

Discourse Analysis of Classroom Interaction in EFL Context

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Abstract

The aims of this research are to find out the types of classroom discourse and to describe the most dominant types of classroom discourse in the eighth grade of MTs at Jamiatul Islamiah NW Montong Dao. This research is descriptive qualitative. The methods used to collect the data were observation, recording, and transcription. In analyzing the data, the researcher followed some phases, first collecting the data, second reducing the data needed, and then displaying the data. The researcher found that the types of language interaction in classroom discourse at the eight grade of MTs, Jamiatul Islamiah NW Montong Dao, are Act, Move, and Exchange. Meanwhile, the dominant type of language interaction in classroom discourse is teaching exchange, which consists of informing exchange; directing exchange; eliciting exchange; and pupil eliciting exchange. It means that the teacher can control the students and the class environment. These findings support other research regarding classroom discourse analysis that suggests the dominant type in classroom interaction is eliciting exchange, which indicates the condition of the class is controlled.

Keywords: *Discourse Analysis, Classroom Interaction.*

INTRODUCTION

Language is the primary means of communication among members of a community or society. According to Freeman (2003:2), language is a means of interaction between and among people. The function of language here, then, is as a tool that connects one to others. People realize that language can

serve as a bridge to connect people from different places and cultures. Language allows people to gain information, knowledge, and experience. They can also show and express what they are thinking and feeling.

Language is the primary means of communication in the classroom during the teaching and learning process. It represents

the participants' (teacher and students') thoughts on classroom activities, demonstrating their interaction (Norman, 1975:2). According to Thomas (1987), language is the primary means of communication between teachers and students. Language serves four distinct purposes in the classroom. They are heuristic, manipulative, imaginative, and conceptual in nature (BSNP, 2007:10).

The first type is the heuristic function. Language is used to explain (to a teacher) and comprehend the materials (to students). The manipulative function of language in the classroom is the second function of language. Language is used as a tool to compel students to do something, thereby altering the classroom environment. Language has the ability to inspire students to engage in imaginative activities such as creating stories or writing about their experiences in class. This function allows students to create a discourse in which they can create some written text and express their own story in their native language. Ideational function is the final function of language in the classroom. Students must be able to find and express the meaning of written text. Transactional and interactive language are used in the classroom.

Teachers primarily use transactional language to convey information to students. Interactional language, on the other hand, is used by teachers to interact with students. The main issue that teachers face in the teaching and learning of English in the classroom is how to easily provide students with a clear understanding. In an English classroom, the teacher's language is not only the course object but also the medium for achieving the goal of teaching. According to Nunan (1991), teacher language is important not only for classroom organization but also for the process of knowledge acquisition. In an English class, the teacher's language is seen as different from the students' (Feng Qican, 1999:23).

The teacher is regarded as a critical factor in educational success. Teachers must create a positive atmosphere in the classroom so that students can enjoy themselves. The teacher is speaking in class to give instructions, develop intellectual ability, and manage classroom activities (Feng Qican, 1999:23). They should be able to provide engaging materials and capture the students' attention. They must initiate the students' responses and assess the students' comprehension. Students can benefit from how they interact with them in the classroom

by using their native language. Interaction implies that the teacher and students are acting in a mutually beneficial manner. The teacher performs an action in front of the class, and the students respond, which modifies the next action (Thomas, 1987:7). The interaction in the classroom includes student responses as well as some initiations.

Classroom language, according to Sinclair and Coulthard (1975), provides a relatively simple and more structured type of discourse than normal everyday conversation, with all of its unpredictable and ambiguous elements. Nunan (1987) contended that the language used by teachers in the classroom can have a significant impact on a student's ability. As a result, analyzing classroom language is beneficial. Sinclair and Coulthard (1975) created the Classroom Discourse Analysis model for analyzing spoken language. The language used in the classroom is different from many other kinds of spoken language because it is formal and controlled by one person, the teacher.

