CHAPTER II
REVIEW OF RELATED LITERATURE

A. Some Previous Research

In this part, the researcher showed the previous studies concerning Classroom Discourse Analysis. Some other researchers have conducted similar research concerns on Classroom Discourse Analysis. Those researches helped the arrangement of this research. There are three types of research the researcher takes as a previous study of this research. They were presented below.

1. From Maulida Hasanah entitled "Classroom Discourse Analysis on Language Interaction at Eight Grade of MTs N Bendosari in the academic year 2016/2017. This research discusses the type of Language that the students and teacher use in the classroom based on Sinclair and Coulthard's Analysis. It has found the kinds of language interaction of classroom discourse at Eighth Grade of MTsN Bendosari within the school year 2016/2017 are Act, Move, Exchange, and Transaction. The varieties of acts found are summon, reply-summon, greeting, reply-greeting, marker, starter, clue, reply, accept, elicitation, evaluate, informative, acknowledge, directive, react, check, conclusion, comment, loop, prompt, metastatement, and nomination. types of Move found are Framing, Focusing, Opening, Answering, and Follow-up move. The types of Exchange are Boundary exchange, Informing Exchange, Directing Exchange, Eliciting Exchange, and Pupil elicit Exchange. The transaction found is structured by Preliminary, Medial and Terminal

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elements[1]. Similar to the research, this research used Sinclair and Coulthard's Rank Scale as the foundation theory of analysis. The difference was the research above focus on the broad topic of the structure of classroom discourse such as act, move, exchange and transaction, while this research just focused on the Act Structure of language interaction in the classroom. Then while Maulida Hasanah's Thesis analyzed language interaction in the classroom at school as formal education, the researcher analyzed the Act structure of language interaction at the course as informal education.

2. From Dorota Damalewska with her research entitled "Classroom Discourse Analysis in EFL Elementary Lesson". The research investigated the patterns of teacher-student interaction in beginner EFL (English as an overseas Language) lessons in an exceedingly Thai grade school. The analysis of classroom discourse showed that one-way communication prevails within the lessons with the teachers leading teacher-fronted discussion and students listening and so either repeating after the teacher or responding briefly. If the scholars are engaged in an exceedingly discussion, they're asked mainly comprehension, assent, or educational (grammar and vocabulary) questions. Furthermore, an examination of the teachers' and students' verbal behaviors shows frequent code-switching practices[2]. The research above is similar to this research which taken Classroom Discourse as an object of research. The differentiation was this research focused to analyze the discourse structure by

[1]Maulida Hasanah, "Classroom Discourse Analysis On Language Interaction At Eighth Grade Of MtsN Bendosari In The Academic Year 2016/2017*",* (Surakarta: State Islamic Institute of Surakarta, 2017).

[2]Dorota Damalewska, "Classroom Discourse Analysis in EFL Elementary Lesson,*"* *International Journal of Language, Literature, and Linguistic* 1, No. 1, (2015).

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using Sinclair and Coulthard Rank Scale, while the research before focused on Code-Switching.

3. From Nike Rosmeirah Huraerah with her research entitled "The Analysis of Verbal Interaction Between the Teacher and Students in the Classroom". The research aimed toward investigating the conclusion of verbal interaction between the teacher and therefore the students within the classroom and therefore the way the teacher gets the response from the scholars. The study employed a qualitative research design. the information were collected through videotaping and interview. it had been found that the teacher was the foremost dominant interlocutor during the teaching and learning process. The teacher conducted indirect teaching more instead of the direct one. The teacher mostly adopted a job because the controller and initiator within the classroom in regard with the teacher frequently led the flow of interaction. Students' responses played a big part within the classroom interaction. Mostly the students' responses were obtained by asking an issue, giving direction, and criticizing.[3] The research was similar to this research which taken Interaction in the Classroom as an object of research. The differentiation was this research used Sinclair and Coulthard Rank Scale as the formula for analyzing the data while the research applied Flander's Interaction Analysis Categories (FIAC) focusing on types of teacher talk and student talk.

