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TEACHER-STUDENTS DISCOURSE IN ENGLISH TEACHING AT HIGH SCHOOL (CLASSROOM DISCOURSE ANALYSIS)

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ABSTRACT

English classroom's process of teaching and learning is an important aspect of successful English teaching and learning. The analysis of classroom discourse is a very important form which the classroom process research has taken place. The present study focuses on SMA (high school) English classroom discourse. The microethnography of Spradley was the research method deployed. Through a detailed description and analysis of the collected data referring to Sinclair and Coulthard's classroom discourse analysis model, the problem of patterns of the classroom discourse is made clear. On the basis of the discourse patterns' problem found, a few strategies for high school English teachers are put forward through the teacher training in order to improve English teaching and learning at high school in Indonesia. The research results showed that teacher talk highly dominated the English classroom discourse; 94% of teacher-students talk. IRF Model of Sinclair and Coulthard was not found in the English classroom (only IF pattern) and no lesson achieved.

Keywords: English at High School; Classroom discourse; EFL classroom discource; Sinclair & Coulthard Model.

English as an international language provides a strong appeal for most students in Indonesia. English prestige in their eyes sometimes exceeds the national language, Indonesian. Unfortunately this prestige is not comparable to the achievements of the results of English teaching at schools. Schools had not been able to make students competent in English actively. The result of FGD (focus group discussion) at Association of Teachers of English in Indonesia (TEFLIN) on 12-13 February 2011 Universitas Pendidikan Indonesia in Bandung indicated that there was 'malpractice' of English language learning in the classroom in Indonesia. This kind of activity that is suspected to be the cause of English teaching becomes less successful.

Many studies (especially in the context of research for thesis and dissertation) have been carried out to find solutions for improving the success of classroom-based English language teaching. Classroom based research commonly practiced in Indonesia deploys the research methods of quantitative research, correlation studies and experiments as well as followed by the classroom action research (CAR). In general, these studies are confirmatory of a theory and tends to be a panacea (curing all kinds of diseases). The results of experimental studies or correlations are almost always significant, and the results of CAR are always capable to improve the processes and outcomes of learning with various actions taken.

Various studies over the class-based are also based on the problems that are hypothetical. That is, the problems identified through conjecture based indications. It is analogous as doctors Determine a patient's disease solely based on the patient's complaints. So far that has been remain rarely done is the study of identifying research problem through a general check-up which is a thorough portrait of the

actual conditions based on the results of direct examination (classrooms). A thorough understanding of the conditions actually very important because it can maximize the solutions to be taken appropriately. It is exactly like a doctor who is giving the right medicine for a disease which has been examined and determined accurately. Therefore, the study of the real problems is very important to do. This study tried to assess the factual conditions in the realm of nature without manipulation in order to get the authenticity of the phenomenon and so a thorough assessment can be accurate.

Research of classroom discourse is important since it is as a mediator between social practice and actual practice in the classroom. The use of critical theory to describe, interpret, and explain the classroom interaction seems more appropriate to examine the discourse of class and to discover the nature of the discourse practices used by teachers and students. But of course this is not enough to reveal the secret of what actually happens in the classroom practice. Therefore, the study of classroom discourse analysis in this study using microethnography approach is to deepen within that specific scope of the study.

Communication patterns found in language classes to be special. The uniqueness of communication occurred because the form of the language used simultaneously is also as a means for achieving the goal of teaching. Meanings and messages flow into one object at a time of unity. As a means of teaching, language becomes the focus of activity, the primary purpose of teaching, and the instruments to achieve the goal of teaching (Walsh, 2006: 3).

In 1975 Sinclair and Coulthard expressed the need for a descriptive system for classroom discourse. Both found a regular structure in verbal interaction between teachers and students, and produce a model 'structure of exchange'. Although the framework can be generalized to any event of learning in the classroom, but not necessarily the behavior of the teacher in the classroom such as the concept of Sinclair and Coulthard. Peculiarities of English classes in Indonesia, especially in Jakarta will be the general pattern if found similarities which may become the general rule. If Sinclair and Coulthard considered a model is the standard model then is an English class in this study over the standard or substandard. The focus of this research is the study of discourse analysis model class Sinclair and Coulthard to explore how the discourse in developing the knowledge and ability to speak English in an English class in high school. sub-focus research is related to the structure of the exchange or teacher-student communication are formed in some of the ratings, namely: (1) lesson, (2) transactions, (3) exchange, (4) move, and (5) act.

Interest in the class discourse has emerged since the 1940s. But the new 1975 Sinclair and Coulthard started reviewing the discourse by making the learning process as an object and focuses on the typical structure of classroom discourse. Sinclair and Coulthard have developed a model of the discourse of class known as Birmingham models-which was inspired by the idea of Halliday's description of grammar based ranking scale. This model examines the rate of exchange (exchange) patterned-Initiation-Response Follow-up or Feedback (IRF), Mehman (1979) using the Initiation, Response, Evaluation (IRE) as a description of the structure of discourse that occurs in the classroom. Since the early writings Sinclair & Coulthard in 1975, the description of the structure of classroom discourse continues to grow. Sinclair & Coulthard found that the use of language in the classroom has a strict sequence and pattern of highly structured conversation. To create a description of

the structure of discourse, follow the language found in the class can be defined according to function, and therefore can be determined categorization (Christie, 2002: 1-10).

