

# LANGUAGE FUNCTION IN THE CLASSROOM: A CLASSROOM DISCOURSE ANALYSIS

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## LANGUAGE FUNCTION IN THE CLASSROOM: A CLASSROOM DISCOURSE ANALYSIS

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### ABSTRACT

This article is aimed at revealing how the teachers and students function language in classroom interaction. The theory applied in the research is classroom speech acts that proposed by Sinclair and Coulthard and developed by Nababan. The setting of research is the classroom interaction at the English Department of the State University of Gorontalo. The participants are the teachers who were teaching in the classroom and the students who were participating in the classroom interaction. The research shows that both the teacher and students performed directive, elicitation, informative. The acts performed the teachers only were checking and empowerment. The other phenomenon of classroom speech act that is not discussed by Sinclair and Coulthard and Nababan's theory is re-elicitation, that a participant repeated the elicitation in various words.

**KEYWORDS:** Classroom Speech acts, Interaction, Directive, Elicitation, Re-elicitation, Checking, Empowering.

### INTRODUCTION

The functions of language in classroom interaction are very important. The classroom activities are conducted through language. Language is a tool of communication and it has important role and function in classroom communication. The language usage for communication is also as pedagogical function and instructional function for teaching and learning process. Walsh (2006) says that classroom language is unique in the sense that it is aimed at achieving the learning target. Therefore, in classroom language meaning and message are the same thing. In other words, the teacher should pay attention to the meaning and the message to be inferred by the learners. This leads us to the question "How do the teachers and students function the language during the classroom interaction?"

The following articles show the importance of language function in classroom interaction. They show that the teachers' use language for various functions. The first one is that written by Zamzani (2019). Zamzani had conducted a research at SMK 1 (State Vocational School) Klaten. He found that the teacher functioned language to manage the learning activity. he activated language to manage classroom activity by functioning language a mean of speech acts performing.

The second article is the research report by Donald (2020) entitled Learners Initiatives in the EFL Classroom: a Public/Private Phenomenon published on *ELT Journal*. The research was conducted in

Taiwan school. He found the teacher was less optimal in functioning language as the mean of classroom interaction to support learning activity. This led to a condition by which the learners were not involved optimally in communication; the class was dominated by the teachers in the sense that the learned was less involved in discourse.

The third<sup>16</sup> research was that conducted by Barbieri (2013). This research was published as an article entitled *Involvement in University Classroom Discourse: Register Variation and Interactivity*. Barbieri found that there were two features affected the success of learning in classroom. First, the non-linguistic features such as class size, course level, and disciplinary domain. The second is linguistic aspect, such as minimal response, personal pronouns, the third finding of this research is some involvement, i.e. non-linguistic feature such as stance, i.e. discourse markers such as minimal response, personal pronouns, and adverb. According to this research discourse markers play important role in intensifying the interactivity in American university classroom.

The fourth research is that conducted by Peng (2020) and published as an article entitled *Teacher Interaction Strategies and Situated Willingness<sup>2</sup> to Communicate*. The context of research was Chinese school. The research was aimed at revealing the teacher interaction strategy in the whole-class IRF-patterned interaction to sustain students' Willingness to Communicate<sup>7</sup> (WTC). The research findings suggested that the teachers should<sup>7</sup> optimize in functioning language to trigger the students to think critically. Functioning language to trigger the students to think critically, the teacher initiated the dialogue by asking question, inviting them to interact, and giving them waiting time. The other finding is the teacher functioned language to control the class' activities through speech acts.

The fifth research is conducted by Isler, et al (2019). The research<sup>15</sup> was published in the journal of "Learning, Culture, and Social Interaction." The article was entitled *The Interactional Management of Learner Initiatives in Social Studies Classroom Discourse*. It was focused on how the learners' initiative in social classroom discourse was managed interactionally. The teacher managed and facilitated the students' initiatives by functioning the language to shape the learners' contribution through reformulation and counter questioning.