Classroom discourse analysis is the study of language in relation to teacher language interaction in classroom teaching. Classroom discourse analysis is necessarily a type of language use (performance role) found in classroom situations (Richard, 2002). The

fundamental pattern in classroom discourse, according to Bellack (1965), consists of a sequence of teacher questions, pupil responses, and usually teacher reaction. Sinclair and Coulthard (1975) created a model of classroom discourse that included a hierarchy of ranks and levels. They discovered a three-part exchange structure known as IRF (Initiation, Response, and Feedback). This model will be used in this study to analyze language interaction in the classroom.

The researcher's curiosity and interest in conducting research in this field are piqued. The researcher is interested in how the teacher interacts with the students in class and what types of language are used.

LITERATURE REVIEWS

Discourse Analysis

Discourse is a broad term for examples of language use, i.e., language produced as a result of a communication act. Grammar is the set of rules that a language employs to create grammatical units such as clauses, phrases, and sentences. Discourse refers to larger units of language, such as paragraphs, conversations, and interviews (Richard, 2002: 160). The term is also used as a general term to refer to language in action and the patterns that distinguish different types of language in action (McCarthy, 1997). Then,

Van Dijk (1997) defined what constitutes discourse and what does not: (1) discourse must be "language in use"; (2) discourse must involve belief communication; (3) discourse must be coupled with interaction; and (4) discourse must justify itself to other discourse. In an interaction, discourse must be authentic language, not invented, and inform what the other speaker thinks, believes, feels, and so on.

The concept of discourse as interaction is presented in all current discourse analysis methods and techniques. "Meaning is viewed as a dynamic process in pragmatics, involving the negotiation of meaning between speaker and hearer, the utterance context (physical, social, and linguistic), and the meaning potential of an utterance" (Thomas, 1995:22). The study of how sentences in spoken and written language form larger meaningful units such as paragraphs, conversations, interviews, and so on is known as discourse analysis (Richard, 2002:161). Hugh (2005) defined discourse analysis as the study of language in communication. It looks at how language is used, how it is used outside of sentences, how it is used in conversations, and how it is used in different situations and cultures.

Furthermore, to provide clarity on how discourse analysis is carried out, Stubbs (1983) and Suherdi (2010) presented the following definition of discourse analysis: (1) Discourse Analysis concerns the use of language beyond the confines of a sentence or an utterance; (2) Discourse Analysis concerns the interaction of language and society; and (3) Discourse Analysis concerns the interactive or dialogic properties of everyday communication.

In the 1960s and early 1970s, work in various disciplines, including Linguistics, Semiotics, Psychology, Anthropology, and Sociology, spawned Discourse analysis. Discourse analysis investigates language in use. It includes written texts of all kinds as well as spoken data ranging from casual conversation to highly institutionalized forms of communication (McCarthy, 1991:5). M. A. K. Halliday's functional approach to language greatly influenced British discourse analysis. Halliday's research in 1997 was mostly about the social functions of language and the way speech and writing are organized by theme and information (McCarthy, 1991:6).

Sinclair and Coulthard (1975) at the University of Birmingham developed a model for describing teacher-pupil talk that was based on a hierarchy of discourse units. Other

works of a similar nature have dealt with doctor-patient interactions, service encounters, interviews, debates, and business negotiations, as well as monologues. In addition, new work on intonation in discourse has been done in the British tradition (McCarthy, 1991:6). British work has mostly followed structural-linguistic criteria, which are based on the separation of units and sets of rules that define well-formed discourse sequences.

Classroom Discourse Analysis

Classroom discourse is the language used in a classroom setting. Classroom discourse frequently differs in form and function from language used in other contexts due to the specific social roles that students and teachers play in classrooms and the types of activities that they typically engage in there (Richard, 2002:73). Classroom discourse refers to one type of social interaction realization, namely classroom interaction. It includes certain activities in classroom interactions that are based on sociopolitical beliefs, including pedagogical beliefs.

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

1. Interaction between teachers and students in the classroom is the

educational process or the major part of it.

2. The different background of the students makes the classroom discourse as a key to understand the education activity.
3. The interaction between teacher and students has hidden meaning that is important to be analyzed so it will be easily interpreted and understood.
4. Classroom Discourse has high level accuracy in describing classroom activities.

