ABSTRACT

Nur Jannah, 2012, *An Analysis of Classroom Discourse In Speaking Class of English Department Students At University of Mummadiyah Gresik.* A Thesis. English Department, Faculty of letters, States Institute of Islamic Studies Sunan Ampel Surabaya. Advisors: Dra. Irma Soraya, M.Pd and Rakhmawati, M, Pd

Key words: Classroom Discourse, Model of classroom Discourse, exchange, move, act, speaking skill.

Teaching English as foreign language to the learners involves certain difficulties. The most important in teaching learning process is how to prepare learners to use the English language so they are able to participate in conversation not only in class but also outside the class. In language studies there are two potential objects namely sentence and utterance. To explain these phenomena's of potential object adequately approach are needed, and discourse analysis can be one the alternatives.

In this thesis, the researcher focuses on classroom discourse analysis. The research aims were: 1) Describing the model of classroom discourse occurs in speaking III class of English Department Students at University Muhammadiyah Gresik. 2) Describing the kinds of Moves and Acts that occur in speaking III class of English Department Students at University Muhammadiyah Gresik. This research is a descriptive qualitative research conducted in the University of Muhammadiya Gresik. The data were the interaction between student and students in presentation class of Speaking III. The data were in the form of conversation recording in the class between students who as Speaker and others student who as Hearer and then transcribed orthographically.

Technique of data collection was done by using observation, recording, and taking notes. The data analysis technique used Classroom Discourse and qualitative interpretation. The results of the study were: 1) the model of classroom discourse that occurred in speaking III class used the model presented by Sinclair and Coulthard which involves Transaction, Exchange, Move, and Act; 2) there are seven types of moves occurring in speaking III class; opening, framing, answering, follow-up, focusing, eliciting, and initiate. 3) There are fiftcen types of acts occurring in speaking III class namely: alert, greet, elicitation, question, statement, nominate, conclusion, thank, answer.bid, starter, clue, disagree, loop, acknowledge, evaluate, marker.

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Suggestions for teacher are: The teachers should know the roles of teacher and students in using language in order to create better communication, and the teachers have to understand how their language affects their role in the classroom, so for teachers they can begin to use language more consciously. And for students, Students able to make the best use for opportunities that given by teacher such as presentation activity, debate, discussion or role play in class, this is can make them explore the use of target language properly, and also can improve their skills in practicing language fluency. And for future researcher can do classroom discourse not only from the rank scale model, but they can develop the research in critical discourse analysis as like in the instruction that used by teacher in class. They also can observe classroom discourse analysis in others subjects such as teaching listening, phonology, semantic and others. In those subject the interaction between teacher and students are mostly happen, so it can be easy to do a classroom analysis.

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