

Discourse Structure of Classroom Session During Covid-19 Pandemic

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Abstract

The case of discourse classroom session during Covid-19 pandemic is conducted online might contain different and various structures. This study aims to identify the typical structure of classroom session and to explain the various act sequences as the script classroom session. This study is in the domain of qualitative using a Conversation Analysis (CA) approach. Data were series of utterances in classroom sessions. Data sources were taken from lecturers and students speech in the activity of classroom sessions. Data sources were taken from lecturers and students' speech in the activity of classroom sessions conducted mainly by Indonesian and foreign lectures through Google Meet and Zoom. Data collection was carried out using recording, note-taking, and interpreting techniques from the video process activity through Google Meet and Zoom operations. Data analysis uses comprehensive interpretation (Ricoeur, 1981: 197) and reflection techniques (Sudaryanto, 2015: 166). The results show that typical discourse structure of classroom session is I-C-CI (Introduction-Content-Closing), while this has five variations such as I:G-C-QA-CI:F, I:C-C:PM-CI:OF, I:G-C:P-CI:OF, I:G-C:PM-CI:GI, I:P-C:PM-CI:C.

Keywords

discourse structure
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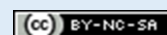
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Introduction

Conversational interaction forms a certain discourse if seen from the united process of utterances during the turn taking process. The process of turn taking cannot be separated from the occurrence of a conversational interaction between spoken (S) and hearer (H). A conversation is formed by involving two or more people in a topic discussion (Trahutani, 2012). This occurs on the basis of information exchange and fulfillment of needs. These events can occur anytime, anywhere, and anyone in every life in carrying out an activity. For example, interactions in conducting financial transactions at banks (Harahap, 2019), doctor and patient in conducting consultation, discussion at Indonesia Lawyers Club (Laila & Puspitasari, 2019), ustadz and congregation in recitation program, and lecturer and students in class session learning in the film *Freedom Writer* (Pradana & Laila, 2020).

Along with the development of era and technology, the turn taking process occurs both offline and online. This event occurred in the case of online classroom session. Since the *Covid-19* outbreak that occurred at the end of 2019 until now, it has changed the entire structure in the world of education. This prompted the government to create new policies to keep teaching and learning from home as online. This policy is to minimize the spread of *Covid-19* in the world of education even though schools are closed (Herliandry et al., 2020). (Gacs et al., 2020) The recent pandemic is forcing lecturers around the world to undertake an unprecedented online transformation. Basilia & Kvavadze (2020) the change of paradigm in the teaching and learning process continues by transforming traditional face-to-face learning systems into distance learning. This distance learning is supported by the existence of online features (Google Classroom, Video Conference, Live Chat, WhatsApp Group, Google Meet, and Zoom) that lecturers and students can use in the teaching and learning process.

The use of online features such as Google Meet and Zoom as application features from Google is currently used to study from home while maintaining a distance to break the chain of spreading *Covid-19* (Sawitri, 2020). The feature is used by lecturers to conduct video conferences for teaching and learning process from home. This feature helps lecturers to control students in the teaching and learning process face-to-face as online. In this online teaching and learning process, it changes the discourse structure of classroom session.

The study of the discourse structure of the classroom was first introduced by Sinclair & Couthard (1975) by developing a structural model, namely initiation, response, and feedback, known as IRF. Many studies conducted on class discourse structure were produced by English lecturers in the form of structuring phase, content, interaction, exemplification, evaluation, and conclusion (Kumala et al., 2020), (1) Opening (Motivating, reviewing, and bridging), (2) Body (Presenting, practicing, and producing), and (3) Closing (Concluding, evaluating, giving homework, and previewing (Hamza, 2019). Meanwhile, a relevant study was conducted by Jupriaman (2018) on the results of his research at MTs Negeri Rantauprapat, the dominant discourse structure of the classroom is Initiation and Response (IR). The types of structure of English astronomical eponyms according to Dolzhich & Dmitrichenkova (2020) are possessives, non-possessives, compound, simple, suffix-based derivative, clipping, acronym, and mythonym. Merrita (2020) the study of superstructure in students' scientific article consist of research background, question, objective, previous studies, theoretical framework, and significance. Hamadi & Khalaf (2020) discourse structure in the punctuation marks used by Iraq EFL learners, they are capital letters, full stop, comma, and apostrophe.

