

DISCOURSE ANALYSIS ON CLASSROOM INTERACTION

DISSERTATION

**Submitted in Partial Fulfillment of the requirement for
the Doctor Degree in Applied Linguistics**

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2021

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APPROVAL SHEET

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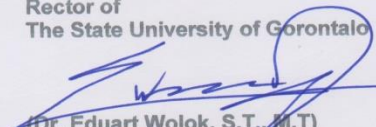
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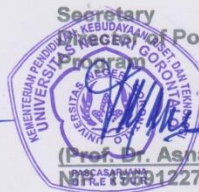
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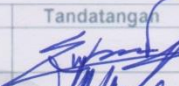
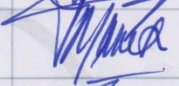
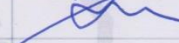
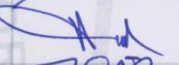
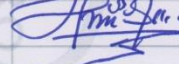

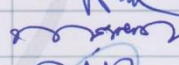



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ACKNOWLEDGMENTS

Firstly, I do express my deep gratitude to Allah, the Almighty God for the strength that He has given to me to finish this work. Secondly, I do thank the team of promoters that consists of Prof. DR. Kartir Lihawa, M.Pd., DR. Syarifuddin Achmad, M.Pd., and Prof. Dr. Hasanuddin Fatsah, M. Hum.

My appreciation also goes to the Board of Examiners that consists of Dr. Edward Wolok, M.T, Dr. Ir. Hasyim, M.Si, Prof. Dr. Asna Aneta, M.Si., Prof. Dr. Hamzah B. Uno, M.Pd, Prof. Dr. Kartir Lihawa, M.Pd., Dr. Syarifuddin Ahmad, M.Pd., Prof. Dr. Hasanuddin Fatsah, M.Hum., Prof. Dr. Moon Hidayati Otoluwa, M.Hum., Prof. Dr. Karmin Baruadi, M.Hum., and Prof. Dr. Faturrahman, M.Hum.

I also address my appreciation to Prof. Haris Panai, Prof. Moon Hidayati Otoluwa, and Prof. Sarson Pomalato, as the former directors of the Postgraduate Program, the State University of Gorontalo for the excellent opportunity and assistance they have given to me to study in this program. My next appreciation goes to the current director of the Postgraduate Program of State University of Gorontalo, Prof. DR. Asna Aneta, and all of her deputies for the assistance that enables me to finish my study. The same appreciation is also addressed to the head of Doctoral Program Majoring in Applied Linguistics, Postgraduate Program of the State University of Gorontalo, Prof. Dr. Hasanuddin Fatsah, M.Hum for the assistance during the

completion of this dissertation. The same appreciation also goes to the former heads of this program, Dr. Fatmah Umar, M.Hum, and Prof. DR Kartin Lihawa, M.Pd for the assistance during their leadership period. I also address my appreciation to all of the lectures and administration staff of the Postgraduate Program of State University of Gorontalo, whose names cannot be mentioned one by one, for the contributions toward the completion of my study.

I also address my appreciation to the rector of the State University of Gorontalo Dr. Edward Wolok, M.T, and all of his deputies for the chance to complete my study. The appreciation also goes to the former rector of the same university, Prof. DR. Syamsu Qamar Badu, M.Pd., and all of the former deputies of rector for the facility to study during his leadership period.

Special gratitude is addressed to my beloved mother, the late Rohana Katili Yusuf, and my beloved father the late Abu Katili for encouraging me until the day they passed away. May you rest in peace.

I also address a special appreciation to my better half, Yanti Hubu for the motivation to finish my study. I also thank all of my relatives for their spiritual support to me during the completion of my study and work.

Finally, I wish this work could be of any use for everyone who likes to read it.

ABSTRAK

Adriansyah A. Katili. Analisis Wacana dalam Interaksi Kelas (dibimbing oleh Prof. Dr. Kartini Lihawa, M. Pd., DR. Syarifuddin Ahmad, M.Pd., and Prof. DR. Hasanuddin Fatsah, M.Hum.

Ini adalah penelitian tentang wacana dalam interaksi kelas. Penelitian difokuskan pada sifat wacana dalam interaksi kelas, sifat alih tutur dalam interaksi kelas, dan bagaimana wacana mempengaruhi interaksi kelas. Tujuan penelitian ini adalah untuk menemukan sifat wacana dalam interaksi kelas, sifat alih tutur dalam interaksi kelas, dan pengaruh wacana dalam interaksi kelas terhadap proses pembelajaran. Penelitian ini dilaksanakan di kelas-kelas dalam Jurusan S1 Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. Analisis wacana dalam interaksi kelas ini menerapkan teori yang dikemukakan oleh Sinclair dan Coulthard yang kemudian dikembangkan oleh Nababan, dan teori tentang wacana dan interaksi kelas yang dikemukakan oleh Rymes, dan Taksonomi Bloom dan hipotesis Krashen terhadap pengaruh terhadap pembelajaran. Dari sudut pandang teori Sinclair dan Coulthard, ditemukan bahwa gerakan dan tindakan yang paling banyak dilaksanakan dosen adalah direktif, elisitasi, dan re-elisitasi. Dari sudut pandang teori Rymes ditemukan bahwa konteks sosial, konteks ruang kelas, dan individual agency saling mempengaruhi. Penulis juga menemukan bahwa ada kondisi di mana dosen mengadakan tindak tutur ekesoresif yang hanya bisa dianalisis dengan teori tindak tutur Austin dan Searle. Mengenai pengaruh wacana kelas terhadap pembelajaran, ditemukan bahwa dari sudut pandang taksonomi Bloom, pertanyaan dosen berkisar pada mengingat (C1), menerapkan (C3), dan menganalisis (4). Berdasarkan taksonomi Bloom ini, penulis menganalisis pembelajaran dengan menerapkan hipotesis input oleh Krashen. Hipotesis menyatakan bahwa bila input dipahami maka pesan dipahami. Dosen memberikan input yang dapat dipahami sehingga mahasiswa memahami pesan.

Kata Kunci: Wacana, Interaksi Kelas, Classroom Speech Acts, Taksonomi Bloom, Hipotesis Input.

ABSTRACT

Adriansyah A. Katili. Discourse Analysis in Classroom Interaction (supervised by Prof. Dr. Kartin Lihawa, M. Pd., DR. Syarifuddin Ahmad, M.Pd., and Prof. DR. Hasanuddin Fatsah, M.Hum.

This is the study of discourse in class interaction. The research focused on the nature of discourse in class interaction, the nature of turn-taking in class interaction, and how discourse affects class interaction. The purpose of this research is to find out the nature of discourse in class interaction, the nature of speech acts in class interaction, and the influence of discourse in class interaction on the learning process. This research was conducted in classes in the English Department, Faculty of Letters and Culture, State University of Gorontalo. This discourse analysis on classroom interaction applies the theory proposed by Sinclair and Coulthard which was later developed by Nababan, and the theory of discourse and classroom interaction proposed by Rymes, and Bloom's Taxonomy and Krashen's hypothesis on the effect on learning. From the point of view of Sinclair and Coulthard's theory, it was found that the movements and actions that were mostly carried out by lecturers were directives, elicitation, and re-elicitation. From the perspective of Rymes' theory, it is found that social context, classroom context, and individual agency influence each other. The author also finds that there are conditions in which the lecturer performs exorbitant speech acts which can only be analyzed by Austin and Searle's speech act theory. Regarding the effect of classroom discourse on learning, it was found that from the point of view of Bloom's taxonomy, the lecturers' questions revolved around remembering (C1), applying (C3), and analyzing (4). Based on Bloom's taxonomy, the author analyzes learning by applying the input hypothesis by Krashen. The hypothesis states that if the input is understood then the message is understood. The lecturers provided input that can be understood so that students understand the message.

Key Words: Discourse, Classroom Interaction, Classroom Speech Acts, Bloom's Taxonomy, Input Hypothesis

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CHAPTER I

INTRODUCTION

1.1 The Context of Research

The successfulness of Teaching English as a Foreign Language (TEFL) is minimally determined by two important parameters; those are how the effectiveness of discourse is represented and how the effectiveness of classroom interaction is built or created by the language educators or facilitators in the language teaching process. That's why, based on that argument, this research is focused on those two things in analyzing classroom discourse; which is recognized as a research focus.

The two focuses above take important roles that base this research analysis as well as to observe how the TEFL is being carried out at the English Department of the Faculty of Letters and Culture, of the State University of Gorontalo. In fact, that discourse analysis and classroom interaction is run simultaneously by the language educators or facilitators. Contextually, we do not deny that the classroom discourse and the classroom interaction analysis are not separated from one other, as this research focus, of course, they will take the same place and domain. This thought is strengthened by the reason and assumption that every interaction is

conducted through language as a means of communication and discourse analysis is a necessity.

So, it can be restated that the context or domain of this research is the English classroom at the English Department of the Faculty of Letters and Culture, State University of Gorontalo. Choosing this research context and domain is based on some reasons. Firstly, in this department, the language subjects taught are aimed at enabling the students to have the capability on theoretical and practical knowledge of English language, literature, and education. Therefore, the classroom interaction is expected to be conducted in English to enable the students to practice this language at least in the classroom activities. Meanwhile, the English department is part of a university located in Gorontalo, Indonesia. Secondly, most of the students are from Gorontalo and its surrounding, such as North Sulawesi, Central Sulawesi, Maluku, and South Sulawesi; so, the majority of them speak in the Indonesian Language as well, their mother tongue. Thirdly, the permanent lecturers are Indonesians and the native speaker lecturers are temporary based on their contract.

These phenomena lead the writer to create research questions of how the condition of teaching interaction and discourse the language educator is; and how the facilitator represent the discourse of language science teaching process; of course, the phenomena of the discourse, also, give colorful the classroom interaction. On the other hand, some subjects which are not

English matter, but they are considered as the important since, that strengthening the students' competence in English Teaching subjects, so, they should be taught in the English Department. Hence, this research also covers the interaction of those subjects, which were not conducted in the English Language.

To enrich references of this research, concerning this context, the writer read some books and articles which discuss similar things. One of the useful references is written by Rymes (2008). Rymes suggested that discourse analysis is a good way of understanding the phenomena of interaction within a classroom through discourse analysis.

The other expert, Thomas (1987) suggested that there are two important things in a learning process. The first one is the use of language that controls the classroom interaction, and the second one is the interaction that covers the method of teaching and learning process.

Therefore, it can be concluded that classroom activities involved two aspects, i.e. interaction and discourse. Interaction in a classroom activity involves either the teachers or lecturers interacting with students and vice versa. While discourse can be defined as the use of language in a context, in this research is the classroom context. In the interaction, the teacher encourages the students to be active in the learning process, while the students express their idea in responding to the teacher's utterances.

The classroom here refers to the classroom activities during the process of English language learning. To specify, it is the classroom activities at the English Department of the State University of Gorontalo. Therefore, this is a study of the nature of classroom interaction through discourse analysis at the English Department, Letters and Culture Faculty, State University of Gorontalo.

The students of the English Department of the State University of Gorontalo are not native speakers of English. Teaching English to the speakers of other languages or non-native speakers of English is, of course, different from teaching English to English native speakers. Non-native speakers of English need more change to expose themselves in English that they are learning as a second or foreign language as Gebhard (2000) suggests that interaction is a very important aspect in the class of TEFL. Since the teacher is the key person in classroom activity, s/he is to create interaction in which students can learn to expose themselves in English. Therefore, students are learning how to express their thoughts freely and infer their classmates' utterances.

This research was focused on discourse analysis during the interaction occurring in classroom activities. It is about how the classroom discourse affects classroom interaction. As Flanders says (in Evans, 1970) and Rymes (2008) that the classroom interaction consists of teacher's talk and students' talk that builds up discourse in the learning and teaching process.

In terms of attitude and motivation, the researcher's pre-observation shows that students' motivation and attitude are affected by the interaction. As shown by Rymes (2008) a teacher, as the classroom activities manager, plays important role in managing the interaction. S/he manages the interaction through language as the mean of interaction.

As the classroom manager, the teacher constructs the context through the talk-in-interaction concerning specific goals and unfolding the pedagogic goals of the lesson. This means that the discourse in classroom interaction is driven in line with the learning process to achieve the goals that have been determined in the syllabus.

Hence, it can be said that the teacher plays an important role. S/he plays an important role as the classroom manager to encourage the students to learn. In terms of speech act, s/he uses the appropriate linguistic form as the locution to perform an illocutionary act which results in expected perlocution. In this class of science, the subject being discussed is *gravity*. The teacher initiated the discussion by asking a question, "What is gravity?" He found that the students did not answer it. They kept silent until he changed the question to be "What will happen if you jump out of your bed?"

Rymes' discussion above implies that the form of locution affects the students' cognitive ability. The first question is more to call the students' memory, while the second question is a stimulus to think. This is in line with Walsh (2006) who suggests that teachers should modify his/her speech to

create a conducive classroom interaction and to enable the students to comprehend the input. In terms of the speech act, a teacher needs to formulate the locution to have the student do have the intended illocutionary act which will result in perlocution.

Based on the above discussion, it is concluded that interaction plays important role in classroom interaction. And the classroom interaction is determined by the discourse within the classroom activity. Therefore, this research focuses on the use of language in building up effective interaction in learning and teaching process.

1.2 The Basic Assumptions

Guiding this research more focus, the writer formulates four basic assumptions. First, the teaching and learning process is conducted in classroom interaction. Second, classroom interaction is developed through communication in which language is used. Third, there is a reciprocal relationship between language use and classroom context in the sense that classroom interaction affects the language in use and vice versa. Fourth, every teacher develops his/her discourse to affect the students to participate in classroom interaction.

1.3 The Focus and Sub-focuses of Research

Based on the above discussion, this research is focused on discourse in classroom interaction. The focus is elaborated in some sub-focuses as the questions of this research:

- 1) How is the nature of discourse during classroom interaction? This question research is elaborated into four points:
 - a. What speech acts do the lecturer perform during the classroom interaction?
 - b. How do the students respond to the teacher's speech act?

- 2) What is the nature of turn-taking during the interaction? This question is elaborated into two points:
 - a. Who gets most portions in talking?
 - b. What does the teacher do to involve the students in talking?

- 3) To what extent does the discourse affect classroom interaction?

1.4 The objectives

The objectives of this research are as follows:

- (1) To find out the nature of discourse during classroom interaction. This is elaborated as follows:

- a. To find out the speech acts in the classroom interaction;
 - b. To find out the students' response to the lecturers' speech acts.
- (2) To find out how the nature of turn-taking during classroom interaction.
- This is elaborated as follows:
- a. To find out the most portion of turn-taking.
 - b. The lecturers' involvement in the students' turn-taking.
- (3) To find out the extent of the effect of the classroom discourse on the classroom interaction;
- (4) To find out how the learning activity is affected by the classroom discourse.

1.5 The Research Significances

This research is expected to be significant both theoretically and practically. Theoretically, it will contribute to the theory of discourse analysis in connection with classroom interaction and the process of teaching and learning. By this analysis, it is clear that classroom interaction is not merely the method and strategy of teaching and learning, but also the discourse that develops the conducive and effective classroom interaction which finally will affect the students' behavior.

Practically, this research is expected to contribute to the lecturers in the method to develop classroom interaction. It shows how the locution affects

the students' behavior of learning. Lecturers are expected to be motivated to develop a discourse strategy that develops the classroom interaction to motivate students to learn.

CHAPTER II

THEORETICAL REVIEW

2.1 Discourse Analysis

The focus of the theoretical and conceptual discussion that is based on this research is concerning to classroom discourse and classroom interaction analysis. Discourse analysis is generally defined as the study of the use of language in a context (Locke, 2004). This definition suggests that the meaning of an utterance is influenced by the context. The same utterance will have different meanings in different contexts. Therefore, the utterance, "What time is it?" uttered by a lecturer to a student who comes late is different from the same utterance uttered by a flight passenger in an airport. In the first context, it means that the student is late. In the second context, it might mean that the flight is delayed.

However, doing discourse analysis is not only analyzing contextual meaning; as Lock (2004) emphasizes that doing analyzing discourse is also analyzing the social and psychological processes in which the discourse is taking place. In this discourse, every person's knowledge of the topic is interacting with the social construction. In this event, the meaning of a text is not merely determined by the code but also by context which is beyond the text.

Hence, in discourse, there is always communication that enables interaction. In this case, every individual is interacting with each other which leads to social construction. The social construction in a classroom is shown by the social interaction between the lecturer as the scientist and students as the scientist candidates. The discourse analysis can be used to reveal whether the relationship is balanced or unbalanced.

If there is unbalance in the relationship, then there is hegemony of one side on the other side. The analysis of such condition belongs to *Critical Discourse Analysis*; this type of discourse analysis is the analysis of language in connection with power or unbalanced role in which individuals are dominated by the other (Dijk, 1993).

The above discussion clearly explains that discourse analysis is the analysis of language in social interaction. Interaction emerges through communication which is conducted through language. As discussed previously, discourse analysis is the analysis of language use in a certain context and certain group.

Every group develops certain discourse along with the group's characteristics. In this group, language serves many functions. (Gee, 2005) argued that every group develops its discourse according to its characteristics and activities. Hence, a discourse of religious group is different from that one of the scientific group, and so on.

2.2 The Functions of Language

As discussed previously, discourse analysis is the study of language use based on certain contexts, i.e. using language for its function of serving humans' communication. In so far, there are two view categories of language functions, namely: **transactional** and **interactional** views (Brown & Yule, 1983).

In terms of the transactional view, language functions as a means of communication. Its primary functions are to transfer information about the intentional transmission of factual or propositions. Therefore, broadcasting on TV programs or radio, a note, a lecture is the transactions and so belongs to the transactional category; because their functions are transferring accesses of information.

In terms of the interactional view category, language is a means of building a social relationship. According to this category, language is used particularly to negotiate role-relationship; such as peer-solidarity contexts, the exchange in taking a turn in a conversation, the saving of face of both speakers and hearers. It is more characterized by interpersonal than transactional roles. By this category, it seems that language function is to warm the situation in discourse through greeting and talking about the weather, etc.

However, in the reality, language is used in both transactional and interactional functions; as might be applied to classroom activities. The language plays both transactional and interactional roles in building up effective communication. Every participant interacts and transfers information to each other or is reactive to respond to the utterances of classroom discourse. A teacher, through language use, has to build positive interaction to build a successful transaction with the students in achieving language teaching goals.

Brown and Yule's above opinion is too general. Hymes (2001) discussed it more elaborately. He discussed that the language serves the functions of expressive or emotive, directive/conative/persuasive, poetic, referential, and contextual/situational.

By reading the functions suggested by Brown and Yule and that was suggested by Hymes, it can be concluded that Brown and Yule's functions are general and the functions suggested by Hymes are relatively specific. The transactional and interactional functions of language in Brown and Yule's terms might be expressive/emotive, directive/conative/persuasive, poetic, physical or psychological contact, referential, or contextual.

2.3. Text

Since discourse analysis is concerned with language use, it also deals with discourse or text. In common sense, the text is understood as a written language. However, according to Brown and Yule (1983) text refers to both written and spoken discourse. In this research text to be analyzed is an oral text that is called utterance.

2.4 Classroom Discourse

Classroom discourse refers to the language that is used in classroom interaction which involves students and teachers as the interlocutors. Language in classroom interaction is considered an important thing. In this sense, Cazden (2001) stated that language is an important aspect of language communication. It is the medium by which students show to the teacher what they have learned and by which the teacher conducts the process of teaching-learning. Thus, Cazden suggested that spoken language is an important part of all the participants. In this oral language, all the participants participate in classroom interaction. By spoken language, a teacher has the opportunity to manage the classroom activity and encourage the students to demonstrate what they have learned.

The above discussion leads the writer to inquire a useful question, "What is discourse analysis on classroom interaction?" Referring to the above discussion, it can be said that discourse analysis on classroom

interaction is the analysis conducted to analyze the language used in classroom interaction. This is the area of how the teacher uses language; how s/he talks to manage the classroom interaction to conduct the process of teaching and learning, and the effect to the students, and how the students use language to express the ideas or to respond to the teacher's talk.

This is strongly related to what Rymes (2008) had stated that classroom discourse analysis, as what has been discussed above, is the analysis of language use in the context of classroom interaction. Classroom discourse analysis is intended to analyze how the context affects language use and vice versa. Hence, it is an effort to find out the students and teachers interaction through language use.

Context, as had been discussed before, is an important aspect in determining an utterance meaning. Furthermore, it can be explained that in one expression a speaker might use the same utterance, but it might have a different meaning because of a different context in other cases. Therefore, finding the speaker's intended meaning should be done by exploring both the original utterance and the contextual resource itself. So, when the teacher asks a question such as, "What time is it?" s/he really might mean asking the time to a student. However, in another context, the teacher's intended meaning is not going to ask the time, but s/he complains why a certain student comes late for joining the class. So, that teacher is saying "You are late"; in this context, the teacher expected him or her to come punctually for

joining the class. This discussion topic is related to the pragmatic case, as one sub-topic of speech act theory from Austin and developed by Searle called illocutionary act. (Searle, 1985)

Prospectively, in the classroom discourse analysis, someone might further search; that why is the teacher asking such that question instead of telling the student is being late for the class? From this condition, by involving the context in doing discourse analysis; the further effects of context will analyze the influence of meaning what the teacher uttered "what time is it?" means why the student is late to join the class? Or his or her utter means, s/he reminding the student not late for joining the class in other time.

Based on the above illustration, this classroom discourse analysis is following what had been discussed by Rymes's (2008) argument on his thesis. According to her, the classroom discourse can be analyzed in three dimensions, i.e. social context, interactional context, and individual agency. Social context is the context outside the classroom which influences the language use in the classroom. Interactional context is the context in which the discourse is taking place. Individual agency refers to the individual who interacts during the interaction.

Since the discourse analysis on classroom involves the interaction, so, the writer also has to discuss the nature of interaction a little bit for this purpose. Doing this analysis the writer refers to Turner (1988) who stated that interaction is a structure of social action. The words structure indicates that

there is action and response. The writer thinks that the action is both verbal and non-verbal communication. Therefore, discourse analysis on classroom interaction is about the structure of social action as reflected by language use. This is about how everybody involved in classroom activities acts and how the reaction is structured in discourse.

As a conclusion of this elaboration, it can be stated that discourse analysis on classroom interaction is an analysis of how the individual in the classroom acts and reacts. This is a reciprocal activities structure in language use; where the linguistic event can be recognized as discourse or conversation for talking specific topic. Therefore, it can be further stated that discourse analysis is the analysis of action and reaction within language use.

2.5 Classroom Discourse and Classroom Interaction

Thomas (1987) discusses that classroom interaction is processed through classroom discourse. The teacher controls the interaction through the use of language as the mean of communication. Thomas says that two things happen during classroom activities, i.e. verbal interaction and pedagogic interaction. Verbal interaction is the interaction through language between addresser and addressee that is happening from minute to minute. In this interaction, the addresser produces some utterances and the addressee reacts. This is described in the following diagram:



Figure 1, cited from Thomas, (1987).

Pedagogic interaction is interaction based on pedagogical activities. However, pedagogic interaction is parallel to verbal interaction. Since it is conducted in the context of learning activity for the pedagogic purpose, it is called pedagogic interaction; it is an interaction between teacher and class, as described in the following diagram:

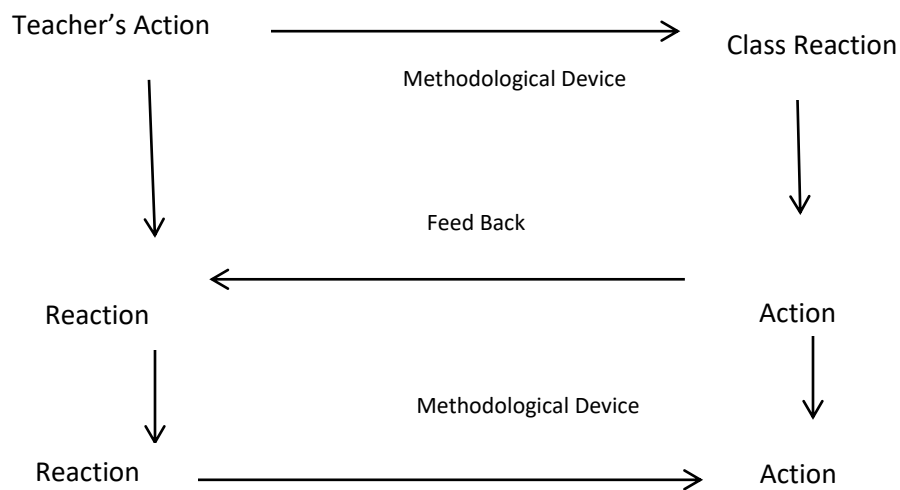


Figure 2 cited from Thomas, (1987)

The figure shows that the teacher's methodological device is the actions to the students that cause the reaction. The students' reaction then becomes the feedback to the teachers react to the feedback. The reaction is the methodological device of the learning activities. That happens in classroom interaction.

In terms of verbal interaction, as summarized from Thomas (1987), there are six patterns of interaction. The first pattern is teacher—the whole class interaction. The second pattern is the teacher—group of students' interaction. The third pattern is teacher—individual student interaction. The fourth is student—student interaction. The fifth is the student—group of student interaction.

The pattern of interaction is reflected by the communication in the classroom. For instance, lecture reflects teacher—student interaction.

2.6 Classroom Discourse and Learning Activities

As discussed previously, classroom interaction plays important role in a learning activity. Classroom interaction is affected by discourse. The effect may be positive or negative, depending on the discourse. Positive interaction is due to the positive discourse and negative interaction is due to the negative discourse.

In the classroom interaction, the teacher is the manager or as the individual agency in Rymes' term (2008). The teacher as the individual

agency, as discussed by Rymes, is the key person who controls the classroom interaction. S/he manages the classroom interaction through discourse.

Positive interaction means the interaction in which every student is encouraged to think and to express his or her opinion freely. In this kind of interaction, there is no verbal intimidation from both peers and teachers. The teacher produces utterances that trigger the students to learn in a positive atmosphere. Negative interaction is different from positive interaction.

Rymes (2008) shows how the interaction is affected by the discourse controlled by the teacher. The teacher's words choice and linguistic forms are the important factors in the teaching and learning process. The question such as, "What will happen when you jump out the bed?" is more effective than, "What is gravity?" The first question seems to encourage the students to answer actively more than the second question does; the first one encourages the students to think freely and the second one seems to test the students' knowledge of definition. Hence, the teacher's question might be categorized as positive discourse.

The teacher, through discourse, creates an interaction that enables a student-center learning atmosphere occurs. The teacher can produce utterances that encourage the students to participate in the classroom activities.

Discourse in the classroom must enable the students to express their opinion. It is in line with Cazden(2001) who states language is an important aspect in classroom communication. It is the medium by which students show to the teacher what they have learned and by which the teacher conducts the process of teaching-learning. Cazden also suggests that spoken language is an important part of all the participants. In this oral language, all the participants participate in classroom interaction. By spoken language, the teacher manages the classroom activity and encourages the students in demonstrating what they have learned.

This is in line with Walsh's opinion (2006) that teachers should facilitate interaction to increase the students' opportunities to practice in language class. Teachers need to create an interactive classroom where students are engaged in task-based learning.

Walsh (2006) says that communication in the language classroom is different from that of the content-based subject. In the language classroom, linguistic forms are simultaneously the aim of a lesson and the mean of achieving those aims. Language classroom aims to enable students to communicate in the language being learned.

Talking about classroom discourse, Thomas (1987) discusses two models of discourse analysis. The first is that of Sinclair's and Coulthard's Model. This model suggests that classroom discourse is relatively simple and more structured than normal conversation. The second is Brown Interaction

Analysis System (BIAS). The third is that of Bowers. The fourth is Willis Model.

All of the models provide a scheme for describing the data in some small units of data called an act. However, since this analysis was conducted in BIAS, that system is more elaborated. According to this system, the classroom discourse is classified into seven:

1. TL: Teacher lectures: describes, explains, narrates, directs.
2. TQ (Teacher Questions about content or procedure, which pupils are intended to answer.
3. TR: Teacher Responds, accept feelings of the class; describes past and future feeling in a non-threatening way; praises, encourages, jokes with pupils, accepts or uses pupils' idea, builds upon pupil's responses, uses mild criticism such as 'no, not quite.'
4. PR; Pupils respond directly and predictably to teacher questions and directions.
5. PV: Pupils Volunteer information, comments, or questions.
6. S: Silence, Pauses, short periods of silence.
7. X: Unclassified,

Since this research was conducted in University classes, the term pupil was changed to student.

This model matches the so-called speech act proposed by Austin (in Searle, 1985). The difference is that in this classroom discourse the speech

acts are elaborated in line with the classroom interaction. So, the speeches are categorized into two, i.e. teacher's utterances and student's utterances. In the classroom discourse analysis, they are called teacher talk and student talk.

The models of Sinclair and Coulthard, Brown Interactional Analysis, and Willis are developed by Nababan (1992). Nababan says that at the level of organization there are program (course), period, and topic. The organization is the structure of the program or the cycle of discourse. Lesson is one dialogue of lesson. Topic is what is being discussed in a discourse. At the level of discourse there are lesson, transaction, exchange, move, and act. In the level of grammar, there are sentence, clause, phrase, word, and morpheme. It is suggested in the following table 1.

| Organization Non-linguistic | Discourse (Linguistic) | Grammar (Linguistic) |
|--------------------------------|--|--|
| Program (Course) Subject → | Lesson Transaction Exchange Move → act | Sentence Clause Phrase Word morpheme |

Table 1. Interactional Analysis Model

The lowest level of the act is the structure of discourse is the act, it belongs to the move. The relation between move and act is similar to the relation between morpheme and words in the level of grammar.

The transaction consists of some exchanges, move. A move consists of some classroom acts. Here are some classroom acts:

- a. Marker, it is an initiation move (framing move).
- b. Starter functions to inform something or to get attention. It may be in the form of a statement, question, or order.
- c. Elicitation. This is an act of asking for information.
- d. Checking. This is 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 an act of empowering the directive act, eg. "Come on."
- h. Clueing. This is an act of giving clues to help the students to answer the teacher's question, e.g. "The person is an...."

All of the acts discussed above are analyzed in transaction analysis. The transaction analysis is intended to find how the transaction is going on in the classroom discourse.

2.6.1 Classroom Discourse and Bloom's Taxonomy

Since it is a pedagogic interaction, we should consider the pedagogic aim. For the aims, we cannot deny Bloom's taxonomy since it is applied in education in Indonesia. Bloom (Anderson, 2001). According to this taxonomy, the educational aims are categorized in six cognitive level dimensions (known as C1, C2, C3, C4, C5) as follows:

C1 is the dimension of remembering. This is the lowest level of the dimension of cognitive ability. This is the ability to retrieve knowledge from long-term memory.

C2 is the dimension of understanding. In this dimension the students understand, and so they do not merely remember but also understand a concept. The students can construct meaning from the instructional message.

C3 is the ability to apply the conceptual knowledge they have learned. The students can apply a procedure to a familiar task.

C4 is the ability to analyze. In this dimension, the students can break material into its constituent parts and relate the parts to one another and so they know about how the parts are structured in a unit of knowledge.

C5 is the ability to evaluate. At this level, the students can judge based on criteria and standards.

C6 is the ability to create. This is the ability to create a new pattern or structure of knowledge.

In terms of the knowledge dimension, there are four knowledge dimensions:

1. Factual knowledge, i.e. the knowledge of basic elements that must be mastered by the students.
2. Conceptual Knowledge, i.e. the knowledge of the interrelationship among the basic elements within a long structure.
3. Procedural knowledge, i.e. the knowledge of how to do something.
4. Metacognitive knowledge, i.e. the knowledge of cognition

All the above cognitive levels and the dimensions of knowledge can be analyzed from the discourse that occurs in classroom interaction. Rymes (2008) has given an example of the question of gravity. The question What will happen if you jump out of the bed seems to trigger the students to analyze. The other question *What is gravity?* on the other hand, seems to recall the students' memory of the conceptual knowledge.

2.7 Speech Act

A speech act is a theory that is proposed by Austin and developed by Searle (Grundy, 2000). This theory says that there is an act within a speech. This theory elaborates the meaning of an utterance in three terms, i.e. locution, illocution, and perlocution. Locution is the utterance produced by the speaker, illocution is the act intended in the locution, and perlocution is the effect of the act. So, when the teacher states "Open the door." In terms of

locution, it is an utterance *to open the door*, in terms of illocution it is an order to a student to open the door. This theory was developed by Searle. Searle developed illocutionary acts into some categories; He observes that the illocutionary act consists of *assertive, directives, commissives, expressive, and declarations* (Searle, 1985)

Assertive locution is the speaker's commitment (in varying degrees) to something's being the case, to the truth of the expressed proposition. The speaker asserts that he believes that something is true or false. It consists of suggesting or hypothesizing, insisting, swearing, boasting, complaining, and concluding.

Directive locution is the speaker's utterance that drives the hearer to do something in various degrees. The propositional content is that the hearer *H* does some future action. The verbs that denote these locutions are *asking, ordering, commanding, requesting, begging, pleading, pray, entreat, permit, and advise*. Therefore, it is similar to the third member of locution that is commissive. However, the commissive locution is indicated by the words *shall intend, favor, etc.*

Expressive illocution functions to express the psychological state specified in the sincerity condition. The verbs that belong to this class are *thank, congratulate, apologize, condole, deplore, and welcome*. For example, I congratulate you on winning the race.

The declaration is the illocution that functions to declare the proposition in the utterance. The proposition, when has been declared successfully, then will succeed in reality. The success of the declaration depends on the so-called felicity condition, i.e. the authorized performer and the condition of the declaration. For example, the utterance "You are fired." This illocution will succeed in reality when performed by the authorized person, i.e. an employer to an employee.

The actions that belong to this class are christening (naming), betting, (Tsohatzidis, 2007). Christening is the naming of a person performed by the authorized person or thing, e.g. naming a ship such as, "I hereby name this ship Queen Elizabeth," performed by a king in a ceremony of naming a ship.

