CHAPTER 1

INTRODUCTION

In this background of the study it will clarify the reason why the researcher attempted to analysis the study. Also in this chapter will explain the significant of the study to inform the advantages of the study. Furthermore, it will be followed by the scope and limitation these explain about where the data will be taken and what does the researcher focus on. The last part of this chapter is the definition of key terms to the reader in order to comprehend the content of the study.

A. BACKGROUND OF THE STUDY

Language is a mean for communication in everyday life. With language people can interact with others, People can convey message, give signal, gesture, and postures with language. By Language people also able to clarify ideas and feeling. Collin Cobuld Essential English Dictionaries in M.F patel and Praveen defines language as[1]:

> "language is a system of communication through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking or writing"

In short, language is the method for human for communication, the form of language can be spoken and written, in verbal people easy to communicate with others because they talk verbally that consist of a set of sounds, for written used some symbols that has meaning usually the symbol of each country is different.

[1] M.f Pateel and Praveen, *English Language Teaching,* (Jaiput: Sunrise Publisher,2008)p.28

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Dewi pratiningsih state that learning language is not only to develop learners' intelligence but also to keep social interaction and emotion. Learning language will stimulate learners in expressing some ideas, mind, and their feeling.[2] It means learners can take part in the society with their language Such as to share information, to express attitude and to argue.

The communication pattern in classrooms are special, it is different those found in content based subject. According to Walf Communication in classroom is unique because the linguistic form uses are often simultaneously the aim of the lesson and the means of achieving those aims.[3] Thus, the differences of language classroom and language that used in society are the aim; language classroom is means tool for get the aim of the lesson. But for society the aim of language is universal, it can be to take part in communication, to share idea, etc. Thornburg quoted in Walf states that: [2]

> "language classrooms are language classrooms [original emphasis], and for the teacher to monopolise control of the discourse – through, for example, asking only display questions – while possibly appropriate to the culture of geography or maths classes, would seem to deny language learners access to what they most need – opportunities for real language use".

Thus, in classroom language is the main tool for teacher to give question, to share the idea, and to control the class. It is showed that language in teaching and learning process has high position to achieve the goal of the lesson.

Guy cook states that in language studies, there are two potential objects namely sentence and utterance. Sentences are used to study language how language

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[2]Pratinigsih Dewi,thesis. "*A Classroom Discourse Analysis in The Teaching Learning Process of English in SMAN 1 Wonosari Klaten*" (Surakarta: University of Muhammadiyah Surakarta,2011) p.1
[3]Steve Walsh ,*investigating Classroom Discourse,*(Canada: Routladge, 2006),p. 3

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rules operate while utterances are used to study language in use for communication.[4] As mean language can be seen from different linguistic form, therefore, it brings the consequence that different context may create different linguistic forms. Also, the same linguistic forms may have different meaning when they are used in different contexts.

To explain language phenomena adequately approaches are needed. Discourse analysis can be one of the alternatives. Brown and Yule define discourse analysis as "analysis of language in use"[5]. Thus, Discourse analysis refers to the study of the relationship between language and the context in which it is used. Furthermore, according to Van Dijk Discourse analysis covers various phenomena of language, text, conversational interaction, and communicative events.[6] This is supported by Rankema who states that discourse understands how language is used by people to act socially and achieve their goals in variety of social context.[7] As means that language that used in society has different functions which are to achieve their aim in communication.

According to Van Dijk the term of 'Discourse' refers to a "form of language use,"[8] discourse refers the use of language in different contexts. Such as Doctor-patient discourse , teacher-students, political discourse and medical discourse. Guy cook states that language teaching has divided discourse analysis into two major

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[4] Guy cook, *Discourse.*(New york toronto: Oxford University Press, 1989)p. 6
[5] Gillian brown and Goerge Yule, *Discourse Analysis*, (new York: University Press, 1983), p. 1
[6] Teun Van Dijk,*Discourse as Structure And Process* (London : Sage Publication, 1997)p. 2
[7] Jan rankema, *Discourse of Course,* (Amsterdam: John Benjamins, 2009)p.16
[8] Teun Van Dijk, *Discourse as Structure And Process* . p.1

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categories, there are: the spoken and the written. Spoken discourse is verbal records of communicative act that processed become written transcription, and written discourse is reproduction in printed materials of discourse. [9]

Discourse analysis studies in communicative event by considering context. In relation to this Brown and Yule states that in analyzing discourse form is not enough, in order to be able to communicate successfully there are more to using language than being able to produce correct sentences.[10] It implies that language which is used in communicative events cannot be explained merely based on its grammatical structure, context in which the language used should also be considered.