All of the researches above show the importance of language function in classroom interaction to succeed the learning activity. The above researches show that teacher was key person who function language. They performed classroom speech acts to facilitate the students to learn.

Being inspired by the articles, we wrote this article to discuss how the teachers at the English Department of State University of Gorontalo function language to manage and facilitate the students' learning activities during the classroom interaction.

The research found that teacher manages the learners' initiative during classroom interaction. Realizing the learners' initiative play important role in ensuring the learner's participation, teacher

encourages it by managing and facilitating the learner's initiative. It is a challenging effort that the teacher did by expanding the learner's initiative and shaping the learners' contribution through reformulation and counter questioning.

## THE LITERATURE REVIEW

### The Classroom Language Functions

To discuss classroom language is to deal with discourse analysis. Therefore, the first question to be answered regarding to the functions of language is, what is <sup>23</sup>discourse analysis? To answer the question, we refer to Stubb (1987) that discourse analysis is mainly the linguistic analysis of natural occurring of connected spoken or written language.

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The key words are *natural occurring*. It means that discourse analysis is the analysis of language occurring in natural setting. In other words, it is the study of how language is used in certain context. Context means the natural setting in which language is used. Therefore, it is beyond the grammatical structure since it involved the non-linguistic factor that is the setting.

In connection with social interaction, furthermore Stubb says that discourse analysis deals with interaction or dialogue. Therefore, we stress the word *interaction*. Language, as Brown & Yule (1996) say, has two functions. The first is transactional function. The second is interactional function. In the first function language is used for communication purpose, i.e. it is used to transfer message. However, the functions cannot be separated. A transaction cannot be done successfully without interaction. In classroom activities, for instance, language functions as the transaction mean. However, in reality, when doing the transaction, the teachers and students are involved in interaction through language. In other words, in a discourse, language functions both transaction and interaction.

A language philosopher, Austin, and his follower, Searle (Grundy, 2000) say that language functions as the speaker's act. So, when speaking a speaker is actually performed an act. For example, an authorized person in a naming ceremonial say, "I hereby name this ship Queen Elizabeth." After that act, the ship has the name *Queen Elizabeth*." According to Austin, in connecting with the act, an utterance is distinguished in three terms, i.e. locution, illocution, and perlocution. Locution is the actual utterance, illocution is the intended act performed by the speaker, and perlocution is the result of the illocution. Searle developed Austin's idea in terms illocutionary acts. He observed that illocutionary acts are assertive, directive, commissive, expressive, and declaration.

Hymes (in Stubb, 1987) says that there are seven functions of language. They are:

1. Expressive/emotive
2. Directive/conative/persuasive
3. Poetic
4. Contact (physical or psychological)

5. Metalinguistic
6. Referential
7. Contextual/situational

However, the functions above are the functions of language in general. The language of classroom is unique in the sense that it is used for classroom activities that is different from

Sinclair and Coulthard proposed a classroom speech acts theory that developed by Nababan (In Nababan, 1992). They said that the classroom acts of the interactants consists of:

- a. Marker, it is a initiation move (framing move).
- b. Starter, it functions to inform something or to get attention. It may in the form of statement, question, or order.
- c. Elicitation. This is an act of asking for information.
- d. Checking. This an act of checking the progress of the students' work or asking their problem in doing a task.
- e. Directive. It is an act of directing someone to do something, e.d. go, do it, etc.
- f. Informative act. This is an act of giving information, eg. "Our topic now is..."
- g. Prompt. It is act of empowering the directive act, eg. "Come on."
- h. Clueing. This is an act of giving clue to help the students to answer the teacher's question, e.g. "The person is an...."