These categories of illocutionary acts can be found in classroom interaction. However, since the interactants of classroom interaction are the teacher and the students with different social and cultural backgrounds, then as discussed by Rymes, a teacher performs an illocutionary act according to the classroom characteristics.

Take assertion as an example. A teacher performs it in a manner that matches the classroom interaction characteristics. So, when s/he asserts that a student's statement is wrong, s/he will produce an utterance that encourages the student's feeling as suggested by BIAS above.

2.8 Context and Contextualization

Context, as discussed previously, is an important aspect of language use. It is the component that determines the meaning of utterances. The same utterance will have different meanings in various contexts. However, context is also an important aspect in utterance formulation.

Contextualization is done due to the problem of studying communication on the basis of grammar and lexicon only. It is found that these cannot reveal the speech event that occurs during an interaction, such as word selection and particular grammatical form. This is to say that context affects linguistic form selection. (Thibault, 2003)

The terms context then leads us to the other term known as contextualization. Contextualization is the process by means of speakers relating what is said in interaction to the context of the background knowledge of presupposed. It is beyond the decodification of lexical referential meaning. (Luzio, 2013).

The discussion above of the two experts shows us that context is the element that goes beyond the lexical and grammatical aspects. It affects context and is affected by the context. It is the reason for the speaker to select certain words to use and grammatical forms to apply.

Thus contextualization is the cue for both the speakers and listeners to interact. For the speakers, it is the cue for words choice and grammatical

form, and for the listeners, it is the cue for inferring or responding to the speakers' intended meaning.

Thus, contextualization is an important aspect of discourse analysis. In doing contextualization the speakers, listeners and the discourse analyst should do the contextualization which according to Simpson (in Katili, 2007) consists of (1) physical context, i.e. the actual setting in which interaction takes place, (2) personal context: refers to the social and personal relationship of interactors to another, (3) cognitive context: the shared background knowledge held by participants in the interaction.

Physical context refers to the setting in which an interaction is occurring. It refers to the place and event of interaction, such as classroom, market, seminar, and any other places and events. The words choice spoken in classroom activity is different from that is spoken in other places and events.

Personal context refers to the persons who are involved in an interaction. Therefore, the interaction between a teacher and a student will be different from the interaction between a child and the parents.

Cognitive context is the shared background knowledge held by participants of an interaction. It refers to the topic of discussion. The interaction will take place smoothly when every participant shares the background knowledge of the topic being discussed.

The other expert, Hymes (Hymes & Gumperz, 1972) formulated the context in the acronym SPEAKING. The meaning of the acronym is as follows:

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

2.9 The Previous Relevant Researches

Building up the theoretical framework of this research, the writer presented some Previous Researches and related it to the theory that has been discussed so far. There have been some researches about classroom discourse and classroom interaction. The first is that conducted by Shui-Fong Lam, Yin-kum Law, and Mark Shiu-kee Shum published in an article Classroom discourse analysis and educational outcomes in the era of education reform (Shui-fong Lam, 2009). This research shows that classroom discourse analysis during classroom interaction indicates whether the teaching and learning process is conducted as a student-center or teacher-center activity. They conclude that the effectiveness of the learning process is affected by the discourse process during classroom interaction.

The second research is that conducted by Luisa Molinari, Consuelo Mamelidan Augusto Gnisci (Luisa Molinari, 2013) published in an article *A sequential analysis of classroom discourse in Italian primary schools: The many faces of the IRF pattern*. They found that the pattern of classroom discourse is varied, i.e. dialogue and monologue. The dialogue is conducted in the effort of achieving the didactic target. It is a series of co-constructive aimed to help students think deductively. The last type of scaffolding is designed to assist the students to overcome the problem.

The third research is that conducted by Wampleret et al (2012). This is research conducted at Oregon University in the class of science. The finding

of this research shows the importance of developing dialogue between lecturer and students. In this dialogue, there is a dialogue between the students and lecturer in which students express their concepts.

The other research is that conducted by Gündzù (2014). The context of this research was the classroom in Turkey and England. This research concluded that most of the classroom activity was focused on language features rather than the message, and shows a tendency to teacher-centered classes. The main classroom organization was teacher-student/class in both countries. The greatest percentage of time of L2 was spent on teacher-led whole-class activities. The finding of SLA research that group facilitates language acquisition and helps the teacher to create a positive and relaxed atmosphere appears not to help classroom context observed in both countries. Since the classroom was tightly controlled by the teachers, the students were reliance on their intralanguage was minimal in the schools observed in both countries.

The next research topic research is *The Role of Third-Turn Repeats in Two L2 Classroom Interactional Context* conducted by Park (2014). The research is about the role of third-turn in the classroom of second language context. Data are taken from ESL and EFL. In this research, it is found that that the roles of repeats in meaning and fluency are to invoke an account of a previous by students without overtly displaying it as problematic in any way, whereby in form of accuracy context, third-turn repeats confirm the response

as being correct one by sustaining an orientation to the instructional activity that the participants are engaged in.

Rashidi & Mashid Rafleerd (2010) also researched classroom interaction by applying discourse analysis. The research was conducted in the Iran context. The research was aimed at identifying the interaction patterns between teachers and students, identifying the effects of gender of teachers and students and their interaction patterns, and finding out whether the interaction was teacher-dominated or students dominated. The findings are (1) the patterns of interaction vary with the participants making use of a variety of discourse acts, (2) in terms of gender there are more similarities among males and female teachers. About the students, it was found that the boys are more willing to interact with the teachers more than the girls.

The other research about classroom interaction is conducted by Hidayat (2009) on the topic EFL Learners' Communication Obstacles.in Education Faculty of Adryaman University in Turkey. The findings are (1) most of the respondents were willing to participate in interpersonal interaction and like to risk using/speaking to native speaker, (2) half of the students felt anxiety to communicate in their English language classroom and speaking to native speakers, (3) females were less anxious to speak in the classroom and to native speakers than the males, (4) The students in Social Sciences Department felt more anxious to speak English than those of Math Science

and Class of teacher Department, (5) students who perceive their English "poor" felt anxious and unwilling to communicate in English.

A critical discourse analysis was conducted to find the pattern of interaction in the classroom (Sadeghi, et al, 2012). This research found that in Iran male dominance should be concealed in discourse control, types of questions turn-taking. Male participants tend to exert more power and use less indirect language, more negative faces, and fewer politeness phenomena.

All of the researches discussed above are about the patterns of interaction viewed from a discourse point of view. Some are about how the interaction takes place, whether it is teacher-centered or student-centered. The researches conducted by Shui-fong Lam et al and Luisa Molinari et al are in the area of this interaction.

The other researchers Wampler et al (2012) discussed the reflective discourse analysis. They insisted on the importance of the teacher developing a dialogue between the teacher and the students. This research was conducted in critical discourse analysis to analyze the social interaction during classroom activities.

The above researches discussion shows that there is no discussion of the effect of classroom interaction on the students learning. They do not analyze how discourse affects classroom interaction and how classroom interaction affects the students' learning. So, this research emphasizes that

focus to observe how the effectiveness of teaching and learning EFL, especially in Indonesian contexts represented by the English Department of Gorontalo State University.

Research conducted by Petra and Zamzani (2019). Zamzani and Petra have investigated the illocutionary acts performed by the teacher at SMK Negeri 1 (State Vocational School) Klaten. She found that the teacher performs five illocutionary acts during the classroom activities, i.e. 127 directives, 70 assertive, 15 commissive, 12 expressive, and 2 declarative. The finding suggested that the dominant illocutionary act was directive. The reason behind that is that the context of the research was the class of a vocational school in which practical knowledge is considered the most important knowledge. The skill is being taught more than theory, that is why the teacher stressed directing the school students on how-to-do-knowledge by performing a directive speech act.

Donald's research (2020) on *Learners Initiatives in the EFL Classroom: a Public/Private Phenomenon* published on ELT Journal. The research was conducted in a Taiwan school. He found that learner initiatives in the EFL Classroom are rare in the sense that the classroom discourse was dominated by the teacher. Consequently, the students did not expose themselves to, for instance, asking a question which is very important to bridge the gap in linguistic knowledge and to engage the teacher in interaction to fill this gap.

The writer found that the teacher applied two methods to engage the students to initiate, i.e. Designedly Incomplete Utterances (DIU) and extended wait-time. This suggested that the teacher plays an important role as the managing person in the classroom interaction, s/he manages the interaction through the use of language.

The other research was that conducted by Barbieri (2013). This research was published as an article entitled *Involvement in University Classroom Discourse: Register Variation and Interactivity*. This is an investigation of involvement in the talk of instructors in the American university classroom. The research found that, first, the extent to which the manifestation of involvement in university teaching is affected by disciplinary domain, course level, and class size.

The second finding of this research is some involvement, i.e. non-linguistic features 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 interactivity in an American university classroom.

Peng (2020) conducted research and published it as an article entitled *Teacher Interaction Strategies and Situated Willingness to Communicate*. The context of the research was Chinese schools. The research was aimed at revealing the teacher interaction strategy in the whole-class IRF-patterned interaction to sustain students' Willingness to Communicate (WTC). The

research found that the teacher initiated the dialogue by asking a question that triggered the students' critical thinking, or invite the students to interact. The teacher also applied the wait times and contextual clues. The wait-time was meant to give the students the chance to think and to prepare to construct the sentence to utter. The contextual clues, i.e. the non-verbal behavior such as raising hands was signaled the students' readiness to talk. In conclusion, this article stated that the teacher has a central role to engage the students to have the willingness to communicate in the classroom. Making this a success, s/he was to apply the interaction strategy by applying the IRF effectively.

The research suggested that the teacher play important role in controlling the class activities. As the controlling person, s/he has to apply a discourse strategy that encourages the learners to involve in the classroom interaction and to triggers them to think critically.

Relatively similar to the researches mentioned previously, Isler, et al (2019) conducted research on classroom interaction. The research 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 learner initiative in social classroom discourse was managed interactionally. 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, the 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.

Fatsah, et all (2008) conducted a critical discourse analysis on English communication in the classroom. The researches focused on how the teachers modified their speech following the objectives of learning and how the students interacted in the classroom communication.

Hasanuddin et all (2020) report in their article entitled "Critical Discourse Analysis on Teacher Talks in The Classroom Communication" that the teachers modified, limited their talks, gave the explanation, corrected the students' statement during the classroom communication.

Rahman (2005) researched the mechanism of Turn-taking by Indonesian Speakers in English Conversation. He found that the Indonesian speakers who were involved in English conversation applied various mechanisms of turn-taking.

2.10 The Synthesis of the Researches

After reading the above articles of research, the writer would like to synthesize them. First, there are at least three components in interactional classroom discourse. The first component is the teacher's role is a very

important aspect of classroom interaction. S/he managed the interaction by performing the illocutionary act to manage the learner's activities. The teacher's illocutionary acts are performed according to the characteristics of the lesson being learned in the classroom.

The teacher also had to apply interaction strategies to situate the students' willingness to communicate. The function of discourse analysis in this term is to analyze how the teacher situates the students' willingness to communicate and what strategies are applied by the teacher.

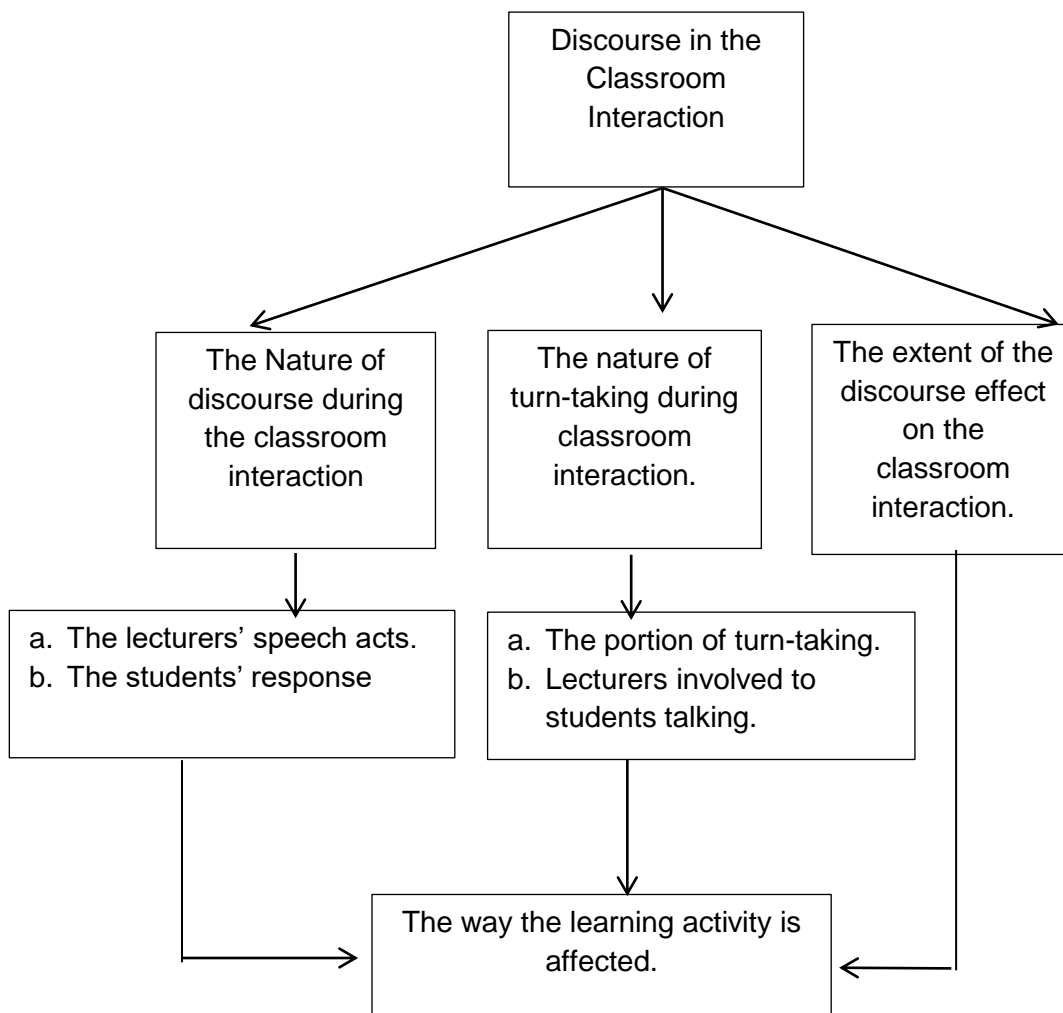
The second component in classroom interactional discourse is the students' role. The research shows that the classroom discourse is dominated by the students; the students rarely have the opportunity to initiate during the classroom activities, therefore, they did not have the chance to expose themselves. This research suggests that the teacher has to manage the condition in which the students have the changes to expose themselves. The teacher has to apply the appropriate method that enables the students to initiate.

The third component in classroom interactional discourse is the condition of the class that consists of the disciplinary domain, course level, and size class. These aspects are the affecting aspects. This was found in the class of university.

From the above discussion, it is concluded that discourse analysis is a very important thing, both theoretically and practically. Theoretically, it can

enrich the theory of how discourse plays important role in interaction, in this sense the classroom interaction. Practically, it can be used to enrich the method of managing the classroom interaction that consequently can improve the process of the students' learning.

2.11 The Conceptual Framework



The diagram of the conceptual framework above shows that the center of the research is a discourse in classroom interaction. The center of the research is based on the thought that discourse is the use of language in

communication in a certain context. Therefore, as defined by Locke (2004), discourse analysis is the study of language in a context. Therefore, discourse analysis on classroom interaction is the study of language use in the context of classroom interaction.

The center is elaborated into three sub-foci, i.e. the nature of discourse during the classroom interaction, the nature of turn-taking during the classroom interaction, and the extent of the discourse effect on the classroom interaction. All of these foci will affect the process of learning activity.

The nature of discourse during the classroom interaction refers to the analysis of how the language is used during the class activity. This consists of the lecturers' speech acts and how the students respond to them. Both the lecturers and the students are the interactants in the classroom interaction. The lecturers' conducted the learning process by performing speech acts and the students respond by performing speech acts too. Therefore, the writer analyzed The lecturers' speech acts are the important aspects of learning activity. S/he can affect the class through the speech acts.

The second focus of the research is the nature of turn-taking during classroom interaction. As discussed in chapter III, interaction is built through communication, and communication is conducted through language. In communication, there are speakers and listeners. The roles of speaker and listener are exchangeable through turn-taking, i.e. the process in which an

interactant takes the turn to talk. The second sub-focus is the lecturers involving to students talking. This is about how the lecturers involved the students to be active in taking the turn to talk.

This focus consists of two sub-focuses, i.e. the portion of turn-taking and the lecturers' involving to students talking. The analysis of the portion of taking is to find the interactant who got more the portion of taking the chance to talk, the lecturers or the students.

The third focus is the extent to which the discourse affects classroom interaction. This is based on the thought that language plays important role in the interaction. As Thomas (1987) discusses that the classroom interaction is processed through the use of language as the mean of communication.

All of the above focuses of research lead the writer to the aim of the discourse in the classroom interaction, i.e. learning. As Thomas (1987) says that the classroom interaction belongs to the pedagogical interaction, i.e. the interaction in which the process of learning is taking place. Language has been the device of pedagogical interaction. Since this research is concerning the process this is aimed at finding how discourse in the classroom affects the learning activity.

CHAPTER III

THE METHOD

3.1 Research Design

This research is conducted in qualitative research methodology. There are some reasons for choosing this method. First, this research is designed to analyze the discourse in classroom interaction. It means that the research focuses on the process of interaction conducted through the classroom discourse. Hence, the data to be collected is to deeply dig up comprehensive information concerning qualitative strategy.

Second, this is conducted in a natural setting. The setting here is the classroom in which the teacher and students are interacting as naturally as possible in the interaction process. That is meant that there is no pure treatment that the writer creates in the classroom interaction.

Third, this research is aimed at revealing the hidden meaning of discourse in classroom interaction. This is an effort to describe the phenomenon in more detail which appears in a classroom activity and, as well, to reveal the meaning of discourse concerning the teaching and learning process.

Fourth, the research focuses on the process of interaction taking place within the classroom. This is the process of how classroom context affects both the teacher and students' utterances and vice versa.

Sixth, this research is conducted inductively in the sense of an effort to comprehend phenomenon by finding and analyzing data that will lead us to formulate a theory. In this research, no hypothesis is formulated.

3.2 The Subjects of the Research

The subjects of this research were the lecturers and the students who were interacting in the classroom activities. They were distributed into four classes, i.e. Pengantar Pendidikan (Introduction to Education), Reading for General Communication, Speaking for General Communication, and English Instructional Design. Every class consisted of twenty students and one lecturer.

3.3 Data Collection and Data Analysis

3.3.1 Data Collection

Since this is qualitative research, both data collection and data analysis are conducted at the same time. Data are collected through observation.

This research is focused on classroom discourse. Therefore, data is to be collected through observation of discourse that takes place during classroom interaction. Referring to the theory of discourse, data to be collected are (1) the lecturers' utterances, (2) students' utterances, and (3) the

classroom situation during the interaction. (4) the effects of the utterance on the class interaction.

The subject of this research is the lecturers and students who are Indonesians. Therefore, the data of social context will be the Indonesian social context, and more specifically the Gorontalo social context which affects the Indonesian students who are interacting in English classrooms. This covers the language form or style, diction. The utterances are both the teacher's and students' speech in terms of classroom discourse that involves linguistic forms and style, diction, and silent period.

The data of the interactional context was obtained through the observation interactional process in the classroom activities. In collecting data, the writer used a voice recorder.

In terms of individual agency, the data is of the effect of utterances spoken by the speakers to the listeners. These effects are manifested by the behaviors shown by everybody involved in the classroom interaction.

The context in this research refers to the classroom context, i.e. the context of place, the interactants who are participating in the classroom interaction, the subject being learned, and the topic of discussion.

3.3.2 Data Analysis

In analyzing data, the writer applied the principle of local interpretation and analogy. According to Brown and Yule (1996) and Mulyana (2005), these

principles are important for doing discourse analysis. Local interpretation limits the analyst to the context of utterance to gain the most possible interpretation. He limited not to construct the context larger than that is needed to arrive at the most possible interpretation. Therefore, in interpreting the utterances in the classroom, he limited the context to the topic being discussed, not to the other context. In terms of the so-called co-text, the analyst limits the interpretation to the relationship between the utterance to both initial utterances and the following utterances during the classroom interaction. Hence, he could avoid the irrelevant interpretation.

In terms of the principle of analogy, the writer activated his knowledge of the world. The knowledge of the world is, according to Brown and Yule (1996) the light of the experience of similar discourse. Therefore, in analyzing the discourse of the class of Speaking for General Communication, for instance, the writer had to activate his knowledge of the topic being discussed, i.e. video, internet, hobby, sport, etc.

Since the center of the research was the use of language in classroom interaction, the writer applied the pragmatics approach. Pragmatics, as insisted by Grundy, (2000) is concerned with the use of language in communication, it is what the speaker might mean or intend by his words. This is related to the speech act theory proposed by Austin (1975) developed by Searle (1985). Since this is the analysis of discourse in classroom

interaction, the theory to apply was adapted from Sinclair and Coulthard developed by Nababan (1982).

3.4 The Context of Research

Referring to the context discussed in Chapter II, the physical context of this research is the classroom interaction in the English Department, Faculty of Letters and Cultures, State University of Gorontalo. The Interactants are the lecturers and the students who are discussing the topics according to the subject being studied.

The observation was conducted in four classes. They were *Pengantar Pendidikan (Introduction to Education)*, *Reading for General Communication*, *Speaking for General Communication*, and *English Instructional Design*.

3.4 The Trustworthiness of the Study

The trustworthiness of this research is conducted by applying the four criteria proposed by Guba and Lincoln (1981), namely (1) credibility (2), transferability (3) dependability, and (4) confirmability.

Credibility is the confidence of the truth values of the findings of a research by applying the following techniques: (1) prolonged engagement, (2) persistent observation, (3) triangulation, (4) peer describing, (5) negative case analysis), and (7) member checking (Denzin, 2018)

In the establishment of this research credibility, some of the techniques were applied and the others were not because they were not suitable for the

research design. In addition, the limited number of techniques for establishing the trustworthiness of qualitative research was acceptable. The techniques applied to obtain the credibility of the study are described as follow:

1. Persistent Observation. This is used to identify the characteristics and elements that are pertinent to the research problem and allows detailed examination of the identified characteristics or elements to have the depth understanding of the phenomena being studied.
2. Triangulation. This technique consists of (a) data triangulation, (b) investigator triangulation (c) methodological triangulation, (d) theoretical triangulation.
 - a) Data triangulation. Data were obtained from several sources. In this study, the data were obtained from four classes.
 - b) Methodological triangulation I.e, the writer applied various techniques, i.e. recording, observing, and note-taking.
 - c) Theoretical triangulation. This is used by applying more than one theory to explain various phenomena.

CHAPTER IV

RESEARCH FINDINGS

In presenting this research, it is necessary to represent this research focuses as stated in chapter I. Those focus to guide the writer to describe research findings. Talking about this research focuses there are four main points: (1) The nature of discourse during the classroom interaction which is elaborated into points: (a) the teachers' language use; (b) the students' talk. (2) The nature of turn-taking that consists of (a) the participants who got most portions in talking; (b) the teachers' involvement to the students to talk; (3) the extent of the discourse affect the classroom interaction, All of the focuses lead us to the discussion of the effect of the discourse in the classroom in the process of learning activity. Besides that in clarifying the empirical data, several data represent the empirical data or corpus of this research, namely Reading for General Communication, Speaking for General Communication, Pengantar Pendidikan (Introduction to Education), and English Instructional Design.

4.1 Data Display

The class Reading for General Communication was conducted in classroom discussion as the Speaking for General Communication. However, unlike Reading for General Communication, the discussion in this class was

on the text being read. The lecturer distributed the text to be read by the students and then the lecturer assigned them to identify the main topic of each paragraph. After they identified the main idea then there was a discussion on the main idea led by the lecturer.

The interaction was in two patterns, i.e. lecturer to students and student to student interactions.

Speaking for General Communication was conducted in classroom discussions. However, unlike the class of Pengantar Pendidikan, there was no presenter in this class. The class discussed the topic of making a video clip as the final project. The discussion was led by the lecturer. The lecturer gave directions on how the video was to produce and the content of the video.

This class was attended by about 15 students plus a lecturer. The interaction was in two patterns, i.e. lecturer to students and student to student interactions.

The class of Pengantar Pendidikan was conducted an in-class discussion in which there was a presenter group that consists of three students. The presenter group presented a topic using a PowerPoint presentation. After the presentation, there was a discussion between the group and other students on the topic lead the lecturer.

The interaction was in two patterns, i.e. lecturer to students and students to students. There were about twenty students plus a lecturer who were involved in this class interaction.

The class of English Instructional Design was attended by 20 students. This class is different from the previous classes. The activity was also in discussion. But there was only a discussion between a student and the lecturer. The student presented the design she has made. And then there was a discussion between the student and the lecturer. 15 students attended this class; however, the interaction was dominated by the lecturer to student interaction pattern.

4.2 The Nature of Discourse in Classroom Interaction

The data analysis of the classroom interaction discourse is presented in this sub-chapter. In this chapter, the writer presented the result of the data analysis. In doing the analysis it is important to present the general description of the data. And then the discourse analysis of the data is presented.

4.2.1 The Lecturers' Speech Acts in the Classroom

This is to answer the question research one mentioned in chapter one. The data of this session was analyzed in terms of classroom speech acts that

are developed by Nababan discussed in chapter II. It is meant to find a deep understanding of the discourse.

The lecturer, as shown by the data, performed various classroom speech acts, i.e. starter, elicitation, directive, and empowerment, as shown by the data one (see appendix 1).

Data 1 (see appendix)

.....

Lecturer : **(1) Mungkin ada pertanyaan yang paling gampang itu, bagaimana dengan orang tua yang sok membela anaknya padahal dia tidak mengecek apakah yang salah anaknya atau gurunya, bagaimana tanggapan kalian sebagai pemateri yaa, apa pertanyaanya tadi? (2) Bagaimana sikap pemerintah....**

General Description

The data was obtained from the class of Pengantar Pendidikan (Introduction to Education). The discussion involved the lecturer and several students.

The lecturer issued the parents' attitude toward the teachers' punishment. When all the students were busy discussing the educational role of family, the lecturer directed them to discuss the topic of the parents who always protect their children from school punishment. This is about some cases of the parents who attacked the teachers due to the punishment to their children at school. Furthermore, she directed the students to discuss the government's attitude toward the parents' such attitude.

The lecturer also encouraged the presenter group to answer that question by saying that it is a very easy question; however, she does not explain why it is easy.

In the second utterance, she says that there is a law that protects the children's rights so that the parents dare to against the teacher to protect the children from the punishment. And then she elicited by asking what law it is which is responded by a student that it is the act of the children right.

The Discourse Analysis

The lecturer's utterances were categorized as the move of starter and elicitation. (1) In terms of the move of starter the lecturer started her utterance by stating that there is an easier question. This declaration functions to move the discussion from the current one, i.e. government's educational role, to the topic of the parents' violence act to the teacher and ignoring whether the child was guilty or innocent. In terms move of eliciting the lecturer asked the students' opinions about the problem. (2) The other move was the direction, the lecturer directed the students to discuss the government's attitude to the case.

(3)The lecturer's third utterance can be categorized as move, i.e. she acted the move of continuation. This is the continuation of her topic in her previous discussion about the parents' violence to the teacher. In this continuation, she elicited to focus the students' discussion on a specific topic,

i.e. the legal act that protects children from violence. (5) The lecturer elicited the name of the legal act that protects the children. (5) This is the move of empowerment; the lecturer empowered student 1's response by confirming it.

The analysis above shows us that in terms of classroom speech acts, the lecturer performed the act of marker, directives, and elicitation. The marker marked that the lecturer would perform a directive act to direct the students to discuss the violence by the parents to the school teacher and the government's attitude towards the case. The elicitation was performed as an elicitation act. The students responded to the lecturer's elicitation and directive act in short utterances that were categorized as informative acts.

The following data also shows the same nature of classroom discourse as reads in data 4 (see appendix):

Data 4 (See Appendix)

.....
Lecturer : **(3) Lingkungan dan apa? (4) Lingkungan dan keluarga.(5) Oke, ada lagi? (6) Ada lagi?**
Lecturer : **(7) Apa?**
Lecturer : **(8) Ingat teori konvergensi?**
.....

General Description

The topic of the discussion was the theory of convergence in education. The data above was taken in the class of Pengantar Pendidikan. In that above discourse, the lecturer responded the student 7's statement about the extra-ordinary naughty child who expresses the feeling by performing

unacceptable behavior. The lecturer responded by asking the question of whether the students still remember the convergence theory that they have discussed on the previous day. The students replied **yaa (yes)**, which meant that they still remembered it. Then they discussed the theory.

The Discourse Analysis

In terms of the classroom speech act, the lecturer performed two acts, i.e. elicitation and directive move acts. In terms of elicitation, she asked some questions as shown by her first, second, third, fifth, and sixth utterances. Her first talk elicited whether the students still remembered the theory of convergence. The students replied **Yaa (yes)** to mean that they still remembered it. Then in her second utterance, the lecturer elicited **Apa? (What is it?)** to ask the definition of the theory which was responded by the students that it is the environment theory. The students' response was responded by the lecturer by performing an elicitation that directed the students to add information of the convergence theory, as read **Lingkungan dan apa? (The environment and what?)**; She answered her elicitation as indicated by her fourth utterance. She then checked whether some students wanted to add information about the convergence theory.

The directive move was shown by her seventh utterance; she directed the students to continue the discussion about the parents who defended their children who were punished by the teacher in the schools.

The data was taken from the class activities that were conducted in-class discussion; a group presenter that consisted of three students presenting the paper and the audience plus the lecturer listened and responded. Hence the lecturer's speech acts and the students' speech acts seemed to be balanced in the sense that both the lecturer and the students had an equal chance to perform the classroom speech acts.

In the following analysis, the data were taken from the classes conducted in the form of lectures; the lecturers lectured the class, as it reads:

Data 30 (See appendix)

L: (1) Ok. others find a 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

L: (3) well from this book you can learn about main idea.

L: (4) well everyone, could you please ... wait 'cause just for today you guys have to copy this one perhaps after the class, could you please take picture of this one? (5) Because you have to take picture of this maksudnya then after that you share to your friend, you have a group?

S: yes

(A.K/2018)

General Description

This is the initiation of the Reading for Communication activities. The lecturer directed the students to do some activities, i.e. to find the topic of the text being read, to read the text distributed by the lecturer, to copy a book

after the class finished. She also informed some information that can be read in the session of discourse analysis below.

Discourse Analysis

The lecturer in this data performed two acts, i.e. directive and informative. The directive act was indicated by the lecturer's first utterance which directed the students to find the topic of the text being read in the class, directed them to copy a book that the lecturer brought with her as indicated which she repeated in her fourth utterance.

The informative act was indicated by some of her utterances. First, as observed in her first utterance which says that she would read the text used as the learning source. Second, in her second utterance, she had a book entitled Basic Reading to be discussed in the class. In her third utterance, she informed the students that they learn about the main idea from the book just mentioned.

Both the directive and informative acts were responded to by all of the students in short utterances **Yes, Mam,** and **Yes.**

The data above indicates that the lecturer did the framing, i.e. she frame the students' minds to do the activity of reading to identify the main topic. In other words, the lecturer prepares the students to do the exercise of reading which will activate their critical thinking to identify the topic of the text being read.

In the following data, i.e. data 32, the lecturer performed the re-elicitation, i.e. repeating the same elicitation several times, as read:

Data 32 (see appendix)

.....

L: apa itu topik? Apa itu main idea?

L: Apa itu topik? Apa itu main idea in writing or main topic?

.....

(A.K/2018)

General Description

The above utterances were uttered by the lecturer in the class Reading for General Communication. The topic was how to find the main idea of a paragraph.

Discourse Analysis

The above sample data shows that the lecturer performed the re-elicitation. She elicited the concept of the main idea twice. In doing this she seemed to make the students understand the concept and to apply it in the practice of reading to find the main topic of the text.

Still in the same class, here is the other data:

Data 39 (See appendix)

L: (1) finish?

Students: finish!

L: (2) oke, finish?

S: yes

**L: (3) 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: (4) why you choose D

Students5: because number 1 think the text about the people speaking in

**L: (5) so, in the text or the sentences discuss people dare speak English
or environment so you choose language it's the topic or the main
idea**

S: yaa

(A.K/2018)

General Description

The context of this dialogue is in the class Reading for General Communication. The interlocutors are the students and the lecturer. They were discussing the main idea of the text they have just read. They were doing a test on the text; it was in the form of matching text.

The Discourse Analysis

In the above data, the lecturer performed three acts, i.e. checking, elicitation, and empowering. The checking was in the form of elicitation, as can be read in the lecturer's first utterance in the above data. The lecturer checked the students whether they have finished doing the test of finding the idea of the text as indicated by the lecturer's first and second utterances. The second utterance seemed to confirm the student's response to the lecturer's first elicitation. The repetition of the checking in the form of elicitation indicates that the lecturer wants to make sure that the entire students had finished doing the exercise and so the discussion can be done well.

The directive speech acts were performed by the lecturer in directing the students to inform their answer to the exercise. It is indicated by the lecturer's third utterance; she directed the students who sat in the back. This was responded to by student 5 by saying D.

The elicitation was performed by the lecturer in her fourth utterance. She asked them the reason for choosing D, or why she matched the question to D. This elicitation was responded to by the student by explaining the reason.

The lecturer responded to the student's answer by empowering the student for her good explanation. This is performed by uttering the fifth utterance. The utterance was initiated by restating the students' statement and then concluding the reason for it.

The other data were taken from the class of Speaking for General Communication as it reads:

Data 22 (see appendix)

Student 6: yaa. In English please. Last week.

Lecturer : (1) when we have a, when we talk a

Student 7: traditional!

Lecturer : (2) ya, traditional food ... iklan ya sorry. (3) Ok today umm we should talk about your final...