Discourse analysis helps us in understanding how real people use their language, therefore of immediate interest to language teacher because we need to consider how people use language when we design teaching materials, or when we engage learners in exercise and activities aimed at making them proficient user of their target language, or when we evaluate a piece of commercially published material before deciding to use it.

To certain extent grammatical structure cannot explain certain language phenomena because they analyze linguistic form and the function of using language. Discourse analysis examines of language in relation to its purpose and function in the

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[9] Cook Guy, *Discourse.*(New York Toronto: Oxford university Press,1989) p.50
[10] Gillian brown and Goerge yule, *Discoursse Analysis*,(new York: University Press, 1983), p. 105

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process of interaction among people. Teaun Van Dijk explains that discourse is a linguistic unit beyond sentences which is used to communicate in social context.[11]

George and Yule said that classroom community is closely related to speech event. A speech event refers to a set of utterances produced in a social situation. It is an activity which is the participants interacts with language used in conventional ways at some outcome[12] it means that speech event is the community of people who do interaction via language related to this Van Dijk states that Classroom discourse is a communicative event with specific features which are differences from other discourse such as courtroom discourse, patient-doctor discourse, and parent-child discourse[13]. Communicative approaches to language learning have placed it through a better knowledge of classroom process.

Talking about classroom and its research tradition, Clandon in Nunan identifies four different research tradition in language classroom namely psychometrics, interaction analysis, discourse analysis, and ethnography.[14] The typical issues of discourse analysis is the analysis of classroom discourse, the method is studying classroom transcripts and assigning utterances into different categories.

Based on Chang the types of classroom discourse are discussion, asking and answering question, storytelling, genres, novels and debates.[15] Discourse in a

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[11] Teun Van Dijk,*Discourse As Structure And Process* (London : Sage Publication, 1997)p. 1
[12] George Yule, *Pragmatics* ,(oxford: oxford university press) 1996 p.57
[13] Teun Van Dijk,*Handbook of discourse analysis vol 2: Discourse and Dialogue(London: Academic Press)* 1985. P 119
[14] David Nunan,*Understanding Langage Classroom,*(Great Britain: Cambridge University Press) P. 4
[15] Change, "*Classroom Discourse*" www.teacher.net/gazetta/JULO2/chang.html accessed on may, 23. 2012

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classroom can be divided 4 models namely, initiation-response-evaluation (IRE), instruction, probing question and argumentation. IRE is traditional pattern in discourse. In which the teacher ask question, then students answer after that teacher give evaluation. Change states that giving instruction is second types of discourse[16], which is in this case monopolized by the teacher. The teacher gives either directive or informative statements. Furthermore, change states that the students do not respond verbally but by following them physically that showed that they have understood with the instruction.

The next discourse model is probing question. According to change it is a more complex structure with less defined rules. The teacher ask thinking questions and the students are encouraged to give longer answer through their thinking. Their answer may challenge the teacher's position but may easy for teacher to respond. However, evaluation does not come immediately after student's responses. The teacher do not respond directly whether the student's answer is correct or wrong, the teacher withheld or silent when there is something wrong. And ask students to think again.

Sinclair and Coulthard propose five rank structures of propose five rank structures of classroom interaction namely lesson, transaction, exchange, move and act.[17] Also traditional model of structure in classroom discourse proposed by Sinclair and Coulthard are IRF, initiation, respond, and feedback. It obviously seen that

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[16] Ibid. p. 2
[17] Malcom Coulthard, *Advance in Spoken Discourse Analysis,*(new York : Routledge, 1992). P 5

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participation is needed in the display of academic knowledge. Teacher and students mark the boundaries of interactional sequence. The participation of the classroom event should be aware where and when they have to take turn.

By doing this research, the researcher want to know the model of classroom discourse that occur in speaking III class of English Department Students at University of Muhammadiyah Gresik. In University of Muhammadiyah Gresik Speaking III course is one of the subjects that students are required to take. In this university this subject is offered for four semesters namely speaking 1 in semester 2, speaking II have to take in semester 3, and in semester 4 students take speaking III, and Public speaking the last course of speaking subject in semester 5.