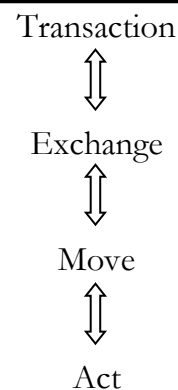
The study of the process of face-to-face classroom teaching or the types of student-teacher interaction is known as classroom discourse analysis. There have been numerous approaches to classroom discourse. Flanders (1970), for example, used an "introspective" apriori approach; Mehan (1979) and Erickson and colleagues (1981 and 1982) used educational ethnography; and Sinclair and Coulthard (1975) used an interactional and functional approach. The work of Sinclair and Coulthard was then adopted and expanded to accommodate phenomena in teaching and learning situations. It could be because Sinclair and Coulthard's system is seen as the first to focus on the systemic organizational properties of

dialogue and give a way to describe them (Suherdi, 2010, p. 10).

Sinclair and Coulthard's Rank Scale

Sinclair and Coulthard's model evolved from Halliday's original rank scale model, which was initially focused on the theory of grammar (Willis, 1992: 112). Sinclair and Coulthard believed that discourse needed to be studied separately from grammar and phonology (Burns, 2001: 127), so they created a rank-scale model to analyze discourse. Lesson is first on the list, followed by transaction, exchange, move, and act.

The diagram below depicts Sinclair and Coulthard's model's basic rank scale. They describe the scale as having "a structure that can be expressed in terms of the units next below" for "each rank above the lowest" (1992:2). Thus, acts and moves combine to form moves and exchanges, and so on. However, in order to focus on the inner levels of the rank scale, this research will only discuss the levels of exchange, movement, and action thoroughly.



McCarthy (1991:22)

ACT

Acts are the lowest and smallest level of discourse (Coulthard, 1992:2). Acts are used to begin subsequent discourse activity or to respond to previous discourse activity (Coulthard, 1977:104). The opening movement always includes a main act known as the head act. There are three main head acts that appear frequently in opening moves: elicitation, directive, and informative (Sinclair and Coulthard, 1992:15).

A play can have more than one act; however, there must be a head act, and the other acts are optional. Sinclair and Coulthard (1992:17) say that the nomination, bid, cue, clue, and prompt acts are all subordinate parts of the teacher's initiating move. This means that the opening move can include an act other than the head act.

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

1. Marker/m/

Realized by a closed class of items, i.e. “well”; “OK”; “now”; “good”; “right”; “alright”. When a markers is acting as the head of a framing move, it has a falling intonation, [1] or [+1], as well as a silent stress. Its function is to mark boundaries in the discourse.

2. Starter/s/

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

3. Elicitation /el/

Realized by a question, its function is to request a linguistic response.

4. Check/ch/

Realized by a closed class of polar questions concerned with being “finished” or “ready”, having “problems” or “difficulties”, being able to “see” or “hear”. The function of checks is to enable the teacher to ascertain whether there are any problems preventing the successful progress of the lesson.

5. Directive/d/

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

6. Informative/i/

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

7. Prompt /p/

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

8. Clue /cl/

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

9. Cue/cu/

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

10. Bid/b/

Realized by a closed class of verbal and non-verbal items, i.e. “Sir”; “Miss”; “teacher’s name”; “raising hand”; “heavy breathing”; finger clicking”. Its function is to signal a desire to contribute to the discourse.

11. Nomination /n/

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

12. Acknowledge/ack/

Realized by “yes”, “OK”, “mm”, “wow”, and certain on- verbal gestures and expressions, its function is simply to show that the initiation has been understood, and its head was a

directive, that the pupil intends to react.

13. Reply/rep/

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

14. React/rea/

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

15. Comment/com/

Realized by a statement or tag question, it is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. On the written page it is difficult to distinguish from an informative because the outsider’s side as of relevance is not always the same. However, teachers signal paralinguistically by a pause, when they are beginning a new initiation with an informative as a head; otherwise they see themselves as commenting.