Model of Sinclair and Coulthard, as said earlier a similar model of Halliday, in the form of rating scale models and contains five ratings: 'lesson' lesson; 'Transaction' transactions; 'Pertukaran'exchange; 'motion' move and 'follow' act, and fifth to one another on the basis of the relationship "part of". Hierarchical rank, the largest unit 'pelajaran'dan' tindak'sebagai smallest unit. Sinclair and Coulthard identifies twenty-two groups 'acts' (follow-language category Sinclair and Coulthard), which together form five groups 'motion'. Groups 'motion' form 'exchange', a number of 'exchange' form 'transaction', some 'transactions' to 'learning'. See the following class discourse structure.
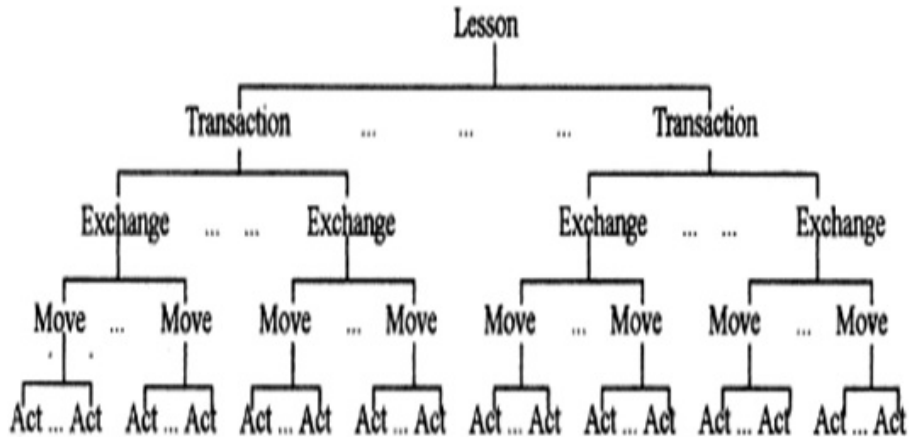

Figure 1. The structure of a lesson

Assessment model of discourse analysis is usually focused on the level of 'exchange' exchange, a sort of grammar study focused on the clause. There are two types of exchanges, Boundary and Teaching. Boundary exchanges sort of limiting the start and end of lessons, shaped framing move ataufocusing move. The second type of 'motion' is characterized by 'acts' like 'well', 'good', 'okay'. As the name implies, teaching exchanges related to the sustainability of the process of teaching and learning activities that teachers do, the teacher can do with the distribution of information (informing), directives (directing), appearance (eliciting) or examination (checking). Assessment base discourse analysis focuses class' exchange of teaching '(teaching exchanges) consisting of' movement of the early 'initiation moves (opening term move Sinclair and Coulthard),' the motion response 'response moves (motion answers), and the' motion advanced "follow- up moves. This structure is known as IRF or IRE. Assessment IRF structure this be the beginning of class discourseanalysis.
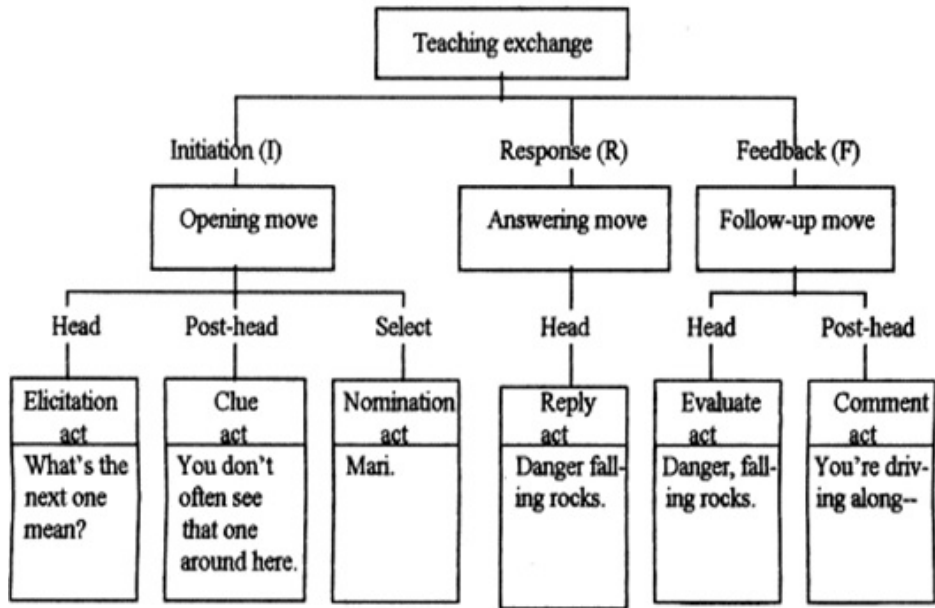
Figure 2. The structure of an exchange

