuan	Reply	Answering	Response	
133	T : pemberitahuan apa?	Evaluate	Follow-up / opening	Feedback / initiation	
134	Yang jelas!	prompt			
135	Ss : kegiatan sehari-hari	Reply	Answering	Response	
136	T : Kalau kegiatan sehari-hari itu apa namanya? Apa itu? kalimat apa itu?	Evaluate	Follow-up	Feedback	
137	*short message* berarti apa? kita disuruh apa? menulis atau menghimbau atau mmberitahukan apa?	Elicitation	opening	initiation	
138	yang keras!	Prompt			
139	Apa? kalau kamu sms itu apa?	Clue			
140	Ss : informasi	Reply	Answering	Response	
141	T : informasi apa? betul informasi. Informasi yang bagaimana? yang penting.	Evaluate	Follow-up / opening	Feedback / initiation	
142	Nah, berarti itu menginformasikan apa?	Elicitation			
143	berita pen..	Clue			
144	Ss : penting.	Reply	Answering	Response	

145	T : pesan penting tapi tetap mengedepankan apa tadi? Apa?	Evaluate	Follow-up / opening	Feedback / initiation	
146	Sopan…	Clue			
147	Ss : santun.	Reply	Answering	Response	
148	T : bahasanya harus sopan santun.	Evaluate	Follow-up	Feedback	
149	Kemudian dilanjutkan ciri dari *short message* itu bagaimana? cirinya apa? yaitu terdiri dari kata, ada kata apa?	Starter	opening	initiation	
150	Ss : untuk, dari, isi	Reply	Answering	Response	
151	T : apa itu? *subject message*.	Evaluate	Follow-up	Feedback	
152	Tujuannya apa tadi? untuk apa? untuk mengirimkan pesan penting. Kepada siapa itu? kepada orang lain, keluarga atau sahabat. Iya contohnya seperti itu.	Informative			
153	T : oke	Marker	Framing		Prelimi- nary
154	kita lnjutkan.	Starter			
155	Silahkan buka halaman 165 pada Bupena. *Number a. complete the notice. Draw a line between the parts of the*	Directive	Opening	Initiation	Medial

	notice on the right and the information on the left. Maksudnya apa? Itu *short message* yang berisi tentang? *To,* ditujukan kepada siapa disitu, *all students*.				
156	Ss : (membuka buku)	React	Answering	Response	
157	T : Disitu disuruh membuat *short message* yang berisi tentang *about our school.*	Elicitation	opening	initiation	
158	Ss : sekolah kita	Reply	Answering	Response	
159	T : tentang apa itu? history apa itu?	Elicitation	Follow-up / opening	Feedback / initiation	
160	Ss : sejarah	Reply	Answering	Response	
161	T : kemuadian ada *recent activity, future events* dan lain-lain.	Evaluate	Follow-up	Feedback	
162	Berarti kamu tulis *short message* yg ditujukan kepada?	Elicitation	opening	initiation	
163	Ss : murid	Reply	Answering	Response	
164	T : *all student.*	Evaluate	Follow-up / opening	Feedback / initiation	
165	yang biasanya ditempelkan dimana itu?	Elicitation			
166	Ss : papan pngumuman	Reply	Answering	Response	
167	T : apa katanya?	Elicitation	Follow-up / opening	Feedback / initiation	
168	Ss : *announcement*	Reply	Answering	Response	

169	T : iya.	Accept	Follow-up	Feedback	
170	Silahkan, terserah mau isinya gimana asal ditujukan ke *all students*. Berarti mksdnya apa namanya, kita membuat pesan penting yang ditujukan ke semua murid.	Directive	opening	initiation	
171	Misalnya upacara, akan dilaksanakan hari apa, harus memakai seragam lengkap.	Comment			
172	seragam bahasa inggrisnya apa?	Elicitation			
173	Ss : *uniform*	Reply	Answering	Response	
174	T : *uniform,* ya.	Accept	Follow-up	Feedback	
175	Gitu ya, contohnya seperti itu.	Informative			
176	Gini aja saya tentukan ya, berisi tentang upacara.	Directive	opening	initiation	
177	Ss : (mengerjakan tugas)	React	Answering	Response / initiation	
178	Ss : upacara bahasa inggrisnya apa pak?	Elicitation	Opening		
179	T : upacara itu bahasa inggrisnya apa? Apa?	Evaluate	Answering	Response	