[3]Nike Rosmeiarah Huraerah, "The Analysis of Verbal Interaction Between the Teacher and Students in the Classroom (A Descriptive Study of EFL Classroom at A Senior High School in Bandung)", (Skripsi : Universitas Pendidikan Indonesia, 2013)

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B. Discourse Analysis

Discourse can be defined as the language in context or the language that we used in conversation and interactional communication. In linguistics, the discourse has also been viewed from different perspectives.[4] The language additionally has been utilized in other diverse social associations usually found in the climate, for example, online media, promoting, study hall talk, and different sorts of talk. The measures put forth by Van Dijk would be acquainted here with assistance clarify what and what isn't a discussion.

1. It should be "language being utilized"
2. It ought to incorporate the correspondence of feelings
3. It should be joined with collaboration
4. It ought to legitimize itself to various talks.

As such, talk should be legitimate language, not designed one, in collaboration and convey what the questioners think, conviction, feel, need, and so forth

Discourse Analysis emerged in the sociology of scientific knowledge. [5] It has to take a role as a methodology of analyzing the participants' language whether it is written discourse or oral discourse. It needs to play a function as a strategy of examining the members' language whether is it composed talk or oral talk. The terms 'discourse' and 'discourse analysis' have become in the course of the most recent thirty years, names for a wide church of educational action, including the analysis of the verbally expressed communication, composed content structure,

[4]Didi Suherdi, *Classroom Discourse Analysis: A Sistemyotic Approach,* (Bandung: CELTIC Press, 2009), Pg. 4.

[5]Robin Wooffitt, *Conversation Analysis, and Discourse Analysis,* (Thousand Oaks, California: SAGE Publication Ltd, 2005), Pg. 18.

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punctuation and lexis past the confines of the sentence, pitch, mental cycles of understanding, social and political belief systems, etc.[6] Simply, as long as something active and used the language for communication or can be called the language in use, they can be known as discourse.

Discourse Analysis is worried about the investigation of the connection among language and the settings in which it is utilized. It implies all the things which had an association with the language in setting can be known as an interaction and can be broke down including the homeroom cooperation which is language is a vehicle of interactional action of members in the classroom. Whoever is doing investigations of Classroom communication regularly utilizes discourse analysis as their hypothetical system. Classroom Discourse analysis is a technique that added to understanding the idea of students' and educators' connection and how learning exercises happen in the Classroom. For instance, the teacher clarified the substance of the exercises and the students posed inquiries. This implies that the teacher clarified the exercises and students contributed by responding to the teachers' inquiries. In this cycle, the teacher and students use conditional and the interactional language.

Discourse analysis arose as the parent term, grasping writings and the discussion (the last at any rate being most regularly concentrated as writings, as records) as the crude material wherein the talk might be explored.[7] Discourse analysis is a point of view on public activity that contains both methodological and applied components. It includes perspectives about talk (hypothetical and metatheoretical components). Discourse analysis may just be characterized as the

[6]H.G.Widdowson, *Discourse Analysis,* (United State: Oxford University Press, 2007), Pg. 212.

[7]Henry.G.Widdowson, *Discourse Analysis,* Pg. 212.

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analysis of language in setting.[8] In another word, discourse analysis is an analysis of how the language utilized in our everyday life while having collaborating and speaking with one another.

Discourse analysis has a scientific responsibility for contemplating discourse as writings and discourse in social practice. That attention is not on the language as a theoretical element, for example, a vocabulary and set of syntactic standards (in semantic) an arrangement of contrasts (in structuralism) a bunch of rules for changing articulations. To give an away from of how discourse anaalysis was directed, Stubbs characterized it as (1) worried about language use past the limits of a sentence/expression, (2) worried about the interrelationship among language and society, and (3) worried about the intuitive or dialogic properties of ordinary correspondence.[9] Simply, discourse analysis can be defined as the way to understand the social interaction by analyzing the language as the medium is used.

C. Classroom Discourse Analysis

Classroom discourse analysis is the study of language that is related to the teacher's language interaction in the Classroom. Classroom discourse is unique in its setting due to the unequal power relationship between student and teacher.[10] The term refers to the language that teachers and students use to communicate with each other in the classroom.

Classroom discourse is exceptional in its setting because of the inconsistent force connection among the teacher and students. The term alludes to the language that the teachers and students use to talk with each other within the classroom.

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[8]Didi Suherdi, *Classroom Discourse Analysis: A Sistemyotic Approach*, Pg. 5.