Interactions that occur in the classroom that is so structured and planned indeed match examined discourse analysis models Sinclair & Coulthard, but as a communication events have meaning and impact not just the structure. Francis and Hunston criticize acts in AWK language is seen from the plot alone (the relationship of the speech with another speech) is not assessed as a whole discourse (Francis and Hunston, 1992: 123-161). Further Malouf noted that follow AWK language is identified as a single motion not only acts that can apply more than one function (Malouf, 1995).

The language in most of the second language classes (classes in English in Indonesia) not only as a medium of learning but also as an object of study. In other words, in language teaching -medium is the message. While the teachers who teach the students first language (L1) (for example, the Indonesian teacher to students who speak Indonesian) also uses language as -media and learning objects (Long & Sato, 1983: 9) The difference between L1 and L2 class is the fact that unlike students L1, L2 students in many cases have not been able to develop a high level of ability in L2 (Lee, 2010).

Based on this, the communication is considered -problematic medium grade, for teachers and students L2.Kompleksitas is formed by the fact that in many L2 classroom setting, teachers and students may come from socio-cultural background different and the expectations of different learning outcomes which can sometimes lead to misunderstandings (Walsh, 2006).

Practice communication in the L2 class has a fundamental effect on the creation of an effective learning environment and the learning process L2 (Hall & Walsh, 2002). Understanding the dynamics of classroom discourse, therefore, important in learning (Karen E. Johnson, 1995; Kumaravadivelu, 1999; Walsh, 2006b).

To gain a better understanding of the complexity of the discourse of class L2 (L2CD), the researcher has used the analytical framework, including the analysis of

interactions (eg, Allen, Fröhlich, & Spada, 1984; Bellack, Kliebard, Hyman, & Smith, 1966; Fanselow, 1977; Moskowitz, 1971; Spada & Fröhlich, 1995), discourse analysis (eg, Bowers, 1980; Brock, 1986; Chaudron, 1977; Cullen, 2002; Sinclair & Coulthard, 1975; Tsui, 1985; Yang, 2010), and conversation analysis (eg, RL Allwright, 1980; Y.-A. Lee, 2007; Markee, 1995, 2004; Mori, 2004; Seedhouse, 2004; Ulichny, 1996; Wong & Waring, 2010). This tradition has provided valuable insight L2CD of the complexity of nature, in particular concerning teacher-student interaction, because interaction is an important element in the learning process L2.

According to Walsh interaction in the classroom language (L2) is essential for learning events, learning occurs as many interactions that occur during the learning takes place. Van Lier (1996: 5) adds that interaction is the most important element in the curriculum. The most comprehensive discussion about communication L2 class inferred Chaudron (1988) which states that the speech teacher (teacher talk) accounting for approximately 2/3 L2 classroom interaction while greeting the students about 1/3 of the time. Nunan and Bailey (2009) established the distribution of this peculiar communicative in the L2 class dominated by the term -teachers L2CD.

Ethnographic research has a lot of meaning emerged recently as the other terms in the qualitative approaches such as case studies, life history (biography), participant observation (participant observation) and even the term qualitative research itself. However, there are some general principles of ethnographic characteristics according Pole & Morrison, namely: (1) focus on the location, event, or a particular background; (2) attention to social behavior at the location, event, or background; (3) the use of a variety of research methods that may combine quantitative and qualitative approaches but the emphasis on understanding the social behavior of the locations, events, or specific background; (4) suppression of data analysis that departs from the detailed description to identify the concepts and theories which are based on data collected from the location, event, or background; (5) an emphasis on thorough research that the complexity of the event, location, or specific background is more important than generalizations (Pole & Morrison, 2003: 3).

Further Pole & Morrison affirms that ethnographic study aimed to identify common characteristics associated with the nature of the results of ethnographic and what may be obtained with respect to the knowledge and understanding of the social world.

Education becomes a fertile ground for ethnographic field for more than two decades. More specialized in language education has led to the peculiarities of a new type of research, known as class discourse analysis. Classroom discourse analysis approach to language and literacy events originated from the approach known as social linguistics or social interactional. Such an approach combines attention to how people use language and other communication systems that build language and literacy events in a process that takes into account social class, culture, and politics. Bloome (et al) called micro-ethnographic approach (2005: i-xvi). This approach is also known as the ethnography of communication or approach discourse analysis developed from ethnographic sociolinguistics (Gumperz & Hymes, 1972; Hanks, 2000; Hymes, 1974) .Bloome (2003a; Green & Bloome, 1998) adds that researchers in education have made the history of his own research in the study of the use of

language in different classes (but complementary) of anthropology, linguistics, sociology, and social psychology.