### **Interactional and Transactional Functions of Language**

Brown and Yule (1996) discuss the interactional and transactional functions of language. Interactional function of language refers to function of language in maintaining social relationship. Metaphorically, McCarthy (1991) says that it is a lubrication of the social wheels. Transactional refers to the function of language in getting the business done, such as sending message, instructing, asking, etc. However, in reality, the distinction between these functions are often blurred McCarthy (1991). The functions often run together. It is often that transaction works successfully when the interaction succeeds.

In classroom discourse analysis, the two functions are not separable. As McCarthy says, the distinction between the two functions is often blurred. It is found in the classroom activities; the aim of the use of language is classroom in to get the students learn. Therefore, the language functions the mean of transaction. However, as discussed previously, transaction cannot be done successfully without good interaction. As Walsh (2006) says that classroom is social context. Therefore, there must be transaction within classroom.

To conclude this session, we do like to say that transaction cannot be successful without interaction. Therefore, to succeed the transaction, the teacher must build good interaction in the classroom.

### **Classroom Interaction**



Interaction might be defined as a phenomenon in which a person acts and the other reacts. The action and the reaction are verbal. (Thomas, 1987). In classroom interaction it is a phenomenon where the teacher acts through methodological device and the class reacts in order to give feedback to the teacher. The classroom interaction is called pedagogical interaction that is interaction conducted for the educational purpose.

Therefore, it can be concluded that interaction is a situation where there are person who acts and the other who reacts. There are two kinds of interaction, i.e. verbal interaction and pedagogical interaction. Pedagogical interaction is actually also a verbal since it is conducted through discourse, but it is an interaction in educational process.

As mentioned previously, the question to answer is “How do the teachers and students function in language during the classroom interaction?” This question is based on the assumption that both the teachers and students function language during the classroom interaction.

For this purpose, the writers conducted a research in classroom interaction at the English Department of the State University of Gorontalo. The research was focused on how the teachers and students functioned language during classroom interaction.

## RESEARCH METHODS

This research used qualitative research approach. The research was focused on the process of the use of language in the classroom interaction. It was aimed at finding the meaning hidden in the phenomena of the language use in the classroom interaction.

The data was obtained by recording. We recorded the teachers and students' voice during the classroom interaction. The data collected then was transcript and then it was analyzed. The data collected were: (1) the lecturers' utterances, students' utterances, and the classroom situation during the interaction.

In analyzing the data we applied the discourse principle proposed by Brown and Yule (1996) as follow:

1. Local interpretation that is the principle that instructs the analysts not construct the context larger than needed to arrive at an interpretation.
2. Analogy, i.e. activating the knowledge or the past experience to interpret the content of discourse.

Since this is a discourse analysis, that is the study of language use in context, we did the contextualization that is contextualization is the process by means of speakers relates what is said in an interaction to the context of the background knowledge of presupposed. It is beyond the decodification of lexical referential meaning. (Luzio, 2013).

In doing the contextualization, we refer to the context discussed by Hymes (Hymes & Gumperz, 1972). Hymes formulated the context in the acronym SPEAKING that stands for the following:

**S** stands for setting and scenery. Setting refers to the time and place as the physical context of the utterance. Scenery refers to the situation in which the communication takes place.

**P** stands for the participants, i.e. the persons who are participating in a communication.

**E** stands for ends, i.e. the expected goal of the communication

**A** stands for act sequence, i.e. the actual form and what is said. It is the precise words used, how they are used, and the relationship between the words and the topic.

**K** stands for key, i.e. the tone or spirit in which the message is encoded; light hearted, sadness, anger, etc.

**I** stands for instrumentalities, i.e. the channel being used: oral or written text, dialect, language, code.

**N** stands for norms, i.e. the norms of certain behavior attached to the interaction, it may be gaze, loudness, silence, etc.

**G** stands for genre, i.e. what genre or type of utterance applied in the communication, it may be a speech, sermon, poem, dialogue, etc.