16. Accept/acc/

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

17. Evaluate/e/

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

18. Silent stress/^/

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

19. Metastatement/ms/

Realized by a statement which refers to some future time when what is described will occur, its function is

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

20. Conclusion/con/

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

21. Loop/l/

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

22. Aside/z/

Realized by a statement, question, command, moodless, usually marked by lowering the tone of the voice, and not really addressed to the class. As we noted above, this category

covers items we have difficulty in dealing with. It is really instances of the teacher talking to himself: "It's freezing in here", "Where did I put my chalk?"

MOVE

Moves are made up of acts that combine to form exchanges. Exchanges are made up of five types of moves. First, there are framing moves, which are used to structure the lesson and are frequently followed by focusing moves, which are used to draw students' attention to the direction of the lesson. The other three moves are referred to as opening, answering, and following-up (Sinclair and Coulthard, 1992:21).

1. Framing Moves

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

2. Focusing Moves

Focusing moves are used to direct the attention of students to the

direction of the lesson. The purpose of focus shifts is to discuss the discourse. Changing "planes" is represented by focusing moves. The teacher steps outside the conversation for a moment and says, "We are going to communicate. We have been communicating; this is what our communication is/will be about." Focusing moves include an optional marker and starter, a mandatory head, which is realized by a metastatement or a conclusion, and an optional comment (Sinclair and Coulthard, 1992:22).

3. Opening Moves

An opening move's purpose is to entice others to participate in an exchange. The goal of a given opening could be to pass on information, direct an action, or elicit a fact. Opening moves have a complicated structure. The element select, which is where the teacher chooses which pupil he wants to respond to, is responsible for much of the complexity. A simple teacher nomination can be realized, as can a pupil bid followed by a nomination, or a teacher cue followed by a bid and a nomination. The first move is to invite

students to participate in the discussion (Sinclair and Coulthard, 1992:22).

4. Answering Moves

The head act within the opening move determines the answering move, which is usually a response from the students. Because its function is to be an appropriate response in the terms laid out by the opening move, the type of answering move is predetermined. Answering moves have a simpler structure, with a maximum of three elements: pre-head, head, and post-head, and only the head occurs very often. There are three types of heads that correspond to the three types of opening moves. In the classroom, the appropriate response to an informative is simply to acknowledge that one is listening, which can and usually is nonverbal (Sinclair and Coulthard, 1992:23).

5. Follow-up Moves

The teacher typically performs the follow-up move after the answering move in response to the students' responses. This maneuver is regarded as critical in informing students whether they have completed

the tasks assigned to them by the teacher. Its purpose is to inform the student of how well he or she has performed. With such significance, if the follow-up is not provided, the students may believe that they provided the incorrect answer or that there is a problem (McCarthy, 1991:16-17). Follow-up has three terms: pre-head, head, and post-head, which are realized by accepting, evaluating, and commenting. All participants regard the performance evaluation as a required component. A teacher can make a follow-up move that is only accepted or commented upon, but evaluation is then implicit (Sinclair and Coulthard, 1992: 24).

EXCHANGE

Sinclair and Coulthard (1992: 25) describe two types of exchanges: boundary exchanges and teaching exchanges. Boundary exchanges include two moves: framing and focusing. Sinclair and Coulthard describe three major teaching exchanges: informing, directing, and eliciting exchanges. According to Sinclair and Coulthard, "a typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback from the teacher

to the pupil's response..." (1992:3). It popularized the phrase "Initiation, Response, and Feedback" (IRF) (Coulthard and Brazil, 1992:65). This does not imply that each exchange must include all three components. Let us examine the teaching exchanges separately to see how they are structured.

1. Informing Exchange

Informal exchanges occur when a teacher needs to inform his or her students about new information, facts, or simply say something to them. So, the first move will be an act that tells the students something, which may or may not be followed by a response from the students (Sinclair and Coulthard, 1992, p. 26).

For example, T: A group of people used symbols to write. They, like us, used pictures instead of words (Willis, 1992: 112).

In this example, the student's response is optional, so Sinclair and Coulthard label the structure of this exchange as I(R), whereas the aspect in brackets is optional, indicating that there is an option for a response but no feedback (1992:26).