This kind of research, dissertation Andriany (2011) examines the interpersonal speech in classroom discourse. The results showed that the representation leksikogramatika interpersonal speech in the texts studied showed that all modes found in any good text realized teachers and students. Dissertation by the method of discourse analysis class at the University of South Florida who focuses on the influence of the teacher talks by Petkova (2009). Similar dissertation from the University of Melbourne (Woodward-Kron, 2007) on the application of problem-based learning in science kesehatan.Kajian closer to the dissertation research plan is the work Lahlali (2003) of the Department of Linguistics and Phonetics University of Leeds, entitled Moroccan Classoom Discourse and Critical Discourse Analysis.

METHOD

The purpose of this study is to describe and explain the phenomenon of the practice of English language learning with a particular focus on the interpersonal relationships between teachers and students through the study of classroom discourse analysis methods mikroetnografi.

Where the research was conducted in SMA Budhi Warman II Jakarta in the academic year 2013/2014. Secara purposively selected empirically schools have teachers and students quality levels are relatively standard marked with school accreditation ratings.

Background research is the process of learning English. Background cultivated bias.Objek authentic and free of the influence of the study did not know that being studied or used as research material. Background research is all activity, all the artifacts, all signs that occur in the communication process of learning.

Mikroetnografi method used in this study is based on classroom discourse analysis study (Sinclair and Coulthard, 1975, 1992; Mehman, 1979; Willis, 1992; Malouf 1995; Kasper, 2001; Walsh, 2006; rymes, 2008). Mikroetnografi research methods and procedures can be summarized in the Figure 3.

Data is in the form of a transcript of an audio or video recording of teachers who teach English. Data were taken without the knowledge of the teacher under investigation. The authenticity of the data into the data base to be taken into the main. Location research schools in Jakarta.

The research data in the form of all acts of verbal and nonverbal which occurred during the process of learning English takes place, both teachers and students. The main data sources are learning communication events. Bloome (2005: 5) referred to by the term "event" is a theoretical construct, a heuristic for making an inquiry into how people create meaning through how they act and react to each other ".Bakhtin (1981: 276) a kind of data and data sources This as a "living utterance".

Brewer (2000) refers to ethnography as a method and ethnography as a methodology. The method is a tool used by researchers to collect data, such as questionnaires, interviews, observations play a role as well, and so on up to the technique of how the data were analyzed, such as reading the text, content analysis, statistical analysis with a computer, discourse analysis classes (Pole & Morrison, 2003).
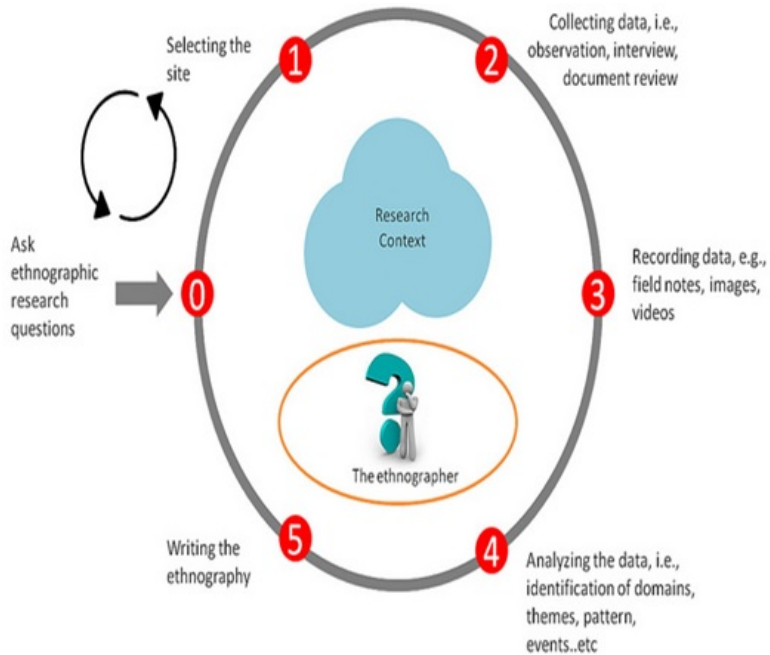
Figure 3. Ethnographic Research Cycle (Spradley, 1980: 29; Emzir, 2009: 157)

Techniques and procedures for data collection can be retrieved from the image ethnographic research cycle (Spradley, 1980: 29; Emzir, 2009: 157) .In particular event data collection procedures anything that happens in the classroom is more comprehensive with audio and video recording of activities that occur in class. Thing that allows for this is the use of CCTV (audio-video) recording in full all learning activities.