[9]Stubs, in *Classroom Discourse Analysis: A Sistemyotic Approach*, (Bandung: CELTIC Press, 2009), Pg. 5.

[10]Sarah Jones, Application of the Sinclair and Coulthard Discourse Model to a Korean University English Conversation Course, (*MA TESOL/TEFL, Module 4*, 2009).

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Talking and conversation are the media through which most teaching takes place. In other words, the fulfillment of teaching to an outsized degree depends on teacher-student interaction within the actual classroom teaching practice. Without language, it is quite impossible to do the teaching-learning process. The teacher cannot deliver the material then the students cannot achieve their purposes. In another word, classroom interaction cannot happen.[11] It shows how important the language in achieving the learning purpose.

A characteristic feature of classroom discourse is that the teacher's control of the interaction. an outsized body of research proves the unequal roles of participants in classroom communication with the teacher managing the conversation and turn-taking.[12] However, the control over the classroom discourse ends up in limited learning as there's no place for meaningful, spontaneous, and natural interaction. Students can only acquire the language through involvement in interactions and relationships formed after they participate in communication.

Classroom discourse can be classified as an institutional discourse as a result of spoken interaction among participants in the classroom. This type of discourse is characterized by unequal power relationships, unique turn-taking mechanisms, and interaction.[13] Its communicative function is to scaffold students in their learning process. This is the reason why the study of classroom discourse is related to the students learning - the language used and the structure of the interaction is supposed to contribute to the learning optimization. Also, the language learning approach in

[11]Liu Xin, Lou Luzheng, Shi Biru, *EFL (English as a Foreign Language) Classroom Discourse Analysis of a Vocational College and Some Reflections*, (Hangzhou, China : David Publishing, 2011), Pg. 1.

[12]S. Walsh, *Exploring Classroom Discourse: Language in Action*, (London and New York: Routledge, 2011).

[13]Nunan D, *Introducing Discourse Analysis*, (London: Penguin English, 1993), Pg. 76.

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the classroom directly can be evaluated by using discourse analysis. It will become an effective thing to do and can improve the achievement of study.[14] It is because language is the main connector between the teacher and students. So it needs to pay attention that language is taking a place as a main point of the successful learning process.

Studies on classroom discourse can be categorized into teacher talk, classroom interaction, and classroom discourse structure. Studies on teacher talk and interaction in Iran revealed that the teacher dominated the talk in the EFL classroom and sometimes the talk initiation came from students and they also provided feedback to the question they asked.[15] Classroom Discourse structure is focusing on the discourse that usually happens in the teaching-learning communication. It is mostly focused on the oral language.

Classroom Discourse structure firstly presented by Sinclair and Coulthard by building up a model of talk including five levels in progressive request - from the most reduced to the most noteworthy acts, move, trade, exchange and collaboration unit where the higher unit contains the lower ones. By utilizing this model, they found that trade units were the structure squares of the talk, and it is comprised of three lower-level components called Initiation, reaction and Follow up (IRF).[16] Sinclair and Coulthard built up a model for investigating communicated in language, which was created from Classroom discourse when all is said in done auxiliary Classroom. It ought to hence be helpful when applied to the language of the

[14]Jaworsky. A, N. Coupland, *The Discourse Reader*, (London: Routledge, 1999).

[15]Rashidi and Rafieerad, "Analyzing Patterns of Classroom Interaction in EFL Classrooms in Iran", *The Journal of Asia TEFL, 7, No. 3,* 2010, Pg. 93-120.

[16]Sinclair, J. M. And R. M. Coulthard, *Toward an Analysis of Discourse: The English Used by the Teacher and Pupils*, (London: Oxford University Press, 1975), Pg. 76.

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classroom. The language of the classroom varies from numerous types of spoken talk in that it is officially organized and constrained by one predominant gathering, for example the teacher.[17] As the primary regulator and the good example in the class, clearly the teacher needs to give a prevailing commitment. It doesn't imply that teachers need to share material beginning from the earliest starting point till the finish of the class, yet it very well may be seen by how the teacher emerged the classroom, providing an order, likewise giving inspiration and recommendation to their understudy.