Encountering the above phenomena of language in use in the classroom it is worth conduction a researcher entitled An Analyses of Classroom Discourse in Speaking Class of English Department Students at University of Muhammadiyah Gresik. The classroom discourse was obtained from speaking III course in the fourth semester assuming they can speak more because the students have the basic speaking skill equipped to them in speaking 1 and speaking II. The researcher do this research

Speaking III course is chosen because it is in nature compared with the other skills such as listening, reading and writing. In this course teacher is not supposed to dominate. He is only monitoring Student's activity, in speaking III is presentation class, after a student present, then there is discussion activity. The researcher focuses on analysis of discourse that happen between student and student. Besides, this course considered to be able to provide sufficient data so that the researcher is workable.

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The writer had read one previous thesis which was focus on the same case. The thesis was *a study of teacher talk used by the fourth grade teacher of SDIT at TAGQA Surabaya.* Was done by tara filianan sani in2012. This research focus on teacher talk in class, the result are the English teacher only use ten features of teacher talk out of the fourteen. Another finding of this research showed that Bahasa Indonesia dominated the teacher utterances during observation.

Hence, The present study tried to analyze what is model of classroom discourse that occurs in speaking III Class of English department students at University of Muhammadiyah Gresik.

B. RESEACH QUESTION

The study will try to analyze spoken classroom discourse viewed from the structures that teacher used. Specifically, the researcher will try to answer the following problems:

What is the model of classroom discourse in speaking III in the fourth semester of English Education at University of Muhammadiyah Gresik?

C. OBJECTIVE OF THE STUDY

The study is aimed in spoken classroom discourse, especially; the study tries to fulfill the following objective:

To describe the model of classroom discourse in speaking III in the fourth semester of English Education at University of Muhammadiyah Gresik

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D. SIGNIFICANCE OF THE STUDY

This study is expected to give significant for:

1. Theoretically, the result of the study is expected to give insight into the field of discourse analysis, especially in classroom discourse. The information from this study is useful for the study of language in use which the context is classroom, it is also considered to be able to give contribution to the field of applied linguistics, especially EFL teaching and learning process.
2. Practically, it will give teachers information about what actually happens in the classroom during the process of conversation. The teacher will get information about kinds of model in classroom that they are teaching. The findings of this study are applicable for teachers to get a resource for shaping a well organized classroom discourse in English. Hopefully, this study will help teachers in improving the quality of language in use so that students' communicative competence can also be improved.

E. THE SCOPE OF THE LIMITATION

This study is applied linguistic in nature within the scope of classroom discourse analysis. It analyzes the interaction of the English Department students in speaking III course that appropriate in the fourth semester in the academic year 2011/2012. Researcher will limit the analysis on the structure that occurs in classroom discourse. The data was obtained from the teacher-students and students-students utterances depending on different topics recorded.

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F. DEFINITION OF KEY TERMS

To avoid misunderstanding of the study, the writer needs to give definition of terms that are often found in the study, such as:

1. **Discourse Analysis** is focus with the study of the relationship between language and the contexts such as conversational exchange (spoken) or written texts,[18] which is in this study the context is speaking III class at University of Muhammadiyah Gresik.
2. **Classroom Discourse** is an approach to analyze discourse which involves teacher and students as the participant in speaking III class at University of Muhammadiyah Gresik.
3. **The Structure of Classroom Discourse** is a rank structure of discourse in speaking III class at University of Muhammadiyah Gresik which is dividing into lessons which include transaction, which include exchanges made up of moves which include acts.[19]
4. **Act** is the unit at the lowest rank of discourse in speaking III class at University of Muhammadiyah Gresik that can be expressed by sentence, clauses or single word, that is used to initiate succeeding discourse activity or respond to earlier discourse activity.[20]

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[18] Michael McCharty, *Discourse Analysis For Language Teacher,* (Shanghai: Shanghai Education Press, 2002), p. 5
[19] Coulthard, *An Introduction of Discourse Analysis,* (united kingdom: longman,1997) P.123
[20] Malcom Coulthard, *Advance in Spoken Discourse Analysis,*(new York : Routledge, 1992). P 18

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5. **Move** is the second smallest unit of discourse structure that made up of acts, which is refers to the contribution made by one of the participants (students of speaking III of University of Muhammadiyah Gresik) in the discourse at a point in time.[21]

6. **Exchange** is the basic unit of interaction.[22] Furthermore, in this study based on interaction that happened in speaking III class of students at University of Muhammadiyah Gresik will be segment into different types of exchange.

7. **S** for Speaker. Speaker here means student who present the topic in the front of the class.

8. **H** for hearer. Hearer means the rest of students who listen and response to the speaker's said.

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[21] Ibid. p. 21
[22] Coulthard, *An Introduction of Discourse Analysis* ,P. 64

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