Analysis ethnographic data according Fife (2005: 119-137) begins with the initial analysis (preliminary analysis) to obtain a global overview of the data that have been tabulated. This stage is often called domain analysis. This preliminary analysis is continued data encoding (coding the notes / script) that generates the initial theme (preliminary themes). This step is similar to the taxonomic analysis. The next step is called the micro analysis to obtain special rules or thematic patterns (thematic patterns). At this stage already obtained the desired image is called "ground up". The other name of this analysis is componential analysis.

The second analysis is an analysis of the conclusions of several sub focus of research to get a conceptual pattern (conceptual patterns). This step in the other terminology known by the analysis of cultural themes. The third step is optional which is checks if there is a difference in the pattern (differences between patterns). Deepening the analysis is necessary if it is found the difference to get the meaning of the difference.

Analysis of the research data will refer to the structural model developed by Sinclair and Coulthard. Analysis of the data to get how the act occurred in the research data; which then proceed to get the models move and exchange; and transaction models that lead how the model lesson actually happens in classroom studies.

Credibility in this study is done by sampling the CCTV footage that allows data to be recorded in accordance with the original without engineering. Extension of the observations made possible by video footage can be reviewed repeatedly. This also allows researchers to check again whether the data that has been found wrong or right. Thus researchers can provide an accurate description of the data and systematic. Triangulation will be done in this study a data checking of sources and different data collection techniques, interviews or questionnaires to students in addition to the use of video recording. Triangulation time is done by taking the data with a time different, the morning of learning and learning during the day. The use of audio-video recording on any data collection will support the credibility.

Transferability relates to the extent to which the results of the research can be applied or used in other situations. Associated with this procedure and the results of the study are described in the form of detailed reports, clear, systematic, and can be trusted with the enclosing supporting data.

Test dependability is reliability in terms of the quantitative paradigm. All traces of documented research in order to audit the entire process penelitian.Uji Konfirmabilitasmirip dependability test, the test results of the research associated with the process. If the research results is a function of the research process, the research has met the standards konfirmabilitas.Oleh because the two tests are often performed together. The second test of the validity of the data is evidenced by objective facts as evidence of the research process was conducted and resulted in the desired data.

RESULTS

After recording (transcripts) all video recording English learning events carried out a data reduction step to obtain sufficient data comprehensively used as research data. From about 29 recordings, were selected to receive two recordings intact and represent a fairly comprehensive overview of all recorded data. The result, are two activities (Lesson 1 and Lesson 2) Learning English with the same topic but taught by different teachers, different classes, different times. This is intended to get an idea of the general pattern of how teachers implement the learning in the classroom.

The findings of the research results of the assessment and analyzing event data communication in the classroom with heurmenetik interpretative approach and classroom discourse analysis is as follows.

Results of follow-analysis study that teachers and students in English language learning events is as follows. This data was obtained from the analysis of all acts (verbal and nonverbal) which are classified by Sinclair and Coulthard to 21 acts (act). Follow in verbal form is one particular meaning. Every act represents a meaning or a deed.

It stands out from the data above is marked block (yellow). At Lesson 1, the follow-elicitation (elicitation) reached 14.38% of total offense, directive (directive) 13.93%, and informative (informative) 23.82%. At Lesson 2, the follow-elicitation (elicitation) reached 13.55% of total offense, directive (directive) 05,75%, and informative (informative) 36.34%. Elicitation is a follow teachers who expect a response in the form of questions of linguistics. Directives are usually in the form of orders and expect a response nonlinguistic. Informative is a follow teacher-shaped

single statement serves to inform and expect acceptance and understanding of the information provided. Protrusion or the dominance of the three acts above indicates that follow the teacher in learning is very dominant. The following data graph will facilitate the dominant image based on the data above.
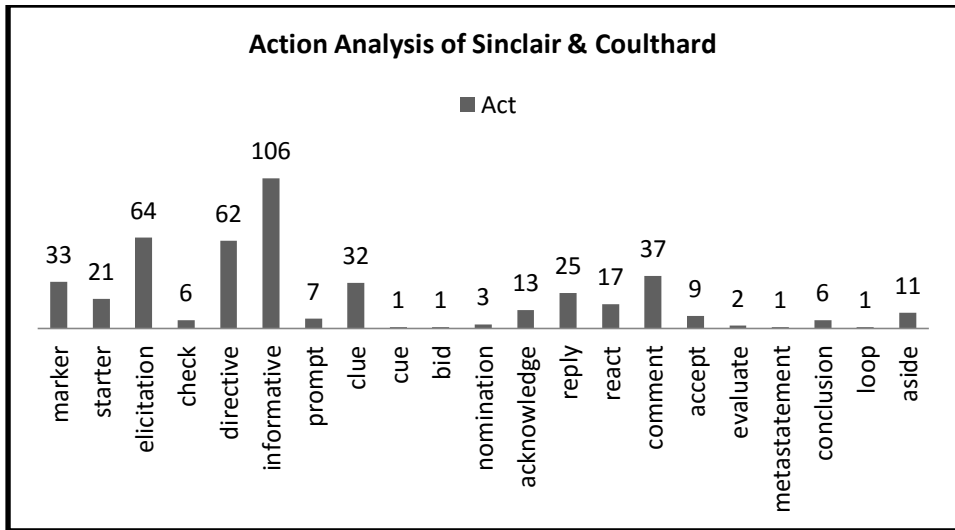
Action Analysis of Sinclair & Coulthard