Meanwhile, a study of other discourse structures outside the context of classroom session was carried out by Harahap (2019) on bank financial transactions with the results of the structure of the opening stage, middle stage, closing stage, and repair mechanism, Li (2020) repetition structure and layer upon layer of language recursion and traditional Chinese landscape painting, Imtihani (2011) acts, moves, exchanges, transactions, and kinesthetic in the talk show, Ardianto & Ramadhan (2019) headlines, illustrations, body copy, and signature lines of superstructures in advertisements.

In this *Covid-19* pandemic, the online lecturing process contained a variety of scripts in discourse structure of classroom session that formed act sequences. This current study combines ethnographic class with superstructural analysis and interactional conversation which examines the various act sequences, i.e. between lecturer and student in classroom sessions. In this context, the writer uses Van Dijk's CDA theory. According to Van Dijk (2008) discourse analysis is divided into 3 (three) dimensions: structure of the text, social cognition, and social analysis. This study focused on the structure of text. In order to know discourse structure, Van Dijk proposes three structures: superstructure, macrostructure, and microstructure. To analyze this study, the researchers apply the superstructure which has three parts, namely introduction-content-closing (ICCI).

In this study, the problems are formulated: (1) What are discourse structure of classroom session during *Covid-19* pandemic? (2) How vary of the structure in the script classroom session are? Therefore the aims are: (1) to identify the typical structure of classroom session which form as discourse and (2) to explain the various act sequences as the script classroom session. This study gives variations in discourse structure of classroom session that occurred in *Covid-19* pandemic in which learning changes from offline to online.

Method

This study uses an approach in the domain of qualitative descriptive research using a Conversation Analysis or CA approach. The object of research is a series of lectures held online as discourse classroom session. Data were series of utterances in classroom sessions. Data sources were taken from lecturers and students' speech in classroom sessions conducted through Google Meet and Zoom in Indonesia and abroad. Data collection was carried out using recording, note-taking, and interpretation techniques. The video recording technique is done through Google Meet and Zoom features. The recording technique is by identifying video recording. Interpretation techniques are carried out by explaining the meaning of discourse structure of classroom session and the reasons for various act sequences as the script classroom session that occur during *Covid-19* pandemic. Data analysis uses comprehensive interpretation (Ricoeur, 1981: 197) and reflection techniques (Sudaryanto, 2015: 166) . To analyze it, in the table there are markers used in each element, namely the letter L (Lecturer) and S (Student).

Results

The results show that discourse structure of classroom session was reflected in the various act sequences as the script classroom session implemented by lecturers in online classrooms session through Zoom and Google Meet during *Covid-19* pandemic. It is possible for this various act sequences to occur because of a shift in the setting in the learning discourse. The analysis of this study will be done integratively; this means that the authors identify the typical discourse structure and its variation is done at the same time after result.

Typical Discourse Structure of Classroom Session

Discourse structure of classroom session during *Covid-19* pandemic represents the lecturers' way to teach students and explain topics in a comprehensive and interesting way. Discourse structure of classroom session is seen from its function to determine discourse structure in the script, it is basically a function in every speech. The speech that forms the discourse structure of classroom session is unified or meaningful lecturing. Especially to find out the shifting of scripts in classroom session during *Covid-19* pandemic which creates various act sequences. That is why this shift can be identified by the presence of interactions during online classroom session between lecturers and students.

The unified structures of functional meaning to form the classroom session are introduction (in which this can be done by greeting, give regards, and review material); content (in which this can be done by question and answer, appreciation, and re-explanation); and closing by relating to give regards.

There are five typical of discourse structure in the script classroom session as various act sequence of structure element of introduction, content, and closing to form a complete discourse that forms classical: Typical structures appear in the forms of classroom session pattern: the first pattern is I:G-C:QA-CI:F, the second is I:C-C:PM-CI:OF, the third is I:G-C:P-CI:OF, the fourth is I:G-C:PM-CI:GI, and the fifth is I:P0C:PM-CI:C below.