	upacara bendera.			
180	Udah silahkan dicoba dan jangan lupa diperhatikan tensesnya.	Directive Clue	Opening	initiation
181	*Tenses* itu apa? tata bahasa, kata kerjanya. Upcara itu apa? *cere ..*			
182	Ss: *ceremony*.	Reply	Answering	Respone
183	T : iya.	Accept	Follow-up	Feedback
184	coba disini aja, di bupena aja.	Directive	opening	initiation
185	Ss : (mengerjakan tugas)	React	Answering	Response
186	to, apa pak?	Elicitation	Opening	initiation
187	T : to berarti ditujukan.	Reply	Answering	Response /
188	Berarti penulisnya itu adalah o... osis. Kamu seakan-akan jadi anggota osis.	Clue		
189	*The next*, kita ketemu nanti hari apa?	Elicitation	Opening	Initiation
190	Ss : Rabu.	Reply	Answering	Response
191	T : nanti hari Rabu kita menulis apa?	Elicitation	Follow-up / opening	Feedback / initiation
192	S : kisi-kisi.	Reply	Answering	Response
193	T : kemudian silahkan dikerjakan!	Directive	Opening	Initiation
194	Ss : (mengerjakan tugas)	React	Answering	Response
195	T : *finish?*	Directive	Opening	Initiation

196	Ss : belum.	Reply	Answering	Response	
197	Ss : pak memperingati itu apa pak?	Elicitation	Opening	initiation	
198	T : (menghampiri siswa).	React	Answering	Response	
199	Oke perhatikan disini. Ini ada beberapa contoh *short message* (menunjuk ke papan tulis). Ini ada tanggalnya.	Directive	Opening	initiation	
200	*To,* itu berati siapa, untuk…	Clue			
201	Ss : penerima	Reply	Answering	Response	
202	T : *from?*	Elicitation	Follow-up / opening	Feedback / initiation	
203	Ss : dari pengirim	Reply	Answering	Response	
204	T : kalau yang ini adalah isi dari *short message*.	Informtive	Opening	Initiation	
205	Nah pehatikan, siapa itu? dibaca yang keras!	Directive			
206	Ss : *just let to know that I have sent letter two days ago (read a book)*	React	Answering	Response	
207	T : *just let to know that I have sent letter two days ago.*	Evaluate	Follow-up	Feedback	
208	Just artinya?	Elicitation	opening	initiation	
209	Ss : hanya	Reply	Answering	Response	
210	T : *to*	Elicitation	Opening	Initiation	
211	Ss : untuk	Reply	Answering	Response	

212	T : *know. Know* itu artinya apa?	Elicitation	Opening	Initiation	
213	Ss : Tahu	Reply	Answering	Response	
214	T : hanya untuk memberitahukan, that…	Evaluate	Follow up / Opening	Feedback / initiation	
215	Ss : bahwa	Reply	Answering	Response	
216	T : *I'v sent*. Ini dari kata apa?	Elicitation	Opening	Initiation	
217	Ss : *I have*	Reply	Answering	Response	
218	T : betul.	Accept	Follow up Opening	Feedback initiation	
219	Ini dari kata *I have sent*. Saya telah mngirim.	Informative			
220	*Letter?*	Elicitation			
221	Ss : surat	Reply	Answering	Response	
222	T : *two days ago?*	Elicitation	Opening	Initiation	
223	Ss : dua hari yang lalu.	Reply	Answering	Response	
224	T : Ini memberitahukan. Iya kan?	Check	Opening	Initiation	
225	Memberitahukan bahwa si pengirim surat sudah mengirimkan suratnya dua hari yang lalu.	Informative			
226	Oke perhatikan disitu!				
227	*Number one. The purpose of the text*, kata kuncinya apa?	Directive Elicitation			
228	Ss : *purpose*	Reply	Answering	Response	
229	T : apa itu artinya? *Purpose*	Elicitation	Follow up	Feedback /	