Students 8: project

Lecturer : (4) and I have shared to you about the videos from your seniors. (5) Everybody watched that?

Student 9: ya

Lecturer : (6) so they have any idea about that? (7) so actually you have to choose or you have to recognize your own talent. (8) Ok. I really hope that you have any talent in yourself. (9) Any?

(A.K/2018)

General Description

The context of this conversation was the class Speaking for General Communication. The interactants were the lecturer and the students. The topic of the discussion was the final project the students should do, i.e. making a video on the students' hobbies or talents. In that conversation, the lecturer spoke in the unfinished sentence, and then the students finished it.

Discourse Analysis

The lecturer's speech acts in the above conversation were clueing, informative, and elicitation. The clueing was uttered in unfinished sentences to be continued by the students as reads in the lecturer's first utterance and third utterance. In her first utterance, the lecturer seemed to trigger the students' to be active in the classroom activities. This was a successful effort as indicated by the phenomenon that students' active response.

The lecturer responded the student 7's answer that their discussion previous topic was traditional food. In this utterance, the lecturer had built a positive interaction in the sense that she responded positively to the student's response and this led the students to interact actively in the classroom activities.

In her fourth utterance, the lecturer informed the students that she had shared the video on the WhatsApp group. Then she elicited whether they had watched it. All of the students replied to confirm it.

Unlike the previous data, the following data taken from the class of English Instructional Design shows that the lecturer performed a long lecture as follows:

Data 50 (See appendix)

Lecture: (1) Saya sudah kirim ke kalian contoh step learning juga. (2) Mari silahkan buka di hp kalian masing-masing ada contoh untuk RPP. (3) Jadi contoh RPP yang saya kirim itu beda dengan aslinya. (4) Karena ini yang sudah lalu dan yang ini yang terbaru. (5) Karena dia 5 menit yah..jadi pendahuluan 5 menit. (6) Jadikan 90 menit yah.. untuk semua 90 menit, 5 menit pendahuluan 5 menit penutup atau mau ambil 10menit juga tidak masalah 10 menit, 90-10 menit 80menit kalian pakai untuk kegiatan inti kalian. (7) Jadi itu dipergunakan dengan sebaik-baiknya. (8) Ini Gia sudah berapa rangkap tadi Gia kegiatan inti..ada berapa langkah?"

Student II: "ada 6 maam"
(A.K/2018)

General Description

The context of the conversation was the activities in the class of English Instructional Design. The interactants were the students who enrolled in the class and the lecturer. In the activity, there was a student who presented her product on the lesson plan, and the lecturer talked to the whole students and commented on the product.

Discourse Analysis

The data showed that the lecturer talked to respond to student 1's presentation. The lecturer commented in the form of lecture, she lectured on the nature of English Instructional Design, i.e. how the instructional design should be. The speech acts she performed were informative, directive, and elicitation.

The informative act was shown by her first utterance which informed that she has sent the model of the instructional design through WhatsApp to every student. The other informative act was uttered her third utterance which informed that the model of the lesson plan she sent was different from the original one; in her fourth utterance, she added the information about the lesson plan, i.e. the plan she sent was in old form. In her fifth utterance, she informed the time allocated for the beginning of the lesson activity. she continued her information of the time allocation for each learning step in her sixth utterance. Then she directed the students to design well the time allocation. Finally, she elicited the presenter about the number of steps of learning activities she has designed.

The above data showed most of the lecturer's speech acts were informative; she informed the students about how to design a lesson plan for English. It is because the students are expected to be able to design an English Lesson Plan as indicated in their product. Still in the same class, here is another data:

Data 51

Student II: "ada 6 maam"

Lecture: **(1) "ada 6 langkah yah, (2) jadi kalian ya harus terurai..karena Gia belum terurai juga.. (3) jadi kalian 80menit itu ushakan kalian taruh disitu berapa menit untuk kegiatan pertama ke2 ke 3 ke 4 ke 5 ke 6 karena tidak tau berapa posisi untuk yang pertama ke2 ke3 ke4 ke5 ke6 karena tidak mungkin ketika kalian disuruh mengajar lisan berarti akan disuruh mendemonstrasi yah jadi mereka buat dulu..tidak mungkin hanya 5 menit mereka buat yah, masih ada waktu yang sudah kalian pikirkan disini berapa banyak porsinya, disini berapa banyak porsinya jadi 80 menit. Jadi kalian memang sudah harus mempergunakan waktu dengan sebaik-baiknya. (4) Karena lebih dari 90menit sudah selesai silahkam kembali ke tempat. Ini kentara? (5) Bisa dibuka masing-masing grup, grup kita..bisa kalian lihat..**

Students: "Iya maam"

General Description

The lecturer still lectured on how to design a lesson plan for English. She lectured on how to design a lesson in responding to the student's presentation of her product of the lesson plan. She lectured on how to design the learning steps and their time allocation.

Discourse Analysis

The lecturer lectured the time allocation for each learning step in the lesson plan for English. The speech acts in this lecture are confirming and directive. She confirmed the student's response to her elicitation, informed how to allocate time for each learning step, and directed them to design the time allocation and to read the model of time allocation she sent via whatsapp.

Discourse Analysis

The confirmation act was in the lecturer's first utterance. In her first utterance, the lecturer confirmed the student's information that there were six learning steps she had designed.

The directive speech acts are in the last utterances. She directed the students on how to allocate time for each learning step in the lesson plan. In her second utterance, she directed them to detail the time allocation. She directed them to activate the use of eighty minutes; they had to design the effective time. She directed them not to spend more than 90 minutes in teaching activities.

4.2.2 The Students' Response to the Lecturers' Speech Acts in the Classroom

This is to answer the question research of how the students' responded to the lecturers' statement or elicitation. Here is the analysis on data 56 (see the appendix):

.....

Student1: 1) dari kelompok lain, menurut kalian kira-kira bagaimana sikap pemerintah dalam atau tenaga pengajar dalam menyikapi orang tua atau keluarga dari peserta didik yang sok membela anaknya padahal dia tau kalau anaknya itu salah?

Student2: (2) mm baik saya dari kelompok 1 , saya cuman mau bertanya saja ini kasus nyata?

.....

General description

The context of the dialogue was the class of Pengantar Pendidikan (Introduction to Education). The speakers were the students who enrolled in this class. The topic was the violence in education, i.e. the violence by the parents to the teacher who punished their children in school. The presenter group consisted of two students were presenting their topic and the audience that consisted of some students and a lecturer were listening.

Discourse Analysis

The classroom speech acts were elicitation and informative. Student 1 in the students. the first utterance elicited the other group about the government and the teacher's attitude towards the parents who defended their children who were punished in school, but they ignored that the children were guilty.

The second elicitation was expressed by the second student in the students' second utterances, she elicited whether this was a real case.

The third elicitation was uttered by the first student in the sixth and seventh utterances, asking whose fault the violence was; whether the teacher or the student or the parents were wrong.

The informative speech act was performed by the third student in the eighth and ninth utterances; he informed to assert that family is the first educational institution for the children, therefore, the family should update the knowledge of education.

This data shows that the elicitations were performed by the students and responded to by other students. Therefore, it is different from that discussed by Sinclair and Coulthard and Nababan which explains that the elicitation is often performed by the teacher and the students respond to it. This is because the class activity was conducted in-class discussion.

The following data was taken from the other class, i.e. Reading for General Communication.

Data 84 (See Appendix)

L: others find topic from a text from a list and... I just wanna read it. 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: (1) yes mam

L: well from this book you can learn about main idea and this one

L: well everyone, could you please ... wait 'cause just for today you guys have to copy this one perhaps after the class, could you please take picture of this one? Because you have to .. take picture of this maksudnya then after that, you share to your friend, you have a group?

Students: (2) yes

(A.K/2018)

General description

The context of this conversation was the activity of the day. The speakers are the lecturer and the students. The lecturer directed the students to do some class activities.

Discourse Analysis

The students, in this data, performed only one classroom speech act, i.e. responding to confirm the lecturer's elicitation. The first and second utterances of the students were responses to the lecturer's directive.

The following data from the same class shows the other phenomenon as follows:

Data 89

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

Student 5: (1) D

L: why you choose D

Student 5: (2) because number 1 think the text about the people speaking English

L: so, in the text or the sentences discuss people dare speak English or environment so you choose language as the topic or the main idea

S: (3) yaa

(A.K/2018)

General Description

The context of the dialogue was the class Reading for General Communication. The speakers were the lecturer and the students. The topic of the discussion was the exercise of the text being read. They were discussing the correct answer.

Discourse Analysis

The classroom speech acts performed by the students were informative in responding to the lecturer's elicitation about their answer to the question concerning the text they were reading. The text was a matching test;

the students had to match the questions to the correct answer labeled the alphabet A, B, C D, E. F, G, and H. In the above data, student 5 informed that the correct answer for question number 1. She informed that the correct answer was that was labeled D. When the lecturer elicited why she explained in her second utterance. After the lecturer concluded the answer, student 3 responded in a very short utterance, **yaa (yes)**.

The data analysis above taken from the class Reading for General Communication shows the student mostly performed the response to the lecturer's directive, informative, and elicitation. In responding to the lecturer's direction they uttered **Yes**. In responding to the lecturer's elicitation their responses varied. To respond to the lecturer's question about the answer, they tell the label of the correct answer since the exercise was to match the question to the correct answer; they had to match the question to the correct answer labeled in an alphabetical system. When the lecturer asked the reason for the answer, they explained it.

However, when the discussion was something out of the subject topic that is familiar to the student, their speech indicated they became more relaxed and humorous. The phenomenon is clear in the following sample data.

Data 92 (See Appendix)

Students10: (7) semua bisa berenang mam, bole menyelam
L: bisa berenang?

Students10: (8) iyaa bole mam
Students11: (9) bole tenggelam
(A.K/2018)

General Description

The context of the discourse above was still the class of Reading for General Communication. The speakers are the lecturer and the students. The topics are the text being read and the students' hobbies. In discussing the text, the lecturer elicited and the students responded. In discussing the hobbies, the lecturer elicited, responded, and the students responded humorously.

Discourse Analysis

In the above data, the students performed the informative act in responding to the lecturer's elicitation. In the student's first utterance the student 9 informed that she choose the answer labeled D. In the second utterance she responded to the lecturer's question about the reason for choosing D. The student replied by explaining why she chose D. In the third utterance the all of the students responded to the lecturer's information that swimming is a sport and hobby.

The next discussion was about the students' ability to swim. The lecturer asked whether the students could dive. The students' answers were varied. Some students replied no, the others said yes as they uttered in their fourth and fifth utterances.

When the lecturer asked them who can swim, every student enthusiastically answered that they can swim as they uttered in the seventh utterance. Student 10 informed that they all can swim and dive. Student 10 inform that responded to the lecturer's elicitation asked whether she could swim. She replied in the eighth utterance. Student 11 responded humorously that she could sink. Student 12, also humorously replied that student 10 could dive forever (means to sink). Student 11, in responding to student 12's statement that she learned to swim by herself, said that she could swim along the river to the sea.

The other classes, i.e. Speaking for General Communication, shows the same phenomena, i.e. the lecturer's directive and elicitation acts were often performed to manage the class activities, as reads in the following:

Data 78 (See Appendix)

Student 14 : (1) can I chat 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

Student 14 : (2) accident

.....

(A.K/2018)

General Description

The context of the above data was the class Speaking for General Communication. The speakers were the lecturer and the students who enrolled in the class. The topic of the conversation was video making as the final project. In that discussion, the students elicited some matters concerning

the project and the lecturer responded by directing them on how the video should be made.

Discourse Analysis

The students' talk in the above data can be categorized as elicitation, informative, and directive speech acts. All the speech acts were meant to respond to the lecturer's directive act and to respond to the whole class's acts. The elicitation was performed by student 14 in the student's first utterance, asked whether he can chat from the internet text. This was responded to by the lecturer by directing them to compose their text.

Most of the students' utterances were to respond to the lecturer's directive act concerning how to make the video, its content and they had to publish it on the internet. The exception was student 22's act, in the student eighth utterance she directed the whole class to speak English because it is the class of Speaking in which all the participants were expected to speak English. It was to respond the student 21 who speaks the Indonesian Language.

4.3 The Nature of Turn-Taking

This is to answer the question of research about the nature of turn-taking in classroom interaction. In this section, the writer talks about the

nature of turn-taking in classroom interaction. In the writer's mind, turn-taking plays an important role; it indicates whether the interaction is positive in the sense that it enables student-centered learning or teacher-centered learning. In the student-centered learning process, the students have the optimal chance to talk, while the teacher plays the role of the facilitator.

The analysis of turn-taking was focused on two things, i.e. the participants who got most portions in talking and the teachers' method to involve the students in talking.

4.3.1 The Portions of Turn-Taking

This is to answer the question research of who got more portions in talking, the students or the lecturer. Before answering the question, the writer presents the following table:

Table 2. The portions of Turn-Taking

| Utterances | Reading For General Communication | Speaking for General Communication | Pengantar Pendidikan (The Introduction to Education) | English Instructional Design | The Sum |
|----------------------------------|-----------------------------------|------------------------------------|--|------------------------------|-----------|
| Lecturers' Utterances | 245 | 200 | 177 | 66 | 688 |
| Students' Utterances | 90 | 45 | 179 | 29 | 343 |
| The Sum | 335 | 245 | 356 | 95 | 1031 |
| Lecturers' Utterances Percentage | 73.13432836 % | 81.63265306 % | 49.7191011 % | 69.47368421 % | 66.7313 % |
| Students' Utterances | 26.86567164 % | 18.36734694 % | 50.2808989 % | 30.52631579 % | 33.2687 % |

The table above shows that in general, the lecturer produced utterances more than the students did. The sum of the lecturers' utterances was 688 or 66.313% of the total utterances. It means that the lecturer still dominated the class discourse.

The percentage of the lecturers and students' utterances of each class, as indicated by the above table, was varied. The class of Reading for General Communication shows that the lecturer produced 245 utterances or

73.13432836 % of the total utterances; the students produced 90 utterances and it means 26.86567164% of the total utterances. It means that the lecturer dominated the portions of turn-taking in terms of the utterances percentage.

The class of Speaking for General Communication, like the class of Reading for General Communication, was dominated by the lecturer's utterances. The table shows that the lecturer produced 200 utterances or 81.63265306 % of the total utterances. The students, on the other hand, produced 45 utterances or 18.36734694 % of the total utterances.

The class of Pengantar Pendidikan shows that the lecturer produced 177 utterances or 49.7191011 % of the total utterances. The students produced 179 or 50.2808989 % of the total utterances.

The class of English Instructional Design indicated that there were 66 utterances of the lecturer. It means that the lecturer produced 66.7313 % of the total classroom utterances. The students produced 29 utterances which means that their utterances were 30.52631579 % of the total utterances.

The above table shows that the lecturers got more portions in talking more than the students did except that of the class of Pengantar Pendidikan. The class of Pengantar Pendidikan indicated that both the lecturer and students' utterances are relatively equal in quantity.

However, since this is qualitative research that focused on the process and meaning of the phenomenon, the writer also presented the qualitative

data to show the process of the discourse in classroom interaction as seen in data 1 (see appendix).

The data was the discussion in the class of Pengantar Pendidikan. The data shows us that the students talked more than the lecturer did. The lecturer, on the other hand, played the role of the facilitator who facilitated the dialogue. As indicated by her first and second utterances, she led the discussion by leading the students to the most urgent question to be answered by the presenter group. The data indicated that she facilitated the students to find the answer; she did not answer it by herself.

The students, on the other hand, talked more than the lecturer did. The presenter group presented the topic to the class. They got portions of talking than the lecturer did. Their elicitations were addressed to their classmates as the audience who had the right to express their opinion concerning the topic being presented.

The phenomenon was found in the class of Pengantar Pendidikan which was in the class discussion form. This leads the writer to investigate the other class in different forms.

The following phenomenon was found in the class of Reading for General Communication as shown by data 34 (see appendix).

Data 34 (See Appendix)

.....

L: (12) kalo topik itu biasanya ada di temukan di mana ? (13) in the beginning ? (14) at the middle? (15) Or at the end

Students: in the beginning

L: (16) yeah it's can be in the beginning, in the middle, or at the end, or the main idea

Student2: specific information

.....
(A.K/2018)

The data shows that in terms of process, there was a balance between the lecturer and the students' portions of talking. There was a discussion between the lecturer and the students. The lecturer initiated the discussion by lecturing on how to do the exercise on how to identify the main idea of a text. Then the lecturer performed some elicitations on the definition of the main idea.

The data above shows that the lecturer just performed some elicitations, asked some questions to the students. And the students answered them freely. Therefore, it can be concluded that the above data showed that both the lecturer and the students had the same chance to talk. The lecturer performed elicitation acts and the students responded to them freely.

The same phenomenon also can be found in the other class, i.e. the class Speaking for General Communication as follows:

Data 76 (See Appendix)

Lecturer: ehh please write down the student's name right now and for last week. Last week and now. You just write down the students who join us in class

Student 6: yaa. In English please. Last week.

Lecturer: when we have a, when we talk a

Student 7: traditional!

Lecturer: ya, traditional food ... iklan ya sorry. Ok today umm we should talk about your final

Students 8: project
(A.K/2018)

Just like the previous dialogue in the class Reading for General Communication, this data shows that the lecturer's chance to talk and the lecturer's chance to talk were balanced.

As shown in the above data, three students were talking freely. They talked as soon as the lecturer finished talking. The very interesting thing is that student 6 spoke freely to direct the class to speak English. It means that both the lecturer and the students were equal in directing the class.

However, unlike the previous data, the following data taken from the class of English Instructional Design shows a different phenomenon. The data from classes mentioned previously shows that the lecturer's chance to talk and the students' chance to talk were balanced. In the class English Instructional Design the lecturer and the student's chance to talk unbalanced. The lecturer got most portions in turn-taking. The lecturer took more chances to talk more than the students did.

In the class English Instructional Design, students presented the draft of the project, i.e. a lesson plan for English Instructional in school. After the presentation, there was a dialogue between the lecturer and the student. The lecturer asked some questions to the students regarding the product. The lecturer also gave some comments on the product. There was no discussion

between the presenter and the audience, and so the audience had no chance to think and to talk. It is clear in the following data 51 (see appendix)

Data 51 (See Appendix)

Student1:”lalu kegiatan intinya disini siswa menonton video, jadi yang pertama itu siswa menonton video tentang ucapan menguji bersayap beserta resumennya dalam bahasa inggris, setelah itu siswa membaca dan mengamati contoh teks ucapan selamat akan menguji bersayap yang diberikan guru. Setelah itu siswa membacakan contoh-contoh ucapan selamat dengan sikap yang baik dan benar dengan menggunakan ucapan,tekanan kata dan intonasi. Disini saya menggunakan simulasi roll play. Siswa mengidentifikasi ciri-ciri teks ucapan selamat fungsi sosial, struktur teks dan unsur kebahasaan. Lalu, siswa dibagi secara berpasangan untuk presentasi didepan kelas serta memberikan ucapan selamat dan memuji bersayap. Setelah itu siswa mampu mendemonstrasikan ucapan selamat dan menguji bersayap dalam bentuk percakapan secara berpasang-pasangan di depan kelas. Jadi penutupnya, setelah itu siswa menyimpulkan materi pembelajaran yang telah dipelajari. Lalu guru menginformasikan Rencana pembelajaran untuk pertemuan berikutnya. Setelah itu guru menutup pembelajaran dengan mengucapkan salam.

Lecture: Saya sudah kirim ke kalian contoh step learning juga. Mari silahkan buka di hp kalian masing-masing ada contoh untuk RPP. Jadi contoh RPP yang saya kirim itu beda dengan aslinya. (4) Karena ini yang sudah lalu dan yang ini yang terbaru. Karena dia 5 menit yah..jadi pendahuluan 5 menit. Jadikan 90 menit yah.. untuk semua 90 menit, 5 menit pendahuluan 5 menit penutup atau mau ambil 10menit juga tidak masalah 10 menit, 90-10 menit 80menit kalian pakai untuk kegiatan inti kalian. Jadi itu dipergunakan dengan sebaik-baiknya. Ini Gia sudah berapa rangkap tadi Gia kegiatan inti..ada berapa langkah?”

Student II:”ada 6 maam”
(A.K/2018)

The data shows that after the student’s presentation, the lecturer gave a long comment on the student’s product. She focused on the time allocation for each step of learning. There was no discussion between the presenter and the audience.

To conclude this session the writer restate in terms of turn-taking, in general, the students got more portion of talking than the lecturer did. In the class of Pengantar Pendidikan, the students had more portions to talk about, the lecturer's role was the facilitator in the sense that she facilitated the students to discuss.

In the classes of Reading for General Communication, the portions of talking of both the lecturers and the students were equal. There was a discussion between the lecturers and the students in which the students were able to take the turn of talking. Even a student was free to direct the class to speak English.

In the class English Instructional Design, the lecturer dominated turn-taking. She got more portions in turn-taking. She lectured the class after watching and listening to a student present the draft of the design of the English lesson plan.

4.3.2 The Lecturer Involving Students Talking

There were three methods applied by the lecturers to involve the students to talk, i.e. by directing, using what Donald (2020) called DIU or Designedly Incomplete Utterances, and eliciting.

Directing was often found in the class discussion, i.e. a group of presenters presented a topic and the other students were the audience. In this discussion, the lecturer was the moderator who managed the discussion.

The following sample data indicates the phenomenon:

.....
Lecturer : **(1) Ada tanggapan dari teman-teman, yaa silahkan**
....
(A.K/2018)

The above data shows that the lecturer directed the class to respond to the presentation. The lecturer's utterance was a direction that directed the students to question or comment on the presenter's opinion. This directive act was responded to by student 6. He tried to add some information about the naughty children.

The following sample data also indicated the same thing, i.e. the lecturer tried to involve the students to talk actively by performing the directive classroom speech act as follows:

Data 7 (See Appendix)

Lecturer: **(...Ayo masi banyak pertanyaan. ...**
(A.K/2018)

The above data shows that the lecturer directed the group of presenters to be more active in responding to the audience's comments or questions. Her utterance indicates that she directed the group presenters to answer the other questions. The utterance said, **Come on, there are still many questions to answer.** This utterance provokes the students to be active in the discussion.

The other method applied by the lecturer to involve the students in talking was Designedly Incomplete Utterances (DIU). Applying this method

the lecturer uttered incomplete utterances, i.e. she stopped uttering before completing them. Then the students were expected to complete it. It is clear in the following data:

Data 22 (see appendix)

Lecturer: when we have a, when we talk a

Student 7: traditional!

Lecturer: ya, traditional food ... iklan ya sorry. Ok, today umm we should talk about your final...

Students 8: project

.....

(A.K/2018)

The above data showed that the lecturer, in her first utterance, uttered a designedly incomplete utterance. She left the utterance **...when we talk a...** Then the student 7 completed it by saying **traditional**.

In her third utterance the lecturer again uttered a similar utterance **Ok today umm we should talk about your final....** This was completed by student 8 said **project**.

The other method was elicitation. In applying this method, the lecturer asked some questions to the students, and the students answered them. This was the method that was often applied by the lecturer. The following data shows it.

Data 26 (See appendix)

...

Student 24: about the duration?

Lecturer : (1) ok (pause) how long will you read?

Student 24: three weeks two weeks.

Lecturer : (2) no no. (3) The duration of the video. (4) Not three weeks. (5) Two to three minutes.

Student 24: yes

....

(A.K/2018)

The above data shows that the lecturer elicited twice. In her fifth utterance, she asked whether the students had watched the video she shared through the WhatsApp group.

Also, the similar method, i.e. using elicitation to engage the students to talk as follows:

Data 40 (See Appendix)

...

L: (2) part B, okay why?

Students6: ee the text explains that there are 360 people in Gorontalo

...

(A.K/2018)

This was taken from the class Reading for General Communication. They were discussing the exercise they had done, talking about the correct answer for an item of question.

The lecturer elicited student 6, asked the reason for saying part B. The student responded by explaining. In her fifth utterance, the lecturer uttered a

short utterance **Island?** This was to mean to ask student 7 to explain what she meant by island. It was responded by the student by explaining what she meant by Island. Finally, the lecturer elicited whether the students agreed with student 6.

The other method of involving the students to talk actively was by being humorous.

Data 64 (See Appendix)

....
Lecturer: (7) **yang contoh tadi sudah yaa, mungkin dia di lihat di fasilitas yaa. (8) Oke yaa jadi jangan cuma satu orang mo jawab satunya siapa gitu, jangan ba sambunyi di bawah meja.**

...

(A.K/2018)

The lecturer, in her eighth utterance, provoked all of the students to talk. In the discussion, there was only one student who talked actively, and so she directed all of the presenter group members to talk. Humorously she said that they must not hide under the table.

4.4 The Effect of Discourse on the Classroom Interaction

This is to answer the question of research of the effect of discourse on classroom interaction. As discussed in chapter II, there are three types of class interaction, i.e. teacher to students interaction or one-way interaction,

teacher-to- students and student-teacher interaction or two ways interaction, and teacher-to-students and students-to-teacher and students-to-students interaction.

The one-way interaction occurs when the lecture lectures in the class. There is only one-way communication in which the teacher speaks to the class while the students had s no chance to express their opinion.

The two-way interaction occurs when there is two-way communication. There is a dialogue between the teacher and students. The students have no opportunity to communicate with each other.

The multi interaction occurs when the students interact with the teacher and at the same time they interact with each other.

The data finding indicates that discourse affects classroom interaction. The utterances uttered by both the lecturers and the students indicate it, as can be seen in data 49 (see appendix) Data 49 (See Appendix)

Lecture: (1) ada berapa menit situ Gia

Student1: "ada 10 menit"

Lecture: (2) yah 10 menit Gia mengecek kehadiran..apalagi?

Student1: " disini mengecek kehadiran sama menjelaskan tujuan pembelajaran yang akan dibahas.

Lecture: (3) Nah apakah itu memerlukan waktu 10menit? Jadi..sekitar 5 menit yah..kecuali ada apersepsi sebelum itu

(A.K/2018)

The above data was taken from the class of English Instructional Design. It shows us that there was a conversation between the lecturer and a

student. The student namely Gia had presented her draft of the English Lesson Plan to be implemented in school. They were discussing, the lecturer elicited some questions and the other students listen without any comments.

The data shows that the lecturer asked some questions about the draft. The students responded; she explained the steps of learning. The lecturer's elicitation was just about the time allocation; she did not elicit about how the draft was designed, why the draft was as it was. Therefore, the students just informed the time allocation of each learning step. She did not express the reason for the time allocation she had planned.

The other students just played the role of the listeners. They just listened to the discussion; they did not contribute to perfecting the draft.

This happened because the lecturer as the individual agency performed the elicitation act which was addressed limitedly to the presenter, not to the audience. She called the presenter's name only; she did not call the audience.

Not only speech acts performed by the lecturer affect the classroom interaction, but also the topic of the discussion. It is clear in the following sample data from the class of Reading for Speaking for General Communication:

However, there was a threat when there was an expression of anger from the lecturer. The data are taken from the class Reading for General Communication indicates it:

Data 36 (See Appendix)

L: (1) jadi, yang bermain, yang tidak serius yang dapalia cuman main-main mo dapa tau. (2) Ini kenapa baru datang? (3) Ketiduran, bangun jam brapa tadi? kamu orang mana? (4) Saya tanya , dari mana?

Students3: jalan Kalimantan

L: (5) jalan Kalimantan? (6) Kamu dari pulau Kalimantan?

.....

The lecturer's anger was expressed when a student came late and she thought that a student was not serious in doing the class activity. The data shows that the lecturer performed two speech acts. The first one is expressive, i.e. anger and directing. She was expressing her anger to a student who came late. Her **utterance Ini kenapa baru datang? Ketiduran, bangun jam brapa tadi? kamu orang mana? dari mana?** (Hey you, why are you late? What time did you get up? Where do you live?

She ironically expressed her anger in responding to the student's answer that she live on Kalimantan Street, she responded it **What? Do you live on Kalimantan Island?** When the student said that she live on Kalimantan Street, she responded angrily by asking about her activity before coming to the campus. The question is more rhetoric since it needed no answer; it is more the expression of anger.

This can be considered a threat since it potentially can threaten the class interaction. The threatened classroom interaction potentially caused a bad atmosphere of learning. However, the lecturer moved soon to the

discussion of the material being learned and so the interaction was back to its normal nature.

4.5 The Effect of the Classroom Interaction Discourse on Learning

As discussed in chapter II, the classroom interaction is the pedagogic interaction and therefore, the discourse taking place in the classroom is a vehicle of pedagogic activities. Therefore, the research leads us to the effect of discourse in classroom interaction on learning activity. Talking about the pedagogic activities we need to refer to taxonomy, in this research the writer applies Bloom's taxonomy.

In this research, the writer analyzed the cognitive level that was expected to be mastered by the students as indicated by the speech acts the lecturers' performed.

Data 4 (see appendix) taken from the class of Pengantar Pendidikan indicated that the lecturer, as the speaker, performed elicitation *Ingat teori konvergensi (Do you remember the convergence?)*. The context of the elicitation was the class discussion about juvenile delinquency. The lecturer elicited it to respond the student 7's statement that juvenile delinquency was triggered by the family factor. This elicitation can be categorized as testing the *cognitive 1* or the remembering ability of the students. However, by relating it to student 7's statement, it can be inferred as the elicitation in the level of C4).

The lecturer implicitly directed the students to analyze the cause of juvenile delinquency by applying the convergence theory.

In the class *Speaking for General Communication*, the lecturer performed an elicitation to enable the student to apply the theoretical knowledge of speaking (C3). She directed them to make a video to report an event. Data 24 (see appendix) indicated this.

Student 14: can I chat from the internet text

Lecturer : (1) the text? could be. (2) But it's better if you compose them by your own. (3) For example you need to report....

Student 14: accident

Lecturer : (4) ya accident on the street or something maybe the accident could download from internet, but the way you report that could be on your own. (5) But the accident could be from the internet or maybe you want to report about Justin Bieber's concert. (6) Ya Justin Bieber's concert could be downloaded but the way you report that must be your own.

The context of the above dialogue was the class *Speaking for General Communication*. The interactants were the lecturer and the students who were enrolling in the class. The speaker was the lecturer. The topic was the final project of making the video. the students were directed to make a video and they had to speak to report something on it. the lecturer uttered *...but the way you report it could be your own*. This utterance was intended to direct the

students to speak in English and therefore, they were expected to apply the practical knowledge of speaking,

In terms of the knowledge dimension, it belongs to procedural knowledge. The students were expected to speak English, apply their knowledge of speaking. The lecturer's utterance indicated that she informed the students of the method of making the video.

Data 32 taken from the class *Reading for General Communication* indicates that the lecturer expected the students to have the C4, i.e. the ability to analyze. They were directed to analyze the main topic of a paragraph they were reading. In terms of knowledge dimension, they expected to have factual knowledge, i.e. the knowledge is taken from the fact of the text.

The other data from the same class (see data 43) shows the lecturer performed the elicitation to check the students' remembering ability (C1), the question *What is benua in English* is to test the students' vocabulary. In terms of the knowledge dimension, it is factual knowledge since it is about the knowledge of the fact.

Implicitly, this elicitation is meant to encourage the students to understand the text being analyzed. By this C1, the lecturer seemed to encourage the students to express their idea in English.

The C4 is also found in data 92 of *Reading for General Communication*. The lecturer performed the elicitation act to check the students' critical

thinking, i.e. the ability to analyze. She asked them for choosing the answer. Student 9 responded by explaining the reason.

In the class of English Instructional Design, the lecturer seemed to provide the students with the knowledge of applying. In this class, the lecturer made an effort to recall the students' knowledge of applying the principle of designing the English instruction. Take data 50 and 51, and 52 (see appendix) as examples. The data show that the lecturer is providing the students with the knowledge of how to design the instructional design that consists of time allocation for each instructional step, determining the basic competence.

In terms of the knowledge dimension, this is procedural knowledge. The lecturer, through the discourse, provides the students with the procedural knowledge of how to design the English Instructional Design for the school students.

CHAPTER V

DISCUSSION

This session is the discussion of the data analysis. In other words, this is the interpretation of the data finding and data analysis.

5.1 The Nature of Discourse in the Classroom Interaction

5.1.1 Speech Acts in the Classroom

In terms of classroom speech acts, the writer has found various speech acts performed by the lecturers and the students. They are mark, starter, elicitation, checking, directive, informative, prompt, and clue. In terms of Searle's speech act, it is found in the class discussion the assertive acts performed by the interacting students. In a long talk, the lecturers and the students performed various classroom speech acts which are discussed more elaborately in this chapter.

The lecturers' speech acts distributed in both long speech and short speech. In the long speech, i.e. is a speech that contains about five or more utterances, a lecturer performed more than one speech act. In the short, speech the lecturer performed one speech act.

5.1.1.1 The Lecturers' Speech Acts

In the data of language corpus one, it can be discussed that the lecturer produced the utterances on the class discussion on the topic of the

teacher's violence to the school students, they were discussing the legal protection to the children in the context of Indonesia. The data shows us that there were some classroom elicitation speech acts, i.e. eliciting the students about the law, and hence, it was categorized as informative.

The second act was eliciting the students about the parents' violence to the teacher to stand by their children who have been punished by the teacher due breaking the school rule, how the Indonesian government's attitude toward this phenomenon was. Before asking these questions she encouraged the students by saying that they are simple and easy questions. This may imply that it did not take time to answer it and everybody was expected to answer it.

This analysis of data 3 in the class of Pengantar Pendidikan suggested that the lecturer performed some classroom speech acts, i.e. directing, however, before directing she prepared the students with the information about the child with psychological treatment, the child who needs special treatment of a psychologist, and then she directed them to continue the discussion by inviting the participants to comment, to add the idea, or to express a different opinion. This is an effort to add information and so the discussion was more attractive because the students have some additional information to enrich their topic.