## FINDINGS AND DISCUSSION

This research found that both teachers and students functioned language in classroom interaction to perform classroom speech acts Sinclair and Coulthard developed by Nababan. In terms of this theory, the teacher performed the directive, informative, checking, elicitation, and empowering. However, this research found that there was a classroom speech act that is not discussed by Sinclair and Coulthard, i.e. re-elicitation. The other speech act was the illocutionary act beyond Sinclair and Coulthard's theory performed by the teacher; it should be analyzed according to Austin and Searle's illocutionary act theory, i.e. expressive.

### Directive

#### 1. The teacher's directive act

Directive acts were performed by the teacher to direct the students to do something. The following is the sample data of the directive acts performed by the teacher:

**L: (1) Ok. others find topic from a text from a list and... I just wanna read it. (2) Well class, I have a book the title is basic reading and the book is here to discuss about, how you can figure out or identify a topic but I just print this one perhaps you can copy that one.**

Students: yes mam

S: yes

(A.K/2018)

The setting of above dialogue was the class of Reading for General Communication. The participants are the teacher and the students who were discussing the activities related to the subject, i.e. the doing practice of identifying the main idea of a paragraph. The discussion was in the happy situation.

The directive act performed by the teacher by producing the utterance 1, **Ok. others find topic from a text from a list..** She directed the students to find the topic of a text. In utterance 2 **Well class, I have a book the title is basic reading and the book is here to discuss about, how you can figure out or identify a topic but I just print this one perhaps you can copy that one** she directed them to copy a text that is to be read and discussed in the class.

The other sample of the teacher's directive speech acts in the classroom interaction was taken from the class of Speaking for General Communication, as follows:

**Lecturer: (1) so they have any idea about that? (2) so actually, you have to choose or you have to recognize your own talent. (3) Ok. I really hope that you have any talent in yourself. (4) Any?**  
(A.K/2018)

The setting of the utterance was the class of Speaking for General Communication. The participants were the teacher and the students. The topic was the final project. The students were assigned to make a video clip as the final project. They were discussing the content of the video. The teacher wished that the video was about the students' talents. In the above speech, as indicated by the utterance 2, the teacher directed the students to recognize and choose their talents to be contained in the video.

The other directive acts was found in the following data sample:

**Lecturer: (1) you know what. (2) If you upload video that is too long the audience will boring. (3) Just make them curios. (4) You don't have to (pause) ..... therefore, should be 3 or 4. (5) Three to four (pause). ..... singing, chef that's okay. (5) Then tell me.**

The setting of the utterance was the class of Speaking for General Communication. The participants were a teacher and some students. The speaker was the teacher. The listeners were the students.

The directive act was in the fourth utterance, it directed the students not to make a video with a too long duration. However, it is uttered in incomplete sentence. By applying the local interpretation we can interpret it. First, the setting, as discussed previously, was the class of Speaking for General Communication. The topic was the final project; the students were assigned to make a video clip. At the current time they were discussing the video duration. Therefore, the teacher was directing the student to make the duration not too long. It should be in three or four minutes.



## 2. The students' directive act

In the class of Speaking for General Communication it found that a student performed a directive classroom speech act. She directed the class to speak English. It is clear in the following sample data:

**Student 20: (6) ..... observe**

**Student 21: (7) eee ta so bilang di group eee**

**Student 22: (8) English please**

(A.K/2018)

The student 22 seemed to direct the class to speak English by saying **English, please**, when the students tended to Speak Indonesian Language.