2. Directing Exchange

Sinclair and Coulthard (1992:26) define directing exchanges as "... designed to get the students to do something but not say anything." As a result, the students' response is the "doing" part, which will most likely be nonverbal but not always be. Even though it is nonverbal, the students respond to the teacher's direction.

For example;

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

P: (NonVerbal).

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

3. Eliciting Exchange

An eliciting exchange is the most common type of exchange in the classroom (Willis, 1992:113). The teacher initiates these exchanges by

asking a question (usually one they already know the answer to). The student then provides an answer, followed by a follow-up evaluation by the teacher (Hellermann, 2003:80). Here's an example from Sinclair and Coulthard's research.

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

P : An axe. (response)

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

P : Wood, wood (response)

T : Yes, I cut wood with the axe... (follow-up)

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

TRANSACTIONS

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

1. Informing Transactions

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

2. Directing Transactions

This transaction structure is made up of direct exchange by the teacher as the head or beginning of the transaction. The directive will usually require students to work individually rather than in groups with other students. When students work independently, they have the opportunity to initiate exchanges. They can make comments or ask questions about their task, as well as request feedback on their work. Usually, the teacher will end the exchange by

asking how the students' work turned out (Sinclair and Coulthard, 1992, p. 32).

3. Eliciting Transactions

This structure occurs when the teacher asks questions to the students, and the students respond verbally to the teacher. Students have few opportunities to initiate exchanges in this situation. The teacher then quickly returns to the initiating role by taking over the students' topic. The teacher is usually checking on students' progress with the task he assigned them at the start of the transaction (Sinclair and Coulthard, 1992: 32-33).

LESSONS

The lesson is made up of a series of transactions. It is the most advanced level of classroom discussion. The discourse unit's "lessons" play a role in the teacher's planning of the topic he has been assigned. The teacher could start the class by eliciting exchanges. But a number of things can make it hard for the teacher's plan to work in real life (Sinclair and Coulthard, 1992:33).

The ability of the teachers to order speech and respond to unexpected reactions, misunderstandings, or contributions of the students influences the structure of the lesson.

The structure of the lesson may differ depending on the teacher and the subject (Sinclair and Coulthard, 1992: 33-34).

It is critical for the researcher to show a review of previous research to support this research. As a result, some literature reviews related to the topic being discussed in this research will be used.

The first is Aja Dailey's (2010) study, "An Analysis of Classroom Discourse: The Usefulness of Sinclair and Coulthard's Rank Scale in a Language Classroom." The purpose of this study is to see how a classroom transcription ranks on Sinclair and Coulthard's scale. He came to the conclusion that the model did not fully account for what was going on in this language classroom. The research difficulties are that when he was applying the transcription to the model, it appeared that there were larger aspects of discourse going on, particularly in the language classroom. Both studies focus on the Sinclair and Coulthard model rank scale. On the other hand, Aja Dailey looks into how useful Sinclair and Coulthard's model is in the classroom, while the researcher looks into how people interact in the classroom using that model.

Hanum (2014) published a study titled "Classroom Discourse Analysis on Language

Interaction in the *To Sir with Love* Film." This study looks at the language interaction between teachers and students. As a type of language interaction, the research found boundary; frame and focus, repetition, pupil informing, informing, directing, and eliciting exchanges. According to her findings, the classroom discourse structure consists of three exchanges: an opening move by the teacher; student-produced verbal responses; and teacher feedback. But not all initiation is from the teacher; there are several from students. Similar to this thesis, the researcher is interested in analyzing classroom interaction. The difference is that, whereas Hanum's thesis examines language interaction in the classroom as seen in the film, the researcher examines the types of language used in classroom interaction at school.

Finally, Prastiningsih (2011) conducted research titled "A Classroom Discourse Analysis in the Teaching Learning Process of English in SMAN 1 Wonosari Klaten." This study focuses on the analysis of the teaching-learning process. The findings of this study are as follows: 1) the types of classroom discourse in the teaching learning process of English are the same as those found in Sinclair and Coulthard's interaction analysis; 2) the structures of classroom discourse

include transaction, exchange, move, and act; 3) the transaction markers were used by the teacher in the form of Indonesian markers "ya" and "nah" and some English markers "okay," "now," and 4) there are three types of exchanges. The Sinclair and Coulthard Rank Scale was also used as the foundation theory of analysis in this study.