- Act

marker 33, starter 21, elicitation 64, check 6, directive 62, informative 106, prompt 7, clue 32, cue 1, bid 1, nomination 3, acknowledge 13, reply 25, react 17, comment 37, accept 9, evaluate 2, metastatement 1, conclusion 6, loop 1, aside 11

Figure 4. Graph Analysis results of actions of Teacher-Student Lesson 1

Action Analysis Result of Sinclair & Coulthard

- Act

marker 23, starter 11, elicitation 66, check 2, directive 28, informative 177, prompt 6, clue 8, cue 0, bid 0, nomination 2, acknowledge 18, reply 30, react 13, comment 74, accept 3, evaluate 1, metastatem... 2, conclusion 0, loop 2, aside 21
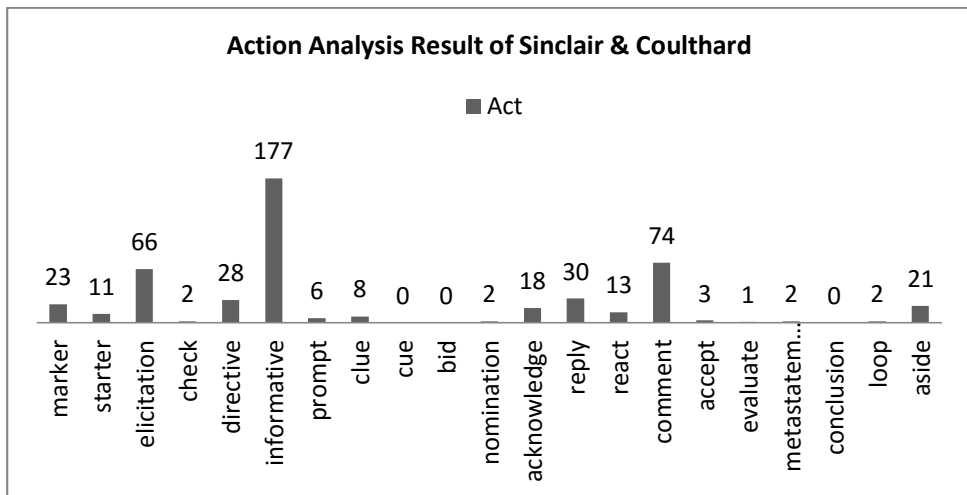
Figure 5. Graph Analysis results of actions of Teacher-Student Lesson 2

The dominance of language teachers evident from the high frequency of follow-elicitation, directive, and informative. If explored further quite extreme dominance of language teachers for language classes, especially in the event of communication English language learning. Of total instructional time is used for 75 minutes, greeting students is only about 10 minutes divided by a few students, the rest of the words of

teachers. Greeting students and even then only in the form of answers to a single word or phrase in the text rang.

Further analysis with instruments BIAS (Brown Interaction Analysis System) indicates that the language teacher (language teacher, teacher question, teacher response) only reached 94% while the students only 6% of the total.
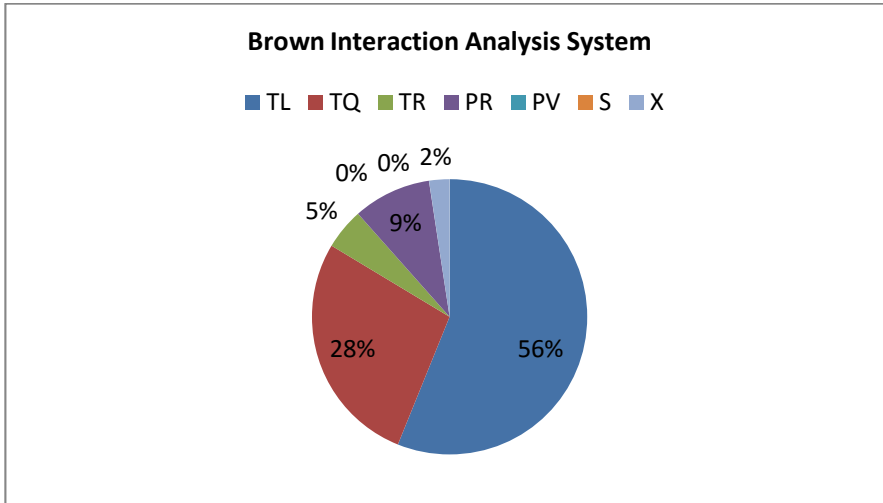