## Elicitation

### 1. The Teacher's Elicitation

Elicitation, as being discussed previously, is the act of asking question to get information. In this research it is found that both the teachers and students performed elicitation. The teachers elicited when s/he asked information from the students. The students elicited when they need the teacher's guidance in to do the project as in the class of Speaking for General Communication, and when they did not understand the teacher's instruction. The following data sample is the teacher's elicitation:

**L: (1) well start from you at the back here, so the number 1 is A B C D E F G or H**

Students5: D

**L: (2) why you choose D**

Students 5: because number 1 think the text about the people speaking in

The setting of the dialogue was the class of Reading for General Communication. The participants are the teacher and some students. They were discussing the main idea of the paragraph they had read. The teacher directed the student sitting in the back to answer the question regarding to the main topic. The student had to match the question to the alternative answers labeled alphabetically. One of the students chose the answer labeled D. The teacher elicited him the reason for choosing it,

### 2. The Students' Elicitation

The students elicited when asking the teacher's explanation that they did not understand and, in class discussion, asking the presenters' the thing they did not understand. it is clear in the following data sample:

**Student 14: (1) can i cheat from the internet text**

Lecturer: the text? could be. But it's better if you compose them by your own. For example, you need to report

The setting of the above utterance was the class of Speaking for General Communication. The participants were a teacher and one of students who were enrolling the class. The topic was the making of the video as the final project of the class. Therefore, the goal was that the students expected to get information from the teacher whether he can cheat (copy) from internet to be the content of his video.

### Informative

Informative was the speech act performed to inform something to the listener. In the classroom it was performed by both the teachers and the student.

#### 1. The teacher's informative act

The teacher informed something to the students. Therefore, it was aimed at letting the students about something considerably important. It is clear in the following data sample:

**Lecturer: (1) you know what. (2) If you upload video that is too long the audience will be boring. (3) Just make them curios. (4) You don't have to (pause) ..... therefore, should be 3 or 4. (5) Three to four (pause). ..... singing, chef that's okay. (5) Then tell me.**

Student 29: that's my ..... favorite.

(A.K/2018)

The teacher performed her informative act by uttering her second utterance informed that if the too long video will be boring. The implied information is that the students' video should not be too long to interest people. The informative act was initiated by uttering the first utterance, "**you know what.**" that functions to draw the students' attention to very important information mentioned in the second utterance in the data sample.

#### 2. The students' informative act

The students performed the informative act when responding to the teacher's elicitation. In other words, they performed this act to answer the teachers' questions in class room activities. It is clear in the following data sample:

L: okay tourism and business are the most important business, okay everything about business that related to \_\_ or perhaps someone said income so that's related to economy, well the \_\_ number 5 please

L: hobbies and sports

**Students9: (1) I choose D**

L: why you choose D?

**Students9: (2) because people like to swim and dive**

L: swim and it can be sport and also it can be hobbies

The setting of the utterance was the class of Reading for General Communication<sup>3</sup>. The participants were a teacher and some students enrolling the class. They were discussing the main idea of a paragraph of a text they were reading for the exercise. The topic of the dialogue was the the students' answer the question about the main idea. The students were assigned to match the question the correct alternative answers labeled alphabetically.

The student 9 in the utterance one informed his answer in responding to the teacher's direction to answer the question five. He informed that he chose the answer labeled D. in the utterance 2 he informed the reason for choosing D to respond the teacher's elicitation his reason for choosing D.

### **Checking**

#### **1. The teachers' checking**

Checking is always performed by the teachers. Checking refers to the act of checking whether the students understood or finished certain assignment in a classroom activity. The following data shows how the teacher performed this act:

(A.K/2018)

**L: (1) finish?**

Students: finish!

**L: (2) oke, finish?**

S: yes

The setting of the utterance was the class of Reading for General Communication. The participants were a teacher and some students. They were reading a test and the students were assigned to find the main topic of a paragraph. The conversation was aimed at providing the students with the practical knowledge of grasping the main idea.

The teacher, in her first utterance, checked whether the students had finished reading and doing the exercise. The checking was responded by the entire students in they utterance, "Yes". The teacher then repeated it different utterance (re-checked) "Okay, finished?)

As discussed previously, checking is performed by the teacher to check whether the students had finished an assignment or they understood a matter being explained by the teacher. Therefore, it is never performed by the students in a classroom interaction. Hence, no checking performed by the students found in this research.