The same thing also happened in the class of English Instructional Design. In that class, when producing a long utterance, the lecturer

performed more than one classroom speech act (see the analysis of data 51 in the setting of the Class of English Instructional Design in chapter IV)

Just like the data in that of the class of *Pengantar Pendidikan*, the lecturer directed the students to do something. In the context of this class, the students were directed to read the sample of the Instructional Design that was sent to their mobile. Then she directed them to design the time allocation of every step of learning activities. The lecturer initiated this direction by informing them that the lecturer has sent that sample through the WA group. Then she elicited about the presenting student about the number of steps of learning she has designed.

The same phenomenon was also found in the following data 14 taken from the Class of Reading for General Communication (see chapter IV).

The speech acts performed by the lecturer in the long utterance consist of allowing the students question about taking material from the internet text for the video final project. And then she elicited the student whether they have any questions. Then she directed them to make a video clip about their talent.

Here the lecturer again elicited whether the students have any questions. Then she directed them to work in pairs. After that she informed them about the content of their video project, i.e. they have to talk about their hobbies and the performance of their hobbies. Then she closed it by eliciting

two questions' i.e. asking whether they have any questions and whether it is clear.

The various classroom speech acts shown by that data indicated that there is a move of acts, from lecturing about the main idea of a paragraph to the expressive, i.e anger. The anger appeared when she noticed that a student seemed to ignore her lecture and did another activity.

She expressed her anger in the Indonesian Language in a sudden expression without a signal of move from lecture to anger. The students were silent, gave no response.

All the above data indicate that in a long lecture, the lecturer may perform two or more classroom speech acts. This happened due to the needs, it is necessary to perform more than one speech act.

The lecturer performed such speech acts to meet the needs:

1. The needs to prepare the students to perceive the concept being explained.
2. The need to guide the students to do a specific project.
3. To respond to the unexpected things that occur during the class activities, such as student's activities that were not relevant to the subject.

Unlike the lecturer's long talk, every lecturer's short talk contains one single classroom speech act. See the analysis of data two in chapter IV.

The data was taken from the class of Pengantar Pendidikan conducted in a class discussion in which the lecturer was acting as the moderator in the sense that she led the discussion and at the same time she lectured when necessary. It shows that the lecturer responded to student 2's directive act that directed the class to respond to the presenting group. She strengthened the student's direct response. She repeated the presenting group member to direct the audience to respond. The presenting group member, in an interrogative sentence, invited the class to respond **ada yang bisa menanggapi?** On the other hand, the lecturer directed the students to respond by saying **ada tanggapan dari teman-teman, yaa silahkan (Any comments, friends? Please).**

The other class, i.e. Speaking for General Communication, is shown by the analysis of data 24 in chapter IV. The data shows that the lecturer performed two acts, i.e. informative and elicitation. She informed the students that she have shared the video made by the senior students, and asked whether they have watched it.

During the investigation, the writer has found a new classroom speech act performed by the lecturer, i.e. re-elicitation. The lecturer repeated the question on the same matter in various utterances as shown by the analysis of data 44 in chapter IV. The re-elicitation occurred when the students did not understand the question and so the lecturer needed to re-ask it in different

words. The lecturer asked about the English word for the Indonesian word *benua (Continent)*.

5.1.1.2 The Students' Response

The students; responded to the lecturers' speech acts by performing speech acts. First, by answering the lecturers' questions. In the class Reading for General Communication, the students responded to the lecturer's elicitation about the text they were reading. Data 89 taken from Reading for General Communication In this data it is shown that student 5 responded to the lecturer's elicitation about the student's reason for the answer. The student answered *Because I think the text about the people speaking English*

The second response was confirming. The student responded to the lecturer's direction to read the text, analyze it to find the main topic of the text. All the students responded by saying *Yes, Mam* to confirm the direction. It is meant *Yes, Mam, we'll read it to find the main topic.*

The third is by elicitation. It happened when the lecturer directed them to do something. Data 78 indicates that the student asked whether he can take the internet text. The topic of the conversation was the final project. The students were directed to make a video clip. Student 14 elicited whether he can take the text from the internet.

The fourth was by continuing the lecturer's designedly incomplete utterances. It can be seen in data 78. The lecturer uttered, *But it's better if*

you choose them by your own. For example, you need to report... Student 14 continued by saying *Accident*.

5.1.1.3 The students' Classroom Speech Acts

In the term of Sinclair and Coulthard Classroom Discourse Analysis, and Brown's Interaction Analysis System, the students/pupils are placed in the position of the contributor. This means that it is the teacher/lecturer who plays an important role, s/he produces utterances that indicate the dominating role during the classroom interaction. The utterances that were categorized as the start, directive, elicit, inform, which are expected to be responded to by the students in their contribution activities.

However, this research has found that in classroom interaction, at least in the context of the English Department of the State University of Gorontalo, the students' role is more than contributors. In the class activities conducted in the form of class discussion in which some of the students are presenters, their role is like the lecturer or the *Lecturer-like role*. They performed the speech acts like the lecturers do, start, elicit, directive, informative, lecture. Even in the classroom activities in which the interaction was lecturer-students, the student performed a directive act.

Data 1 taken from the class of Pengantar Pendidikan (Introduction to Education) shows how student 1 directed the class to give some comments or

opinions about the topic of *Violence in School* done by either the parents or teachers. The question **Ada yang bisa menanggapi? (Do you want to comment?)** is a directive act to the other students to comment.

The students also elicited their classmates as shown in the data taken from the same class. When discussing the market which is neighbored by a school (Gorontalo context). She asked the forum opinion about that. That phenomenon can be read in the analysis of data 72.

The data also suggested that the students have performed the assertive act, the illocutionary acts that are proposed by Searle but not by Sinclair and Coulthard, and Brown in their theory of Classroom Interaction. They asserted the importance of relocating the market, the importance of classical music in developing the fetus' intelligence.

Unlike the students talking in the class of *Pengantar Pendidikan*, in the class of *English Instructional Design*, a student presented her product of the project, but after presenting, the students did not have much chance to give some comments. Mostly, the lecturer commented on the product, while the presenter answered or responded to the lecturer. It is clear in the analysis of data 115 (see chapter IV)

That dialogue shown by the data happened after the students did a long presentation on her product of the English Instructional Design. The lecturer elicited the students on the time allocation for each step of the

classroom activities. The student, on the other hand, responded in short answers to contribute as needed by the lecturer.

In this class, the student was the presenter who presented her product. But the audience did not have much opportunity to comment, question, critique. The interaction was dominated by the lecturer and the presenting student, but the student was a pure contributor. She seemed to be the contributor in the classroom interaction.

In the other class, Speaking for General Communication, there was interactive communication between the lecturer and the students. All of the students had the chance to contribute. In this class, all the students seemed to be enthusiastic contributing to the class activities by responding to the lecturer's utterance. The discussion was on the project of video making.

Mostly the students asked for direction on how the video had to make. The sample of data 80 shows us how the students performed the act of asking for the lecturer's direction. The questions such as *can I chat from the internet text* (sample data 80) should be categorized as the request for the direction since they needed a direction on how the video to produce.

One phenomenon found in the class of Speaking for General Communication was a directive from a student to all the class, *English, please* uttered in a loud voice. It is a directive to all her mates, a request to the lecturer to direct the class to speak English. This indicates that the students could speak freely to express thoughts or opinions.

The other students' contribution was answering the lecturer's elicitation regarding their talents or hobbies to be contained in the video. The data 77 (see chapter IV).

5.2 The Nature of Turn-Taking in the Classroom Interaction

5.2.1 The Portion of Turn-Taking

Turn-taking refers to the change to talk; in the context of this research turn-taking is the chance to talk during the classroom interaction. The phenomenon to discuss is who got more chance to talk, the lecturer or the students.

The data presented in table 1 shows that in general, the lecturers got more portions to talk than the students did. Table 1 shows that the sum of the lecturers' utterances was 66.7313% of the total utterances and the students' sum of utterances was 33.2687%. The difference in the percentage was shown clearly in the following graph:

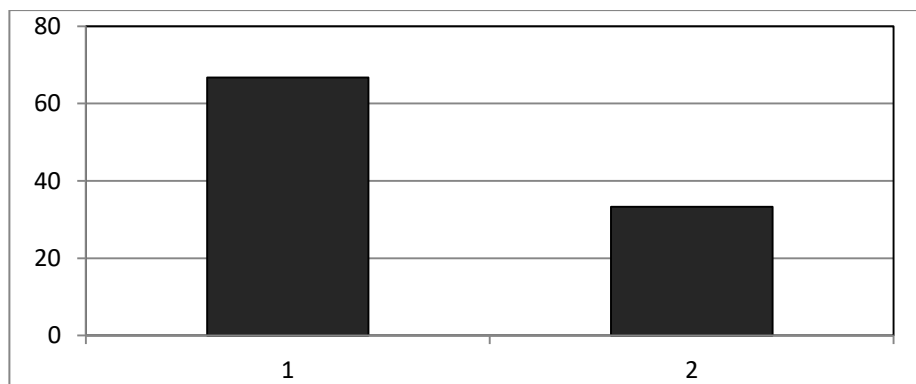


Figure 3. The total sum of lecturers and students' utterances.

Note:

Bar 1 is the lecturers' utterances

Bar 2 is the students' utterances

Bar one is the sum of the lecturer's utterance. bar two is the students' utterance.

The data can be interpreted that in general, the lessons are still teacher-centered. In other words, the students had less chance to express their ideas. This is on the contrary with Walsh (2006) discussed in chapter II that in the class of language the students must be given more portions to express themselves.

On the other hand, the class of *Pengantar Pendidikan* showed a different phenomenon. The portions of talking of both the lecturer and the students are relatively balanced. The sum of utterances uttered by the lecturer is 49.7191011 % of the total class utterance, while those that were produced by the students were 50.2808989 % of the total class utterances. It means that this class applied student-centered learning. However, the lecturer still played the role of a class manager who managed the class. This phenomenon was due to the class discussion applied in this subject. The students discussed each other; a group of three students presented the ideas on the topic being learned and the other students commented, questioned, or criticized. The lecturer talked when it was a necessity, i.e. directing students to speak, comment, or respond. Consequently, every student was free to talk to express their opinion.

In the class of *Pengantar Pendidikan* that was conducted in class discussion, i.e. the presenters were the students, the students had the big

chance to expose themselves in the sense that they were free to talk. They were involved in the classroom discourse. They can comment or argue with each other, but nobody argued with the lecturer.

The lecturer talked to manage the discussion as the moderator. However, at the same, she also responded to the students' statements on a topic being discussed. Data 1 shows us how she played the role of the moderator who directed the students to talk or comment on the presenters' statement, how she commented on certain issues that the presenters informed.

In the class English Instructional Design, a student presented her draft of the English lesson plan. However, after the presentation, there was no discussion between the student and the audience. The discussion was between the lecturer and the presenter. The lecturer asked some questions to the presenter to evaluate the product draft. She just elicited the designed teaching method and the time allocation to the presenter. Hence, this was a teacher-centered lesson.

The phenomenon of teacher-centered learning in the class English Designed Instructional was supported by table 2 in chapter IV that shows the sum of teacher talk and student talk. The data shows that the sum of the lecturers' utterances was 69.47368421 % of the total sum. The students' sum of utterances was 30.52631579 % of the total utterances sum. The portion of turn-taking of each class is clear in the following graph:

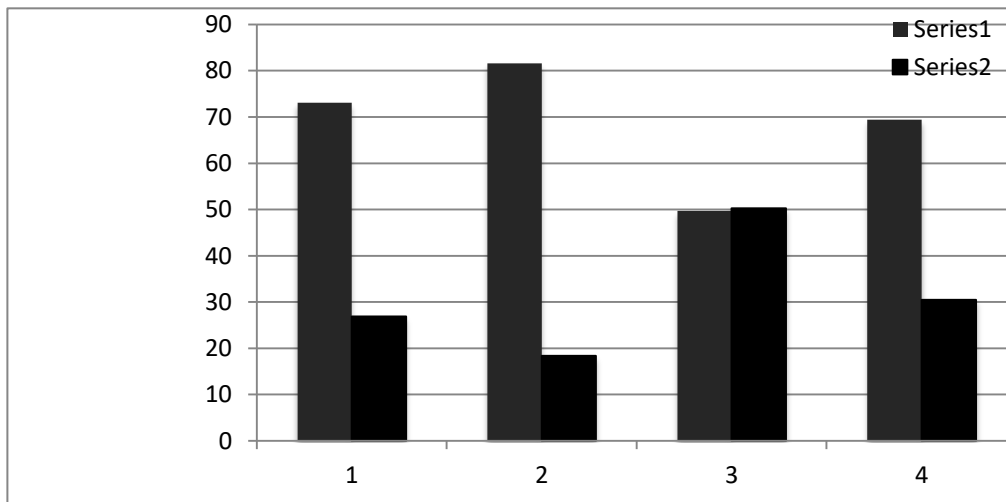


Figure 4. The percentage of the utterances in every class.

Note:

1. Reading for General Communication
2. Speaking for General Communication
3. Pengantar Pendidikan (The Introduction to Education)
4. English Instructional Design.
5. The left bars (series 1) are the lecturers' talks.
6. The light right bar (series 2) is students' talk.

The specific case in the class of English Instructional Design is that in terms of the number of utterances, the students' and the lecturer's utterances are almost balanced. However, in terms of the process, there is no significant indicator that turn-taking is distributed widely. As observed by the writer, the presenter student got more portion of talking when presenting the product. However, she was just presenting the product; she did not discuss her idea. The audience had little chance to talk. The interaction was teacher-student, mostly the lecturer communicated to the presenter, not the other students.

The lecturer asked the technical questions regarding how the presenter made the product, not the essence of the product. Consequently, the answers were very technical and did not reflect the process of critical thinking.

The audience got a small chance to talk. Ideally, the audience should be given more chances to comment on the draft of the lesson plan. This would be a great chance for them to think critically both on the essence of the lesson plan and the technical matter. They could learn better by expressing their ideas.

The same phenomenon occurred in the class Speaking for General Communication. There was a gap between the lecturer's talk and the students' talk. The sum of the lecturer's talk was 81.63265306 % of the total sum of utterances. The students' utterances were 18.36734694 % of the total utterances. This indicates that the students' chance to expose themselves was limited. Ideally, in the class of speaking which was designed to enable the students to speak English, the students must have more portions of talking than the lecturer does. This is in line with Walsh (2026) who says that in the class language, the students must have more portions to expose themselves to the target language.

The same thing also occurred in the class Reading for General Communication. There was a gap between the lecturer's utterances and the students' utterances in terms of quantity. The lecturer got more portion of talking than the students did.

In short, in terms of turn-taking, the lecturers got more portions of talking than the students did. Consequently, the learning process was going on in the teacher-centered model. The lecturer was more active in talking than the students.

5.2.2 The Lecturers' Involving to Students 'Talk in Turn-Taking

The data analysis found that there were some methods of the lecturer to involve students to talk, i.e. by applying class discussion, by performing the directive and eliciting speech acts, and by uttering Designedly Incomplete Utterances (DIU). This is similar to the research finding of Donald discussed in relevant previous research.

Applying the class discussion was done by the lecturer of Pengantar Pendidikan. By this method, the students were able to express their opinions freely. The lecturer was the moderator and the facilitators who managed and facilitated the students to enroll in the discussion.

The second method was by performing the directive speech acts. In this method, the lecturer directed the students to respond to the presenter's statement as in the class of Pengantar Pendidikan,

5.3 The Extent of the Discourse Effect on the Classroom Interaction

In this subchapter, classroom language use is discussed in terms of critical reflection proposed by Rymes (2008). Rymes asserted that the

classroom discourse involved the students and the lecturer. The classroom discourse builds classroom interaction. Three components affect each other in the discourse, i.e. individual agency, interactional context, and social context. According to Rymes, these affect the use of language in the classroom.

5.3.1 Individual Agency

The lecturer as the individual agency, through the discourse, affected the classroom interaction. The word choice, the sentence structure, and the discourse structure are the affecting components that controlled the interaction, drove the students to do an activity, and created the classroom atmosphere. The sample taken from data1 is a clear example.

Lecturer:.....

mungkin ada pertanyaan yang paling gampang itu, bagaimana dengan orang tua yang sok membela anaknya padahal dia tidak mengecek apakah yang salah anaknya atau gurunya, bagaimana tanggapan kalian sebagai pemateri yaa, apa pertanyaanya tadi? Bagaimana sikap pemerintah
.....

The words **mungkin pertanyaan yang paling gampang (perhaps the easier question)**. The words implied that the students can answer it easily so it does not consume time to answer it. Then the question was about the

parents who defend their child and ignore that the child was guilty. The word **sok (pretentious)** was used to trigger the student to think and to comment.

In terms of discourse structure, it started with a statement that it is a very easy question. And then it followed with the question about the fact the parents who defend the child. And then it was closed with a directive act that invited the presenting group to comment. This successfully triggered the discussion. This is similar to the research conducted by Peng (2020) about the teacher's strategies to involve the students to communicate. Peng found that the teacher involved the students to communicate by asking the questions that trigger the student to think.

5.3.2 Social Context

In terms of social context, the effect of social context is obvious in the topic choice. The topic of making a video about hobby or talent in the class of Speaking for General Communication seemed to trigger the students' spirit to contribute. Data 79 suggested that the students were enthusiastic about discussing the final project of making the video. It is affected by the social context of the generation of the digital era in which video and the internet are familiar to them.

The same thing also happened in another class, such as Reading for General Communication. Sample data 43 shows that the students are excited

when the class discusses the topic of Gorontalo traditional food, kuah asam. This is very specific Gorontalo.

5.3.3 Interactional Context

In this research report, the term of Interactional Context refers to the classroom interactional context. It is because this is research on the Discourse Analysis on Classroom Interaction. In this discussion section, the writer shows how the classroom interactional context affected the classroom discourse.

The lecturer's expression of anger in data 37 should be explained in terms of interactional context, not in Sinclair and Coulthard's discourse analysis. The interrogative sentences spoken by the lecturer cannot be interpreted as elicitation; it is more the expression of anger than asking for information. It is uttered when a student was very late, she entered the classroom when the activities were in progress. Since this is not a question, no student responded to it verbally.

In the case of the lecturer's re-elicitation regarding how to say **benua (continent)** in English, the interactional context theory can be applied to explain it. The lecturer elicited the students, asked them in the Indonesian language about that word in English. However, their answer did not satisfy her, and so she re-elicited in English **What is benua in English**. It seemed that she used switch-code from the Indonesian Language to English to make

the students interact in English as the response to a student who provoke the class to speak English, i.e. the student who said **English, please**.

The use of language as the media of interaction is also another issue in the terms of interactional context. In the class of Pengantar Pendidikan, the Indonesian Language was used as the interactive media. In the context of that class, the objective of the course was to introduce the very basic concept of Education, not to enable the students to communicate in English. The same thing also happened in the class of English Instructional Design; the students are expected to be able to design the Instructional activity, not to be able to communicate in English. The class Speaking and Reading, on the other hand, are designed to prepare the students with the theoretical and practical knowledge of written and spoken English. Hence, the interactional process was conducted mostly in English.

5.4 The Effect of Discourse in the Classroom Interaction on the Learning Activity

As shown in data analysis in chapter IV, the effect of the discourse in the classroom interaction was analyzed following Bloom's Taxonomy. It is found that, from Bloom's Taxonomy point of view, that the lecturers' speech acts are performed following the level of cognitive ability that the students had to have. The cognitive ability level, as reflected by the lecturers' speech acts, are remembering (C2), applying (C3), and analyzing (C4).

The vivid example of C1 was in the lecturer's utterances found in the class of Pengantar Pendidikan *Do you remember the theory of convergence?* This is an elicitation that asked whether the students still remember the theory of convergence. This theory has been discussed in the previous meeting. However, the context of the utterance, i.e. the topic being discussed, indicates that the elicitation was intended to direct the students to analyze the cause of the juvenile delinquency of the school students based on the theory. the topic of the discussion was the juvenile delinquency of the school students. Therefore, the lecturer started to provide the students with the remembering (C1) ability and jumped to analyzing ability (4).

The same phenomenon was found in the class Reading for General Communication (Data 37). The lecturer elicited the English word for the Indonesian word *benua* (continent). The lecturer provided the students with the knowledge of English vocabulary to enable them to analyze the text they were reading. it seemed that she implicitly taught the students that vocabulary is the very basic knowledge to analyze the text,

In the class Speaking for General Communication, the level of knowledge was C3, i.e. applying. The discourse indicates that the students were directed to apply the knowledge of speaking in the video they were going to make as the final project. Hence, there was no need to provide the students with the C1 or C2. The same phenomenon was also found in the class of English Instructional Design. In this class, the students were applying

the theoretical knowledge of how to Design English instructional activity and the theoretical knowledge had been given in the previous meetings.

By starting from C1 up to C3 and C4, as reflected by the lecturers' speech acts, it seemed that the process was conducted following Krashen's input hypothesis (1982). This hypothesis says that second language acquisition follows the principle that if the input is understood then the message will be understood. In the class activity, the input is the text and its content is the message. The input can be understood if the students have enough vocabulary.

The other data shows that the lecturer did not start from the lower level cognitive ability, but started directly to the target level. Some of it is the C3 or the ability to apply as found in the class of Speaking for General Communication and Reading for General Communication. It happens because it seemed that the lecturer assumed that the students had enough vocabulary and in reality it was.

In short, the effects of the lecturer's speech acts on the process of learning activities are seen from Bloom's taxonomy and Krashen's input hypothesis. The lecturers' speech acts were expected to affect the students' cognitive ability from Krashen's point of view.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

6.1 Conclusion

To conclude this research, there are some points:

1. The classroom speech acts during the classroom interaction should be analyzed according to Sinclair and Coulthard's discourse analysis that was developed by Nababan. There are some classroom speech acts found during the interaction in some classes in the English Department, State University of Gorontalo.

A. The Lecturers' speech acts.

- a. The lecturer performed the acts of start, elicit, directive, inform.
- b. Most of the lecturer's acts are directive and elicit, even in the class discussion in which the presenters are the students, the lecturer directed. But in such a discussion, the lecturers mostly elicited, asking some information about the topics being discussed, and directed the students to comment and question.
- c. The lecturers, in responding to the students' contribution, mostly in agreeing, or eliciting.
- d. The data shows that there is an act that is out of Sinclair and Coulthard's discourse analysis, i.e. re-elicite. It is found in the class

Reading for Instructional Design. The lecturer re-elicited the English for the Indonesian word *benua* to enable the students to have the basic vocabulary to find out the main topic of the text being read.

- e. In the very specific context that affected the lecturer's psychological condition, for example when a late student entered the class, or a student doing an irrelevant activity such as playing Facebook, the lecturer performed the acts of anger expressive that is not discussed in Sinclair and Coulthard discourse analysis. This can only be explained by applying Searle's Illocutionary Acts. in terms of Searle's illocutionary act, it is an expressive act.

B. The Students' Response to the Lecturers' Speech Acts

- a. The students responded to the lecturers' speech acts verbally, i.e. by performing speech acts. They performed the elicitation, and confirming, classroom speech acts are categorized into two according to the model of interaction, i.e. the acts performed in-class discussion in which the interaction was lecturer-students and students-students.
- b. When talking to the lecturer, the students played the role of the contributors in the sense that they responded to the lecturer's elicit or directive acts.

- c. When talking to their classmates, the students performed elicit and assertive acts. This happened in the class activities conducted in discussion form.
2. In terms of turn-taking, qualitatively, the students and the lecturers had equal portions as observed by the writer. The lecturers and the students seemed to be interactive in talking. The lecturers performed some acts such as directive, informative, elicitation. The lecturers often directed the students to talk, to ask. However, the quantitative data shows that the lecturers got more portions in talking. This is because the interaction was teacher-students interaction, not multi interaction. Therefore, there was only communication between the lecturers and the students; the lecturers performed some classroom speech acts and the students responded verbally. The students had little chance to communicate with each other. The lecturers, on the other hand, often gave long speeches. As a result, the lecturers got more portions to talk to. This indicates that the learning is still conducted in teacher-centered learning.
3. In terms of discourse analysis discussed by Rymes, there are some conclusions:
 - a. The individual agency, interactional context, and social context affect each other. The affection is in the word choice, the classroom speech acts, and the classroom interaction atmosphere.

- b. The lecturer, as the individual agency, controls the classroom interaction verbally. The way she performed the speech acts affected the students in contributing to the classroom activities. The lecturers, as the individual agency, were affected by the classroom interactional context, and so were the students. It seemed when a late student entered the room, and when a student seemed to ignore the classroom activities, the lecturer performed an illocutionary act that is categorized as expressive: anger; this is not explained by Sinclair and Coulthard.
4. In terms of the effects of the classroom to the classroom interaction, the lecturers controlled the interaction through discourse. When s/he performed an elicitation, for example, and addressed to the whole class, then there was a dialogue between the lecturers and the students. in other words, then a lecturer-students interaction happened; it was found in the classes of Reading for General Communication and Speaking for General Communication. When a lecturer addressed the speech acts, for example, elicitation, to a student then a student-lecturer interaction emerged as found in the class of English Instructional Design.
5. Regarding the lecturers involving students talking, there are some methods applied by the lecturers to involve the students to talk. First, by performing elicitation. In doing the elicitation the lecturer asked some questions to the students and the students replied to them.

Second, by directing the students to talk. Third, by uttering the so-called Designedly Incomplete Utterances to be continued by the students. All of these strategies were successful.

6. In terms of the students' learning, the classroom discourse affected the students' learning. From Bloom's taxonomy point of view, lecturers the speech acts performed by the lecturers reflected the level of the students' cognitive ability. As discussed in chapter II, Bloom proposed a taxonomy of the students' cognitive ability level, i.e. remembering (C1), understanding (C2), applying (C3), analyzing ((C4), evaluating (C5), and creating (C6). The data analysis shows that the speech acts in the classroom interaction are in line with Bloom's taxonomy. The data analysis of the classroom discourse shows that language use in the classroom affects the learning process.

6.2 Pedagogical Implications

There are some pedagogical implications of this research. First, that is of concern with the classroom speech acts. The lecturer/teacher, as the class activities manager, should create a classroom atmosphere in which the students can construct their thought and express it freely. In this sense, Walsh (2002) says that the teacher's role was to facilitate the students in discussing through discourse. The teacher was the facilitator of the discussion to scaffold the student-centered learning in which every student is

free to think and express the idea. In this class, the teacher's role was to build the students' capability to talk by creating a positive interaction. Positive interaction here means the atmosphere the situation in which the students are active to think and to talk. This can be done by doing, first, designing utterances that can encourage the students to think as proposed by Rhymes discussed in chapter II. Therefore, instead of asking technical questions such as in the class English Instructional Design, the lecturer was to ask a question that trigger the students to think of the essence of every step in the Lesson Plan. This would trigger a discussion among the students that leads them to think critically.

Secondly, teachers/lecturers of language, especially that of English should build the classroom interaction to increase the students' linguistic competence and communicative competence. Linguistic competence, as Chomsky said (1972) is the knowledge of the language system. This knowledge is practiced in communication in real interaction. In real communication, the students call the language knowledge stored in their minds to construct the meaning and express it (Thomas 1995).

Third, to involve the students to talk actively, the teacher/lecturers create an atmosphere that enables the students to talk. This can be obtained by creating an interaction in which the students get more chances to talk. This is obtained well by involving the students in discussion. For this purpose, should manage the interaction, s/he should facilitate the students' discussion and

should not play the role as the information source such as answering all the students' questions by himself/herself. S/he had to involve the class to answer a student's question by directing them to try to find the answer by uttering, "Anybody can answer this question?" This is more effective than saying, "Any question?" or "Any comment" after a long lecture. The quantitative data of the talk portion shows us that in the class of Pengantar Pendidikan students' portions of talk are bigger than in the other class. It is because this class is conducted in class discussion.

The paragraph above is to say that like teacher-student interaction, the student-student interaction is also a very important aspect of the learning process. This can increase the outcome of language learning as explained by Walsh (2006) that through interacting with others are learning to understand. Communicative competence, as can be concluded from Bonvillain (2003) is the competence of practicing language knowledge properly. Properly here, according to the researcher's interpretation, means contextual.

Fourth, Still based on the quantity data of the talking portion, the teacher/lecturer should facilitate the interactional space in the sense that students must be given adequate chance to participate in the classroom discourse, to contribute to the classroom conversation, and to receive feedback on their contribution (Walsh, 2006). To contribute here means to perform illocutionary acts such as declaring, informing, affirming, asserting, accepting, rejecting, etc. This is in line with Peng's research findings (2020)

that teacher plays important role in building the students' willingness to communicate. The teacher should create the discourse to affect the interaction in which the learners can increase their critical thinking ability and communicative competence. In the interaction, they can communicate their ideas.

Fifth, during the classroom interaction, the participants, especially the teacher/lecturer should avoid the inappropriate expression of anger. This kind of expression will be a threat to the interaction. In this condition, the students can barely participate in the activities; they cannot express their ideas freely since every utterance of them will be responded negatively by the lecturer as shown by the data found in the class Reading for General Communication.

The last, the teacher/lecturer should optimize the classroom discourse to produce interaction that is conducive to learning (Walsh, 2006). The classroom interaction should be learning-oriented. To obtain the optimal discourse, the teacher/lecturer should optimize the speech act. For instance, as shown by the data analysis, the lecturer re-elicited the same questions when the students did not answer well. The lecturer performed the same illocutionary act in different locutions.

The lecturers should perform the speech acts that trigger the students' cognitive ability. The speech acts should be able to facilitate the students to develop their theoretical and practical knowledge. Furthermore, they must be able to provide the students' critical thinking ability. In other words, in terms of

Krashen's input hypothesis, the lecturers' speech acts must be the input to train the students to have critical thinking ability.

6.3 Suggestions

1. As found in this research that from a discourse and classroom interaction point of view, the learning activities were still in teacher-oriented learning. The lecturers still dominated the class. It is suggested that the students are given more opportunities to express themselves by giving them more opportunities to talk.
2. The lecturer should conduct a positive interaction through classroom discourse. This can be done by producing positive locution when performing a classroom speech act. The lecturer's locutions when expressing anger, i.e. the choice of the word, linguistic form, caused the communication gap between the lecturer and the students. The writer suggests that it is better to perform that directive act, i.e. warning that the students would not do the same mistake, or the lecturer elicits the students the reason for coming late. It will increase the students' communicative competence.

3. It is suggested that the lecturers of the English Department conduct the classroom discourse to build the classroom interaction that can affect the process of learning
4. It is suggested that the lecturers perform the speech acts to enable the students to think critically. The data analysis showed that the lecturers performed the speech acts that triggered the student to apply conceptual knowledge (C3) and analyze a phenomenon (C4) in Bloom's taxonomy. This can be done by asking starting from the remembering ability (C1) and understanding ability (2). Then the lecturer may continue to C3 and C4). The C1 and C2 are the steps of preparing the students to the higher ability.
5. Hopefully, this research will provoke the other researchers to do some further research on the classroom discourse to have a more complete picture of how discourse in the classroom interaction plays role in the learning process.

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APPENDIX

APPENDIX I

LECTURER TALK

CLASS: PENGANTAR PENDIDIKAN (THE INTRODUCTION TO EDUCATION)

Data 1

Student 1: Dari kelompok lain, menurut kalian kira-kira bagaimana sikap pemerintah dalam atau tenaga pengajar dalam menyikapi orang tua atau keluarga dari peserta didik yang sok membela anaknya padahal dia tau kalau anaknya itu salah?

Student 2: Mm baik saya dari kelompok 1 , saya cuman mau bertanya saja ini kasus nyata

Student 1: Di SMP itu ada seorang guru, gurunya itu tidak bisa mengerti peserta didiknya padahal seorang guru kan sudah melewati apa itu pengantar pendidikan kan, jadi seorang guru itu bisa mengetahui karakteristik dari setiap siswanya. Ada siswanya yang memang tidak mampu untuk memahami apa yang di pelajari apa yang dijelaskan oleh guru tersebut. Tetapi guru itu malah membuat siswa itu menjadi takut dan jadi tidak ingin sekolah lagi karena sikap gurunya yang terlalu kejam atau terlalu killer , sebenarnya apa yang melatar belakanginya dan apa yang harus kita lakukan pada guru tersebut, sampai-sampai orang tuanya datang, sampai menangis pada guru itu dan guru itu tetap membiarkan anak itu tidak tuntas. Jadi pertanyaan saya, tindakan apa yang seharusnya dia berikan atau siapa yang salah disini.

Gurunya atau siswa dan orang tuanya.

Student 3: Jadi begini, bisa dikatakan keluarga itu merupakan suatu mm apa yah, suatu lembaga pertama yang mendidik seorang anak. Nah jadi bisa di katakan bahwa dia itu selain keluarga mendidik anak sesuai dengan pendidikannya, jadi keluarga itu harus mengikuti jaman, jadi harus mengikuti teori-teori yang ada dan bisa dijelaskan di slide

Student 4: Baiklah saya perwakilan dari kelompok 5 ingin bertanya, jadi tadi saya sempat membaca bahwa dikatakan pemerintah itu sangat terbatas dalam menunjang proses pendidikan, nah pertanyaanya disini atas dasar apa peran pemerintah dikatakan sangat terbatas dalam hal menunjang proses pendidikan tersebut dan berikan contoh keterbatasan pemerintah dalam hal tersebut.

Lecturer : **(1) Mungkin ada pertanyaan yang paling gampang itu, bagaimana dengan orang tua yang sok membela anaknya padahal dia tidak mengecek apakah yang salah anaknya atau gurunya, bagaimana tanggapan kalian sebagai pemateri yaa, apa pertanyaanya tadi? (2) Bagaimana sikap pemerintah**

Student 1: Pemerintah dan tenaga pengajar

Lecturer : **(3) Mungkin karena ini di lindungi dengan undang-undang itu ya? (4) Ada undang-undang sekarang yang melarang, apa itu ?**

Student 1: Undang-undang HAM Anak

Lecture : **(5) Yaaa**

(pause 1 minute 20 second)

(A.K/2018)

Student 4: Baiklah saya perwakilan dari kelompok 5 ingin bertanya, jadi tadi saya sempat membaca bahwa dikatakan pemerintah itu sangat terbatas dalam menunjang proses pendidikan, nah pertanyaanya disini atas dasar apa peran pemerintah dikatakan sangat terbatas dalam hal menunjang proses pendidikan tersebut dan berikan contoh keterbatasan pemerintah dalam hal tersebut.