			/ Opening	initiation	
230	Ss : tujuan	Reply	Answering	Response	
231	T : tujuan. *Good.*	Evaluate	Follow up	Feedback	
232	*What is the purpose of the text?* Apa tujuan dari text diatas? a. *to inform something. Something?*	Elicitation	Opening	initiation	
233	Ss : sesuatu	Reply	Answering	Response	
234	T : *good.*	Evaluate	Follow up	Feedback	
235	b. *to ask for information. Ask?*	Elicitation	Opening	initiation	
236	Ss : menanyakan	Reply	Answering	Response	
237	T : *information?*	Elicitation	Opening	Initiation	
238	Ss : informasi.	Reply	Answering	Response	
239	T : c. *to tell about*, memberitahuka tentang… about appoinment. Apa itu?	Elicitation	Opening	Initiation	
240	Ss : (diam)	Reply	Answering	Response	
241	T : cepet gitu loh! Apa ? jan…	Directive	Follow up / Opening	Feedback / initiation	
242	Ss : janji	React	Answering	Response	
243	T : berarti mksdnya apa?	Elicitation	Opening	Initiation	
244	Ss : mengingatkan.	Reply	Answering	Response	
245	T : d. *to invite someone. Invite ?*	Elicitation	Opening	Initiation	
246	Ss : undangan	Reply	Answering	Response	
247	T : dari a b c d yang betul yang mana? Apa ?	Elicitation	Opening	Initiation	
248	Ss : C	Reply	Answering	Response	
249	T : *what's the purpose of the*	Elicitation	Opening	Initiation	

	text? Apa?				
250	Ss : a	Reply	Answering	Response	
251	T : iya a. *to inform something.* Memberitahu apa disini?	Accept Elicitation	Follow up Opening	Feedback / initiation	
252	Ss : surat.	Reply	Answering	Response	
253	T : bahwa suratnya sudah dikirim…	Elicitation	Follow up / Opening	Feedback / initiation	
254	Ss : 2 hari yang lalu.	Reply	Answering	Response	
255	T : kemudian number 2, *What date was the message of writer?* Kata kuncinya apa?	Elicitation	Opening	Initiation	
256	S1 : *date* S2 : tanggal	Reply Reply	Answering	Response	
257					
258	T : jadi jawabannya apa?	Elicitation	Follow up / Opening	Feedback / initiation	
259	Ss : 11 juni	Reply	Answering	Response	
260	T : perhatikan!	Directive	Opening	Initiation	
261	Dalam bahasa Inggris itu kebalikannya dalam bahasa Indonesia.	Informative			
262	Kalau bahasa Indonesia begini. Ini nulisnya tanggal berapa?	Elicitation			
263	Ss: 13	Reply	Answering	Response	
264	T : bulan?	Elicitation	Opening	Initiation	
265	Ss : Mei.	Reply	Answering	Response	

266	T : 2017. Dalam bahasa Inggris, itu dibalik. Dalam bahasa Inggris, *13rd of may 2017*.	Informative	Opening	Initiation	
267	Ss : Oh pake of	Acknowledge	Answering	Response	
268	T : Apa?	Elicitation	Opening	Initiation	
269	Ss : 2017.	Reply	Answering	Response	
270	T : *two thousand…*	Clue	Follow up / Opening	Feedback / initiation	
271	Ss : *seventeen*.	Reply	Answering	Response	
272	T : Baiklah,	Marker	Framing		Terminal
273	untuk *short message* contohnya seperti itu. Biasanya yang ditanyakan itu ini, *Who is sent the message?* Siapa yang mengirim surat itu? kemudian itu ditujukan untuk siapa, terus apa isinya. Selain isinya, tujuannya. Tujuannya untuk menyampaikan sesuatu.	Informative	Opening	Initiation	
274	Jelas?	Check			
275	Ss : iya.	Reply	Answering	Response	
276	T : okey.	Marker	Framing	initiation	Preliminary Medial
277	Kalau sudah, tolong modulnya dibagikan jangan ke nama orangnya	Directive	Opening		