This structure was produced from the information acquired from the classes with a serious level of convention and the educators apply high command over the talk in the sense the teacher picked the subject and manage the turns. From that point forward, there have been numerous investigations led on Classroom discourse structure. Classroom discourse analysis may change when the setting of the circumstance is adjusted. For instance, in students focused classroom and disclosure learning, the students are all the more regularly to start the collaboration, and when they reacted their reactions ordinarily comprise of more elaboration. Engle and Conan found that in contemporary training students are more normal to start the trade and furthermore become the specialist for doing assessment and development.[18] It doesn't imply that the students simply having the straightforward function as the assertion previously. It should be fit with the specific situation and state of the students. There was the time they should be dynamic, and at times can be latent.

[17]Andre Atkins, *Sinclair and Coulthard's 'IRF' model in a one-to-one classroom: an analysis*, (2001).

[18]Engle, R.A. and F.R. Conan, "Guiding Principles for Fostering Productive Disciplinary Engagement: Explaining an emergent Arguments in a Community of Learners Classroom", *Cognition and Instruction, 20/4*, 2002.

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D. Sinclair and Coulthard Rank Scale

Sinclair and Coulthard used Classroom verbal interaction as their data for research into discourse analysis. Classroom Language, they felt, provided a comparatively simple and more structured style of discourse than everyday conversation.[19] By the perception then Sinclair and Coulthard produced the model of rack scale which springs from the rank scale model originally developed by Halliday, which initially focused on the speculation of grammar. Sinclair and Coulthard believed discourse needed to be a separate category of research from grammar and phonology, therefore developed a rank scale model to investigate discourse.[20] The rank scale of the Sinclair theory consists of several forms of levels. they're a lesson, transaction, exchange, move, and act. the highest of the rank scale is labeled as a lesson, followed by transaction, then exchange, move, and act. These are associated with each other in include relationship.[21] It means there will not be a move without an act, there will not be exchange without a move, there will not be a transaction without exchange, and there will not be a lesson without a transaction.

The Sinclair and Coulthard method of research relies on a "rank scale". are often a system of hierarchical organization whereby linguistically identifiable elements of discourse combine to make larger elements which successively combine to create larger elements until no larger element of discourse can be

[19]Ann Malmalah Thomas, *Classroom Interaction*, (Walton Street, Oxford: Oxford University Press, 1987), Pg. 45.

[20]Burns A, *"Analysing Spoken Discourse Implications for TESOL" In Burns, A. and Coffin, C. Analysing English in a Global Context: A Reader*. (London and New York: Routledge, 2001), Pg. . 123-148.

[21]Willis D, *"Caught in the act: using the rank scale to address problems of delicacy" In Coulthard, M. Advances in Spoken Discourse Analysis,* Pg. 111-122.

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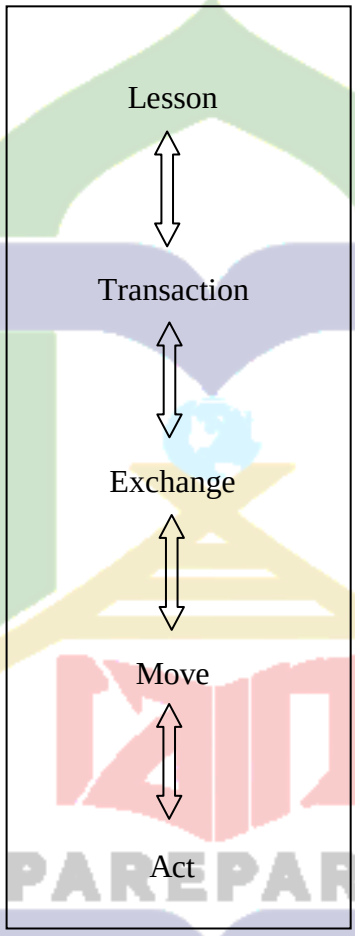
linguistically determined. during this method of research, the most important element of classroom discourse is that the 'lesson' and 'Act' because the smallest unit.[22] They are a unity that cannot be separated and complete each other.



The diagram above shows the fundamental rank scale of Sinclair and Coulthard's model. They describe the dimensions as each rank above very cheap includes a structure which might be expressed in terms of the units next below. Thus, acts combine to create moves, moves combine to create exchanges, and so on.

[22]Sinclair, J. M. And R. M. Coulthard, *Toward an Analysis of Discourse: The English Used by the Teacher and Pupils*, Pg. 60.