Lecturer : **(1) Mungkin ada pertanyaan yang paling gampang itu, bagaimana dengan orang tua yang sok membela anaknya padahal dia tidak mengecek apakah yang salah anaknya atau gurunya, bagaimana tanggapan kalian sebagai pemateri yaa, apa pertanyaanya tadi? (2) Bagaimana sikap pemerintah**

Student 1: Pemerintah dan tenaga pengajar

Lecturer : **(3) Mungkin karena ini di lindungi dengan undang-undang itu ya? (4) Ada undang-undang sekarang yang melarang, apa itu ?**

Student 1: Undang-undang HAM Anak

Lecture : **(5) Yaaa**

(pause 1 minute 20 second)

(A.K/2018)

Datat 2

Student 5 : Jadi menurut kalian si anak ini harusnya dia.... Sadarkan , maksudnya sadarkan dari kelakuannya kan dia sudah diberikan nasihat yang baik, jadi menurut kalian dia itu harus apa ? sebagai anak yang kurang baik dia harus diberi nasehat.

Student 2: Ada yang bisa menanggapi?

Lecturer : **(1) Ada tanggapan dari teman-teman, yaa silahkan**

Student 6: Di sini saya mencoba untuk menjawab pertanyaan (pause) . disini juga saya pernah punya pengalaman seperti ini, itu adalah keluarga saya sendiri, dia anak dari sepupu saya, kemudian anak itu memang dari kecil sangat nakal dan lincah dan pokoknya tidak, istilahnya tidak bisa diam, dia itu anaknya pokoknya interaktif jadi kasus disini orang tuanya sudah tidak bisa apa-apa lagi, kemudian solusi yang dibuat oleh orang tuanya itu membawa anak tersebut ke dokter psikologis. Karna mungkin ada masalah yang tidak bisa di pecahkan oleh orang tuanya sendiri jadi anak tersebut sudah dibawa ke dokter psikologis di Jogjakarta. Jadi hanya sekedar sharing saja sih. Solusi untuk anak tersebut ialah di bawa ke psikologis. Dan pulang dari psikologis itu Alhamdulillah anak itu sudah tidak lagi, memang dia masih aktif tapi sudah tidak terlalu macam yang kemarin. Jadi sudah tau masalah apa yang ada dalam

anak itu.

(A.K/2018)

Data 3

Lecturer: (1) Oke siapa yang bertanya ? (2) Serly yaa, mungkin ada kasus tertentu yang seperti itu yang butuh tangan eh penanganan dari dokter psikologis, mungkin ada yang tidak perlu tapi faktor yang paling utama yaa itu keluarga dan lingkungan dimana yang kita tinggal. (3) Kalo kasusnya tadi berarti ada apa yaa namanya kalo di tuna yang apa yaa itu yaa, yang nakal tuna rahita ato apa yaa? (4) Yang nakalnya tidak ketulungan ini tuna grahita . oke ada lagi? (5) Ato ada lagi yang mo tambahkan ini? (6) Ada pendapat lain? (7) Oke silahkan

Student 2: Baik saya akan menjawab pertanyaan dari marta. Mengenai atas dasar apa pemerintah disebut terbatas (pause). Yang pertama yaitu contoh keterbatasan pemerintah pertama disini ialah dana yang terbatas dengan yang kedua fasilitas kemudian yang ketiga ialah Negara dengan daerah terpencil sehingga tidak tersentuh oleh pemerintah, jadi itulah mengapa kita menyatakan bahwa peran pemerintah terbatas dalam proses pendidikan ini. Ada sanggahan?

Lecturer: (1) Pemerintah yang mana ini? (2) Pemerintah pusat atau? (3) Ayo ini maksudnya bagaimana? (4) Ini jelas yaa jadi karna kemampuan pemerintahan terbatas maka peran serta masyarakat sangat diperlukan. (5) Disini kan pemerintah sudah menentukan, yang kemarin sudah di jelaskan yaa? (6) Semua sudah diatur, kemudian semua kena otonomy daerah juga berpengaruh makanya semua sudah serahkan ke daerah-daerah ya kan, biaya pendidikan dan segala macam, nah itu yang akan mengelolah pendidikan, dinas disana, guru-guru ketika masuk di sekolah bagaimana materi ini dibuat sebaik mungkin, semenarik mungkin supaya bisa diterapkan dengan baik oleh siswa, bgitu. Ini

maksudnya pemerintah itu ya? (7) Itu mksdnya seperti jawaban saya tadi?

(A.K/2018)

Data 4 (See Appendix)

Student 7: Mm menurut saya, kalau anak itu bandel ngak ketulungan it mungkin karna saking disiplinnya keluarganya, saking perhatiannya keluarga kepada dia, dia takut mengungkapkan unek-unek yang ada di rasakan jadi mengeluarkan depe unek-unek itu keperilaku yang tidak baik.

Lecturer : **(1) Ingat teori konfergensi?**

Student : Yaa

Lecturer : **(2) Apa?**

Students : factor lingkungan

Lecturer : **(3) Lingkungan dan apa? (4) Lingkungan dan keluarga.(5) Oke, ada lagi? (6) Ada lagi? (7) Ayok lanjutkan soal, Ayo lanjutkan soal berikutnya tentang orang tua yang sok tadi.**

(A.K/2018)

Data 5

Student 6: saya hanya ingin menambahkan pertanyaan dari teman saya kenapa kemampuan pemerintah itu terbatas. Karena mungkin menurut saya pemerintah itu kendala tapi masih banyak urusan pemerintah dan itu juga mungkin susah untuk diatur (pause) jadi dia pemerintah itu tidak hanya itu yang diurus pemerintah

Lecturer : (1) pemerintah itu kan 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.

Data 6

Lecturer: (1) iyaa terbatas itu maksudnya coba, maksudnya terbatas itu aturan sudah ada dari pemerintah sudah ada. (2) Di kasih kalo macam pemerintah , maksudnya pemerintah yang terbatas ini bagaimana? (3) Nah ini ada itu,kalo kita mengambil secara , text asli tanpa kita korek-korek kita ini akan ini akan jadinya seperti ini

kita tidak bisa menjelaskan apa yang ada di dalam, jadi kalo kita baca satu buku lalu kita bikin depe power point dan menyesuaikan , akan bisa jawab, ini pasti ada di copy paste langsung dan di tambahkan disitu ya kan? (4) Sekarang bingung mau jelaskan apa coba kelompok ini, iya kan? Iyaa kelihatan skali, iyaa mam. (5) So basambunyi di bawa meja dorang dua ee. (6) Ayo masi banyak pertanyaan. ada brapa pertanyaan ini

Student2: dua mam

Student: yang saya tanyakan tadi ada dua, mengapa atas dasar apa kelompok penyaji mengatakan peran pemerintah terbatas dalam pendidikan, kemudian yang kedua contoh keterbatasan pemerintah dalam pendidikan itu apa?

Lecturer: (7) **yang contoh tadi sudah yaa, mungkin dia di lihat di fasilitas yaa. (8) (9) Oke yaa jadi jangan cuma satu orang mo jawab satunya siapa gitu, jangan ba sambunyi di bawah meja.**

Student2: dua mam

(A.K/2018)

Data 7

Lecturer: **(1) Okay pertanyaan selanjutnya?**

Student1: Tentang kasus guru yang tidak mengerti cara mendidik anak

Lecturer: **(2) Padahal sudah melewati pengantar pendidikan ya. (3) Yaa contoh kasus banyak sekali yaa. (4) Yang guru memukul anak, apalagi? (5) Yang mungkin kalo kita liat belum tentu yang salah anak yaa, bukan orang tua ee apa guru langsung memukul. (6) Itu yang maksudnya ti vidya yaa. Itu yaa? (7) Itukan? (8) Ayo cepat nak tinggal 5 menit**

Data 8

Student1: Jadi dalam suatu kasus ada seorang guru yang memukul murid. Guru tersebut susah untuk dibina, padahal dia selalu dan misalnyakan ada seorang siswa yang tidak tuntas dalam pelajaraannya, guru itu sampai membuat siswanya itu takut, tidak ingin sekolah lagi, dan sampai orang tuanya itu menangis di depan guru itu tapi guru itu tetap bersikap keras dan tidak menuntaskan nilai anak tersebut padahalkan setiap anak kemampuannya berbeda-beda jadi apa salahnya di berikan keringanan di berikan pemahaman lagi. Kan guru tersebut telah melewati, dia kan sarjana pendidikan jadi sudah melewati pengantar pendidikan, jadi seharusnya guru itu tau bahwa karakteristik dari siswa itu bagaimana. Pemahamannya berarti bagini, kalau yang salah disini itu anaknya yang harus di tindaki oleh guru tersebut sampai orang tua dari anak tersebut datang ke guru itu dan guru itu tetap bersikap keras untuk tidak membuatkan anak tersebut nilai.

Lecturer: (1) **Ayo dijawab, Ayo nak dua kelompok ini nou, ada yang bisa bantu ini sudah gigit- gigit kertas ini sudah tidak mampu menjawab, ada yag bisa membantu? (2) Oke silahkan**

(A.K/2018)

Data 9

Student7: Jadi menurut saya guru sama seperti siswa yaa, mereka juga memiliki karakter masing-masing. Mungkin guru disini karakternya sangat disiplin jadi menurut saya jangan juga salahkan gurunya jadi siswa itu juga harus tuntas soalnya kalau tidak dimarahi otomatis siswanya tidak tuntas. (pause)

Lecturer: **(1) Tapi mungkin maksudnya ti vidya guru ini keras sekali, mungkin itu ya?**

Student 1: Iya mam, sampai dia mengulang dua kali itu

Lecturer : **(2) Tetap tidak lulus-lulus juga?**

(A.K/2018)

Data10

Student1: mama saya kan guru di SMP situ jadi mama saya cerita sama saya. Jadi itu anak itu bagaimana itu guru ee sampai siswa tersebut sudah dua kali sama guru tersebut tapi tetap saja tidak diterima, sampai orang tuanya pun datang tidak dihargai

Lecturer : **(1) Ini menarik yaa, ada lagi? (2) Ada yang ini, oke silahkan**

Student 8: (pause) mungkin anaknya yang memang bandel, mungkin sering bolos, tidak mengerjakan tugas jadi gurunya juga tidak bias menahan diri.

Lecturer: **(3) Yaaa, ada lagi? (4) Ya silahkan**

ya saya setuju dengan teman saya jadi sebenarnya kadang kala kalau m di lihat lagi kasus itu kita lihat dulu sebenarnya siswanya ini ada hubungan baik tidak dengan guru-gurunya , memiliki komunikasi yang baik atau tidak, karena saya juga pernah di SMA itu pas ____ ada siswa yang tidak tuntas, pas mo minta nilai dorang badusu-dusu guru giliran m suru masuk kelas drng bilang ii Pongola (pause) jadi guru juga pas bakasi nilai lagi bapikir sudah biar saja dorang, dorang kan tidak mau ba dengar, yaa seperti itu. Baru ada orangtua yang m mengeluh bagini-bagini, baru ti ibu bagini memang ibu pe anak tidak pang badengar jadi saya m beken apa? Jadi lebih salah kesiswa sih

er: (5) memberikan efek jerah gitu yaa

Data12

___ guru tersebut di sekolah sudah terkenal di sesama guru2, sama perwaliannya pun itu terkenal guru yang dalam istilah gorontalo bunggili nilai, jadi guru itu jarang masuk kemudian ketika memberikan nilai dibawah, guru itu pernah membuat teman teman sekelas tidak tuntas satu kelas kemudian guru itu tidak mau bertanggung jawab. (silence)

(1) Oke jadi sudah terlihat dengan jelas sudah terlihat yaa jadi bisa di ini, si gurunya bagaimana sih, kira-kira bagaimana? (2) Yang salah siapa, maksudnya ini m cari salah dan benar begitu, ya tadi katanya, memberikan efek jerah, nah mungkin karena siswa yang tidak ingin mendengarkan, siswa yang tidak mau mendengar, sudah capek, suruh masuk tidak ada yang mau masuk, tidak masuk-masuk kuliah nongkrongnya di kantin, ya kan? (3) Tinggal 15 menit keluar baru m masuk dalam kelas akhirnya apa? (4) Gurunya pasti marah. (5) Yaa biasanya begitu yaa, siapa yang pernah mengalami hal itu?)6) pernah bikin seperti itu

Students: (laughing)

(A.K/2018)

Data11

Lecturer: (1) Tapi memang ada juga guru yang bunggili nilai bagitu aa kira-kira yang salah apa benar, yang kalau dilihat yaa si gurunya memang tidak mengenal, kalau saya melihat gurunya tidak mengenal siswanya malah. (2) Karena mungkin tidak sering masuk tidak ini, nilainya dapat dari mana ininya. (3) Saya, kepala sekolah bagaimana waktu itu ? (4) kepala sekolah tidak ada tindakan apa-apa? (5) Biasanya begitu ada tindakan dari ini ya pak yaa dari kepala sekolah, dia harus di

peringati. (6) Tapi kalo saya melihat kejadian yang siswa tidak mendengar itu banyak, itu banyak yang tidak mendengar. (7) Ee remedial langsung, perna ibu saya yaa, buat apa remedial? (8) Untuk tuntaskan nilai, kalau memang tidak bisa bagaimana ? (9) gitu yaaa. (10) Ada yang bawa cipu, bawa makanan kerumahnya, itu jelek yaa itu tidak bagus yaa, siapa yang tepuk tangan itu berarti pernah yaa?

Students: (laughing)

(A.K/2018)

Data 12

Lecturer : (1) Yaa ada lagi? sudah? (2) Oke sudah yaa, masih ada pertanyaan? (3) Yaa okey untuk kelompok selanjutnya kita undang untuk kelompok yang pertama tampil terima kasih, kita undang kelompok yang selanjutnya

Student 10: Assalamualikum Wr. Wb. Baik kami dari kelompok 5 materi kami tentang Lingkungan Pendidikan kita langsung masuk saja pada pembahasan pertama yaitu pengertian lingkungan pendidikan yang akan di bahas oleh teman saya.

(A.K/2018)

Data13

Student10: oke tadi kan saya sudah mengatakan music klasik dapat memberikan pengetahuan untuk si cabang bayi sebenarnya itu fungsi utama bagi si cabang bayi supaya yang saya ketahui merileksasikan si cabang bayi, jadi bisa menenangkan si cabang bayi dan dia juga di dengarakan music klasik agar (pause) ketenangan kepada si cabang bayi. Contohnya juga dia bisa memiliki bakat musik Contohnya seperti orang tua memberikan mengasih alunan ayat-ayat suci Al-Quran, yang

saya ketahui dan juga yang saya dapat si cabang bayi ini ketika di lahirkan dia bisa sangat mudah apabila membaca atau menghafal ayat-ayat suci Al-Quran tersebut. Jadi bisa mempermudah si cabang bayi ketika lahir agar apabila dia mendengar sesuatu dia bisa cepat dalam mempelajari hal tersebut. Apakah bisa diterima?

Lecturer: (1) yakin bisa dengar bayi dalam perut? (2) bayinya di dalam air kan

Student10: biasa saya lihat ilustrasi si ibu hamil memakaikan headphone ke telinga dan biasanya si bayi yang ada di dalam itu dia kan lincah , dia bisa jadi tenang

(A.K/2018)

Data 14

Student10: biasa saya lihat ilustrasi si ibu hamil memakaikan headphone ke telinga dan biasanya si bayi yang ada di dalam itu dia kan lincah, dia bisa jadi tenang

Lecturer: (1) yaa mungkin dia siap siap sampai okay, mungkin ada pak Adi yang bias menambahkan seperti apa __ dari pertanyaan itu

Pak Adi: (2) kan memang ada penelitian bahwa music keras itu bisa menenangkan bayi dalam perut, ada percobaan ketika dikasi music rock bayi juga seperti gelisah tapi ketika dikasih music klasik dia jadi tenang. (3) Ada penelitian yang menarik ada seorang anak masih kecil sudah memiliki gelar dokter di Univ Islam London yang hafal 30 juz. (4) Ditnya kepada ibunya katanya ketika dia masih dalam kandungan ibunya biasa membaca ayat suci Al-Quran dan music-musik yang tenang itu bisa menstimulus otak bayi, jadi itu rahasianya mengapa bayi baru lahir di suru adzan karna itu bisa menstimulus dia pe rohani

Lecturer: (5) itu sudah masuk dalam lingkungan

(A.K/2018)

Data15

Lecturer` : (1) Jelas? (2)Ada lagi? (3) Ada pertanyaan lagi?

Student14 : saya dari kelompok 2 pertanyaan saya. Pelaksanaan ato penyediaan? Pendidikan itu yang seperti apa baru apakah ada hasil yang secara nyata yang terlihat? Lalu; bagaimana dengan orang awam yang abaikan terhadap anak? Apakah ada perbedaan?

Lecturer : (4) ada lagi?

(A.K/2018)

Data16

Students10: Baik kami akan menjawab pertanyaan dari Gia oleh teman saya?

Student11: mm baiklah (pause) sekolah dekat pasar itu tergantung sebagaimana menanganinyamencari cara lain yaitu misalnya di kelas menggunakan mic agar para siswa dapat paham apa yang kita sampaikan.

Lecturer : (1) Bisa dibayangkan di kelas pakai mic. (2) Setiap kelas pakai mic. (3) Sebelah ada pake mic pake bhsa Inggris, sebelahnya lagi.

Student10: baik saya hanya meluruskan yaa. Jadi kan katanya untuk mencari cara lain jadi menurut kami disini sekolah, sekolah kan dekat pasar trus pasarkan tidak mungkin sunyi, sekolah jo tu yang pindah. Disini sekolah harus mencari cara harus mencari cara agar bisa terjalannya sklah yang baik walaupun sekolah itu berdekatan dengan pasar. Jadi disini kami menurut kami semua sekolah disini ini harus punya ide atau cara-cara baru bagaimana Cara mereka agar si para anak didik ini bisa mendapatkan pengetahuan walaupun mempunyai halangani

| | |
|----------------|---|
| (A.K/2018) | <p>pasar, karena pasar kan sangat ribut seperti itu jadi menurut kami dari pihak sekola harus mencari cara-cara unik agar para anak-anak bisa tertarik dengan pembelajaran mereka.</p> |
| <p>Data 17</p> | <p>Lecturer : oke ada, mungkin ada yang mau menambahkan</p> <p>Student15 : bagaimana kerja sama dengan pemerintah karna kan yang dijelaskan tadi Cuma cara-cara sekolah trus mengantisipasi masalah tersebut trus bagaimana masyarakat ____ itu? Kerja sama hubungan timbal baliknya</p> <p>Student10 : mm jadi begini kan kita disini sebagai, disini dipasar ini mereka harus menurut kami mereka menyampaikan pengumuman atau contohnya ____ mereka taru baliho atau papan di depan sekolah tersebut, agar mereka tidak terlalu rebut, agar tidak mengganggu sekolah jadi disini juga agar ini bisa tercapai masyarakat yang tinggal di daerah harus memiliki kesadaran diri, karena mereka juga kan sebelumnya juga kan (pause) jadi mereka harus sadar akan lingkungannya, mereka ini sedang berada di lingkungan sekolah sekarang dan mereka tidak harus terlalu ribut di lingknagan tersebut. Jadi disini menurut saya mereka memberikan arahan agar si pengunjung pasar atau yang ba jual-jual di pasar tidak terlalu rebut.</p> <p>(A.K/2018)</p> |
| <p>Data 18</p> | <p>Lecturer : (1) pernah berkunjung ke pasar sabtu? (2) Sebelum pindah?</p> <p>Student10: belum</p> <p>Lecturer: (3) Pasar sabtu sampingnya ada sekolah itu di depan sekolah ada pasar, di depan pasar ada sekolah. (4) Coba yang biasa lewat di situ angkat tangan</p> |

Student 11: ini kan posisinya sekarang sekolah sudah ada pasar sudah ada, lebih baik sekolah saja yang menambah sarana dan prasarana seperti pengedap suara agar tidak terganggu dengan yang di luar, kalo sekitar untuk menyadarkan orang dipasar tidak mungkin karena itu hal yang sangat tidak mungkin. Kita menegur satu orang kan pasti akan ada pengunjung atau konsumen yang lain m ba rebut lagi seperti itu.

Student16: Kalo menurut saya sebnarnya hubungan kerja sama antara orang di pasar sama pihak sekolah yaitu pasarya dan sekolahnya harus bekerja sama tentang waktunya, jadikan waktu yang kondusif untuk siswa belajar itu dari jam brapa sampe jam brapa dan pasar itu bisa di buka setelah proses pembelajaran dari sekolah tersebut.

Lecturer: (5) karena jarang terjadi, yaa, karena itu pasar sore

(A.K/2018)

Data 19

Student10: disini kami menganggap bahwa disini sekolah juga harus menambahkan fasilitas begitu, pengedap suara sebelumnya sekolah juga harus menyediakan fasilitas seperti mic, tapi ada cara yang lebih mudah agar tidak mengganggu kelas yang lainnya. Dan juga pasar dan sekolah harus bekerja sama agar mendapatkan waktu kondusif jadi bisa

Lecturer: (1) Sesuatu yang dikerjakan bersamaan itu kadang- kadang dia tidak efektif yaa, kasi dia yang stengah-stengah tidak ada yang full. (2) Jadi ketika ada pasar dan ada sekolah pasti terganggu sekolahnya. (3) Bisa saja disebelah ada orang yang ribut kita sudah kasih teguran “sst ribut” . ada kasus ada contoh-contoh nyata yang ada di gorontalo ada beberapa sekolah yang ingin mengalah pindah. (4) Contoh SMP 8 itu pasarnya yang pindah yang katanya itu juga dekat dengan transportasi alat berat. itu juga akhirnya sekolah yang pindah, jadi ada beberapa kali yang harus pindah harus keluar dari

situ. (5) Kalo macam ada yang menggunakan alat pengeras suara itu tidak mungkin yaa, mungkin kalo duduk-duduk di dalam aula sekolah. tapi kalau di kelas pakai mic itu tidak. (6) Tapi ada pertanyaan bagaimana dengan ini, apa namanya dengan hubungan timbal balik antara masyarakat dan sekolah itu. (7) Hubungan timbal balik, tapi kan proses pembelajaran, timbal balik itu brarti ada dari pemerintah, , pasar, dan sekolah, atau pak silahkan kalau mau menambahkan

Pak Adi: (7) Hm, tidak mungkin kita yang melarang orang di pasar karna kita bukan pemilik otoritas disitu, yang punya otoritas itu pemerintah tapi pemerintah juga secara tehnik sulit merelokasinya, sulit memang begitu sifatnya pasar, pasar di gorontalo ya kalo pasar di jawa saya belum pernah liat orang teriak-teriak, silent. (8) Orang menawarkan dagangannya itu dengan sura yang lirih kalo disini (pause). (9) Jalan satu-satunya kalau bukan sekolahnya yang di pindah pasarnya yang di pindah, terserah mana yang m di pindah begitu saja, gitu aja kok repot.

(A.K/2018)

Data 20

Lecturer: (1)Ya itu bedanya pasar di gorontalo dengan pasar yang di jawa beda, karna apa? Karna yang jualnya aja beda. (2) Kalo di jawa yang jual orang tua samua hamper ,almost yang jual itu orang-orang tua jadi menjual itu suaranya lirih jadi kalo m nawar nd boleh suara tinggi Pak Adi di berita juga saya liat teriak-teriak

Lecturer: Laughs

Pak Adi : (3) Namanya saja pasar ternyata hanya namanya, liat kan kalem dan transaksi berjalan dengan secara mekanisme

Lecturer : (4) iyaa terimakasih pak Adi, masih ada pertanyaan lagi? (5)

Habis yaa?

Students: Habis

Students: Perbedaan si A perbedaan si B

Lecturer: (6) Yang tidak di dengarkan music yang tidak didengarkan pengajian itu mungkin ajaran dari kecil yaa, mungkin begitu maksudnya yaaa. (7) Akhirnya, ato sementara orang tua dengan fokusnya dia mangaji (pause) mendongeng nd tau mendongeng pada siapa. (8) Itu maksudnya yaa? (9) Dan tidak yang sama skali. (10) Ada contoh yang di temukan begitu yaa perbedaannya

Lecturer : (11) coba dijawab dulu

Student10: yang dikatakan sama sir tadi, pendidikan __ itukan pendidikan yang so lahir, di dengar kan ayat-ayat Quran seperti itu dia lebih cepat menanggapi atau lebih cepat menghafal ayat- ayat suci tersebut, kalau dia tidak di berikan pendidikan menurut kami si anak ini apabila lahir itu tergantung yaa, ada anak yang lantran cepat menanggapi apabila diberikan suatu pengetahuan dan aa juga anak yang sangat lambat apabila dia diberikan sebuah pengetahuan yang baru jadi menurut kami perbedaannya itu tergantung dari bagaimana si anak itu sendiri dalam menerima ada yangcepat ada yang lambat.

Lecturer (12) Tergantung lingkungan, biasanya kalau orang tua yang setelah meahirkan kemudian mengajarkan diberikan pendidikan yang baik pasti anaknya juga baik dan ada anak-anak yang apa yaa tidak bisa di bilang tidak diajar mungkin diajar tapi ingat faktor lingkungan akan mempengaruhi perkembangan anak itu. (13) Sudah tidak ada pertanyaan lagi?

(A.K/2018)

APPENDIX II

LECTURER TALK

CLASS: SPEAKING FOR GENERAL COMMUNICATION

Data 21

Student 1 : the students talking (unclear) for 2 minutes and 32 seconds

Lecturer : (1) hey umm let me check your attendance

Student 2 : yes (1 minute 3 seconds)

Lecturer : (2) umm Jesinta

Student 3 : absent, she's absent

Lecturer 4 : (3) Melisa

Student 5 : ya

Lecturer : (4) ehh please write down the students name right now and for last week. (5) Last week and now. You just write down the students who join us in class

(A.K/2018)

Data 22

Student 6 : yaa. In English please. Last week.

Lecturer : (1) when we have a, when we talk a

Student 7 : traditional !

Lecturer : (2) ya, traditional food ... iklan ya sorry. (3) Ok today umm we should talk about your final...

Students 8: project

Lecturer : (4) and i have shared to you about the videos from your seniors. (5) Every body watched that?

Student 9 : ya

Lecturer : (6) so they have any idea about that ? (7) so actually you have to choose or you have to recognize your own talent. (8) Ok. I really hope that you have any talent in your self. (9) Any ?

(A.K/2018)

Data 23

Student 10 : i can not find my talent

Lecturer : (1) ya if you can not find any talent in your self dan and maybe hobby will be the best alternative. (2) What do you like to do in your free time ?

Student 11 : pancing ... spend my time in ...

Lecturer : (3) it's not a kind of aa .. you know what it's like a performance okay. (4) So you should choose for example maybe singing or maybe it's one of yourdream to be a broadcaster or ya if you like to be a master of ceremony in some occasion ok or football player could be or

Student 12 : volleyball player

Lecturer : (5) could be. (6) Ok. So you will show to the video about your talent. Do (7) you have any talent ?

Student 13 : yaa... no...

Lecturer : (8) actually i also don't have it but i think i like singing. (9) Singing could be the best choice of you. (10) Hmm ok Do you have an idea ?

Student 14 : if i choose to show the broadcaster

Lecturer : (11) yes

(A.K/2018)

Data 24

Student 14 : can i chat from the internet text

Lecturer : (1) the text ? could be. (2) But it's better if you compose them by your own. (3) For example you need to report....

Student 14 : accident

Lecturer : (4) ya accident on the street or something maybe the accident could downloaded from internet, but the way you report that could be by your own. (5) But the accident could be from the internet or maybe you want to report about Justin Bieber's concert. (6) Ya Jutin Bieber's concert could be downloaded but the way you report that must be your own

Student 14 : i think

Lecturer : (7) if you have any documentation for that. (8) Ok. Ya any question? (9) Could be share the way you will show to us about the way you yes but before that absolutely you will talk a lot about your talent. (10) What do you think that chef or cooking is your talent. (11) Talk more about that and the video will be ended by showing your talent like dancing. (12) Ok talk more about that. (13) Maybe you like a modern dance or traditional dance. (14) What's the difference. (15) Something like that and you could be ended by showing dancing. (16) Got it ? (17) ya take something or take something about the best of you. (18) You got the final project. (19) You can read on your dictionary. (20) You can read on your syllabus. (21) So everything is explained on syllabus. (22) You why ? (23) they have to record or you have to make video about your final project and read out loud on your book. (24) So send me the channel or anything. just send me the link.

Student 18 : ya

Data 25

Lecturer : (1) have you watched the video ?

Student 19 : ya... no...

Lecturer : (2) i have shared to you about two weeks ago, two weeks ago

Student 20 : obserb

Student 21 : eee ta so bilang di group eee

Student 22 : English please

Student 23 : btf, btf, ihh i dont know. Who who not not come come last ini last week. Yang traditional, traditional food. This one. Ini ee. Ihh no no. Ti seblas this is ten

Lecturer : (3) ok. (4) Ya eee. (5) Whatever. (6) So you guys write your own channel or maybe could be set it. (7) i hope that you can eee you know show what you have done to the world. (8) Ok you can eee make your own channel. (9) The point is the.....

Student 23 : the link !

Lecturer : (10) ya the link. (11)Ok. Question ? (12) ya if you want to perform your talents in two like pairs. (13) That's okay. (14) You can do also by your own. (15) That's okay 2 people project or group in pair project not group. (16) Or two yes. (17) So before we finished, talk more. (18) If you ever followed any kind of competition or maybe a football if or anything singing or something like that. That you have to talk about that in a video ok. (19) Why you like singing or maybe have you ever followed a competition describe more about that then ended with a performance. (20) Any question ? (21) are you clear about this ?

Student 24 : yess

(A.K/2018)

Data 26

Student 24 : yess

Student 24 : about the duration ?

Lecturer : (1) ok (pause) how long will you read ?

Student 24 : three weeks two weeks.

Lecturer : (2) no no. (3) The duration of the video. (4) Not three weeks. (5) Two to three minutes.

Student 24 : yes

Lecturer : (6) don't you think two is too short ?

Student 28 : ya. Five. Three to four. Yaa

Lecturer : (7) you know what. (8) If you upload video that is too long the audience will boring. (9) Just make them curios. (10) You don't have to (pause) therefore sould be 3 or 4. (11) Three to four (pause). singing, chef that's okay. (12) Then tell me.

Student 29 : that's my favorite.

(A.K/2018)

Data 27

Lecturer : (1) tell me the way you should look..... at the picture its self ok. (2) Show to the video why do you like photography talk more about that hobby. (3) The talent. (4) We done ? (5) my point is speaking. (6) That is my main point. (7) You speaking, so if you talk one minute only or maybe 30 second and then after that your video your talent then maybe you will have no enough score for that okay. (8) Just talk more. (9) Talk more. (10) And then video or your performance will be score because my point my target is score your speaking. (11) Any question ?

Student 30 : ehh this is not my question but (pause) the question is how about make up tutorial

Lecturer : (12) that's okay. (13) Ok just talk more. (14) Talk more about make (pause)..... like make tutorial. (15) What is the unigeness about that and then showing your talent by make over someone

Student 31 : how if we have a same hobbies. Ya me and Mimi

Lecturer : (16) the same hobbies ?

Student 32 : ya

Lecturer : (17) video with your friends. (18) Do you have the same hobby same talent like dancing video with your friends. (19) That's okay. (20) The concept will be different absolutely. (21) Hobbies talent could be same. (22) Question ? (23) understood ?

Student 33 : yes

Lecturer : (24) i am gonna check your video or maybe if you have difficulties next week is the time for discussion. (25) Do you have any problem about umm maybe video something like that the we will discuss that next week on (26) Monday and then two weeks later you will submit the link. (27) Two weeks later. (28) Is there any question? (29) okay for the students who will perform it or in two okay. (30) Ehh let talk about that. (31) So you will write down and then you will report it i am gonna check the video based on (32) Melisa's notes okay.(33) Question?

Data 28

Student 34 : What will we do?

Lecture : (1) the point is you have to talk more about that. (2) Why do like broadcasting ? (3) what is the benefit of being broadcaster for example. (4) And now you are going to report. (5) For example someone's concert. (6) That's okay. (7) It's a part of video. (8) So actually when you are talking it's a part of video as well. (9) But in video you will also show another video showing about your talent like yours. (10) Begini saya pake bahasa Indonesi. (11) Jadi misalnya jadi broadcaster iya toh jadi broadcaster. (12) Kau cerita dulu soal broadcastermu misalnya kamu kenapa suka broadcaster. (13) Apa yang kau rasakan di broadcaster. (14) Iya toh. (15) Apa keuntungannya blabla kemudian baru kau boleh tunjukan video tentang pada saat kau me-report itu jadi ada yg bisa live ada juga yg sudah dalam bentuk video juga. (16) Kalian mengerti ?

Student 35 : ya

Lecturer : (17) kalau contoh, for example like mario misalnya. (18) Mario umm at the moment you perform at the broadcaster (pause) and you reported event of CCU. (19) He talk more about that and then suddenly. (20) Okay here i am i am in the in the what the preperation day of CCU something like that in the view sir Jul. (21) That's okay. (22) Or you want to make like Mario's video. (23) So you talk more about that from the beginning. (24) Okay i am going to blabla but it's like. (25) Jadi jadi begini ahh bisa dua versi jadi pertama kau bicara dulu. (26) You talk about broadcaster kemudian (27) why do you like broadcaster and you show the video or at the same time you talk about that (pause) about the

broadcaster and then you go directly to reporting. (28) Sama seperti Mario itu. (29) Jadi abis dia bicara blabla kemudian dia seperti sudah di suatu event. (30) Begitu. (31) Boleh. (32) Boleh. (33) Silahkan berkreasi. (34) I give you umm. (35) I give you anything to create your videos. (36) You can make your own video based on what you like. (37) But you have to remember that the point is you're speaking. (38) Ok you're speaking like a chef. (39) Being chef so you talk she talks more about chef. (40) Why why she like ee cooking what what she feel about cooking something about that and then she when directly to show the way she cooked. (41) Something like that. (42) What else ? (43) boleh ? (44) ada lagi ? (45) any more question ? (46) so next week so next week you will share your problem with us with me and with your friends ok. (47) Tell about your problems. (48) What are the obstacles that you have found during preparing the videos ok. (49) And two weeks later you will submit the link on me ok. (50) Questions ? (51) or you have in your mind about your talent what you are going to do.