	masing-masing.			
278	Ss : iya pak. (saling bertukar modul)	React	Answering	Response	
279	T : jangan ke orangnya ya!	Directive	Follow up	Feedback	
280	T : *Who is absent today?* Siapa yang tidak masuk?	Elicitation	Opening	Initiation	
281	Ss : Andre.	Reply	Answering	Response	
282	T : Andre kok sering gak masuk tho. *Why?* Kenapa?	Elicitation	Follow up / Opening	Feedback / initiation	
283	Ss : Nggak tahu pak.	Reply	Answering	Response	
284	T : Ini punya siapa ini? (memegang surat ijin)	Elicitation	Opening	Initiation	
285	Ss : nggak tahu pak.	Reply	Answering	Response	
286	T : Andre, alfa ya?	Elicitation	Opening	Initiation	
287	Ss : Iya pak.	Reply	Answering	Response	
288	T :Oke.	Marker	Framing		Preliminary
289	Kemudian selanjutnya kalian kerjakan tugasnya tadi itu kemudian ditambah page 166 reading.	Directive	Opening	Initiation	Medial
290	Ss : iya.	React	Answering	Response	
291	T : sampai.. *until* sampai hlaman 171.	Directive	Opening	Initiation	
292	S : 71 pak?	Reply	Answering	Response	
293	T : nah disitu.	Evaluate	Follow up	Feedback	
294	Ss : banyak pak..	Comment	Opening	Initiation	
295	T : 21 sampai 27 itu mudah yo. Udah itu,	Reply	Answering	Response	

296	ada pertanyaan?	Elicitation	Opening	initiation	
297	Ss : tidak.	Reply	Answering	Response	
298	T : Iya, nanti kita ketemu lagi hari?	Elicitation	Opening	Initiation	
299	Ss: Rabu	Reply	Answering	Response	
300	T : Kemudian untuk Andre nanti diberi tahu untuk masuk karena belum ada nilai.	Comment	Opening	Initiation	
301	Sama Ambar, ya!	Nomination			
302	kamu mau naik nggak, apa mau nunggu disini?	Elicitation			
303	S1 : iya pak.	Reply	Answering	Response	
304	Ss : pak ini dikumpulkan hari Rabu?	Elicitation	Opening	Initiation	
305	T : Hari Rabu, iya.	Reply	Answering	Response	
306	kemudian hari Rabu nanti kita mencocokkan kemudian kita menulis apa?	Metastatement	Opening	initiation	
307	Ss : kisi-kisi	Reply	Answering	Response	
308	T : iya kisi-kisinya.	Accept	Follow-up	Feedback	
309	Udah ya, terimakasih. *Thank you very much*.	Conclusion			
310	*Assalamualaikum Wr.Wb.*	Greeting			
311	Ss : *Waalaikumsalam Wr.Wb.*	Reply-Greeting	Answering	Response	

APPENDIX 2

Classroom Interaction Transcription

Place : VIII B class of MTs N Bendosari, Sukoharjo

Time : Saturday, 13th May 2017

T = teacher

Ss = majority of the students. I can never be sure as to how many are participating at

 once, but Ss is designated as the majority of the students.

S1 = individual student's participation (Ambar)

T : *Assalamualaikum warahmatullahi wabarakatuh.*

Ss : *Waalaikumsalam warahmatullahi wabarakatuh.*

T : Good morning students

Ss : Good morning, sir.

T : How are you today?

Ss : I'm fine, thank you. and you?

T : I'm fine too. Thank you. *Oke, Baiklah kita lanjutkan materi kita. Kita masih ada 2 materi, yaitu notice dan short message. Notice dan short message. Sedangkan pada bab notice sendiri, kita dulu sudah pernah bahas, yaitu pada kelas tu..?*

Ss   : *Tujuh*

T   : *Iya kelas tujuh.* Notice *itu apa? Ada yang tahu?* Notice *?*

Ss   : *Peringatan*

T   : *Peringatan atau larangan, nah itu.* Notice *sendiri terbagi, yaitu ada* Negative sentence, *kemuadian ada yaitu positive sentence. Ada kalimat positif dan negatif. Untuk kalimat negatif sendiri paling mudah, yaitu ciri-cirinya memakai kata* do not *atau apa* don't. *Ini adalah kalimat ne..?* (membuat contoh di papan tulis)

Ss   : *Negatif.*

T   : *Negatif. Berarti itu kalimat larangan.* For example, don't park here..