Table 1. Pattern I:G-C:QA-CI:F

Superstructure (Van Dijk, 2009)

I:	Act sequences: a) greeting b) give regard c) review material
C:	Act sequences: a) question and answer b) appreciation c) re-explanation
CI:	Act sequence: farewell

Table 2. Pattern I:C-C:PM-CI:OF

Superstructure (Van Dijk, 2009)

I:	Act sequences: a) greeting, b) pre-announcement c) recalling material d) apperception e) giving admission f) demanding g) confirmation h) command i) complain-question
C:	Act sequences: a) presenting material b) offer question c) giving information d) request e) confirmation f) practicing
CI:	Act sequences: a) offer question b) proof of attendance c) assignment d) greeting

Table 3. Pattern I:G-C:P-CI:OF

Superstructure (Van Dijk, 2009)

I:	Act sequences: a) greeting b) warning, c) pre-announcement
C:	Act sequence: practicing
CI:	Act sequences: a) offer question b) re-statement c) assignment d) making arrangement e) proof of attendance f) give regards

Table 4. Pattern I:G-C:PM-CI:GI

Superstructure (Van Dijk, 2009)

I:	Act sequences: a) greeting b) checking the system c) pre-announcement d) phatic communion e) Execution of assignment f) feedback g) appreciation h) waiting i) assignment
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- C: Act sequences: a) presenting material
 b) command
 c) evaluating
 d) offer question
- CI: Act sequences: a) giving information
 b) proof of attendance
 c) give regards
 d) greeting
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Table 5. Pattern: I:P0C:PM-CI:C
 Superstructure (Van Dijk, 2009)

- I: Act sequences: a) pre-announcement
 b) prayer
 c) ice breaking
 d) demanding
 e) confirmation
 f) making of arrangement
 g) setting goal
 h) offer question,
 i) phatic communion,
 j) request
- C: Act sequence: presenting material
- CI: Act sequences: a) confirmation
 b) making of arrangement
 c) greeting
-

Discussion

This research is an attempt to explain the typical structure and various act sequences of classroom sessions during *Covid-19* pandemic. The structure that occurs in a classroom session is analyzed a pattern based on the function of the speech. In this case, the ICCI structure as a tool to identify the typical structure of the script classroom session Based on the result above, it is found five different patterns ICCI structure of classroom session that have various act sequences in it.

Pattern I:G-C-QA-IC:F in table 1, lecturer used act sequences in introduction structure such as greeting, give regards and review material. Introduction as the first element structure begins with a greeting by the speaker (lecturer) who gets responses from speech partners (students). Greeting speech used by the lecturer is marked with “*Assalamualaikum.Wr.Wb*”. This greeting is a cultural courtesy that is carried out at Universitas Muhammadiyah Surakarta before starting the classroom which means a hope to be given safety and grace from almighty. The lecturer continues to act by giving regards to students. Giving regards can be thanks for joining the lecture session at the time. Then, the lecturer provided a review material to remind the previously taught material which was marked with “Next week, We will be at time of Middle Exam” as preparation for the midterm exam.

The content structure contains question and answer, appreciation, and re-explanation. The lecturer used question and answer as a strategy to review material which was marked by the utterance “Please give a reply students”. This act is to test how deep the students’ knowledge about the material that had been given. It turned out that students gave answer to the question given. With the enthusiastic and interactive responses from students, the lecturer gave an utterance of appreciation “Thank you for your reply, I hope you may develop with another references”. Then the lecturer added response on the importance of BAS (Branding, Advertising, and Selling) strategy to develop business in global competition. However, to clarify the material, the lecturer provided students with material explanations such as definition, methods, conditions, and

procedures. Furthermore, the lecturer stopped the classroom session with an element structure of closing contains farewell to students by showing the time limit at the time of the course being taught. Moreover, the students gave responses of "Thank you". To see a complete example script; it can be seen in the attachment A1 unit of analysis of classroom session 1.