Student 36 : i will swim

Lecturer : (52)so you will be a swimmer. (53) Ok that's alright. (54) And if you do gaya botol. (55) Then you will go down bulb bulb. (56) Umm or for the boys maybe football, game, players football players so Will show anything on the field or volley ball like your senior kak sandi. (57) He's the head of Senat mahasiswa. (58) Ketua senat mahasiswa fakultas. (59) He was showing about his talent. (60) His talent about playing football so someone's reporting him on at the moment those still a big yard on Rektorat. (61) Dulu Rektorat belum ada. (62) Yang ada Cuma very big yard of football. (63) So he was playing there but before that he talked more about the talent blabla and he show about the trick maybe or the tips like this one something like that i don't know in Indonesia sundul. (64) Sundul something like that he acted like he was a professional football player ok. (65) Ah ya there was also someone your senior. (66) She liked to be a chef and he cooked the plate on the bitch. (67) She was sitting on the bitch and then she prepared anything for cooking. (68) Ya you can do whatever you want do in your hobby. (69) Ok dont forget 3 to 4. (70) And then talked more. (71) Or you want to show us how you do gaya botol. (72) Okay just think about your talent mam i don't have any talent i swear. (73) Okay you can choose the thing that you like to do. (74) Okay the thing that you like to do. (75) Mam i can not sing. (76) Okay you can change anything you want. (77) Mam i like to be a singer but i

can not sing. (78) So how can you like to be the singer but you dont have any voice. (79) It's only my dream mam okay. (80) Just what you want and show me your talked in the video. (81) Okay you can make video by your own channel. (82) Can you set the channel to be private ?

Student 37 : no
(A.K/2018)

Data 29

Student 37 : no

Lecturer : (1) do not sad. (2) That's okay. (3) It's up to you if you want to set your channel to be private. (4) It's up to you if you want to be on public. (5) The point is i can watch the video. (5) Umm question ? (6) so Rahmat, Galang okay. (7) Pendidikan bahasa Inggris. (8) Ya one of your senior ehh i don't know i didnt check them. (9) I didnt check it by my self. (10) But one of your senior. (11) Actually he followed Permata. (12) He got UNIMA. Pendidikan bahasa Inggris. (13) And he didnt take the chance (pause)..... i see that English Department has any outstanding students. (14) clear ? (15) ya i am gonna leave you soon. (16) There are many things to do. (17) No more question ? (18) or maybe you will tell me mam i will tell you next week on Monday because on Monday it's time for us to discuss about your difficulties. (19) Anything you want to talk with me or anything you want to share with your friends okay and two weeks later you will sibmit the link. (20) Is there anyone of you that can play guitar ? (21) yes then you can show. (22) Ya show to the world about your talent. (23) Or maybe one of your talent is maybe you can show to us where okay that's okay or maybe you want to describe difference between gaya botol and gaya batu. I am rally sure that many people will watch the video of your gaya batu vs gaya botol (pause)..... ya i know aaa this the end of your semester. So there are many that final project. (24) Okay just be relax just relax but serious and let make this whole project with fresh. (25) Ya Insya Allah puasa or lebaran everything has done already. (26) You can enjoy lebaran. (27) Ya if there is anyone of you didnt follow meet test for any subject please keep concern with that. (28) See the lecturer and talk about that so everything should be done before final test must be done before final test. (29) If you see the lecturer after final then maybe you will have problem because some some of maybe all the lecturer so busy with marking scoring and they will not allow you to take any test. (30) Okay no question ? (31) so Insya Allah i'll

see you next week on Monday with the problems you need to share the obstacles or something like that two weeks later you will submit the link okay class thank you

Student 38 : thank you mam
(A.K/2018)

APPENDIX III

TEACHER' SPEECH ACTS

READING FOR GENERAL COMMUNICATION

Data 30

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

L: (3) well from this book you can learn about main idea.

L: (4) well everyone, could you please ... wait 'cause just for today you guys have to copy this one perhaps after the class, could you please take picture of this one? (5) Because you have to take picture of this maksudnya then after that you share to your friend, you have a group?

S: yes

(A.K/2018)

Data 31

L: (1) okay because come here please.. this one and this one... (distributing the text and there's a little conversation in a low voice around 40 seconds) cinka (there's a little conversation in a low voice around 50 seconds). (2) oke... well aaa, again base on the syllabi about recognizing topic, main ideas in paragraph and short relation but perhaps aaa after this class you can copy the material about identifying topic

S: yes

L: (3) but for today,now identifying the main idea paham yaa nanti setelah kelas ini yaa?

S: yaa

(A.K/2018)

Data 32

L: (1) topik, itu sangat mudah sekali diidentifikasi, basic reading I just remember the title is basic reading for example the book aaaa the example identifying the topic from a list, identifying the topic from a list in a book for example about food apalagi ee, could you mention please, banana. (2) And after that you identify what is the topic from the list okay, so and after that the example of the list eee computer, etc, and after that you conclude the main

conclusion about what is the topic from the list. (3) Lya itu berarti, I mean, so do you know what is topic itself? (4) Where is that, where is the main idea? (5) What is the different between them ?

L: (6) Apa itu topik? (7) Apa itu main idea in writing or main topic?

L: (8) apa itu topik? (9) Apa itu main idea?

S1: ide utama

L: (10) ide utama dari teks dan paling ?

S: gagasan utama dan gagasan pokok

L: (11) gagasan pokok dan, apa bedanya gagasan pokok dengan gagasan utama?

S: kalo gagasan pokok adalah gagasan utama

L: (12) kalo topik itu biasanya ada di temukan di mana ? (13) in the beginning ? (14) at the middle? (15) Or at the end

Students : in the beginning

L: (16) yeah it's kind be in the beginning, in the middle, or at the end, or the main idea

Student2: specific information

L: (17) specific information and seperti apa lagi?, (18) for example in that text this is the main idea from this text, bagaimana kamu bisa bilang, ooh ini depe main idea, ini ide pokoknya, ooh ini supporting idea

(A.K/2018)

Data 34

L: (1) di buku itu ada penjelasan dan supporting details oke tida apa ee you don't have to mention that. (2) you don't have to explain that. (3) tapi insya Allah setelah kalian copy tu buku and ada penjelasan berapa lembar bagaimana caranya mengidentifikasi topic, begini caranya mengidentifikasi main idea. so class can you receive it?

S: yeaah

(A.K/2018)

Data 35

L: (1) coba yang pertama, the text about about main idea . well while reading, read the text match the topic one to eight below to paragraph A to H, is it clear for you? (2) Where is A until H? (3) A until H?

L: (1) this one this is A, this is B, C, D, oowh sorry sorry, no no no fotocopy samua in ya? (2) Owh yaa A, B, C, D, E, F,G, H jadi tiap sentence pada paragraph that is A,B,C,D (3) kamu ngapain dari tadi? (4) buka facebook? buka WA? (5) ato apa? (6) Saya itu bisa liat yaa kamu itu ngapain dalam kelas, jangan dulu sibuk dengan yang lain, kamu paham seperti apa dulu baru sibuk dengan yang

lain, cek apa? (7) Cek jadwal?

L: (8) sekali lagi saya ingatkan jangan kalian pikir dosen di depan kalian itu tidak bisa , tidak tau, gerak-gerik kalian yang ada di dalam kelas. (9) Hati-hati , oke hati hanya Allah yang tau, tapi pikiran, tangan kalian, yang berada pada kalian itu bisa dibaca, oke?

(A.K/2018)

Data 36

L: (1) jadi, yang bermain, yang tidak serius yang dapalia cuman main-main mo dapa tau. (2) Ini kenapa baru datang? (3) Ketiduran, bangun jam brapa tadi? kamu orang mana? (4) Saya tanya , dari mana?

Students3: jalan Kalimantan

L: (5) jalan Kalimantan? (6) Kamu dari pulau Kalimantan?

Students3: Jl. Kalimantan

L: (7) aa? (8) Ada bamasak tadi? (9) Bacuci? (10) Kuliah jam 8, bacuci jam 7, datang jam 9. (11) Karena saya sering terlambat kamu juga ikutan terlambat, begitu? (12) Jangan ulang lagi aa? (13) Jangan iko saya jaga terlambat. saya kan so bilang saya terlambat karena apa. (14) oke _ for the main idea, the first paragraph, that's A, the second paragraph that's B, the third that's C, the forth D, the most important is F, dan seterusnya F, I find the for the pieces is G, the people in the mountain died is H. (15) Okay now your task is to match the 1 until 8 to paragraph A until H.(16) Do you understand?

S: yeees

(A.K/2018)

Data 37

L: (1) okay, how many , I mean 5, 10 to match this one, probably the one kemudian silahkan, you can work you can do in pair or by just yourself... language, what is language? (2) The , young male died how can pronounce this one, young male died apa ini, cara mengejanya ini bagaimana ee?, (3) the economy, hobbies and sport where the ___ the traditional food in a capital city, 1 sampai 8 pasangkan dengan A sampe G. aaa kira language itu yang mana? A,B,C,D,E,F,G apa H

Students4: B

L: (3) B?

| |
|---|
| <p>Students4: yaa (A.K/2018)</p> |
| <p>Data 38</p> <p>L: (1) okay , kamu kerjakan itu kurang lebih 10 menit, bisa 5 menit ato butuh brapa menit? (2) Bisa begini sayangku, kamu yang satunya buka, misalnya dua dua orang yang satunya halaman ini yang satunya buka halaman sebelah, boleh? (3) Misalnya kamu buka halaman itu kemudian sebaliknya. Yang dua cinka, cinka dibelakang halaman sebelah dia disebelah kamu halaman satunya dia halaman satunya biar bisa kerja sama oke berpasang pasangan kamu bisa</p> <p>L: (4) kau cuma sendiri? (5) Cari teman yang lain, bole sama-sama... (6) Kerja sama yaa... (small talk around 3minutes 8seconds) oke 3 minutes more, 3 menit lagi aaa. (7) Language what is language.</p> <p>Students: B (A.K/2018)</p> |
| <p>Data 39</p> <p>L: (1) finish?</p> <p>Students: finish!</p> <p>L: (2) oke, finish?</p> <p>S: yes</p> <p>L: (3) well start from you at the back here, so the number 1 is A B C D E F G or H</p> <p>Students5: D</p> <p>L: (4) why you choose D</p> <p>Students5: because number 1 think the text about the people speaking in</p> <p>L: (5) 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</p> <p>S: yaa (A.K/2018)</p> |
| <p>Data 40</p> <p>L: (1) Good, so the next one</p> <p>Students6: the second one is the population, it's in the part B</p> <p>L: (2) part B , okay why?</p> <p>Students6: ee the text explain the that there are 360 people in gorontalo</p> <p>L: (3) yaa people means population</p> <p>Students: yeaah</p> <p>L: (4) good, please, the third one, please you</p> <p>Students7: island island</p> |

L: (5) island?

Students7: island is very simple high school.

L: (6) okay so, do you agree with this?

Students: yes

Data 41

L: (1) yang mendefine F perhaps with those let we say I live in bla bla bla bla bla bla and etc. well the number four please

Students8: hm

L: (2) the economy in what, yes?

Students8: E

L: (3) could you mention or explain why you choose that one?

Students8: because in part E there are tourism and fashion that is the most important business.

L: (4) 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: (5) hobbies and sports

Students9: I choose D

L: (6) why you choose D?

Students9: because people like to swim and dive

L: (7) swim and it can be sport and also it can be hobbies

L: (8) yang mendefine F ___ perhaps with those let we say I live in bla bla bla bla bla bla and etc. well the number four please

Students8: hm

L: (9) the economy in what, yes?

Students8: E

L: (10) could you mention or explain why you choose that one?

Students8: (11) because in part E there are tourism and fashion that is the most important business__

L: (12) 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: (13) hobbies and sports

Students9: I choose D

L: (14) why you choose D?

Students9: because people like to swim and dive

L: (15) swim and it can be sport and also it can be hobbies

Students: yeaah

L: (16) swimming and how about you? Kamu bisa diving?

Students: no

Students: yes

L: (17) siapa yang bisa berenang disini ?

Students: saya , saya

L: (18) kamu, kamu, kamu

Students10: semua bisa berenang mam, bole menyelam

L: (19) bisa berenang?

Students10: iyaa bole mam

Students11: bole tenggelam

Students12: abis menyelam so tidak m tapulang-pulang itu

Students11: memang

L: (20) bisa berenang karna blajar sendiri atau?

Students: belajar sendiri

L: (21) saya ini anak danau tapi tidak bisa berenang

Students12: saya anak sungai mam

L: (23) di sungai m berenang bagaimana nak?

Students11: anyor, satu arah

Students: yeaah

(A.K/2018)

Data corpus 42

L: (1) memang sebenarnya lucu kalo orang Indonesia kalau tidak tau berenang, pe banyak skli ni laut, pe banyak skali ini. (2) kalau teman saya jerman katanya itu anaknya itu nanti sekitar 2 tahun baru belajar berenang, (3) antri 2 tahun , (4) karna disana di Jerman tidak bole langsung m pi balajar sandiri, tidak bisa. (5) itu harus ada coachnya yang melatih. (6) makanya ketika dia balik ke Gorontalo. (7) it's aaa ... 2 tahun sekali dia kembali ke Gorontalo. (8) dia kasih belajar depe anak-anak berenang karna saking lamanya itu. (9) kalo pa trng pe banyak skali laut-laut. (10) Okay kalo sama dengan saya. (11) kalo Rasulullah menganjurkan berenang, Rasulullah itu harus di percaya adanya. (12) okay selanjutnya number 6, you (pointing a student).

Students13: E

Students: A A

Students13: A

L: (13) okay why you choose that one please?

Student14: traditional food

L: (14) traditional food and you choose ?

Students: G

L: (15) the

Students: traditional food

L: (16) it's the traditional food, kuah asam ini toh

Students: io kuah asam, kuah asam

L: (17) (laughing) okay the number 8

Students14: C

(A.K/2018)

Data 43

L: (1) directly mention the capital city . (2) Okay well class this is now about look at the in the box for the main ideas, many text have paragraph , many text have paragraph. (3) The paragraph is a paragraph that only has one topic sentence. (4) It's paragraph has one topic or main idea. (5) when we read for the main idea in the text in each paragraph to find kalo kamu baca masing-masing ini paragraph kamu akan menemukan the topic, topiknya itu Cuma satu-satu yaa, kalo main idea dia bisa di topic sentence, in a sentence. (6) Tapi kalo topik only one, you just say it can be dan seterusnya tidak ada dia topic kong panjang. (7) The next one the important information about the topic, nah kalo informationnya about the topic it can be problem the reason is the students wants to study, itu kalo important information tapi kalo topiknya satu saja, dst. (8) Okay, __ discussion, work in partner and answer the question 1 until 5. (9) Where is your country? (10) What is population in your country? (11) What is the capital city of your country ? (12) what language do people speak in your country? (13) What are the important business of your country? (14) Okay, answer cinka next you, where is your country? (15) Ya kira-kira tempatnya dimana di Indonesia or apa, maksudnya

Students12: benua ASEAN

L: (16) benua apa bahasa inggrisnya?

L: (17) apa? Ocean?

Students: yes

L: (18) What is benua in English?

Students: nation

L: (19) okay what is the population of your country? (20) Populasi di negaramu berjumlah berapa

L: (21) okay, what is the capital city of your country?

Students: Jakarta

L: (22) what language do people speak in your country?

Students: Bahasa Indonesia

L: (23) it can be it's like aa one of the tourism destination, kalo Indonesia?

Students: tourism

L: (24) yeah di Indonesia kalo bali oke.

Students: tambang

L: (25) tambang?

Students: rempah-rempah

L: (26) kamu paham tidak degan ini text ? (27) karena kamu sudah identify you can match the number island and the number text that you understand about that. (28) Well class sekarang kita pindah, move to another text.

Students: yes, Mam

(A.K/2018)

Data 44

L: (1) okay why do you read only five topics on the text the one topic from the text circle the correct answer? (2) The main idea of the text is animals in Australia, or unusual animal around the world. (3) Reading for the main idea in the text dan seterusnya sama dengan yang tadi yaa but to get this one, the topic sentences is usually in the first paragraph, sekali lagi the topic sentences is in the first paragraph. (4) Jadi pokoknya muncul di pertama paragraph di kalimat pertama itu maknanya itu kebanyakan tentang topic sentence. (5) It is important because it has a main idea for the paragraph, the highlight of the sentence in a reading one are the topic sentence in reading one of the topic sentence. (6) Okay, kamu baca ini, lalu tentukan kira-kira main ideanya apa. (7) Bacanya 5 menit yaa, bacanya 5 menit. (8) Mungkin bisa sama teman dicari, baca dulu baru setelahnya m tentukan main ideanya A B or C

L: (9) the most specific_ bird... A B or C?

Students : C

L: (10) you choose the animals in Australia it just only the specific one

Students : yaaa

L: (11) creatures bird in new Zealand, it is the part of the paragraph, just choose choose the unusual animals around the world so in Australia.

Students : yeaah

L: (12) okay good, now I'm so happy, what is aa gampang di ini dulu, di jawab dulu, di jawab dulu yang nomor 4, why is the animal unusual?,, why is the ants is an unusual animal?, how big the bumblebee?

Students : bumblebee

L: (13) bumblebee (laughing) 5 minutes, 5 menit bisa?

Students : yes

L: (14) okay

(pause 2 minutes 32 seconds)

L: (15) 3 menit lagi aa

Students : iyaaa

(pause 3 minutes 53 seconds)

L: (16) okay, done everyone?

Students : iyaa

L: (17) okay next you cinka, why is the bumblebee

Students15 : because.....

L: (18) you can say in paragraph 1,2,3, 4 and you say line what

Students15: 2

L: (19) paragraph 2 in what line?

Students15: 3

L: (20) line 3 okay, mention please

Students15: that it can fly

(A.K/2018)

Data45

L: (1) okay thank you class, ini so stenga 10 aa ini aa. (2) nanti insya Allah ketingnya kasih ingat saya mungkin besok pagi baru ingatkan saya untuk bawa itu buku. (3) itu mudah skali menjawabnya. (4) itu hanya mengidentifikasi topic, seperti yang saya bilang tadi ada list nama-nama benda atau buah nanti kalian copy. (5) okay setelah dicopy harus dikerjakan ya, dan insya Allah berikut kita akan bertemu dengan saya lagi dengan materi yang sama minggu depan, (6) okay terimakasih banyak Assalamualaikum wr wb

(A.K/2018)

APPENDIX IV

LECTURER'S SPEECH ACTS

CLASS: ENGLISH INSTRUCTIONAL DESIGN

Datacorpus 46

Lecture:"(1) Tadi sampai dimana?"

Students:"sampai dimetode maam"

Lect:"(2) sudah sampai dimetode yah, saya sudah kasih ke Gia materinya saya sudah suruh kirim digrup Wanya kalian. (3) Terus kalian sudah pelajari materi apa yang cocok. (4) Nah sebelum saya menjelaskan Gia punya sudah sampai langkah-langkah pelajaran cuman dia akan menjelaskan sama dengan kalian punya tapi kalian hanya sampai dimodel dan metode, Gia punya sudah sampai pada langkah-langkah pembelajaran.

(A.K/2018)

Data 47

Lect:"(1) okay ini pak adi hanya mengambil data tentang penelitian beliau..jdi kalian jangan terlalu tegang didalam kelas. (2) Saya suruh gia seperti itu..karena gia sudah sampai dikegiatan pembelajaran. (3) Kalian saya mau periksa hari jumat. (4) Tadi

hanya Gia dan afriani yang datang sisanya tidak ada jadi makanya saya suruh presentasi Gia itu baru sampai metode pembelajaran sama dengan kalian. (5) Gia pada saat ujian pembelajaran ia memperlihatkan video, tapi kalian ada yang memperlihatkan teks, gambar dan sebagainya..itu sesuai dengan materi kalian.(6) Okey Gia yang metode.

(A.K/2018)

Data48

Student 1"jadi disini model dan metode pembelajaran yang saya gunakan model yang saya gunakan yaitu discover learning dan metode yang saya gunakan yaitu struktural dan teknik yang saya gunakan itu menggunakan roll play instruksi dan presentasi.

Lecture:"(1) jdi Gia yang roll play nya..jadi ditengah-tengah dia memberikan akan ada pada roll playnya jadi itu yang diperhatikan siapa tau kalian akan menggunakan teknik roll play juga. (2) Jadi sekrang kegiatan pembelajaran..jadi tolong diperhatikan kalian akan sampai dimana"

Student1:" jadi kegiatan pembelajaran disini pendahuluan itu yan g pertama memberi salam dan berdoa bersama. Jadi sebelum memulai kelas

sama-sama kita berdoa dan yang ke dua itu mengecek kehadiran peserta didik.

(A.K/2018)

Data 49

Lecture: (1) ada berapa menit situ Gia

Student1: "ada 10 menit"

Lecture: (2) yah 10 menit Gia mengecek kehadiran..apalagi?

Student1: "disini mengecek kehadiran sama menjelaskan tujuan pembelajaran yang akan dibahas."

Lecture: (3) Nah apakah itu memerlukan waktu 10menit? Jadi..sekitar 5 menit yah..kecuali ada apersepsi sebelum itu

Data 50

Student1: "lalu kegiatan intinya disini siswa menonton video, jadi yang pertama itu siswa menonton video tentang ucapan menguji bersayap beserta resumanya dalam bahasa inggris, setelah itu siswa membaca dan mengamati contoh teks ucapan selamat akan menguji bersayap yang diberikan guru. Setelah itu siswa membacakan contoh-contoh ucapan selamat dengan sikap yang baik dan benar dengan

menggunakan ucapan, tekanan kata dan intonasi. Disini saya menggunakan simulasi roll play. Siswa mengidentifikasi ciri-ciri teks ucapan selamat fungsi sosial, struktur teks dan unsur kebahasaan. Lalu, siswa dibagi secara berpasangan untuk presentasi didepan kelas serta memberikan ucapan selamat dan memuji bersayap. Setelah itu siswa mampu mendemonstrasikan ucapan selamat dan menguji bersayap dalam bentuk percakapan secara berpasang-pasangan di depan kelas. Jadi penutupnya, setelah itu siswa menyimpulkan materi pembelajaran yang telah dipelajari. Lalu guru menginformasikan Rencana pembelajaran untuk pertemuan berikutnya. Setelah itu guru menutup pembelajaran dengan mengucapkan salam.

Lecture: (1) Saya sudah kirim ke kalian contoh step learning juga. (2) Mari silahkan buka di hp kalian masing-masing ada contoh untuk RPP. (3) Jadi contoh RPP yang saya kirim itu beda dengan aslinya. (4) Karena ini yang sudah lalu dan yang ini yang terbaru. (5) Karena dia 5 menit yah..jadi pendahuluan 5 menit. (6) Jadikan 90 menit yah.. untuk semua 90 menit, 5 menit pendahuluan 5 menit penutup atau mau ambil 10menit juga tidak masalah 10 menit, 90-10 menit 80menit kalian pakai untuk kegiatan inti kalian. (7) Jadi itu dipergunakan dengan sebaik-baiknya. (8) Ini Gia sudah berapa rangkap tadi Gia kegiatan inti..ada berapa langkah?"

Student II: "ada 6 maam"

Data 51

Student II: "ada 6 maam"

**Lecture: (1) "ada 6 langkah yah, (2) jadi kalian ya harus terurai..karena
Gia belum terurai juga.. (3) jadi kalian 80menit itu ushakan kalian
taruh disitu berapa menit untuk kegiatan pertama ke2 ke 3 ke 4 ke
5 ke 6 karena tidak tau berapa posisi untuk yang pertama ke2 ke3
ke4 ke5 ke6 karena tidak mungkin ketika kalian disuruh mengajar
lisan berarti akan disuruh mendemonstrasi yah jadi mereka buat
dulu..tidak mungkin hanya 5 menit mereka buat yah, masih ada
waktu yang sudah kalian pikirkan disini berapa banyak porsinya,
disini berapa banyak porsinya jadi 80 menit. Jadi kalian memang
sudah harus mempergunakan waktu dengan sebaik-baiknya. (4)
Karena lebih dari 90menit sudah selesai silahkam kembali ke
tempat. Ini kentara? (5) Bisa dibuka masing-masing grup, grup
kita..bisa kalian lihat..**

Students: "iya maam"

(A.K/2018)

Data 52

Lecture:" (1) oke lihat dari pertama, seperti ini nanti rancangan kalian kalo sudah fix untuk semua, RPP misalnya ada, coba dilihat dihalaman berikutnya. (2) Rpp SMPN 2 ini untuk SMP yah..jadi 2x40 menit jadi 80 menit. (3) Ada K1-nya ada juknis KD sampai indikator sudah di sampingnya jadi KD langsung indikatornya.. (4) ini hanya 2 indikator jadi KD 3.1.1 dia khususnya dilisan yah jadi dia fokusnya di lisan, jadi kalo lisan berarti tulis tidak tampak karena penilaian terakhir lisan yah..jadi ingat itu yah..jadi tidak akan muncul, ketika dia muncul berarti kalian juga menilai tulisannya. (5) Pahami yah..jadi itu makanya ditulis indikator karena ini akan kalian capai terakhir. (6) Oke setelah itu lanjut lagi halaman berikutnya indikator karena ini kalian capai terakhir. (7) Oke setelah itu lanjut lagi halaman berikutnya tujuan pembelajaran. (8) Tujuan pembelajaran ada abcd audience, dan degree. (9) Jadi kira pakai cuman itu jadi dia narasikan mana abcdnya..jadi kalian harus perhatikan materi pembelajaran fungsi sosial sudah tersedia memang sudah ada yah struktur teks..lihat struktur teksnya jadi karena dia ucapam terimakasih yang dihitamkan itu thank you dengan your welcome jadi ada respons itu yang ditangkap baru ada percakapan dibawah jadi seperti

itulah materi kalian nanti kalo ada yang dapat ungkapan atau apresepasi seperti itulah yang dihitamkan yah..karena ini yang akan kalian ajar..ini ekspresinya. (10) Okey unsur kebahasaan yang kalian punya ada subject pronoun, noun, to be, am is are, ungkapan yang sesuai ini yang akan diajarkan nanti kalian sampe sini yah metode teknik dan sebagainya materi pembelajaran modelnya..langsung model, modelnya the step learning, mau ambil atau tidak mo ambil itu terserah tidak masalah yang penting sesuai dengan langkah-langkah terus tekniknya roll play strateginya game, oke ada pertanyaan sampai disini? (11) Kira-kira sudah puas sampe disini? (12) Coba saya cek..kalo Reno materinya apa?

(A.K/2018)

Data 53

Student III:” Teks deskriptif”

Student IV:”Discovery Learning”

Lecture:” (1) rata-rata disini pakai Discovery Learning”

Student V:”iyah maam”

Lecture: (2) ”tidak ada yang lain”

Student VI:”ada maam”

Lecture: (3) ” ada yang syntatic”

Student VII:”saya maam”

Student VIII:” project best learning”

(A.K/2018)

Data 54

Lecture (1) "project best learning lama sekali dia .. memerlukan waktu yang panjang sekitar 6 bulanan nah makany yang bagus itu syntatic kalo itu dia kseih tugas , kasih poem yang bisa diinvestigasi baru turun lapangan, tapi memang agak lama kalo hasilnya dan tidak akan sampai pada pertemuan. (2) kira-kira berapa kali pertemuan untuk mengharuskan KD tidak cukup yah..oke ada yang sudah melanjutkan kegiatan pembelajaran?"

Student IX:"sudah maam"

Lecture: (3) "baru pendahuluan? Inayah sudah..siapa lagi yang sudah berapa kali maju yah..sudah seperti Gia. (4) Oke kalian lihat dulu materi yaang saya kirim..kegiatan pembelajarannya materi yaang saya kirim salam dan tegur sapa yah..cek kehadiran, berdoa dan menyiapkan buku, guru menjelaskan KD, Guru menyampaikan aprepsi..do you want apperception? (5) Seperti yang sudah saya lakukan waktu pernah hadir di pertemuan lomba menyanyi..nah itu aprepsinya, saya sudah yah..jadi lagu apa, memang materinya tentang lagu, dan lagubdalam negeri, lagu luar negeri, coba lagu barat siapa yaang bisa menyanyi, kita akan mempelajari sekarang. Itu yang saya maksudkna aprepsi, jadi

seperti itu apresepsi. (6) Jadi umpama belajar tentang count, ada yang belajar tentang count jadi maksud itu saat dia apresepsi dia akan mengajar tidak langsung apa yang dimaksud dengan count tidak..tidak akan seperti itu karena kita belum masuk materi inti..yah kalian dipanggil dulu dipanas yah..warming Upnya jadi dipake dulu semuanya. (7) jadi kalian umpama saya bercerita saya pernah pergi kesini..kesini..kesini..misalkan saya pernah pergi ke waterboom..di waterbom itu ada ini..ini..ini..itu namanya recount sering dipakai jadi unsur kebahasaan yang kita pelajari..seperti itu kira kira recount teks apa definisinya pasti akan ada yaang bertanya..baru kita akan munculkan ini sesuai dengan poin ini bahwa recount ini adalah ini. (8) jadi perhatikan yang saya biang tadi yah..kalian harus hemat waktu.kalo kayak disini ini struktur teksnya..ini kentara dari belakang? (9) Jadi struktur teksnya itu dan kalimatnya unsur kebahasaan apa-apa yang akan dikatakan misalkan terkait dengan kegiatan ekstrakurikuler, tugas sekolah dan sebagainya.kata bahasa yang dipakai adalah simple past, simple present, dan perfect tense. (10) Itu yang akan dipelajari oleh siswa karena kalo kita tidak kasih belajar yang begitu..mereka tidak akan bisa membuat kalimat yang kita mau yah...jadi unsur kebahasaan itu sangat penting. (11) Kegiatan

pembelajaran, kegiatan pendahuluannya 10menit makanya saya bilang ada apeesepsi..berarti akan lebih dari 5menit jadi kurang lebih 10menit kalo ada apresepasi..jadi mengucapkan salam, menyiapkan komputer dan aktifitas yang lain yang berkaitan dengan materi kali ini yah..saya ingat waktu saya SMP..pada saat guru masuk diajarkan tentang kalimat perintah tapi belum masuk..tidak langsung mengatakan bahwa kalimat perintah adalah..tidak..pada saat dia masuk langsung dia bilang stand up please, sit down please, close the door please, open the door please, close the window please, open the window please..jadi itu langsung dia bilang..jadi ini yang akan kita pelajari dalam kalimat perintah..jadi seperti itu apresepasi yang kita maksudkan yah..paham yah. (12) okey ini, mengucapkan salam memberikan..ini terlalu banyak yah..memberikan menyampaikan garis-garis besar cakupan materi dan kegiatan..menyampaikan lingkup dan teknik yang akan digunakan sehingga sampai disitu, cuman untuk yang sekarang memang sudah lebi disederhanakan. (13) oke kegiatan inti dia 70 menit jadi dia pakai masih dulu yah..yang syntatic yang dijelaskan oleh inayah kemarin jadi masih ditulis tulis tapi masih sekarang sudah tidak lagi kayak yang punya Gia..langsung kelihatan apa perintahnya padahal dia sama

sebenarnya. (14) yang saya bilang tadi jadi kalau ada kegiatan inti kalian punya waktu 80 menit jadi persiapkan waktu, disini saya taruh berapa menit untuk sampai berapa menit kalo pun molor sedikit yang penting tercapai indikator kalian..jadi disini diperkirakan berapa menit yah. (15) jadi Gia punya 70 menit..jadi diperkirakan memang video itu berapa menit. (16) Makanya jangan ambil video durasi 2jam yah..jadi tidak ada yang belajar waktu hanya 90 menit videonya 2 jam..jadi ambil sesuatu yang memang pas dengan kalian..jadi videonya hanya durasi 1menit, jadi perhatikan memang untuk peserta didik mengamati video itu, jadi apa kata-kata yang mereka ambil kayak thank you very much, your welcome. (17) Oke terus penutup 10 menit Gia punya tadi jadi penutup itu adalah refreksi jadi dipanggil mereka semua apa yang dimaksud dengan ini..ini..mereka sudah bisa kalo ada yang bisa menjawab berarti sudah bisa menyimpulkan pelajaran. (18)Jadi itu yang akan kalian capai intinya ada disitu. (19) Berarti sampai disitu yah..itu yang akan kalian kerjakan..sudah semua??

(A.K/2018)

Data 55

Lecturer: (1) Nanti saya periksa siapa yang sudah boleh saya periksa..

Student X: "kegiatan pembelajaran maam?"

Lecture: (2) "dari model yang kamu pakai kalo sudah ada yang mau ke kegiatan pembelajaran juga silahkan, jadi ditanya maam saya p model bagini, saya pe tehnik bagini jadi kira-kira saya bagaimana maam strateginya akan seperti apa..yah..materi kalian paling bawah .. ada kan..

(Checking the students' work)

APPENDIX V

STUDENTS' TALK

PENGANTAR PENDIDIKAN (INTRODUCTION TO EDUCATION)

Data 56

Student1: 1) dari kelompok lain, menurut kalian kira-kira bagaimana sikap pemerintah dalam atau tenaga pengajar dalam menyikapi orang tua atau keluarga dari peserta didik yang sok membela anaknya padahal dia tau kalau anaknya itu salah?

Student2: (2) mm baik saya dari kelompok 1 , saya cuman mau bertanya saja ini kasus nyata?