Ss   : *Jangan parkir.*

T   : *Iya, jangan parkir.* Do not sit here *(sambil menulis di papan tulis), apa itu?*

Ss   : *Tidak boleh…*

T   : *Tidak boleh duduk. Biasanya itu tertera pada apa? Kursi yang baru di?*

Ss   : *Di cat.*

T   : *Ini adalah untuk larangan.*

Ss   : *(diam)*

T   : *Perhatikan dari 2 contoh ini!*

Ss   : *(memperhatikan papan tulis)*

T   : *Maksudnya apa ini? Kita disuruh apa?*

Ss   : *Kita..*

T   : *Kita bahasa inggrisnya apa? We. We apa?*

Ss   : We not…

T   : *Itu kan kata kerja. Apa itu? Maksudnya disuruh, we apa?* Should not park here in area. *Maksudnya disini, ini adalah penjelasan, karena nanti kalau ada soal yang bahasannya ada* notice *berarti kita disuruh untuk menjelaskan. Berarti kita tinggal menulis intinya aja. Ini untuk yang kalimat?*

Ss   : *Negatif.*

T   : *Iya, negatif. Contoh* do not sit here *itu berarti maksudnya, kita tidak boleh duduk di sini kan, nah. Kita bahasa inggrisnya apa?*

Ss   : We

T   : *Habis itu apa?*

Ss   : Should not sit here.

T   : *Atau* in area. *Paham ya. Jadi kalau kalimatnya negatif, kalian tinggal menulis ini sajas udah, kemudian diisi dengan* notice *itu sendiri. Paham ?*

Ss   : Paham

T   : *Kemudian kalau* positive sentence, *gimana contohnya?* Positive sentence.

Ss   : *(diam berpikir)*

T   : *Kalau* positive sentence *tidak ada kalimat* do not *atau* not. *Contohnya apa?*

Ss   : Smoking area

T   : Keep silent. *Apa itu? Keep itu apa?*

Ss   : Keep *itu menjaga*

T   : *Te..?*

Ss   : *Tetap.*

T : Silent, *diam. Maksudnya disini apa? Kita disuruh apa? Maksudnya,* we should *apa?*

Ss : Keep silent.

T : *Dimana?*

Ss : Area.

T : This area *atau* in area. *Paham ya. Kemudian ada?*

Ss : Smoking area.

T : *Nah,* smoking area *atau* area smoking. *Nah, itu berarti kita? Itu larangan atau bukan? Bukan ya. Tapi,* we should smoking in this area. *Seperti itu. Berarti kamu tinggal nulis intinya saja. Paham?*

Ss : *Paham*

T : So, *kalau negatif;* we should not. *Paham ya. Nah, untuk* notice *sendiri itu tidak ada masalah insyaallah.*

T : *Kemudian kita lanjutkan, yaitu ada* short message. *Apa itu? Short itu apa?*

Ss : *Pendek.*

T : What's the meaning short message?

Ss : *Pesan pendek.*

T : *Pesan pendek, oke. Kalau pesan pendek disini itu berarti maksudnya secara langsung atau tidak langsung?*

Ss : *Langsung.*

T : *Kalau langsung kita memo. Berarti apa?*

Ss : *Tidak langsung.*

T : *Itu berarti singkat atau tidak?*

Ss   : *Singkat.*

T   : *Nah, seperti apa? Kalau dalam bahasa Indonesia seperti apa?*

Ss   : *Cerpen.*

T   : *Bukan. cerpen itu cerita pendek.*

Ss   : *Memo*

T   : *Apa? Memo? memo itu ditulis, tapi tetap mngedepankan apa? kalimat sopan?*

Ss   : *Santun.*

T   : Short message *itu terdir dari to, di tujukan untuk siapa, setelah itu isi. Setelah itu apa? pengirim, kebetulan disini yg tertulis apa?*