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Specifically, lessons encompass the transaction, and transaction consists of a mix of two main styles of Exchanges, which include 5 forms of move, which successively include 22 varieties of Act.[23] However, during this paper, i will only be discussing the amount of Act structure to target the essential and also the smallest levels of the rank scale.

E. Act Structure

Acts are typically one free clause, plus any subordinate clauses but may additionally be constituted by single words or groups.[24] Acts are the tiniest and lowest rank of discourse. Acts are wont to initiate succeeding discourse activity or reply to earlier discourse activity. there's always the most act within the initiative labeled because the head act. There are three primary head acts, which regularly appear in opening moves; elicitation, directive, and informative.

There will be cases when there's quite one act during a move, however, there must be a head act while the opposite acts are optional.[25] Nomination, bid, cue, clue, and prompt acts are all considered as subordinate elements of the teacher's initiating move, meaning that additionally to the top act there can include an accompanying act within the opening

Sinclair and Coulthard classify and define the structure of Act into 22 kinds as follow:

[23]Michael McCharty, *Discourse Analysis for Language Teachers*, (United Kingdom: Cambridge University Press, 1991), Pg. 22.

[24]Sinclair, J. M. And R. M. Coulthard, *Toward an Analysis of Discourse: The English Used by the Teacher and Pupils*, Pg. 56.

[25]Sinclair, J. M. And R. M. Coulthard, *Toward an Analysis of Discourse: The English Used by the Teacher and Pupils*, Pg. 17.

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a. Marker /m/

Marker has a function to mark boundaries in the discourse. It is acting as the head of a framing move it has a falling intonation, as well as silent stress. It is usually realized by a closed class of items *"well", "OK", "now", "good", "right", "alright"*. The teacher uses markers as the word or phrases for starting the conversation after the silence.

Example:

T: "Well, Let's start the class"

b. Starter /s/

The starter has a function to provide information about or direct attention to or thought towards an area to make a correct response to the initiation more likely.

Example:

T: "Materi yang akan kita bahas adalah Expression".[26]

c. Elicitation /el/

Elicitation has the function is to request a linguistic response. It is usually realized by a question.

Example :

T : "How are you today?"

d. Check /ch/

The function of checks is to enable the teacher to ascertain whether any problems are preventing the successful progress of the lesson. It is usually realized by a closed class of polar questions concerned with being

[26]Maulida Hasanah, "Classroom Discourse Analysis On Language Interaction At Eighth Grade Of MtsN Bendosari In The Academic Year 2016/2017".

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"finished" or *"ready", "having problems"* or *"difficulties", "being able to see or hear".*

Example :

T: "Are you ready students?"

e. Directive /d/

The function is to request a non-linguistic response. It is usually realized by a command. Sometimes the teacher taught that using Directive can make the student easier to understand something after asking for a reply. The students' knowledge can be seen by their actions.

Example :

T: "Open The second Chapter!"[27]

f. Informative /i/

It differs from other uses of the statement in that its sole function is to provide information. The only response is an acknowledgment of attention and understanding. It is usually realized by a statement. commonly, the transactional language that the teacher used to deliver the material can be categorized as the informative structure of Act.

Example :

T: "Dalam bahasa Indonesia Expression diartikan sebagai Ungkapan"

g. Prompt /p/

Its function is to reinforce a directive or elicitation by suggesting that the teacher is no longer requesting a response but expecting or even

[27]Maulida Hasanah, "Classroom Discourse Analysis On Language Interaction At Eighth Grade Of MtsN Bendosari In The Academic Year 2016/2017".

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demanding one. It usually realized by a closed class of items *"go on", "come on", "hurry up", "quickly", "have a guess*"

Example:

T: *"Hurry Up guys, Time is running out!"*

h. Clue /cl/

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

Example :

T: "Jadi ini adalah Expression bentuk…?"

i. Cue /cu/

It has a function to evoke an (appropriate) bid. It is usually realized by a closed class of which we so far have only three exponents, *"hands up", "don't call out", "is John the only one?".*[28] The teacher used Cue to influence the students by asking if there's something that can make them confuse and curious about the material.