Student1: (3) di SMP itu ada seorang guru, gurunya itu tidak bisa mengerti peserta didiknya padahal seorang guru kan sudah melewati apa itu pengantar pendidikan kan, jadi seorang guru itu bisa mengetahui karakteristik dari setiap siswanya. (4) Ada siswanya yang memang tidak mampu untuk memahami apa yang di pelajari apa yang dijelaskan oleh guru tersebut. (5) Tetapi guru itu malah membuat siswa itu menjadi takut dan jadi tidak ingin sekolah lagi karena sikap gurunya yang terlalu kejam atau terlalu killer , sebenarnya apa yang melatar belakangi dan apa yang harus kita lakukan pada guru tersebut, sampai-sampai orang tuanya datang, sampai menangis pada guru itu dan guru itu tetap membiarkan anak itu tidak tuntas. (6) Jadi pertanyaan saya, tindakan apa yang seharusnya kia berikan atau siapa yang salah disini. (7) Gurunya atau siswa dan orang tuanya.

Student3: (8) jadi begini, bisa dikatakan keluarga itu merupakan suatu mm apa yah, suatu lembaga pertama yang mendidik seorang anak. (9) Nah jadi bisa di katakan bahwa dia itu selain keluarga mendidik anak sesuai dengan pendidikannya, jadi keluarga itu harus mengikuti jaman, jadi harus mengikuti teori-teori yang ada dan bisa dijelaskan di slide

(A.K/2018)

Data 57

Student4: (1) `itu sangat terbatas dalam menunjang proses pendidikan, nah pertanyaanya disini atas dasar apa peran pemerintah dikatakan sangat terbatas dalam hal menunjang proses pendidikan tersebut dan berikan contoh keterbatasan pemerintah dalam hal tersebut.

Lecturer: mungkin ada pertanyaan yang paling gampang itu, bagaimana dengan orang tua yang sok membela anaknya padahal dia tidak mengecek apakah yang salah anaknya atau gurunya, bagaimana

tanggapan kalian sebagai pemateri yaa, apa pertanyaanya tadi?
Bagaimana sikap pemerintah

Student1: (2) pemerintah dan tenaga pengajar

Lecturer: mungkin karena ini di lindungi dengan undang-undang itu ya? Ada undang-undang sekarang yang melarang, apa itu ?

Student1: (3) Undang-undang HAM Anak

Lecturer: yaaa

(pause 1 minute 20 second)

(A.K/2018)

Data 58

Student2: (1) assalamualaikum wr. Wb. (2) Saya akan menjawab pertanyaan dari kelompok yang bertanya tentang apa penyebab seseorang atau seorang anak bandel atau nakal namun keluarganya selalu membela. (3) Bisa jadi itu karena factor keluarga juga dari kesadaran diri si anak tersebut. (4) Dan mungkin juga keluarganya itu terlalu memanjakan anaknya sehingga anak tersebut terbiasa bersikap semena-mena terhadap sesamanya, juga karna aspek pergaulan yang mungkin terbawa dari teman-temannya yang bersikap buruk, apa bisa diterima? (5) Ada tambahan mungkin?

Student2: (6) maksud saya (pause) mereka memberikan disiplin, dikasih arahan yang baik kepada si anak ini, tapi dia masi saja bandel dan nakal . (7) Jadi itu bisa juga dari pergaulan si anak itu sendiri. (8) Mungkin ada yang salah dengan kepalanya

Student5: (9) jadi menurut kalian si anak ini harusnya disadarkan , maksudnya sadarkan dari kelakuannya kan dia sudah diberikan nasihat yang baik, (10) jadi menurut kalian dia itu harus apa ? (11) sebagai anak yang kurang baik dia harus diberi nasehat.

Student2: (12) ada yang bisa menanggapi?

Lecturer: ada tanggapan dari teman-teman, yaa silahkan

(A.K/2018)

Data 59

Lecturer: ada tanggapan dari teman-teman, yaa silahkan

Student6: (1) disini saya mencoba untuk menjawab pertanyaan (pause). (2) disini juga saya pernah punya pengalaman seperti ini, itu adalah keluarga saya sendiri, dia anak dari sepupu saya, kemudian anak itu memang dari kecil sangat nakal dan lincah dan pokoknya tidak, istilahnya tidak bisa diam, dia itu anaknya pokoknya interaktif jadi kasus disini orang tuanya sudah tidak bisa apa-apa lagi, (3) kemudian solusi yang dibuat oleh orang tuanya itu membawa anak tersebut ke dokter psikologis. (4) Karna mungkin ada masalah yang tidak bisa di pecahkan oleh orang tuanya sendiri jadi anak tersebut sudah dibawa ke dokter psikologis di Jogjakarta. Jadi hanya sekedar sharing saja sih. (5) Solusi

untuk anak tersebut ialah di bawa ke psikologis. (6) Dan pulang dari psikologis itu Alhamdulillah anak itu sudah tidak lagi, memang dia masih aktif tapi sudah tidak terlalu macam yang kemarin. (7) Jadi sudah tau masalah apa yang ada dalam anak itu.

Student2: oke terimakasih atas bantuannya, kami masuk ke pertanyaan kedua

(A.K/2018)

Data 60

Lecturer: oke siapa yang bertanya ? Serly yaa, mungkin ada kasus tertentu yang seperti itu yang butuh tangan eh penanganan dari dokter psikologis, mungkin ada yang tidak perlu tapi faktor yang paling utama yaa itu keluarga dan lingkungan dimana yang kita tinggal. Kalo kasusnya tadi berarti ada apa yaa namanya kalo di tuna yang apa yaa itu yaa, yang nakal tuna rahita ato apa yaa? Yang nakalnya tidak ketulungan ini tuna grahita . oke ada lagi? Ato ada lagi yang mo tambahkan ini? Ada pendapat lain? Oke silahkan

Student7: (1) mm menurut saya, kalau anak itu bandel ngak ketulungan it mungkin karna saking disiplinnya keluarganya, saking perhatiannya keluarga kepada dia, dia takut mengunggapkan unek-unek yang ada di rasakan jadi mengeluarkan depe unek-unek itu keperilaku yang tidak baik.

L: ingat teori konfergensi?

Student: (2) yaa

L: apa?

Students: (3) factor lingkungan

(A.K/2018)

Data 61

L: lingkungan dan apa? Lingkungan dan keluarga. Oke ada lagi? Ada lagi? Ayok lanjutkan soal, ayo lanjutkan soal berikutnya tentang orang tua yang sok tadi.

(pause 1 menit 12 detik)

Student2: (1) baiklah saya akan menjawab pertanyaan __. (2) Pertanyaannya tentang sikap kita menyikapi keluarga yang sok membela anak yang nyatanya salah. (3) Sebelum itu keluarga seperti itu mungkin didasari oleh keluarganya yang memberikan pendidikan yang salah. (4) Trus itu keluarga itu membawanya sampai dia dewasa sampai dia punya anak dan tidak menutup kemungkinan anaknya tersebut melakukan itu kepada anaknya. (5) Yang salah disini tentu saja sudah diketahui adalah keluarganya tersebut juga anak itu. (6) Namun karna ada undang-undang dari pemerintah yang melarang kekerasan pada anak banyak keluarga yang menyalahkan undang-undang tersebut

untuk membela anaknya yang salah, yang mungkin mereka tidak ingin anaknya di jatuhkan. (7) Seharusnya dari pemerintah itu bisa menambahkan peraturan baru yang mungkin bisa menyikapi dengan baik masalah yang seperti itu.

Student1: (8) bagaimana jikalau anda sebagai tim pengajar sudah tersebut , bagaimana sikap anda terhadap peraturan?

Student2: (9) jika saya sebagai tenaga kerja di situasi itu, saya akan (pause), pertama saya akan menjelaskannya secara baik-baik, kedua saya akan memberikan pengertian kepada anaknya juga menjelaskan kepada ibunya kalau anaknya ini benar-benar salah dan jika keluarganya bersikeras bahwa anaknya ini tidak salah, saya sebagai pengajar tindakan yang akan saya lakukan adalah meyerahkan kepada pihak yang lebih berwenang. (10) Baik saudara apakah bisa di terima?

(pause 3 menit 32 detik)

(A.K/2018)

Data 62

Student2: (1) baik saya akan menjawab pertanyaan dari marta. (2) Mengenai atas dasar apa pemerintah disebut terbatas (pause). (3) Yang pertama yaitu contoh keterbatasan pemerintah pertama disini ialah dana yang terbatas dengan yang kedua fasilitas kemudian yang ketiga ialah Negara dengan daerah terpencil sehingga tidak tersentuh oleh pemerintah, jadi itulah mengapa kita menyatakan bahwa peran pemerintah terbatas dalam proses pendidikan ini. (4) Ada sanggahan?

L: pemerintah yang mana ini? Pemerintah pusat atau? Ayo ini maksudnya bagaimana? Ini jelas yaa jadi karna kemampuan pemerintahan terbatas maka peran serta masyarakat sangat diperlukan. Disini kan pemerintah sudah menentukan, yang kemarin sudah di jelaskan yaa? Semua sudah diatur, kemudian semua kena otonomy daerah juga berpengaruh makanya semua sudah serahkan ke daerah-daerah ya kan, biaya pendidikan dan segala macam, nah itu yang akan mengelolah pendidikan, dinas disana, guru-guru ketika masuk di sekolah bagaimana materi ini dibuat sebaik mungkin, semenarik mungkin supaya bisa diterapkan dengan baik oleh siswa, bgitu. Ini maksudnya pemerintah itu ya? Itu mksdnya seperti jawaban saya tadi?

Student4: yang saya tanyakan mengapa peran pemerintah disini sangat terbatas dalam proses pendidikan.

(pause 1 menit 57 detik)

Student5: (5) peran pemerintah sangat terbatas dalam pendidikan disini karena pemerintah tidak seutuhnya bisa meningkatkan pendidikan karena itu disini tertulis bahwa peran masyarakat dan keluarga sangat dibutuhkan dalam pendidikan

(A.K/2018)

Data 63

Student6: (1) saya hanya ingin menambahkan pertanyaan dari teman saya kenapa kemampuan pemerintah itu terbatas. (2) Karena mungkin menurut saya pemerintah itu kendala tapi masih banyak urusan pemerintah dan itu juga mungkin susah untuk diatur (pause) jadi dia pemerintah itu tidak hanya itu yang diurus pemerintah

L: pemerintah itu kan ada yang pusat ada yang daerah baru ini ya jadi, jadi kalo maksudnya si sapa dulu ? putri punya maksud pemerintah itu tidak hanya mengurus satu aspek saja, bukan hanya pendidikan saja ada beberapa aspek didalamnya, yang saya maksud mungkin ini yah peran pemerintah yang dikaitkan dengan peran keluarga tentang pendidikan peran pemerintah dalam pendidikan. Pemerintah angkat berperan dalam bidang pendidikan yak an? Kalo tanpa pemerintah, tanpa ada pemerintah kan pemerintah yang membuat aturan , otomatis kita kayak berjalan tidak beraturan tanpa arah tanpa nakodah. Yah jadi itu sangat jelas kalau dia ada peran tapi kenapa dia terbatas? Mmm coba kalau dimaksud terbatas itu bagaimana? Ada tidak lapangan yang kelihatan terbatas itu? terbatas bagaimana maksudnya. ___ melihat pemerintah terbatas itu.

Student4: (4) selain saya melihat di slidanya kelompok penyaji

L: iyaa terbatas itu maksudnya coba, maksudnya terbatas itu aturan sudah ada dari pemerintah sudah ada. Di kasih kalo macam pemerintah , maksudnya pemerintah yang terbatas ini bagaimana? Nah ini ada itu,kalo kita mengambil secara , text asli tanpa kita korek-korek kita ini akan ini akan jadinya seperti ini kita tidak bisa menjelaskan apa yang ada di dalam, jadi kalo kita baca satu buku lalu kita bikin depe power point dan menyesuaikan , akan bisa jawab, ini pasti ada di copy paste langsung dan di tambahkan disitu ya kan? Sekarang bingung mau jelaskan apa coba kelompok ini, iya kan? Iyaa kelihatan skali, iyaa mam. So basambunyi di bawa meja dorang dua ee. Ayo masi banyak pertanyaan. ada brapa pertanyaan ini

Student2: dua mam

(A.K/2018)

Data 64

L:iyaa terbatas itu maksudnya coba, maksudnya terbatas itu aturan sudah ada dari pemerintah sudah ada. Di kasih kalo macam pemerintah , maksudnya pemerintah yang terbatas ini bagaimana? Nah ini ada itu,kalo kita mengambil secara , text asli tanpa kita korek-korek kita ini akan ini akan jadinya seperti ini kita tidak bisa menjelaskan apa yang ada di dalam, jadi kalo kita baca satu buku lalu kita bikin depe power point dan menyesuaikan , akan bisa jawab, ini pasti ada di copy paste langsung dan di tambahkan disitu ya kan? Sekarang bingung mau jelaskan apa coba kelompok ini, iya kan? Iyaa kelihatan skali, iyaa mam. So basambunyi di bawa meja dorang dua ee. Ayo masi banyak

pertanyaan. ada brapa pertanyaan ini

Student2: (1) dua mam

Student 6: (2) yang saya tanyakan tadi ada dua, mengapa atas dasar apa kelompok penyaji mengatakan peran pemerintah terbatas dalam pendidikan, kemudian yang kedua contoh keterbatasan pemerintah dalam pendidikan itu apa?

(A.K/2018)

Data 65

L: yang contoh tadi sudah yaa, mungkin dia di lihat di fasilitas yaa. Oke yaa jadi jangan Cuma satu orang mo jawab satunya siapa gitu, jangan ba sambunyi di bawah meja.

Student2: (1) baik jadi saya akan menjawab pertanyaan dari teman kita. (2) Jadi maksudnya itu keluarga itu harus memberikan pendidikan sesuai jaman sekarang, sesuai perkembangan jaman (long pause) kaena bisa jadi anak itu akan terdiskriminasi oleh persyaratan-persyaratan yang sudah ada berbeda dengan yang jaman sekarang. Jaman modern. (4) Apakah ada tanggapan ?

(A.K/2018)

Data 66

L: okay pertanyaan selanjutnya?

Student1: (1) tentang kasus guru yang tidak mengerti cara mendidik anak

L: padahal sudah melewati pengantar pendidikan ya. Yaa contoh kasus banyak sekali yaa. Yang guru memukul anak, apalagi? Yang mungkin kalo kita liat belum tentu yang salah anak yaa, bukan orang tua ee apa guru langsung memukul. Itu yang maksudnya ti vidya yaa. Itu yaa? Itukan? Ayo cepat nak tinggal 5 menit

Student1: (2) jadi dalam suatu kasus ada seorang guru yang memukul murid. (3) Guru tersebut susah untuk dibina, padahal dia selalu dan misalnyakan ada seorang siswa yang tidak tuntas dalam pelajaraannya, guru itu sampai membuat siswanya itu takut, tidak ingin sekolah lagi, dan sampai orang tuanya itu menangis di depan guru itu tapi guru itu tetap bersikap keras dan tidak menuntaskan nilai anak tersebut padahalkan setiap anak kemampuannya berbeda-beda jadi apa salahnya di berikan keringanan di berikan pemahaman lagi. (4) Kan guru tersebut telah melewati, dia kan sarjana pendidikan jadi sudah melewati pengantar pendidikan, jadi seharusnya guru itu tau bahwa karakteristik dari siswa itu bagaimana. (5) Pemahamannya berarti bagini, kalau yang salah disini itu anaknya yang harus di tindaki oleh guru tersebut sampai orang tua dari anak tersebut datang ke guru itu dan guru itu tetap bersikap keras untuk tidak membuatkan anak tersebut nilai.

L: ayo dijawab, ayo nak dua kelompok ini nou, ada yang bisa bantu ini sudah

gigit- gigit kertas ini sudah tidak mampu menjawab, ada yang bisa membantu?
Oke silahkan

Student7: (6) jadi menurut saya guru sama seperti siswa yaa, mereka juga memiliki karakter masing-masing. (7) Mungkin guru disini karakternya sangat disiplin jadi menurut saya jangan juga salahkan gurunya jadi siswa itu juga harus tuntas soalnya kalau tidak dimarahi otomatis siswanya tidak tuntas. (pause)

L: tapi mungkin maksudnya ti vidya guru ini keras sekali, mungkin itu ya?

Student1: (8) iya mam, sampai dia mengulang dua kali itu

L: tetap tidak lulus-lulus juga?

Student1: (9) mama saya kan guru di SMP situ jadi mama saya cerita sama saya. (10) Jadi itu anak itu bagaimana itu guru ee sampai siswa tersebut sudah dua kali sama guru tersebut tapi tetap saja tidak diterima, sampai orang tuanya pun datang tidak dihargai

L: ini menarik yaa, ada lagi? Ada yang ini, oke silahkan

Student8: (10) mungkin anaknya yang memang bandel, mungkin sering bolos, tidak mengerjakan tugas jadi gurunya juga tidak bias menahan diri.

(A.K/2018)

Data 67

L: yaa ada lagi? ____ sudah? Oke sudah yaa, masih ada pertanyaan? Yaa okey untuk kelompok selanjutnya kita undang untuk kelompok yang pertama tampil terima kasih, kita undang kelompok yang selanjutnya

Student10: (1) Assalamualikum Wr. Wb. (2) Baik kami dari kelompok 5 materi kami tentang Lingkungan Pendidikan kita langsung masuk saja pada pembahasan pertama yaitu pengertian lingkungan pendidikan yang akan di bahas oleh teman saya.

Student11: (3) baiklah saya akan membahas pengertian lingkungan pendidikan. (4) Lingkungan secara rumit diartikan sebagai satuan ruang dengan segala benda gaya dan keadaan serta mahluk hidup dan manusiayang mempengaruhi keberlangsungan kehidupan dan kesejahteraan manusia serta mahluk hidup lainnya. (5) Pendidikan adalah upaya dan rencana untuk menghidupkan suasana belajar dan proses pembelajaran atau pelatihan agar dapat mengembangkan potensi dirinya supaya memiliki kekuatan spiritual keagamaan, emosional, pengendalian diri, kepribadian, ahklak mulia serta terterimamasyarakat. (6) Kemudian lingkungan , lingkungan pendidikan dpat diartikan sebagai faktor lingkungan yang mempengaruhi terhadap faktor lingkungan pendidikan sebagai lingkungan tempat berlangsungnya proses pendidikan yang merupakan bagian dari lingkungan social, terima kasih

(A.K/2018)

Data 68

Student10: (1) baiklah selanjutnya kita masuk pada jenis-jenis lingkungan pendidikan. (2) Jenis-jenis lingkungan pendidikan disini ada 3, pertama ada pendidikan keluarga, kedua ada pendidikan sekolah, ketiga ada pendidikan masyarakat. (3) Nah materi kekeluargaan sudah termasuk pada jenis pertama yaitu pendidikan keluarga. (4) Pendidikan keluarga ini merupakan lembaga pendidikan terkuat dan bersifat internal yang bersifat informal dan pertama yang dialami seorang anak setelah dia lahir, serta lembaga pendidikan yang bersifat kodrat orangtua bertanggung jawab merawat, melindungi mengayomidalam tumbuh kembang anak dengan baik. (5) Nah lingkungan pendidikan keluarga ini dibagi menjadi dua lagi yakni pendidikan pra-natal dan pendidikan post-natal. (6) Pendidikan ini dia terjadi sebelum lahir, pendidikan ini diberikan kepada si cabang bayi sejak masi dalam kandungan jadi yaitu diberikan pendidikan netral. (7) Contohnya ada pada kebudayaan jawa dia biasa itu ada seperti ada menolak atau , jadi kayak upacara-upacara adat yang diberikan untuk si jabang bayi agar bisa mendapatkan keberuntungan seperti itu. (8) Dan juga ada ritual-ritual sirik yang kayak menghindari si bayi ini agar terhindar dari bahaya. (9) Dan juga bisa kita lihat pada lingkungan modern seperti sekarang, si cabang bayi ini bisa mendengarkan music-musik klasik seperti itu agar bisa mendapatkan kayak pemikiran yang lebihseperti itu . dan dia juga biasa orangtua ini melakukan pemeriksaan kedokter agar bayi ini bisa lebih baik dan juga selanjutnya ada (11) Pendidikan postnatal yaitu pendidikan setelah lahir jadi pendidikan postnatal ini merupakan pendidikan langsung dalam lingkungan keluarga dimulai dari manusia lahir hingga akhir hayatnya jadi setelah lahir dari Rahim ibu adalah proses pendidikan jadi dia kayak seperti dari manusia laahir dia kan sudah diajar bagaimana caranya makan, minum, terus juga berjalan, setelah dia lahir. (10) Nah in ini pendidikan postnatal ini jadi ini memiliki fungsi agar si manusia ini setelah lahir dapat menjalani hidupnya. (11) Menjalaani dan mengalami kualitas hidup ketika berada di lingkungan sekitar. (12) Nah selanjutnya kita masuk ke dalam lingkungan pendidikan sekolah. (13) ini dapat dilaksanakan oleh orang tua atau keluarga terutama dalam hal ilmu pengetahuan dan berbagai macam keterampilan makanya disini orang tua , anak-anak mereka dikirimkan ke sekolah agar mereka itu memilki lebih banyak skill dan ilmu pengetahuan pada anak tersebut. (14) Nah selanjutnya kita masuk pada lingkungan pendidikan masyarakat dalam konteks pendidikan masyarakat ini termasuk dalam lingkungan keluarga dan sekolah pendidikan yang di dapatkan di masyarakat ini dimulai ketika anak-anak berada di sekolahdan berada di luar pendidikan sekolah jad lingkungan

pendidikan masyarakat ini pendidikan yang dialami oleh seorang anak ketika dia sudah lepas dari pegangan orang tua, ketika dia sudah dewasa dia sudah keluar dari penjagaan kedua orang tua, jadi dia sudah mulai belajar sendiriterhadap lingkungan masyarakat yang ada di sekitarnya. (15) Nah selanjutnya ini ada hubungan antar lingkungan pendidikan dengan proses pendidikan manusia disini ada tiga, jadi ini ada keuntungan yang didapatkan.)16) Pertama ada pembimbingan orang tua, kedua ada pengajaran di sekolah, Ketiga ada pelatihan upaya pemahiran keterampilan. (17) Selanjutnya ada fungsi lingkungan pendidikan terhadap proses pendidikan manusia. (18) Secara umum fungsi lingkungan pendidikan adalah membantu peserta didik dalam interaksi dengan berbagai lingkungan sekitarnya banyak lembaga pendidikan yang tersedia agar dapat mencapai tujuan pendidikan yang normal nah contohnya ini seperti lingkungan keluarga sebagai dasar pembentukan sikap dan sifat manusia, lingkungan sekolah sebagai bekal skill dan pengetahuan manusia dan lingkungan masyarakat merupakan tempat praktek dari bekal yang di peroleh dari keluarga dan dari sekolah sebagai tempat pengembangan kemampuan diri. (19) Nah selanjutnya kita masuk ke hubungan timbal balik antara lingkungan pendidikan dan manusia yang akan dijelaskan oleh teman saya, Syam. (A.K/2018)

Data 69

Student12: (1) Faktor yang menentukan yang pertama keluarga dimana kita tau keluarga adalah lingkungan yang kondusifsebagai contoh keluarga tersebut tercipta suasana yang kondusif maka itu tentu akan meningkatkan prestasi siswa itu sendiri. (2) Selanjutnya bila dalam keluarga tersebut tidak kondusif maka prestasinya akan menurun. (3) Yang kedua lingkungan sekolah yaitu mencerdaskan kehidupan masyarakat , membawa pengaruh terhadap perkembangan masyarakatmenciptakan masyarakat yang terdidikdan melahirkan sikap positif yang kondusif sehingga tercipta intregrasi dan harmonis di tengah-tengah masyarakat. (4) Dan yang terakhir itu lingkungan masyarakat itu adanya bantuan tenaga pendidik pada bidangnya yang ikut memperlancar pendidikan dilingkungan masyarakat yang bersangkutan. (5) Yang kedua meningkatkan cara berpikir dan sikap dalam bertindak yang membantudalam program pemerintah dilingkungan masyarakat tersebut. (6) Dan yang terakhir masyarakat terdorong untuk makin maju dalam berbagai bidang di kehidupannya berkat kerjasama antar masyarakat dan sekolah (A.K/2018)

Data 70

Student10: (1) baiklah, sekian materi dari kami teman-teman yang memiliki pertanyaan dipersilahkan.

Students13: (2) terima kasih atas kesempatan yang diberikan, saya dari kelompok 2 ingin bertanya pada klompok 5. (3) Disini menurut kasus bagaimana hubungan kerjasama antara sekolah yang berada di dekat pasar kan kan hubungan kerjasama antara keduanya di dalam pasar itu sangat rebut sedangkan sekolah itu memrlukan suasana yang tenang dan kondusif tapi tidak mungkin juga kan pasar di suru diam, kan pasar itu kan banyak promosi sehingga sangat ributtrus kalo sekolanya bagaimana ka? (4) Bagaimana kalau pasar suruh pindah ke daerah yang jauh dari pasar.

Students13: (5) oke saya menanggapi perkataan dari __ tadi bahwa dengan mendengarkan music klasik pada cabang bayi akan memperkayailmu pengetahuan anak. (6) Bagaimana cara cabang bayi menangkap pelajaran, ini masih butuh proses dan pengetahuan seperti apa yang bisa dia dapat dari music klasik yang di dengarkan.

Student10: (7) oke tadi kan saya sudah mengatakan music klasik dapat memberikan pengetahuan untuk si cabang bayi sebenarnya itu fungsi utama bagi si cabang bayi supaya yang saya ketahui merileksasikan si cabang bayi, jadi bisa menenangkan si cabang bayi dan dia juga di

dengarakan music klasik agar (pause) ketenangan kepada si cabang bayi. (8) Contohnya juga dia bisa memiliki bakat musik Contohnya seperti orang tua memberikan mengasih alunan ayat-ayat suci Al-Quran, yang saya ketahui dan juga yang saya dapat si cabang bayi ini ketika di lahirkan dia bisa sangat mudah apabila membaca atau menghafal ayat-ayat suci Al-Quran tersebut. (9) Jadi bisa mempermudah si cabang bayi ketika lahir agar apabila dia mendengar sesuatu dia bisa cepat dalam mempelajari hal tersebut. (10) Apakah bisa diterima?

L: yakin bisa dengar bayi dalam perut? bayinya di dalam air kan

Student10: (11) biasa saya lihat ilustrasi si ibu hamil memakaikan headphone ke telinga dan biasanya si bayi yang ada di dalam itu dia kan lincah , dia bisa jadi tenang

(A.K/2018)

Data 71

L: jelas? Ada lagi? Ada pertanyaan lagi?

Student14: (1) saya dari kelompok 2 pertanyaan saya. (2) Pelaksanaan ato penyediaan ? (3) pendidikan itu yang seperti apa baru apakah ada hasil yang secara nyata yang terlihat? (4) lalu bagaimana dengan orang awam yang abai terhadap anak? Apakah ada perbedaan?

L: ada lagi?

Students10: (6) baik kami akan menjawab pertanyaan dari Giaoleh teman saya?

Student11: (7) mm baiklah (pause) sekolah dekat pasar itu tergantung sebagaimana menanganinya mencari cara lain yaitu misalnya di kelas menggunakan mic agar para siswa dapat paham apa yang kita sampaikan.

L: bisa dibayangkan di kelas pakai mic. Setiap kelas pakai mic. Sebelah ada pake mic pake bhsa inggris , sebelahnya lagi

(A.K/2018)

Data 72

Student10: (1) baik saya hanya meluruskan yaa. (2) Jadi kan katanya untuk mencari cara lain jadi menurut kami disini sekolah, sekolah kan dekat pasar trus pasarkan tidak mungkin sunyi, sekolah jo tu yang pindah. (3) Disini sekolah harus mencari cara harus mencari cara agar bisa terjalannya sklah yang baik walaupun sekolah itu ber dekatan dengan pasar. (4) Jadi disini kami menurut kami semua sekolah disini ini harus punya ide atau cara-cara baru bagaimana cara mereka agar si para anak didik ini bisa mendapatkan pengetahuan walaupun

mempunyai halangan pasar, karena pasar kan sangat ribut seperti itu jadi menurut kami dari pihak sekola harus mencari cara-cara unik agar para anak-anak bisa tertarik dengan pembelajaran mereka

L: oke ada, mungkin ada yang mau menambahkan

Student15: (5) bagaimana kerja sama dengan pemerintah karna kan yang dijelaskan tadi. (6) Cuma cara-cara sekolah trus mengantisipasi masalah tersebut trus bagaimana masyarakat ____ itu? (7) Kerja sama hubungan timbal baliknya

Student10: (8) mm jadi begini kan kita disini sebagai, disini dipasar ini mereka harus menurut kami mereka menyampaikan pengumuman atau contohnya ____ mereka taru baliho atau papan di depan sekolah tersebut, agar mereka tidak terlalu rebut, agar tidak mengganggu sekolah jadi disini juga agar ini bisa tercapai masyarakat yang tinggal di daerah harus memiliki kesadaran diri, karena mereka juga kan sebelumnya juga kan (pause) jadi mereka harus sadar akan lingkungannya, mereka ini sedang berada di lingkungan sekolah sekarang dan mereka tidak harus terlalu ribut di lingkngan tersebut. (9) Jadi disini menurut saya mereka memberikan arahan agar si pengunjung pasar atau yang ba jual-jual di pasar tidak terlalu rebut

(A.K/2018)

Data 73

L: pernah berkunjung ke pasar sabtu? Sebelum pindah?

Student10: (1) belum

L: pasar sabtu sampingnya ada sekolah itu di depan sekolah ada pasar, di depan pasar ada sekolah. Coba yang biasa lewat di situ angkat tangan

Student11: (2) ini kan posisinya sekarang sekolah sudah ada pasar sudah ada, lebih baik sekolah saja yang menambah sarana dan prasarana seperti pengedap suara agar tidak terganggu dengan yang di luar, kalo sekitar untuk menyadarkan orang dipasar tidak mungkin karena itu hal yang sangat tidak mungkin. (3) Kita menegur satu orang kan pasti akan ada pengunjung atau konsumen yang lain m ba rebut lagi seperti itu.

Student16: (4) kalo menurut saya sebnarnya hubungan kerja sama antara orang di pasar sama pihak sekolah yaitu pasarnya dan sekolahnya harus bekerja sama tentang waktunya, jadikan waktu yang kondusif untuk siswa belajar itu dari jam brapa sampe jam brapa dan pasar itu bisa di buka setelah proses pembelajaran dari sekolah tersebut.

L: karena jarang terjadi, yaa, karena itu pasar sore

Student10: (5) disini kami menganggap bahwa disini sekolah juga harus menambahkan fasilitas begitu, pengedap suara sebelumnya sekolah juga harus menyediakan fasilitas seperti mic, tapi ada cara yang lebih mudah agar tidak mengganggu kelas yang lainnya. (6) Dan juga pasar dan sekolah harus bekerja sama agar mendapatkan waktu kondusif jadi bias

(A.K/2018)

Data 74

L: yang tidak di dengarkan music yang tidak didengarkan pengajian itu mungkin ajaran dari kecil yaa, mungkin begitu maksudnya yaaa. Akhirnya, ato sementara orang tua dengan okusnya dia mangaji (pause) mendongeng nd tau mendongeng pada siapa. Itu maksudnya yaa? Dan tidak yang sama skali. Ada contoh yang di temukan begitu yaa perbedaannya

L: coba dijawab dulu

Student10: (1) yang dikatakan sama sir tadi, pendidikan itukan pendidikan yang so lahir, di dengar kan ayat-ayat Quran seperti itu dia lebih cepat menanggapi atau lebih cepat menghafal ayat- ayat suci tersebut, kalau dia tidak di berikan pendidikan formal menurut kami si anak ini apabila lahir itu tergantung yaa, ada anak yang lantran cepat menanggapi apabila diberikan suatu pengetahuan dan aa juga anak

yang sangat lambat apabila dia diberikan sebuah pengetahuan yang baru jadi menurut kami perbedaannya itu tergantung dari bagaimana si anak itu sendiri dalam menerima ada yang cepat ada yang lambat

L: tergantung lingkungan, biasanya kalau orang tua yang setelah melahirkan kemudian mengajarkan diberikan pendidikan yang baik pasti anaknya juga baik dan ada anak-anak yang apa yaa tidak bisa di bilang tidak diajar mungkin diajar tapi ingat faktor lingkungan akan mempengaruhi perkembangan anak itu. Sudah tidak ada pertanyaan lagi?

APPENDIX VI

STUDENTS TALK

CLASS: SPEAKING FOR GENERAL COMMUNICATION

Data 75

Student 1 : the students talking (unclear) for 2 minutes and 32 seconds

Lecturer : hey umm let me check your attendance

Student 2 : (1) yes (1 minute 3 seconds)

Lecturer : umm Jesinta

Student 3 : (2) absent, she's absent

Lecturer 4 : Melisa

Student 5 : (3) ya

(A.K/2018)

Data 76

Lecturer : ehh please write down the students name right now and for last week. Last week and now. You just write down the students who join us in class

Student 6 : (1) yaa. In English please. Last week.

Lecturer : when we have a, when we talk a

Student 7 : (2) traditional !

Lecturer : ya, traditional food ... iklan ya sorry. Ok today umm we should
talk about your final

Students 8 : (3) project

(A.K/2018)

Data 77

Lecturer : and i have shared to you about the videos from your seniors. Every
watch that ?

Student 9 : (1) ya

Lecturer : so they have any idea about that ? so actually you have to choose
or you have to Recognise your own talent. Ok. I really hope that you
have any talent in your self. Any question?

Student 10 : (2) i can not find my talent

Lecturer : ya if you can not find any talent in your self dan then maybe hobby
will be the best alternative. What do you like to do in your free time ?

Student 11 : (3) pancing ... spend my time in ...

Lecturer : it's not a kind of aa .. you know what it's like a performance okay.

So you should choose for example maybe singing or maybe it's one of your dream to be a broadcaster or ya if you like to be a master of ceremony in some occasion ok or football player could be or

Student 12 : (4) volleyball player

Lecturer : could be. Ok. So you will show to the video about your talent. Do you have any talent ?