Ss   : *Tanggal.*

T   : *Lah itu biasanya pesan singkat. Contoh pesan singkat selain memo apa ? ada lagi. Apa, selain memo apa? biasanya dikirim lewat apa? pesan singkat selain kita tempelkan di pintu, selain memo apa? contohnya apa? pesan singkat? kamu tuh sering kog. Apa ?*

Ss   : Diary

T   : *Bukan. Diary itu privasi, tidak boleh dikasih temannya. Tidak boleh itu pivasi. Apa contohnya* short message*? pesan pndek apa? sering kalian.*

Ss   : *Sms*

T   : *Sms, apa itu sms? sms itu apa?*

Ss   : Short message

T   : *Apa sms,* short message*? Apa? yang keras!*

Ss   : E-mail

T   : *Iya* e-mail. *Selain* e-mail *apa?*

Ss   : *Slogan*

T   : *Iya slogan. Apa lagi?*

Ss   : *WA*

T   : *WA itu apa?*

Ss   : *Whatsaap.*

T   : *Kemudian ada lagi, apa?*

Ss   : *BBM*

T   : *Dan masih banyak lagi. Kemudian* short message *itu biasanya itu tentang apa?*

Ss   : *Pemberitahuan*

T   : *Pemberitahuan apa? Yang jelas!*

Ss   : *Kegiatan sehari-hari*

T   : *Kalau kegiatan sehari-hari itu apa namanya? Apa itu? kalimat apa itu?* short message *berarti apa? kita disuruh apa? menulis atau menghimbau atau mmberitahukan apa? yang keras! Apa? kalau kamu sms itu apa?*

Ss   : *Informasi*

T   : *Informasi apa? betul informasi. Informasi yang baagimana? yang penting. Nah, berarti itu menginformasikan apa? berita pen..*

Ss   : *Penting.*

T   : *Pesan penting tapi tetap mengedepankan apa tadi? Apa? Sopan…*

Ss   : *Santun.*

T   : *Bahasanya harus sopan santun. Kemudian dilanjutkan ciri dari* short message *itu bagaimana? cirinya apa? yaitu terdiri dari kata. Ada kata apa?*

Ss : *Untuk, dari, isi*

T : *Apa itu?* subject message. *Tujuannya apa tadi? untuk apa? untuk mengirimkan pesan penting. Kepada siapa itu? kepada orang lain, keluarga atau sahabat. Iya, contohnya seperti itu.*

T : *Oke, kita lnjutkan. Silahkan buka halaman 165 pada Bupena.* Number a. complete the notice. Draw a line between the parts of the notice on the right and the information on the left. *Maksudnya apa? Itu* short message *yang berisi tentang? To, ditujukan kepada siapa disitu,* all students.

Ss : *(membuka buku)*

T : *Disitu disuruh membuat* short message *yang berisi tentang* about our school.

Ss : *Sekolah kita*

T : *Tentang apa itu?* history *apa itu?*

Ss : *Sejarah*

T : *Kemuadian ada* recent activity, future events *dan lain-lain. Berarti kamu tulis* short message *yg ditujukan kepada?*

Ss : *Murid*

T : All student. *yang biasanya ditempelkan dimana itu?*

Ss : *Papan pngumuman*

T : *Apa katanya?*

Ss : Announcement

T : *Iya. Silahkan, terserah mau isinya bagaimana asal ditujukan ke* all students. *Berarti maksudnya apa namanya, kita membuat pesan penting yang ditujukan ke semua murid. Misalnya upacara, akan dilaksanakan*

      hari apa, harus memakai seragam lengkap. Seragam bahasa inggrisnya

      apa?

Ss   : Uniform

T   : Uniform, *ya. Begitu ya, contohnya seperti itu. Begini aja saya tentukan*

      ya, berisi tentang upacara.

Ss   : Mengerjakan tugas

Ss   : Upacara bahasa inggrisnya apa pak?

T   : Upacara itu bahasa inggrisnya apa? Apa? upcara bndera. Udah

      silahkan dicoba dan jangan lupa diperhatikan tensesnya. Tenses itu apa?

      tata bahasa, kata kerjanya. Upcara itu apa? cere ..