Pattern I:C-C:PM-CI:OF in table 2 is different from pattern I:G-C-QA-IC:F. Introduction structure consists the act sequences such as greeting, pre-announcement, recalling material, apperception, giving admission, demanding, confirmation, command, and complain-question. A greeting addressed to students by the lecturer. This greeting repeated two times in different utterance "*Assalamualaikum, wr.wb.*" and "Good morning". The purpose of repeating greeting was to grab students' attention. This repetition received feedback from students. After hearing the students' response, the lecturer made the pre-announcement. The pre-announcement marked "Raise your hand to ask me a question by interrupting" as a direction for students to take part in the classroom session of this lecturer actively to increase the intensity of the interaction of questions to ask. Unfortunately, it was only one student who gave a response to what was said. This did not affect the lecturer to continue to interact student in the classroom session. To remain the material given, the lecturer did recalling material. Sadly. When the lecturer was delivering the previous material, it turned out that there were still students who had not focused on attending the classroom session. Therefore, the lecturer gave an apperception in the form of "*Sambil dibuka catatannya atau kalau ikut itu anda silahkan ya punya everything something to know*" to encourage students' enthusiasm to stay focused on learning by asking students to open notes books, and powerpoints. Then, the lecturer directly provided information by giving permission for students to join the course session. It is kind of disturbing by the system that the lecturer is asked to admit one by one students at the time. The system disruption meant that students came late and asked the lecturer to allow them to attend classroom session, because the lecturer was not used to using the new online system. This was what encouraged the lecturer to take a demanding act, namely asking students in the hope of giving feedback which was marked "*Itu pakai email UMS*". This demanding act was to re-confirm. The lecturer confirmed with the utterance "*Ohhhh Jadi yang harus diizinkan yang tidak pakai UMS ya?*" The speech received a response from students. However, in the process of explaining the material, the absence of students' interaction who gave responses of question made the lecturer give an act command in utterance "GIVE RESPONSE". This utterance is an order to students. Occasionally with this utterance, students gave responses "*Iya, Miss*". While, the response did not stop the lecturer from taking the act of complaining. Besides with complaint, the students gave a response of a question "*Maaf bu, tapi di mental process ini kok ada mental cognition itu apa bu?*"

Meanwhile, in the content structure contains presenting material, offer question, giving information, request, confirmation, and practicing. Presenting material is explaining material. After the lecturer took the explanation, the lecturer offered a question about the material that had just been explained, but the students had no response to the offer given. Before continuing with the explanation of the next material, the lecturer took the act of giving information "*Kalau bertanya lewat whatsapp malam pun saya pas pegang Hp pun saya jawab*". The utterance intended to inform students if they want to ask questions via WhatsApp can be any time. Given the provision of this information, students provided feedback in the form of requesting questions on how to distinguish the verbiage phenomenon. Then, the lecturer responded well to this response by providing an explanation of "If the phenomenon is a process of mental process". To double-check the student's understanding, the lecturer confirmed the question "Right understood?" This confirmation was asked by the lecturer to carry out a practicing act. Practicing means the lecturer providing questions which are then asked to students by providing answer clues to each of these questions. A marker such as "Does that mean it is said to be a verbal process or a material process?" With the clue of answers to these questions, it makes students enthusiastic to answer.

Furthermore, the closing structure was carried out with offer question, proof of attendance, assignment, and greeting. The offer question is usually to close the classroom session to ensure there are no questions from students. In fact in this case, students gave back questions about the material to be studied at the next meeting. Before the meeting session ended, the lecturer asked to take proof of attendance as evidence of

online lecture absences. The existence of an internet connection that is not smooth made students wonder about evidence in the form of photos taken with “*Sudah difoto, Mom?*” To close the class meeting, the lecturer gave assignments to be discussed at the next meeting by providing material points by continuing a closing a greeting to end the class session. To see a complete example script; it can be seen in the attachment A2 unit of analysis of classroom session 2.