Example:

T: "Hands Up Please!"

j. Bid /b/

It has a function to signal a desire to contribute to the discourse. It is usually realized by a closed class of verbal and non-verbal items *"Sir", "Miss", Teachers' name, raised hand, heavy breathing, finger clicking.*

[28]Malcolm Coulthard, *Advances in Spoken Discourse Analysis*, (London: Rouletdge, 1992), Pg.19.

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k. Nomination /n/

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

l. Acknowledge /ack/

The function is simply to show that the initiation has been understood, and, its the head was a directive, that the pupil intends to react. It is usually realized *by "yes", "OK", "mm", "wow",* and certain non-verbal gestures and expressions.

m. Replay /rep/

The function is to provide a linguistic response that is appropriate to the elicitation. It is usually realized by a statement, question, or moonless item and non-verbal surrogate such as nods.

Example :

S : "I'm fine, thanks!"

n. React /rea/

The function is to provide the appropriate non-linguistic response defined by the preceding directive. It is usually realized by a non-linguistic action.

Example :

S: (The students directly open the second chapter)[29]

[29]Maulida Hasanah, "Classroom Discourse Analysis On Language Interaction At Eighth Grade Of MtsN Bendosari In The Academic Year 2016/2017".

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o. Comment /com/

It is subordinate to the head of the move and its function is to exemplify, expand, justify, provide additional information. It is usually realized by a statement or tag question.

Example:

T: "Misalnya untuk menyapa orang lain digunakan ungkapan yang ini".

p. Accept /acc/

It has function is to indicate that the teacher has heard or seen and that the informative, reply, or reaction was appropriate. It is usually realized by a close class of items *"yes", "no", "good", "fine",* and repetition of pupil's reply all with neutral low fall intonation.

Example :

T: "Yes, Sir!"

q. Evaluate /e/

Realized by statements and tag questions, including words and phrases like "good", "interesting", "team point", commenting on the standard 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 an increase of any kind (negative evaluation). it's different with Accept which used neutral intonation.

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r. Silent stress /^/

The function is to highlight the marker when it is serving as the head of a boundary exchange indicating a transaction boundary.[30] It is usually realized by a pause, of the duration of one or more beats, following a marker.

Example :

T&S: (Silent/Pauses)

s. Metastatement /ms/

The function is to assist the pupils to work out the structure of the lesson, to assist them understand the aim of the following exchange, and see where they're going. it's usually realized by an announcement that refers to some future time when what's described will occur.

Example :

T: "Next meeting. We will discuss the Compliment".

t. Conclusion /con/

The function is again to assist the pupils understand the structure of the lesson buy this point by summarizing what the preceding chunk of discourse is about. it's usually realized by an anaphoric statement, sometimes marked by the slowing of speech rate and frequently the lexical items "so" or "then". In a way, it's the converse of metastatement.

Example:

T: "So, The main point is we have to know how to express our feeling well".

[30]Malcolm Coulthard, *Advances in Spoken Discourse Analysis*, (London: Rouletdge, 1992), Pg.19.

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u. Loop /l/

The function is to return the discourse to the stage it had been at before the pupil spoke, from where it can proceed normally. it always realized by a closed class of things "pardon", "you", "what", "eh", "again", with rising intonation and some questions like "did you say?", "do you mean?".

v. Aside /z/

It is usually realized by a statement, question, command, moonless, usually marked by lowering the tone of the voice, and not really addressed to the class. It is more difficult to be analyzed. It is really instances of the teachers talk to themselves, but usually responded by students.

Example :

T: "Where did I put my chalk?"[31]

F. Conceptual Framework

The main focus of this research is to analyze the types of Act Structure as the smallest part of the Sinclair and Coulthard Rank Scale. The researcher designs the Conceptual framework that can be seen as below:

[31]Maulida Hasanah, "Classroom Discourse Analysis On Language Interaction At Eighth Grade Of MtsN Bendosari In The Academic Year 2016/2017".