RESEARCH METHODS

This is a descriptive qualitative study. This is due to the fact that this study describes the data of language interaction in the classroom, which will then be analyzed. The researcher attempts to identify, categorize, and describe language interactions between teacher and students in MTs Jamiatul Islamiah Montong Dao's eighth grade classroom. As a result, the descriptive method is appropriate for conducting this research. The research data was gathered in the classroom of the Eighth Grade of MTs Jamiatul Islamiah Montong Dao on Tuesday, September 29, 2020, between 07.00 and 08.30 A.M. During the class, the researcher transcribed the interactions between the students and the teacher. The data was collected using observation, recording, and transcription. The researcher analyzed the data in stages, first collecting the data, then reducing the required data, and finally displaying the data.

FINDINGS AND DISCUSSION

The Types of Language Interaction of Classroom Discourse

The types of teacher and student language interaction found in MTs Jamiatul Islamiah's English teaching learning process are described as: Act; Move; Exchange; and Transaction. The language interaction, which was related to Sinclair and Coulthard's IRF Structure, was implemented by the teacher and students. The teacher created a positive interaction with the students.

Act

MTs Jamiatul Islamiah NW's teaching and learning process In Montong Dao, there are various types of acts in the classroom. The total number of acts performed in the teaching and learning process is 95, which are classified into 18 types of acts. Summon and Reply-summon, Greeting and Reply-greeting, Marker, Starter, Elicitation, Check, Directive, Informative, Prompt, Clue, Bid, Nomination, Reply, React, Accept, Evaluate, Metastatement, and Loop are all examples of these kinds of acts.

Move

The structure of movement in MTs' Jamiatul Islamiah NW classroom discourse began with a focusing move after making a greeting, which was then followed by an

opening. The starter act accomplishes the focusing move. The focusing move comes after the opening and answering moves. The majority of opening moves are accomplished through teacher elicitation and directive action. It is then followed by an answering move, which is mostly realized through a reply and a direct act. Sometimes, a follow-up move comes after the response move. This is done by the acceptance and evaluate act.

Exchange

The boundary exchange, teaching exchange, and pupil elicitation exchange are the exchange structures of MTs in Jamiatul Islamiah NW classroom discourse.

Dominant Type of Language Interaction of Classroom Discourse

According to the data gathered during the observation, the dominant type of language interaction in classroom discourse performed by the teacher and student at MTs Jamiatul Islamiah NW is teaching exchange. Structured Teaching Exchange IRF is classified as an eliciting exchange.

The findings of this study corroborate Willis' (1992) assertion that the most common exchange in the classroom is an eliciting exchange. It also corresponds to Sinclair and Coulthard's (1992:3) theory that a typical classroom exchange consists of an initiation

by the teacher, a response from the pupil, and feedback from the teacher on the pupil's response. The dominance of eliciting exchanges in the classroom discourse indicates that the class interaction is running smoothly, as not only the teacher but also the students were involved in the interaction.

This study's findings also support previous research and theory about classroom discourse, which elicits exchange in classroom discourse. Aja Dailey (2010) discovered that almost all classroom interaction involves both the teacher and the students. He stated that "following the teacher's opening moves, the students produced verbal responses, which were usually followed by teacher feedback." An elicitation act is the main act of an eliciting exchange." According to this study, the dominance of eliciting exchange in classroom interaction indicates that the class was running smoothly. It also backs up Kent G. (2002)'s claim that "the IRF pattern is usually an indicator that the lesson is tightly controlled and that the students are answering questions in an orderly and obedient manner." Thus, the quality of interaction must be considered, as well as the types of exchanges that occur in this lesson. Previous research on classroom talk is supported by the results of this study, which show that eliciting

exchanges are most likely to happen in classroom interactions and show how the class is doing.

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