### **E. Empowering**

Empowering refers to the act of empowering the students for their good idea or when they answer the teacher's question well, as indicated by the following data sample:

#### **L: (1) why you choose D**

Student 5: because number 1 think the text about the people speaking in

#### **L: (2) so, in the text or the sentences discuss about people dare speak English or environment so you choose language it's the topic or the main idea**

S: yaa

(A.K/2018)

The setting was the class of Reading for General Communication. The participants were a teacher and some students who were enrolling the class. They were discussing the main idea of a paragraph of a text they reading. The topic was the correct answer for the exercise the student had done. First, in the utterance one the teacher elicited the student 5 the reason for choosing D. The student replied by informing the reason. Then the teacher empowered the student by confirming his answer.

Just like the checking act, empowerment is just performed by the teachers. Therefore, there is no data of the empowerment performed by the students.

### **Re- Elicitation**

Re-elicitation is the phenomenon found in this research. This type of classroom speech act is not discussed by Sinclair and Coulthard and Nababan, but it found in class of the Introduction to Education. Re-elicitation is the elicitation repeated several times by the participants in the classroom interaction conducted in the class discussion. The following data sample was taken from the class of Pengantar Pendidikan (the Introduction to Education):

Lecturer: (1) pemerintah itukan ada yang pusat ada yang daerah baru ini ya jadi, jadi kalo maksudnya si sapa dulu? (2) putri punya maksud pemerintah itu tidak hanya mengurus satu aspek saja, bukan hanya pendidikan saja ada beberapa aspek didalamnya, yang saya pemaksud mungkin ini yah peran pemerintah yang dikaitkan dengan peran keluarga tentang pendidikan peran pemerintah dalam pendidikan. (3) Pemerintah sangat berperan dalam bidang pendidikan yakan? (4) Kalo tanpa pemerintah, tanpa ada pemerintah kan pemerintah yang membuat aturan , otomatis kita kayak berjalan tidak beraturan tanpa arah tanpa nakodah. (5) Yah jadi itu sangat jelas kalau dia ada peran tapi kenapa dia terbatas? (6) Mmm coba kalau dimaksud terbatas itu bagaimana? (7) Ada tidak lapangan yang kelihatan terbatas itu? (8) terbatas bagaimana maksudnya, melihat pemerintah terbatas itu.

(A.K/2018)

The setting of the data was the class of The Introduction to Education. The participants were the a teacher and some students. The goal of the discussion was to provide the students with basic knowledge of education. The topic was the government role in education. The channel was the Indonesian language because the activity was aimed at providing the students with conceptual knowledge, therefore knowledge in stressed more than the linguistic skill of English.

The re-elicitation was found in the eighth utterance. And then she re-elicited it her eighth utterance. Both of the utterances elicited the same things, i.e. the reason for the presenters' statement that the government's role is limited. The sixth utterance said **Mmm coba kalau dimaksud terbatas itu bagaimana? (Hm, what is meant by the limited?)** And **"terbatas bagaimana maksudnya, melihat pemerintah terbatas itu. (What do you mean by limited, seeing that the government is limited).**

The re-elicitation occurs because the speaker considered it is an important point. She considered that the presenters should explained more elaborately and so the others have a better understanding about it. Through her previous speech in the same data sample, the teacher explained urgency of the government's educational role. And then the presenters came with a statement that the government's educational role. Since there was a contradiction between the fact talked by the teacher and the presenters' statement.

To conclude this, the writers would like to restate that re-elicitation occurs when the teacher as the speaker considered that there is a statement that needs to discuss more elaborately. The speaker asked the same question in various words in order that the presenter as the interlocutors to explain it elaborately.

## DISCUSSION

The above analysis indicates that both the teachers and the students, in classroom interaction, functioned language to perform classroom speech acts. The classroom speech acts, i.e. directives, elicitation, re-elicitation, informative, checking, and empowerment.