Ss   : Ceremony.

T   : *Iya. coba disini aja, di bupena aja.*

Ss   : *(mengerjakan tugas) to, apa pak?*

T   : *To berarti ditujukan. Berarti penulisnya itu adalah o... osis. Kamu*

      seakan-akan jadi anggota osis. The next, *kita ketemu nanti hari apa?*

Ss   : *Rabu.*

T   : *Nanti hari Rabu kita menulis apa?*

S   : *Kisi-kisi.*

T   : *Kemudian silahkan dikerjakan!*

Ss   : (*mengerjakan tugas*)

T   : Finish?

Ss   : *Belum.*

Ss   : *Pak memperingati itu apa pak?*

T : *(menghampiri siswa). Oke perhatikan disini. Ini ada beberapa contoh* short message *(menunjuk ke papan tulis). Ini ada tanggalnya. To, itu berati siapa, untuk…*

Ss : *Penerima*

T : From?

Ss : *Dari pengirim*

T : *Kalau yang ini adalah isi dari* short message. *Nah pehatikan, siapa itu? dibaca yang keras!*

Ss : Just let to know that I have sent letter two days ago (read a book)

T : Just let to know that I have sent letter two days ago. Just *artinya?*

Ss : *Hanya*

T : To

Ss : *Untuk*

T : Know. Know *itu artinya apa?*

Ss : *Tahu*

T : *Hanya untuk memberitahukan,* that…

Ss : *Bahwa*

T : I'v sent. *Ini dari kata apa?*

Ss : I have

T : B*etul. Ini dari kata* I have sent. *Saya telah mngirim.* Letter?

Ss : *Surat*

T : Two days ago?

Ss : *Dua hari yang lalu.*

T : *Ini memberitahukan. Iya kan? Memberitahukan bahwa si pengirim surat sudah mengirimkan suratnya dua hari yang lalu. Oke perhatikan disitu!* Number one. The purpose of the text, *kata kuncinya apa?*

Ss : Purpose

T : *Apa itu artinya? Purpose itu apa?*

Ss : *Tujuan*

T : *Tujuan.* Good! What is the purpose of the text? *Apa tujuan dari text diatas? a.* to inform something. Something?

Ss : *Sesuatu*

T : Good. b.to ask for information. Ask?

Ss : *Menanyakan*

T : Information?

Ss : *Informasi.*

T : c. to tell about, *memberitahuka tentang…* about appoinment. *Apa itu?*

Ss : *(diam)*

T : *Cepat gitu loh! Apa ? jan…*

Ss : *Janji*

T : *Berarti mksdnya apa?*

Ss : *Mengingatkan.*

T : d. to invite someone. Invite ?

Ss : *Undangan*

T : *Dari a b c d yang betul yang mana? Apa ?*

Ss : *c*

T : What's the purpose of the text? *Apa?*

Ss   : *a*

T   : *Iya a.* to inform something. *Memberitahu apa disini?*

Ss   : *Surat.*

T   : *Bahwa suratnya sudah dikirim…*

Ss   : *2 hari yang lalu.*

T   : *Kemudian number* 2, What date was the message of writer? *Kata kuncinya apa?*

S1   : Date

S2   : *Tanggal*

T   : *Jadi jawabannya apa?*

Ss   : *11 juni*

T   : *Perhatikan! Dalam bahasa Inggris itu kebalikannya dalam bahasa Indonesia. Kalau bahasa Indonesia begini. Ini nulisnya tanggal berapa?*

Ss   : *13*

T   : *Bulan?*

Ss   : *Mei.*

T   : *2017. Dalam bahasa Inggris, itu dibalik. Dalam bahasa Inggris,* 13rd of may 2017.

Ss   : *Oh pake of*

T   : *Apa?*

Ss   : *2017.*

T   : Two thousand…

Ss   : Seventeen.