Pattern I:G-C:P-CI:OF in table 3 differs greatly from pattern I:G-C-QA-IC:F and I:C-C:PM-CI:OF. Introduction structure consists act sequences such as greeting, warning, and pre-announcement. This greeting is used what usually lecturers’ do. That is using the utterance of “*Assalamualaikum*”, but this act did not get back response from students. The lecturer did greeting directly made a warning as an appeal to students to join through the link provided via email marked with “Can you please check the invitation there?” The existence of these instructions is to reduce disruption in the online learning process. To clarify the statement, the lecturer took the pre-announcement in the form of information to students who did not receive the invitation via email to contact the lecturer. The purpose of the pre-announcement is that lecturers do not admit one by one students who want to join.

Act of practicing is part of content structure. Practicing was giving direct questions to the lecturer through power points without giving an overview of the material contained in the questions given. This act is to invite students to practice together in answering the questions that have been made by the lecturer by giving clues in the question “Which one is binomial and which one is passion?” It turned out that in direct practice like this, there were still some students who give responses even though not all students are interactive to answer.

Furthermore, the closing structure was carried out with offer question, re-statement, assignment, making arrangement, proof of attendance, and give regards. However, this act received no response from students. Without any response, the lecturer continued the action in the form of a re-statement. Re-statement as repetition of the material that was delivered at the meeting of the session. Besides, the lecturer continued by giving assignments about what was learned in the session. After giving the assignment, the lecturer took the act of making an arrangement which was marked with “So next week. We will look at the last distribution that is hypergeometric distribution”. This utterance tells students what to learn at the next meeting. Then, before ending the class session, the lecturer asked students to do proof of attendance in the form of a barcode scan on the screen. However, in the final act, students began to give regards “Thanks” to the lecturer. To see a complete example script; it can be seen in the attachment A1 unit of analysis of classroom session 3.

The pattern I:G-C:PM-CI:GI in table 4 often occurs in classroom session. Introduction structure consists act sequence such as greeting, checking the system, pre-announcement, phatic communion, execution of assignment, feedback, appreciation, waiting, and assignment. Starting a formal greeting by using a utterance of “Good afternoon” was used in courses that are related to English as language used. Before starting a classroom session, the lecturer checked the system to ensure that each student hears what he was talking about. After the system was deemed to have no problem, the lecturer continued the pre-announcement by providing information on how many students had joined. Meanwhile, to wait for other students the lecturer prepared the material. The lecturer did an act of phatic communion which was marked with “If you would like to sing before we begin our class is ok”. This act is done to break the stiff atmosphere. Then the lecturer carried out an execution of assignment by commenting on the assignments that have been sent via Google Form. However, the assignments sent by students, there were many mistakes where the lecturer gave feedback to improve the assignment given by providing directions “Indeed you need practice more and more”. This speech is the support capacity of students in delivering informative presentations. It does not reduce any shortcomings, despite getting criticism from lecturers, lecturer still gives act in the form of appreciation. Unfortunately, the learning process was hampered by waiting. Lecturer waited for the presence of students to join the class session. After all the students joined, the lecturer gave an assignment action regarding making a video presentation with a maximum duration of a minute.

Meanwhile, in the content structure contains presenting material, command, evaluating, and offer question. Presenting material was delivered by providing an explanation of the articles given. However, there were a few obstacles in delivering the explanation. This obstacle was a little disturbing to the confusion that emerged from the audio of one of the students which was realized with an action command. This act instructs students to follow what is instructed by the lecturer. After the explanation regarding the material, the lecturer continued the action in evaluating. Evaluating is providing an assessment of the analysis carried out on student assignments. After all the material has been submitted, the lecturer took an offer question. Then Students use this offer question to respond to what is still confused in the material being explained. But in this action, not many students took the initiative to ask questions. It was only 2-3 students responded with questions marked "Me me. Sir, how did you know that is the journal is literary study?" The question is answered clearly and in detail by the lecturer by providing a point of view on what has been learned.

The closing structure is implemented by giving information, proof of attendance, give regards, and greeting. Giving information was by giving the statement "*Setelah ini saya sampaikan melalui WhatsApp group*". Then the lecturer continued to ask proof of attendance as evidence of the attendance of the 39 students who joined. The rest, the lecturer gave regards to the students "Thank you very much for your attendance" as a thank you and ended with greeting and greeting from the students. To see a complete example script; it can be seen in the attachment A1 unit of analysis of classroom session 4.