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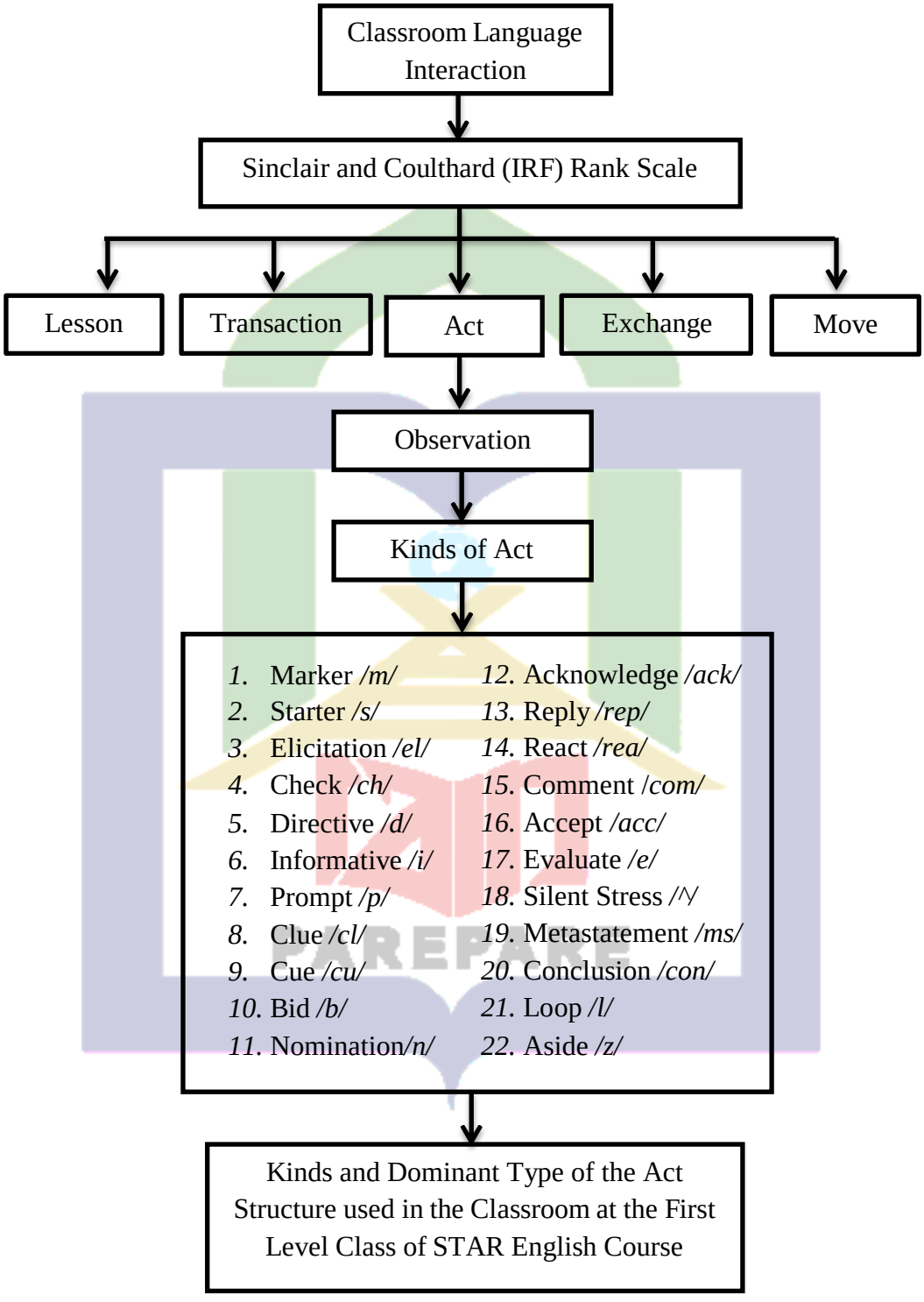

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Based on the Conceptual Framework above, then would be explained that the interaction among the teacher and students would be analyzed by using the Sinclair and Coulthard Rank Scale which introduced as the theory of analysis the Classroom Discourse. Sinclair and Coulthard's theory consisted of five scales. It is started with Act Structure and lesson as the largest scale. Observation in the classroom was used to collect the data. The focus of the research was to analyze the kinds of Act Structure used in the classroom interaction. There were 22 kinds of the Act Structure such as Marker, Starter, Elicitation, Check, Directive, Informative, Prompt, Clue, Cue, Bid, Nomination, Acknowledge, Reply, React, Comment, Accept, Evaluate, Silent Stress, Metastatement, Conclusion, Loop and Aside. The Research would be done at STAR English Course Parepare in the First Level. By this research would be known what kind of the act structure used in the classroom and which one of them which dominantly used in the Classroom Interaction.

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