Student 13 : (5) yaa... no...

Lecturer : actually i also don't have it but i think i like singing. Singing could be the best choice of you. Hmm ok Do you have an idea ?

Student 14 : (6) if i choose to show the broadcaster

Lecturer : yes

(A.K/2018)

Data 78

Lecturer : and i have shared to you about the videos from your seniors. Every watch that ?

Student 9 : (1) ya

Lecturer : so they have any idea about that ? so actually you have to choose or you have to Recognise your own talent. Ok. I really hope that you have any talent in your self. Any question?

Student 10 : (2) i can not find my talent

Lecturer : ya if you can not find any talent in your self dan then maybe hobby will be the best alternative. What do you like to do in your free time ?

Student 11 : (3) pancing ... spend my time in ...

Lecturer : it's not a kind of aa .. you know what it's like a performance okay. So you should choose for example maybe singing or maybe it's one of your dream to be a broadcaster or ya if you like to be a master of ceremony in some occasion ok or football player could be or

Student 12 : (4) volleyball player

Lecturer : could be. Ok. So you will show to the video about your talent. Do you have any talent ?

Student 13 : (5) yaa... no...

Lecturer : actually i also don't have it but i think i like singing. Singing could be the best choice of you. Hmm ok Do you have an idea ?

Student 14 : (6) if i choose to show the broadcaster

Lecturer : yes

(A.K/2018)

Data 79

Student 14 : (1) can i chat 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

Student 14 : (2) accident

Lecturer : ya accident on the street or something maybe the accident could downloaded from internet, but the way you report that could be by your own. But the accident could be from the internet or maybe you want to report about Justin Bieber's concert. Ya Jutin Bieber's concert could be downloaded but the way you report that must be your own

Student 14 : (3) i think

Lecturer : if you have any documentation for that. Ok. Ya any question ? coulde be share the way you will show to us about the way you yes but before that absolutely you will talk a lot about your talent. what do you think that chef or cooking is your talent. Talk more about that and the video will be ended by showing your talent like dancing. Ok talk more about that. Maybe you like a modern dance or dance. What's the difference. Something like that and you could be ended by showing dancing. Got it ? ya take something or take something about of you. You got the final project. You can read on your dictionary. You can read on your sylabus. So everything is explained on sylabus. You why ? they have to record or you have to make video about your final project and read out loud on your book. So channel or anything. just send me the link

Student 18 : (4) ya

Lecturer : have you watched the video ?

Student 19 : (5) ya... no...

Lecturer : i have shared to you about two weeks ago. two weeks ago

Student 20 : (6) obserb
Student 21 : (7) eee ta so bilang di group eee
Student 22 : (8) English please
(A.K/2018)

Data 80

Student 23 : (1) But, but, ihh i dont know. Who who not not come come last in last week. (2) Yang traditional, traditional food.

Lecturer : ok. Ya eee. Whatever. So you guys write your own channel or maybe could be set i hope that you can eee you know show what you have done to the world. Ok you can eee make your own channel.
The point is the

Student 23 : (3) the link !

Lecturer : ya the link. Ok. Question ? ya if you want to perform your talents in two like pairs. That's okay. You can do also by your own. That's okay 2 people project or group in pair project not group. Or two yes. So before talk more. If you ever followed any kind of competition or maybe a football if or anything singing or something like that. That you have to talk about that in a video ok. Why you like singing or maybe have you ever followed a copetition describe more about that then ended with a performance. Any question ? are you clear about this ?

Student 24 : (4) yess

Student 24 : (5) about the duration ?

Lecturer : ok (pause) how long will you read ?

Student 24 : (6) three weeks two weeks.

Lecturer : no no. The duration of the video. Not three weeks. Two to three

Student 24 : (7) yes

Lecturer : don't you think two is too short ?

Student 28 : (8) ya. Five. Three to four. Yaa

(A.K/2018)

Data 81

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

Student 29 : (1) that's may favorite.

Lecturer : tell me the way you should look..... at the picture its self ok. Show to the video why do you like photography talk more about that hobby. The talent. We done ? my point speaking. That is my main

point. You speaking, so if you talk one minute only or maybe 30 second and then after that your video your talent then maybe you will have no enough score for that okay. Just talk more. Talk more. And then video or your performance will be score because my point my target is score your speaking. Any question ?

Student 30 : ehh this is not my question but (pause) the question is how about make up tutorial

Lecturer : that's okay. Ok just talk more. Talk more about make (pause)..... like make tutorial. What is the uniqueness about that and then showing your talent by make over someone

Student 31 : (2) how if we have a same hobbies. Ya me and Mimi

Lecturer : the same hobbies ?

Student 32 : (3) ya

Lecturer : video with your friends. Do you have the same hobby same talent like dancing video with your friends. That's okay. The concept will be different absolutely. Hobbies talent could be same. Question ? understood ?

Student 33 : (4) yes

(A.K/2018)

Data 82

Lecturer : i am gonna check your video or maybe if you have difficulties next week is the time for discussion. Do you have any problem about umm maybe video something like that the we will discuss that next week on Monday and then two weeks later you will submit the link. Two weeks later. Is there any question from me ? okay for the students who will perform it or in two okay. Ehh let talk about that. So you will write down and then you will report it i am gonna check the video based on Melisa's notes okay. Question ?

Student 34 : (1) What will we do?

Lecture : the point is you have to talk more about that. Why do like broadcasting ? what is the benefit of being broadcaster for example. And now you are going to report. For example someone's concert. That's okay. It's a part of video. So actually when you are talking it's a part of video as well. But in video you will also show another video showing about your talent like yours. Begini saya pake bahasa Indonesi. Jadi misalnya jadi broadcaster iya toh jadi broadcaster. Kau cerita dulu soal broadcastermu misalnya kamu kenapa suka broadcaster. Apa yang kau rasakan di broadcaster. Iya toh. Apa keuntungannya blabla kemudian baru kau boleh tunjukan video tentang pada saat kau me-report itu jadi ada yg bisa live ada juga yg sudah dalam bentuk video juga. Kalian mengerti ?

Student 35 : (2) ya

(A.K/2018)

Data 83

Lecturer : kalau contoh, for example like mario misalnya. Mario umm at the moment you perform at the broadcaster (pause) and you reported event of CCU. She he talk more about that and then suddenly. Okay here i am i am in the in the what the preparition day of CCU something like that in the view sir Jul. That's okay. Or you want to make like Mario's video. So you talk more about that from the beginning. Okay i am going to blabla but it's like. Jadi jadi begini ahh bisa dua versi jadi pertama kau bicara dulu. You talk about broadcaster kemudian why do you like broadcaster and you show the video or at the same time you talk about that (pause) about the broadcaster and then you go directly to reporting. Sama seperti Mario itu. Jadi abis dia bicara blabla kemudian dia seperti sudah di suatu event. Begitu. Boleh. Boleh. Silahkan berkreasi. I give you umm. I give you anything to create your videos. You can make your own video based on what you

like. But you have to remember that the point is you're speaking. Ok your speaking like a chef. Being chef so you talk she talks more about chef. Why why she like ee cooking what what she feel about cooking something about that and then she when directly to show the way she cooked. Something like that. What else ? boleh ? ada lagi ? any more question ? so next week so next week you will share your problem with us with me and with your friends ok. Tell about your problems. What are the obstacles that you have found during preparing the videos ok. And two weeks later you will submit the link on me ok. Questions ? or you have in your mind about your talent what you are going to do.

Student 36 : (1) i will swim

Lecturer : so you will be a swimmer. Ok that's alright. And if you do gaya botol. Then you will go down bleble. Umm or for the boys maybe football, game, players football players so Will show anything on the field or volley ball like your senior kak sandi. He's the head of Senat mahasiswa. Ketua senat mahasiswa fakultas. He was showing about his talent. His talent about playing football so someone's reporting him on at the moment those still a big yard on Rektorat. Dulu Rektorat belum ada. Yang ada Cuma very big yard of football. So he was playing there but before that he talked more about the talent blabla and he show about the trick maybe or the tips like this one something like that i don't know in Indonesia sundul. Sundul something like that he acted like he was a professional football player ok. Ah ya there was also someone your senior. She liked to be a chef and he cooked the plate on the bitch. She was sitting on the bitch and then she prepared anything for cooking. Ya you can do whatever you want do in your hobby. Ok dont forget 3 to 4. And then talked more. Or you want to show us how you do gaya botol. Okay just think about your talent mam i don't have any talent i swear. Okay you can choose the thing that you like to do. Okay the thing that you like to do. Mam i can not sing. Okay you can change anything you want. Mam i like to be a singer but i can not sing. So how can you like to be the singer but you dont have any voice. It's only my dream mam okay. Just what you want and show me your talked in the video. Okay you can make video by your own channel. Can you set the channel to be private ?

Student 37 : (2) no

Lecturer : do not set. That's okay. It's up to you if you want to set your channel to be private. It's up to you if you want to be on public. The point is i can watch the video. Umm question ? so Rahmat, Galang okay. Pendidikan bahasa Inggris. Ya one of your senior ehh i don't

know i didnt check them. I didnt check it by my self. But one of your senior. Actually he followed Permata. He got UNIMA. Pendidikan bahasa Inggris. And he didnt take the chance (pause)..... i see that English Department has any question ? clear ? ya i am gonna leave you soon. There are many things to do. No more question ? or maybe you will tell me mam i will tell you next week on Monday because on Monday it's time for us to discuss about your difficulties. Anything you want to talk with me or anything you want to share with your friends okay and two weeks later you will sibmit the link. Is there anyone of you that can play guitar ? yes then you can show. Ya show to the world about your talent. Or maybe one of your talent is maybe you can show to us where okay that's okay or maybe you want to describe difference between gaya botol and gaya batu. I am rally sure that many people will watch the video of your gaya batu vs gaya botol (pause)..... ya i know aaa this the end of your semester. So there are many that final project. Okay just be relax just relax but serious and let make this whole project with fresh. Ya Insya Allah puasa or lebaran everything has done already. You can enjoy lebaran. Ya if there is anyone of you didnt follow meet test for any subject please keep concern with that. see the lecturer and talk about that so everything should be done before final test must be done before final test. If you see the lecturer after final then maybe you will have problem because some some of maybe all the lecturer so busy with marking scoring and they will not allow you to take any test. Okay no question ? so Insya Allah i'll see you next week on Monday with the problems you need to share the obstacles or something like that two weeks later you will submit the link okay class thank you

Students : (3) thank you mam

(A.K/2018)

APPENDIX VII

Students talk

Class: Reading for General Communication

Data 84

L: others find topic from a text from a list and... I just wanna read it. 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: (1) yes mam

L: well from this book you can learn about main idea and this one

L: well everyone, could you please ... wait 'cause just for today you guys have to copy this one perhaps after the class, could you please take picture of this one? Because you have to .. take picture of this maksudnya then after that you share to your friend, you have a group?

Students: (2) yes

(A.K/2018)

Data 85

L: okay because come here please.. this one and this... (there's a little conversation in a low voice around 40 seconds) (if you didn't count it ,then it can be 1minutes 6 seconds pause) , cinka (there's a little conversation in a low voice around 50 seconds) oke... well aaa, gain base on the syllabi about recognizing topic, main ideas in paragraph and short relation but perhaps aaa after this class you can copy the material about identifying topic

Students: (1) yes

L: but for today,now identifying the main idea paham yaa nanti setelah kelas ini yaa?

Students: (2) yaa

(A.K/2018)

Data 86

L: topik, itu sangat mudah sekali di identifikasi, basic reading I just remember the title is basic reading for example the book aaaa the example identifying the topic from a list, identifying the topic from a list in a book for example about food apalagi ee, could you mention please, banana. And after that you identify what is the topic from the list okay, so and after that the example of the list eee computer, etc, and after that you conclude the main conclusion about what is the topic from the list. Lyaa itu berarti, I mean, so do you know what is topic itself? Where is that, where is the main idea? What is the different between them ?

L: Apa itu topik? Apa itu main idea? in writing or main topic

L: apa itu topik? Apa itu main idea?

S1: (1) ide utama

L: ide utama dari teks dan paling ?

S: (2) gagasan utama dan gagasan pokok

(A.K/2018)

Data 87

L: gagasan pokok dan, apa bedanya gagasan pokok dengan gagasan utama?

Students: (1) kalo gagasan pokok adalah gagasan utama

L: kalo topik itu biasanya ada di temukan di mana ? in the beginning ? at the middle? Or at the end

Students : (2) in the beginning

L: yeah it's kind be in the beginning, in the middle, or at the end, or the main idea

Student2: (3) specific information

L: specific information and seperti apa lagi?, for example in that text this is the main idea from this text, bagaimana kamu bisa bilang, ooh ini depe main idea, ini ide pokoknya, ooh ini supporting idea

Students2 : (4) Belum tahu

L: di buku itu ada penjelasan dan supporting details oke tida apa ee you don't have to mention that, you don't have to explain that tapi insya Allah setelah kalian copy tu buku and ada penjelasan berapa lembar bagaimana caranya mengidentifikasi topic, begini caranya mengidentifikasi main idea. so class can you receive it?

Students : (5) yeaah

(A.K/2018)

Data 88

Lecturer: sekali lagi saya ingatkan jangan kalian pikir dosen di depan kalian itu tidak bisa , tidak tau, gerak-gerak kalian yang ada di dalam kelas. Hati , oke hati hanya Allah yang tau, tapi pikiran, tangan kalian, yang berada pada kalian itu bisa dibaca, oke?

Lecturer: jadi, yang bermain, yang tidak serius yang dap alia cuman main-main mo dapa tau. Ini kenapa baru datang? Ketiduran, bangun jam brapa tadi? kamu orang mana? Saya , dari mana?

Students3: (1) jalan Kalimantan

L: jalan Kalimantan? Kamu dari pulau Kalimantan?

Students3: (2) Jl. Kalimantan

L: aa? Ada bamasak tadi? Bacuci? Kuliah jam 8, bacuci jam 7, datang jam 9. Karena saya sering terlambat kamu juga ikutan terlambat, begitu? Jangan ulang lagi aa? Jangan iko saya jaga terlambat. saya kan so bilang saya terlambat karena apa, oke _ for the main idea, the first paragraph, that's A, the second paragraph that's B, the third that's C, the forth D, the most important is F, dan seterusnya F, I find the for the pieces is G, the people in the mountain died is H. Okay now your task is to match the 1 until 8 to paragraph A until H. Do you understand?

S: (3) yeees

(A.K/2018)

Data 88

L: okay, how many , I mean 5, 10 to match this one, probably the one kemudian silahkan, you can work you can do in pair or by just yourself... language, what is language? The , young male died how can pronounce this one, young male died apa ini, cara mengejanya ini bagaimana ee?, the economy, hobbies and sport where the ___ the traditional food in a capital city, 1 sampai 8 pasangkan dengan A sampe G. aaa kira language itu yang mana? A,B,C,D,E,F,G apa H

Students4: (1) B

L: B?

Students4: (2) yaa

L: okay , kamu kerjakan itu kurang lebih 10 menit, bisa 5 menit ato butuh brapa menit? Bisa begini sayangku, kamu yang satunya buka, misalnya dua dua orang yang satunya halaman ini yang satunya buka

halaman sebelah, boleh? Misalnya kamu buka halaman itu kemudian sebelahnya. Yang dua cinka, cinka dibelakang halaman sebelah dia disebelah kamu halaman satunya dia halaman satunya biar bisa kerja sama oke berpasang pasangan kamu bisa L: kau cuma sendiri? Cari teman yang lain, bole sama-sama... Kerja sama yaa... (small talk around 3minutes 8seconds) oke 3 minutes more, 3 menit lagi aaa. Language what is language.

Students: (3) B

(small talk 1minutes 6seconds)

L: finish?

Students: (4) finish!

L: oke, finish?

S: (5) yes

Data 89

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

Student 5: (1) D

L: why you choose D

Student 5: (2) because number 1 think the text about the people speaking English

L: so, in the text or the sentences discuss about people dare speak English or environment so you choose language as the topic or the main idea

S: (3) yaa

(A.K/2018)

Data 90

L: please, the third one, please you

Students7: (1) island island

L: island?

Students7: (2) island

L: okay so, do you agree with this?

Students: (3) yes

(A.K/2018)

Data 91

L: yang mendefine F perhaps with those let we say I live in bla bla bla bla bla bla and etc. well the number four please

| |
|--|
| <p>Students8: (1) hm L: the economy in what, yes?</p> <p>Students8: (2) E L: could you mention or explain why you choose that one?</p> <p>Students8: (3) because in part E there are tourism and fashion that is the most important business. (A.K/2018)</p> |
| <p>Data 92</p> <p>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</p> <p>L: hobbies and sports</p> <p>Students9: (1) I choose D L: why you choose D?</p> <p>Students9: (2) because people like to swim and dive L: swim and it can be sport and also it can be hobbies</p> <p>Students: (3) yeaah L: swimming and how about you? Kamu bisa diving ?</p> <p>Student: (4) no</p> <p>Student: (5) yes L: siapa yang bisa berenang disini ?</p> <p>Students: (6) saya , saya L: kamu, kamu, kamu</p> <p>Students10: (7) semua bisa berenang mam, bole menyelam L: bisa berenang?</p> <p>Students10: (8) iyaa bole mam</p> <p>Students11: (9) bole tenggelam</p> <p>Students12: (10) abis menyelam so tidak m tapulang-pulang itu</p> <p>Students11: (11) memang L: bisa berenang karna blajar sendiri atau?</p> <p>Students: (12) belajar sendiri L: saya ini anak danau tapi tidak bisa berenang</p> <p>Students12: (13) saya anak sungai mam L: di sungai m berenang bagaimana nak?</p> <p>Students11: (14) anyor, satu arah (A.K/2018)</p> |
| <p>Data 93</p> |

L: memang sebenarnya lucu kalo orang Indonesia kalau tidak tau berenang, pe banyak skli ni laut, pe banyak skali ini kalau teman saya Jerman katanya itu anaknya itu nanti sekitar 2 tahun baru belajar berenang, antri 2 tahun, karna disana di Jerman tidak boleh langsung m pi belajar sendiri, tidak bisa, itu harus ada coachnya yang melatih, makanya ketika dia balik ke Gorontalo it's aaa ... 2 tahun sekali dia kembali ke Gorontalo dia kasih belajar depe anak-anak berenang karna saking lamanya itu, kalo pa trng pe banyak skali laut-laut. Okay kalo sama dengan saya kalo Rasulullah itu harus percaya adanya selanjutnya.
Number 6, you

Students13: (1) E

Students: (2) A

Students13: (3) A

L: okay why you choose that one please?

Students14: (4) traditional food

L: traditional food and you choose ?

Students: (5) G

L: the

Students: (6) traditional food

L: it's the traditional food, kuah asam ini toh

Students: (7) io kuah asam, kuah asam

(A.K/2018)

Data 94

L: (laughing) okay the number 8

Students14: (1) C

L: directly mention the capital city. Okay well class this is now about look at the words in the box ___ for the main ideas, many text have paragraph, many text have paragraph. The paragraph is a paragraph that only has one sentence. It's paragraphs has one topic or main idea. when we read for the main idea in the text in each paragraph to find kalo kamu baca masing-masing ini paragraph kamu akan menemukan the topic, topiknya itu Cuma satu-satu yaa, kalo main idea dia bisa di ___ sentence, in a sentence. Tapi kalo topik only one, you just say it can be dan seterusnya tidak ada dia topik kong panjang. The next one the important information about the topic, nah kalo informationnya about the topic it can be problem the reason is the students wants to study, itu kalo important information tapi kalo topiknya satu saja, dst. Okay, ___ discussion, work in partner and answer the question 1 until 5. Where is your country? What is population in your country? What is the capital city of your country ? what language do people speak in your country? What are the important business of your country? Okay ,

answer cinka next you, where is your country? Ya kira-kira tempatnya dimana di Indonesia or apa, maksudnya

Students12: (2) benua ASEAN

L: benua apa bahasa inggrisnya?

L: apa? Ocean?

Students: (3) yes

L: What is benua in English?

Students: (4) nation

L: okay what is the population of your country? Populasi di negaramu berjumlah berapa L: okay, what is the capital city of your country?

Students: (5) Jakarta

(A.K/2018)

Data 95

L: what language do people speak in your country?

Students: (1) Bahasa Indonesia

L: it can be it's like aa one of the tourism destination, kalo Indonesia?

Students: (2) tourism

L: yeah di Indonesia kalo bali oke.

Students: (3) tambang

L: tambang

Students: (4) rempah-rempah

(A.K/2018)

Data 96

L: Well class sekarang kita pindah, move to another text.

Students: (1) yes, Mam

L: okay why do you read only five topic on the text the one topic from the text circle the correct answer . The main idea of the text is animals in Australia, or unusual animal around the world. Reading for the main idea in the text dan seterusnya sama dengan yang tadi yaa but to get this one, the topic sentences is usually in the first paragraph, sekali lagi the topic sentences is in the first paragraph. Jadi pokoknya muncul di pertama paragraph di kalimat pertama itu maknanya itu kebanyakan tentang topic sentence. It is important because it has a main idea for the paragraph, the highlight of the sentence in a reading one are the topic sentence in reading one of the topic sentence. Okay, kamu baca ini, lalu tentukan kira-kira main ideanya apa. Bacanya 5 menit yaa, bacanya 5 menit. Mungkin bisa sama teman dicari, baca dulu baru setelahnya m tentukan main ideanya A B or C

L: okay why do you read only five topic on the text the one topic from the text circle the correct answer . The main idea of the text is animals in

Australia, or unusual animal around the world. Reading for the main idea in the text dan seterusnya sama dengan yang tadi yaa but to get this one, the topic sentences is usually in the first paragraph, sekali lagi the topic sentences is in the first paragraph. Jadi pokoknya muncul di pertama paragraph di kalimat pertama itu maknanya itu kebanyakan tentang topic sentence. It is important because it has a main idea for the paragraph, the highlight of the sentence in a reading one are the topic sentence in reading one of the topic sentence. Okay, kamu baca ini, lalu tentukan kira-kira main ideanya apa. Bacanya 5 menit yaa, bacanya 5 menit. Mungkin bisa sama teman dicari, baca dulu baru setelahnya m tentukan main ideanya A B or C

L: the most specific_ bird... A B or C?

Students : (2) C

L: you choose the animals in Australia it just only the specific one

Students : (3) yaaa

L: creatures bird in new Zealand part of the paragraph choose the unusual animals around the world, and al so inAustralia

Students : (4) yeaah

(A.K/2018)

Data 97

L: okay good, now I'm so happy, what is aa gampang di ini dulu, di jawab dulu, di jawab dulu yang nomor 4, why is the animal?., why is the ants is an unusual animal?, how big the bumblebee?

Students : (1) bumblebee

L: bumblebee (laughing) 5 minutes, 5 menit bisa?

Students : (2) yes

L: okay

(pause 2 minutes 32 seconds)

L: 3 menit lagi aa

Students : (3) iyaaa (pause 3 minutes 53 seconds)

L: okay, done everyone?

Students : (4) iyaa

L: bumblebee (laughing) 5 minutes, 5 menit bisa?

L: okay next you cinka, why is the bumblebee

Students15 : (5) because.....

L: you can say in paragraph 1,2,3, 4 and you say line what

Students15: (6) Six

L: paragraph 2 in what line?

Students15: (7) Three

L: line 3 okay, mention please

Students15: (8) that it can fly

L: okay mention and explain again

Students15: (9) is an animal that it can fly and bumble

L: okay good, now I'm so happy, what is aa gampang di ini dulu, di jawab dulu, di jawab dulu yang nomor 4, why is the animal?., why is the ants is an unusual animal?, how big the bumblebee?

L: okay, boleh. Others answer please, yang lain ada? Cuma dia, unusualnya kemana? It can not fly?

Students: (10) no

L: it only 131 , kalo ada yang lain,..... kenapa dia unusual, apakah karena dia tidur kalo siang, malam makan, ato?

Students: (11) yeess

(A.K/2018)

Data 98

L: kalo burung pada umumnya gimana? Bird

Students: (1) ya

L: siang makan

Students: (2) iyaa

L: malam dia tidor

Students: (3) yaaa

L: kalo ini dia tidak , tidur seharian makan nanti malam

Students: (4) bat

(A.K/2018)

Data 99

L: okay,

L: why the bird so romantic?

Students16: (1) di paragraph 3 aa but the bird is not It is one of the loyal bird in the world

L: why? It's so romantic?

Students16: (2) the male and the female like together and live together

Students: (3) woow

L: okay, jadi kalo burung ini berarti sampe umur berapa ee? Bisa sampe 30 tahun

(A.K/2018)

Data100

L: okay, why is the platypus is an unusual Mammalia ? Next please

Students17: (1) because it unusual mammal

Students18: (2) dia mirip bebek

L: ada yang lain jawabannya ? kalo namanya mamalia itu

Students17: (3) menyusui

L: menyusui

Students: (4) yaaa

L: kenapa dia disebut sebagai unusual mamalia?

Students: (5) karena dia bertelur

L: how big is the **bumblebee bass, how big?** depe basar bagaimana ee

Students19: (6) 2.5 cm

L: 2.5 cm itu

Students: (7) kacili skali

L: sebenarnya kalo melihat ini kan hanya sebagian kecil dari ciptaan Allah tapi kalo m lihat ini ternyata banyak skali varian ee

Students: (8) yaaa

L: jangan dulu binatang ini, nah torang saja ada yang sama muka disini?

Students: (9) tidaaa ada

L: yang kembar saja beda

Students: (10) yaaa

(A.K/2018)

APPENDIX VIII

Students Talk

Class: English Instructional Design

Data101

Lecture: "Tadi sampai dimana?"

Students: (1) "sampai dimetode maam"

Lect: "sudah sampai dimetode yah, saya sudah kasih ke Gia materinya saya sudah suruh kirim digrup Wanya kalian. Terus kalian sudah pelajari materi apa yang cocok. Nah sebelum saya menjelaskan Gia punya sudah sampai langkah-langkah pelajaran cuman dia akan menjelaskan sama dengan kalian punya tapi kalian hanya sampai dimodel dan metode, Gia punya sudah sampai pada langkah-langkah pembelajaran.

Student 1: (2) jadi teman-teman disini saya akan menjelaskan mengenai rencana pelaksanaan pembelajaran saya disini, yaitu kompetensi inti Ki3 yaitu pemahaman menerapkan, menganalisis pengetahuan faktual, konseptual, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan teknologi seni budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait dengan penyelewengan wewenang dan kejadian serta menerapkan pendapatan konsedural pada bidang yang spesifik sesuai bakat dan minatnya untuk menyelesaikan masalahnya. Ki4 yaitu mengolah, menalar, dan menyaji dalam rana konsep dan rana abstrak terkait dengan pengembangan dari yang dipelajarinya dengan cara mandiri dan mampu menggunakan metode sesuai dengan bidang keilmuan. (3) Disini saya mendapat KD yaitu KD 3.2 yaitu menerapkan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan menguji bersayap serta menanggapi dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan yang benar sesuai konteks. (4) Disini ada indikator pencapaian potensi 3.2.1 yaitu: 1. Mampu mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan. (5) Karena disini saya mendapat lisan jadi saya menaruhnya interaksi interpersonal lisan yang melibatkan tindakan memberikan ucapan selamat dan menguji bersayap serta menanggapi sesuai dengan konteks pembinaannya. (6) Lalu disini 3.2 mampu menjelaskan fungsi sosial, struktur teks unsur

kebahasaan teks interaksi interpersonal lisan yang melibatkan tindakan memberikan ucapan selamat dan memuji bersyap serta menanggapi sesuai konteks penggunaannya. (7) Lalu 4.2 yaitu mampu mendemonstrasikan tindakan ucapan selamat dan menguji bersyap dalam bentuk trks interaksi interpersonal lisan serta menanggapi sesuai dengan konteks. (8) Nah adapun tujuan pembelajaran saya, disini saya..setelah mengamati tayangan video siswa mampu mengidentifikasi struktur teks dalam tindakan memberikan ucapan selamat. (9) Jadi disini saya akan menayangkan video untuk peserta didik. (10) Kemudian setelah menayangkan video saya ingin siswa itu mampu mengetahui fungsi sosial yang ada dalam teks ucapan selamat dan menguji bersyap sesuai dengan konteks. (11) Yang terakhir yaitu setelah mereka sudah mampu menjelaskan fungsi sosial mereka akan berkomunikasi menggunakan ucapan selamat dan memuji bersyap.”

(A.K/2018)

Data 102

Lecturer: Okey Gia yang metode.

Student 1: (1) ”jadi disini model dan metode pembelajaran yang saya gunakan model yang saya gunakan yaitu discover learning dan metode yang saya gunakan yaitu struktural dan teknik yang saya gunakan itu menggunakan role play instruksi dan presentasi.

Lecture:”jadi Gia yang role play nya..jadi ditengah-tengah dia memberikan akan ada pada roll playnya jadi itu yang diperhatikan siapa tau kalian akan menggunakan teknik role playjuga. Jadi sekrang kegiatan pembelajaran..jadi tolong diperhatikan kalian akan sampai dimana”

Student1:” (2) jadi kegiatan pembelajaran disini pendahuluan itu yang pertama memberi salam dan berdoa bersama. Jadi sebelum memulai kelas sama-sama kita berdoa dan yang ke dua itu mengecek kehadiran peserta didik.

Lecture:”ada berapa menit situ Gia”

Student1:”(3) ada 10 menit”

Lecture:”yah 10 menit Gia mengecek kehadiran..apalagi?”

Student1:” (4) disini mengecek kehadiran sama menjelaskan tujuan pembelajaran yang akan dibahas.

Lecture:”Nah apakah itu memerlukan waktu 10menit? Jadi..sekitar 5 menit yah..kecuali ada apersepsi sebelum itu”

(A.K/2018)

Data 103

Student1: (1)”lalu kegiatan intinya disini siswa menonton video, jadi yang pertama itu siswa menonton video tentang ucapan menguji bersayap beserta resumanya dalam bahasa inggris, setelah itu siswa membaca dan mengamati contoh teks ucapan selamat akan menguji bersayap yang diberikan guru. **(2)** Setelah itu siswa membacakan contoh-contoh ucapan selamat dengan sikap yang baik dan benar dengan menggunakan ucapan,tekanan kata dan intonasi. **(3)** Disini saya menggunakan simulasi role play. **(4)** Siswa mengidentifikasi ciri-ciri teks ucapan selamat fungsi sosial, struktur teks dan unsur kebahasaan. **(5)** Lalu, siswa dibagi secara berpasangan untuk presentasi didepan kelas serta memberikan ucapan selamat dan memuji bersayap. **(6)** Setelah itu siswa mampu mendemonstrasikan ucapan selamat dan menguji bersayap dalam bentuk percakapan secara berpasang-pasangan di depan kelas. **(7)** Jadi penutupnya, setelah itu siswa menyimpulkan materi pembelajaran yang telah dipelajari. **(8)** Lalu guru menginformasikan Rencana pembelajaran untuk pertemuan berikutnya. **(9)** Setelah itu guru menutup pembelajaran dengan mengucapkan salam.

(A.K/2018)

Data104

Lecturer: Coba saya cek..kalo Reno materinya apa?

Student 3: (1) ” Teks deskriptif”

Lecture:”coba kamu medianya apa belum. sebelum itu modelnya apa..

Student 4: (2) ”Discovery Learning”

Lecture:”rata-rata disini pakai Discovery Learning”

Student 5: (3) ”iyah maam”

Lecture:”tidak ada yang lain”

Student 6: (4) ”ada maam”

Lecture:” ada yang syntatic”

Student 7: (5) ”saya maam”

Student 8: (6) ” project based learning”

(A.K/2018)

CURRICULUM VITAE



Adriansyah A. Katili was born at Kabila, a small village in Gorontalo, on September 29, 1966. He is the fourth of seven children of the late Abu Katili and the late Rohana Yusuf. He finished his primary education in 1981, finished his Junior High School in 1984, and Senior High School in 1987. In 1993 he was awarded the Sarjana Sastra degree (Bachelor of Literature) majoring in English Literature by the English

Department, Faculty of Letters, Hasanuddin University at Ujung Pandang, South Sulawesi. He finished his magisterial program majoring in English Language Education at the State University of Malang in 2007.

He teaches at the State University of Gorontalo since 1997. He was assigned as the secretary of the English department by the Rector of the State University of Gorontalo in 2004.

In 2010 he was elected the head of the English Department of State University of Gorontalo. In 2011 he wrote an article entitled *Metafora dalam Orasi Ilmiah Syamsu Qamar Badu: suatu Analisis Wacana* (Metaphor in Syamsu Qamar Badu's Scientific Speech: a Discourse Analysis) published in a book entitled **Bahasa, Sastra, dan Pembelajarannya** published by Ideas Publishing, Gorontalo. In 2014 he wrote a book entitled *an Acquaintance with English stories published by Deepublish*. In 2020, in collaboration with Professor Hasanuddin Fatsah, he wrote an article entitled *Critical Discourse Analysis on Teacher Talk in the Classroom Communication published in Jambura Journal of English Teaching and Literature – Vol.1(1), April 2020: 40 – 52*. In 2021 his article entitled *Language Function in the Classroom: A Classroom Discourse Analysis*, written in collaboration with Prof. Kartini Lihawa, Dr. Syarifuddin Ahmad, and Prof. Hasanuddin Fatsah was published by **the International Journal of Education and Social Sciences Research**.

In 2012 he enrolled the ten-week online teacher training course on Developing EFL Literacy Through Project-Based Learning conducted by Oregon University, United States of America under the Relo-USA sponsorship. In the same year, he participated in the Annual International TESOL Convention in Philadelphia, USA, also sponsored by RELO-USA Embassy.

In 2012 he enrolled the ten-week online teacher training course on Developing EFL Literacy Through Project-Based Learning conducted by Oregon University, United States of America under the Relo-USA

sponsorship. In the same year, he participated in the Annual International TESOL Convention in Philadelphia, USA, also sponsored by RELO-USA Embassy. In 2019 he was awarded the Certificate of Competence of non-fiction writer by the Professional Certification Body for Professional Writer and Editor.