Pattern I:P-C:PM-CI:C in table 5 is different from previous pattern. Introduction structure consists act sequences such as pre-announcement, prayer, ice breaking, demanding, confirmation, confirmation, request, making of arrangement, setting goal, offer question, phatic communion, and request. The pre-announcement is an initial information statement about the classroom session marked by the utterance "We'll try to do just like a half an hour meeting today". Then the lecturer gave an act of prayer as the best hope in the midst of a pandemic. To start the beginning of the learning process, the lecturer performed an ice breaking action with an utterance "Thumbs up" to encourage him. Demanding act was done by the lecturer, but not one student responded to the question. To check whether the displayed powerpoints appear or not, the lecturer asked confirmation as a form of lecturer asking. However, in the learning process, students gave a request for a statement to give permission to students who were waiting in the waiting room to join the class session. After all the students joined, the lecturer gave an act of making arrangements for the next meeting to join immediately without giving admission which was marked by the utterance "So I don't have to keep letting everybody in". Before entering into the material explanation, the lecturer took goal setting act in the description of learning objectives for the course being implemented. To make the class atmosphere fluid, the lecturer gave phatic communion. Unfortunately there are no students who provide feedback. Then, one of the students asked for an action request to ask in return for giving back answers to the things in question.

Meanwhile, in the content structure contains presenting material. Presenting material was delivered with the utterance of "I'm going to share what we're looking at here with the PowerPoint". This act was to explain more the material delivered at that meeting. Furthermore, the closing structure was done with confirmation, making of arrangement, and give regards. However, this action did not reap a response from students. After that, the lecturer continued with the making of arrangements on the material to be explained in the next meeting which was marked by "We'll really get into how Napoleon makes other countries upset by taking them over". At the end of the learning session, the lecturer only closed it by greeting "A great day, be safe" as a prayer. To see a complete example script; it can be seen in the attachment A1 unit of analysis of classroom session 5.

In general, the interaction between lecturers and students is not balanced. In fact, this was found from five different patterns, lecturers were too dominant in classroom sessions during the *Covid-19* pandemic. Most of the lecturers do not have a strong relationship in forming active and interactive students. Therefore, most of the lecturers chose to give instructions several times to attract students' attention. The existence of this pattern can help to make lesson planning that is appropriate in the situation of online or emergency classroom learning as it is today.

Hamzah (2019), Keumala et al., (2020), & Imtihani (2011) are in line with the results of this study. Hamzah found that each structural element of the opening, body, and closing consists of activities, actions, or markers, while Keumala & Samad's research shows that the complete structure with 6 steps in macro-phases is based on RPP. Contrary to the findings of several studies that explored classrooms, including Rustandi & Mubarak (2017), Saswati (2018), Ginarsih et al., (2013), which responded to the sequence of students to engage with teaching the IRF pattern.

Conclusion

The results show that typical discourse structure of classroom session is IC-CI (Introduction-Content-Closing), while this has five variations such as I: GC-QA-CI: F (Introduction: Greeting-Content: Question and answer-Closing: Farewell) , I: CC: PM-CI: OF (Introduction-Content: Presenting Material-Closing: Offer Question), I: GC: P-CI: OF (Introduction: Greeting-Content: Practicing-Closing: Offer Question), I: GC: PM-CI: GI (Introduction: Greeting-Content: Presenting Material-CI: Giving Information, I: PC: PM-CI: C (Introduction: Pre-announcement-Content: Presenting Material-Closing: Confirmation).

The implications of the above conclusions provide an overview of the pattern of classroom sessions during *Covid-19* pandemic. In addition, discourse structure of classroom sessions during *Covid-19* pandemic is important to learn, because it can be used as a benchmark for learning patterns to form an effective system to be prepared in other situations that are almost the same as current conditions as a discourse structure to present several sequences of teacher and student acts in integrated online classroom session learning process.

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