T   : *Baiklah, untuk* short message *contohnya seperti itu. Biasanya yang ditanyakan itu ini,* Who is sent the message? *Siapa yang mengirim surat itu? kemudian itu ditujukan untuk siapa, terus apa isinya. Selain isinya, tujuannya. Tujuannya untuk menyampaikan sesuatu. Jelas?*

Ss   : *Iya.*

T   : *Okey. Kalau sudah, tolong modulnya dibagikan jangan ke nama orangnya masing-masing.*

Ss   : *Iya pak. (saling bertukar modul)*

T   : *Jangan ke orangnya ya!*

T   : Who is absent today? *Siapa yang tidak masuk?*

Ss   : *Andre.*

T   : *Andre kok sering gak masuk tho.* Why? *Kenapa?*

Ss   : *Tidak tahu pak.*

T   : *Ini punya siapa ini? (memegang surat ijin)*

Ss   : *Tidak tahu pak.*

T   : *Andre alfa ya?*

Ss   : *Iya pak.*

T   : *Oke. Kemudian, selanjutnya kalian kerjakan tugasnya tadi itu, kemudian ditmbah* page 166 reading.

Ss   : *Iya.*

T   : *Sampai..* until *smpai hlaman 171.*

Ss   : *71 pak?*

T   : *Nah, disitu.*

Ss   : *Banyak pak..*

T   : *21 sampai 27 itu mudah ya. Sudah itu. Ada pertanyaan?*

Ss   : T*idak.*

T   : *Iya, nanti kita ketemu lagi hari?*

Ss   : *Rabu*

T   : *Kemudian untuk Andre nanti diberi tahu untuk masuk karena belum ada nilai. Sama Ambar, ya! Kamu mau naik tidak, apa mau menunggu disini?*

S1   : *Iya pak.*

Ss   : *Pak ini dikumpulkan hari Rabu?*

T   : *Hari Rabu, iya. Kemudian hari Rabu nanti kita mencocokkan kemudian kita menulis apa?*

Ss   : *Kisi-kisi*

T   : *Iya kisi-kisinya. Sudah ya, terimakasih.* Thank you very much. *Assalamualaikum Wr.Wb.*

Ss   : *Waalaikumsalam Wr.Wb.*

APPENDIX 3

OBSERVATION SHEET

DATE   :

TIME   :

SUBJECT RESEARCH   :

No.	Aktivitas Kelas	Checklist
1.	Guru memulai kelas dengan memberi salam (greeting)	
2.	Siswa menjawab salam (greeting) dari guru	
3.	Guru memulai pelajaran dengan memberi inisiaasi	
4.	Inisiasi dari guru berupa informasi	
5.	Informasi dari guru berkaitan pelajaran sebelumnya	
6.	Informasi dari guru berkaitan dengan pelajaran yang akan dibahas	
7.	Informasi dari guru tidak berkaitan dengan pelajaran	
8.	Inisiasi dari guru berupa pertanyaan	
9.	Pertanyaan dari guru berkaitan pelajaran sebelumnya	
10.	Pertanyaan dari guru berkaitan dengan pelajaran yang akan dibahas	
11.	Pertanyaan dari guru tidak berkaitan dengan pelajaran	
12.	Siswa memberi respon terhadap inisisiasi guru	
13.	Guru memberi feedback terhadap respon siswa	
14.	Interaksi di dalam kelas didominasi oleh guru	

15.	Guru sesekali memberikan perintah dalam penjelasan pelajaran yang dilakukan olehnya	
16.	Guru sesekali memberikan pertanyaan dalam penjelasan pelajaran yang dilakukan olehnya	
17.	Interaksi di dalam kelas didominasi oleh siswa	
18.	siswa sesekali memberikan pertanyaan kepada guru dalam penjelasan pelajaran yang diberikan oleh guru	
19.	Semua interaksi di dalam kelas berkaitan dengan pelajaran yang sedang dibahas	
20.	Ada interaksi yang keluar dari topik pelajaran yang sedang dibahas	
21.	Guru memberikan penjelasan pelajaran di kelas secara terstruktur	
22.	Siswa antusias dengan pembelajaran di kelas	
23.	Pembelajaran berlangsung interaktif	
24.	Guru memberikan evaluasi dengan memberikan tugas tertulis kepada siswa terkait pelajaran yang telah dibahas	
25.	Guru memberikan evaluasi secara langsung dan lisan terkait pelajaran yang telah dibahas	