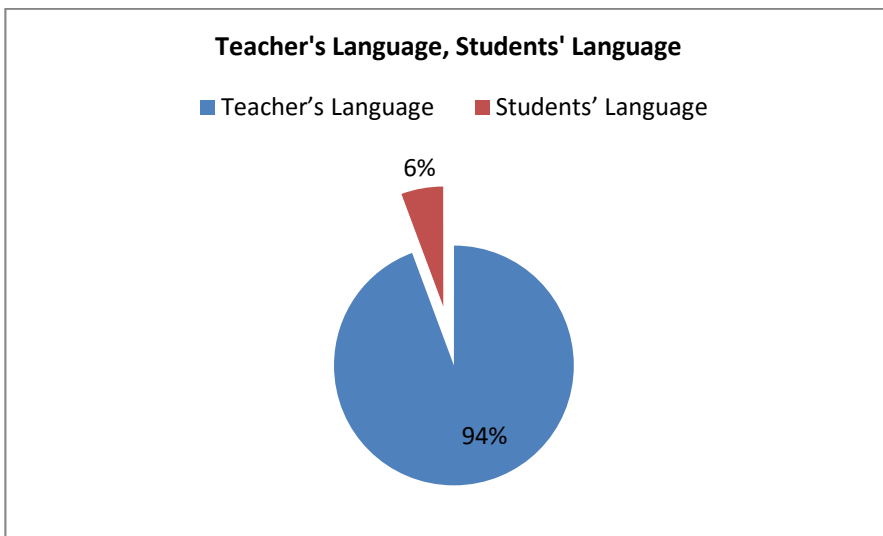Figure 6. Analysis Result of BIAS Lesson 1

Figure 7. Teacher's Language (94%), Students' Language (6%) Lesson 1

A similar case was shown the results of the data analysis Lesson 2. Lesson 2 more shows how language teacher continued to dominate. Though this data is derived from many different teachers, different classes. Consider the results of the analysis BIAS in Lesson 2 below.
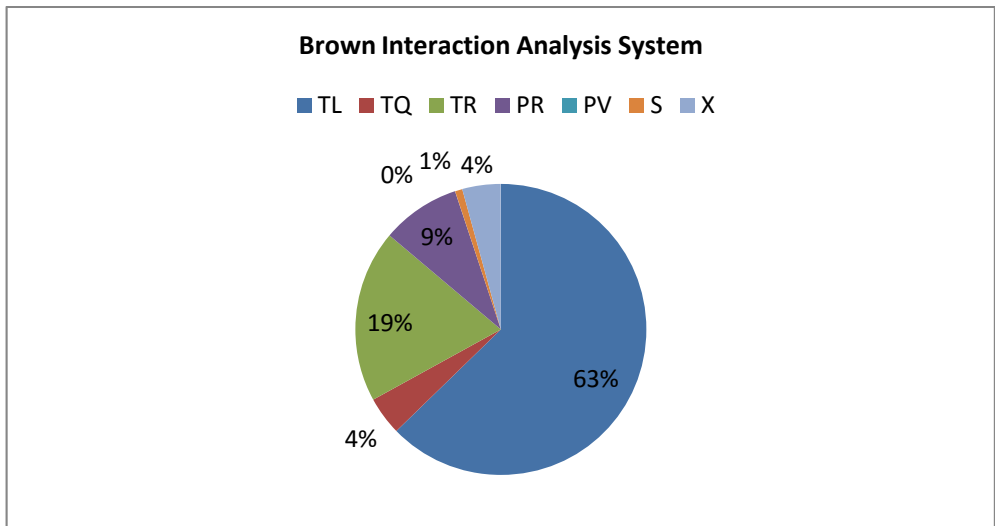
Brown Interaction Analysis System

■ TL ■ TQ ■ TR ■ PR ■ PV ■ S ■ X

0% 1% 4%

9%

19%

4%

63%

Figure 7. Analysis Result of BIAS Lesson 2

Teacher's Language, Students' Language
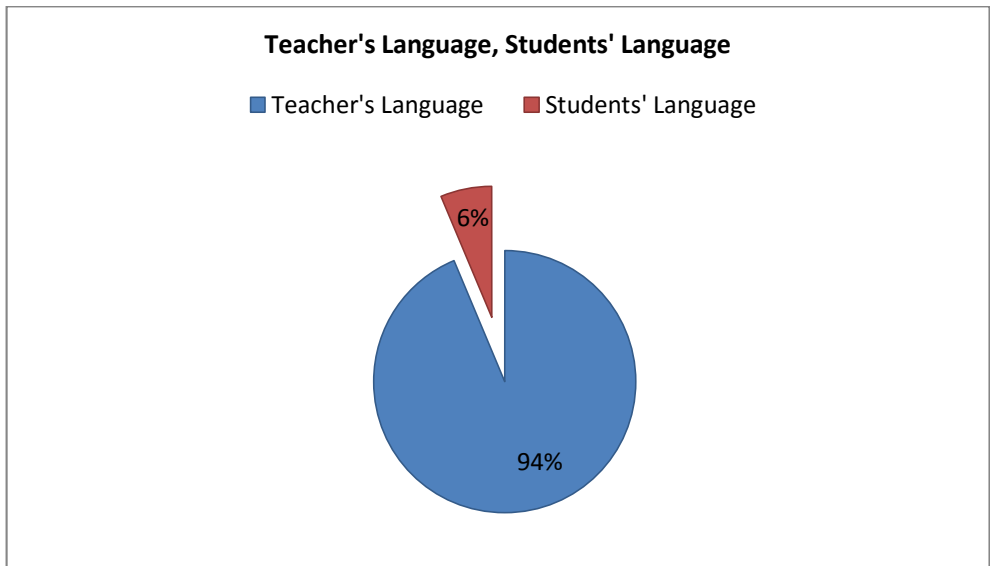
■ Teacher's Language ■ Students' Language