In directives, the speakers directed the listeners as the interlocutors to do something. In the context of classroom interaction, it is aimed at the students to perform an act relevant to the subject being studied. The sample data from the class of Reading for General Communication, the directives were performed by the teacher to direct the students to read the text, finding the main idea of a paragraph. Directives are very urgent since it is the guidance for the students to do an activity. Therefore, it is found in every class.

In elicitation, the teacher elicited the students about their works. The data sample taken from the class of Reading for General Communication the teacher elicited the student's reason for choosing the alternative answer regarding to question about the main idea of a paragraph. The teacher asked the information-question which needs the explanation, not the yes-no question. This type of needs the



critical thinking ability. In this sense, Rymes (2008) insists that the teacher needs to formulate the question that is able to trigger the student to think. It is not the question to test the students' memory but to train the students to think.

In the case that the teacher needs to stress that certain question is highly considered important, the teacher should perform a re-elicitation, i.e. re-question the same question in various words. As can be seen in the class of The Introduction to Education, the teacher re-elicited the presenters 'reason for stating that the government's educational role is very limited. Or, when the students did not answer well the teacher's elicitation, the teacher may perform this classroom speech act.

The teacher also needs to perform the informative act when s/he needs to inform something important to the students. Information should be given to the students when they need to know something contained in the utterance. This was found in the settings of this research.

To conclude this session, the teacher should functioned the language in classroom interaction. One of the language function in classroom interaction was a mean of classroom speech act. The teacher performed the speech acts according to the goal of the learning process.

### **Pedagogical Implications**

There are some pedagogical implications regarding to this research. First, the teacher should function the language to trigger the students to think critically and to express the thought freely. This is in line with Walsh's (2002) statement that the teacher, through discourse, should facilitate the students to discuss freely. In terms of classroom speech acts, the teacher needs to perform the speech acts that facilitate the students to do the learning.

In terms of critical thinking ability, the teacher should elicit the thing that is able to trigger the students to think critically. Such questions elicited in the class of Reading for General Communication is the good example. In this sense, Peng (2020) says that the teachers should, through discourse, trigger the student to think critically. For this purpose, the teacher should choose the proper question that matches the level of the students.

In the situation where the teacher needs to empathize on the importance of certain information, s/he re-elicits it. S/he may elicit it again. By this method the students are expected to understand its importance. Or, when the students do not seem to answer a question well, the teachers need to re-elicite the question and so the students may answer it well. Consequently, when the other acts are not understood by the students, the teacher may repeat it in various words, e.g. when a directive is understood the teacher may perform a re-directive act. The similar may happen to the other speech acts.

The other pedagogical implication is that the teachers need to perform the empowering act. Empowering the students is a must since it can motivate them to learn. In other words, the teacher needs to function language to trigger the students' motivation to learn.

The last implication, the teacher should function the language to involve the students in the classroom interaction. Making this a success, s/he must optimally use language to involve the students in conversation. The teacher should utter the utterances that are able to trigger the students to think and to speak freely.

To conclude this session, we do like to emphasize that the teacher should optimally function the language to support the learning process. S/he must create positive interaction by creating positive discourse. Positive discourse is the use of language that can trigger the students' spirit of learning. This can be obtained by performing classroom speech act according to the goal of learning.

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

1. In the classroom interaction, both the teachers and students functioned language to perform the classroom interaction according to the goal of learning.
2. The classroom speech acts performed in the classroom interaction were directives, elicitation, formative, checking, and empowerment.
3. When the students did not answer the teacher's question well, the teacher performed a re-elicitation, i.e. repeating the elicitation in various utterances with various linguistic forms.

### Suggestions

1. The research result leads us to the pedagogical implications discussed in a session of this article. It is suggested that the teachers implement the implication to create the classroom interaction in which the students can learn better.
2. It is suggested that there will be a research on some other aspects of discourse analysis on classroom interaction.

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