6%

94%

Figure 8. Teacher's Language (94%), Students' Language (6%) Lesson 2

DISCUSIONS

Results of studies on class communications L2 (second language) concluded Chaudron (1988) which states that the speech teacher (teacher talk) accounting for approximately 2/3 L2 classroom interaction while greeting the students about 1/3 (or 30%) of the total time, The results showed far exceeds the Chaudron findings, that only 6% .Nunan and Bailey calls this odd distribution in the class L2 communicative with the term -teachers dominated L2CD.

Based on the research results Sinclair and Coulthard was found that the language in which the rigid class structure order, therefore, the pattern of the talks to be very structured. Thus, in determining the structural description of class discourse, follow the language found in the class can be determined according to function and categorization (Willis, 1992: 111-122).

Rating classroom discourse analysis models contains four components, namely: transaction, exchange, move and act. Sinclair and Coulthard, in the original model includes all the elements of the fifth lesson, contains transactions. This ranking is formed by the unit underneath. Thus, the transaction structure provides the unit exchanges; exchange contains the unit moves, and move containing unit acts. It can be analogized lesson as the theme of the discourse; the discourse is divided into chapters, paragraphs, and sentences.

The structure of the model developed Sinclair & Coulthard is patterned structure IRF (Initiation-Response Follow-up or Feedback). Classroom discourse analysis research through this model rests more on the level of exchange, can be analogized as the study of grammar focuses on the clause. There are two types of exchanges, Boundary and Teaching. Boundary exchanges marked the beginning stages of a lesson, and are arranged in the form by framing move or focusing move. Typical framing and focusing moves demonstrated by acts (acts) as 'well', 'good', 'okay'. Teaching exchanges focused on the actual progress of the lesson, and depending on the purpose of the teacher, can be realized through acts of informing, directing, eliciting or checking.

Teaching exchanges containing initiation moves (called the opening move in the original model Sinclair and Coulthard), response moves (move answers), and follow-upmoves. This kind of structure (IRF) is often cited, and the basis for data analysis in research ini.Struktur IRF-based discourse is characteristic of teachers, which is described by the teacher to ask questions or provide information, students give a response or reaction, then the teacher comment or evaluation.

IRF The model was widely criticized because it does not match the current language teaching methodology and technology-based. Unfortunately, the research data shows that even for conservative model IRF any sort of class studied did not show it.If see the amount of the action (act) which is dominated by the teacher, as much as 94%, it can be concluded that the pattern of IRF difficult terjadi.Yang happens is, every 15 new follow-language teacher then there is a follow-language students.

Brief conclusion of this finding is hardly the learning process. IRF pattern Sinclair & Coulthard from the above data does not seem to show a pattern IF terjadi.Data without waiting R of students. The pattern that occurs is not TST, TST, TST but there is a kind of TTTTTSTTTTTTT. This pattern into the pattern of teacher-student discourse in English classes studied.

The final target of learning is mastery of specific competencies. The data shows that at the end of the lesson the teacher says "So, today we study about listening narrative by doing so, we are today discussing narrative with, listening. Reading.Next speakingnya week, yes, speakingnya next week. ". The learning objectives stated above teacher if communication data analyzed learning occurs thing leads to simplification of the concept of skill berbahasa.Listening understood as listening to the teacher or the student reads the text interchangeably, without any

any response to that didengar.Reading interpreted as sounding the text (pronouncing).

Limitations of this study with regard to data collection and sampling. The research sample should be at least two schools were sufficiently qualified, but permit installation of equipment CCTV not easily obtained. This limitation is mitigated by making a long recording.

CONCLUSION

Based on the findings of research and discussion, it could be concluded that teacher-student act in classroom discourse of teaching English in high school was dominated by teacher's act and speech that reached 94% out of the total acts of English classroom discourse and the available time as well as used time. Furthermore, the structure of classroom discourse of teaching English in high school was in an asymetric form which was not in accordance with the the learning copcept based on the recent English teaching and learning approach. Instead of IRF (Initiation-Response-Follow up) model, the result shows that the structure of teacher-students discourse found in English classroom tended to be mostly IF (Initiation-Follow-up by teacher).

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