CHAPTER II

REVIEW OF RELATED LITERATURE

in this chapter, the researcher will reviews several theories of literature related to the discussion of the study. The purpose of this chapter is to support the researcher's opinion as the basic of analysis to answer the research problem which were presented in chapter one. The subtitles that will be explained including definitions of Discourse, Discourse analysis, types of discourse, classroom discourse, and the model of classroom discourse.

A. The Nature of Discourse and Discourse Analysis

According to Rymes the simple definition of discourse is "language in use". [1] Meanwhile, Brown and Yule Discourse analysis concern with "analysis of language in use"[2]. Discourse analysis refers to the study of the relationship between language and the context in which it is used. McCharty defines discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used.[3] Discourse analysis is generally viewed as language above the sentence or the clause. It is the aspect of linguistics that is concerned with buildup meaning in larger communicative, rather than grammatical units. It studies meaning in text, paragraph and conversation, rather than in single sentence.

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[1] Betsy Rymes, *Classroom Discourse Analysis: A Tool For Critical Reflection*,(Cresskill, NJ: Hampton Press, 2008),P. 12

[2] Gillian Brown And Goerge Yule, *Discourse Analysis*, (New York: University Press, 1983), P. 1

[3] Mccharty, Michael, *Discourse Analysis For Language Teacher*, (Shanghai: Shanghai Education Press,2002) P.5

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Teun Van dijk states that discourse analysis is the form of language, which refers to public speech or more commonly to spoken language.[4] According to Cale-Murcia and Olshtain as quoted in Sandra Lee define discourse analysis as "the study of language in use that extends beyond sentence boundaries".[5] In short it can be concluded that the purpose of discourse analysis are find the answer to the problem of what gives stretches of language unity and meaning.

Discourse as interpersonal is the whole transactions that include the text. It is stated by Steve Walf that Discourse analysis focus on words and utterances above the level of sentence and its main aim is to look at the ways in which words and phrases function in context.[6] Thus the analysis of the function of language can be referred as discourse analysis to capture the notion that language is more than sentence level phenomena. According to Teun a Van dijck discourse can be look in three dimensions.[7] : 1) Language use. 2) The communication of beliefs (cognition). 3) Interaction in social situations. These dimensions are the way considering discourse analysis.

Van Dijk said that one characterization which embodies these functional aspects is communicative event, such as encounter with friends, a phone call, lesson in the classroom, a job interview, during visit a doctor, or where writing or reading a news

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[4] Teun A Van Dijk,*Discourse As Structure And Process* (London : Sage Publication, 1997)P.1
[5] Sandra Lee Mckay. *Researching Second Language Classroom,*(London:Lawrence Erlbaum Associates,2005)P.101
[6] Steve Walf, *Exploring Classroom Discourse,* (London: Routledge, 2011)P. 83
[7] Teun A Van Dijk,*Discourse As Structure And Process* (London : Sage Publication, 1997)P. 2

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report.[8] Based on those reason it can inferred that discourse analysis have many field, language that use in every context will be different.

Everyday human interaction with others is characterized by primarily interpersonal rather that transactional use of language. Discourse as interpersonal is the whole transaction that includes text. Thus the analysis of the function of language can be referred to discourse analysis to capture the notion that language is more than a sentence level phenomena.

B. Types of Discourse Studies

1. Written Discourse

Written discourse is one kinds of discourse, George and Yule defines written discourse is "a text reaches beyond the reproduction in printed material in some further printed form."[9] In the other word written discourse refers to the language that used which is the form is (printed) language, also the context is different such as latter, medical discourse, political discourse and newspaper.

2. Spoken Discourse

George and Yule said that spoken discourse is verbal record of communicative act then makes a written transcription.[10] It means that in spoken discourse the discourse works with audio tape or tape recording in

[8] Teun A Van Dijk,*Discourse As Structure And Process.* P. 2
[9] Gillian Brown And Goerge Yule, *Discourse Analysis*, (New York: University Press, 1983), P. 8
[10] Gillian Brown And Goerge Yule, *Discourse Analysis*, P. 9

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a speech event, then transcribe the utterance of the speaker into text such as teacher-students discourse, interviews, and lessons.

C. The Nature of Classroom Discourse

The term *classroom discourse* refers to the language that teachers and students use to communicate with each other in the classroom. Green et.al as quoted in Rakhmawati states that classroom as place where the process of learning and teaching happens in a communicative event, and while the activities of learning and teaching happen in a communicative event, while the activities in classroom is a linguistic process.[11] Rymes said that classroom discourse refers to language in use in a classroom context, also to understand how context and talk are influencing each other.[12]

The context in which the above process takes places generates a classroom discourse which has a typical structure which is different from other discourse. According to Green et al as quoted in Rakhmawati states that classroom discourse is formed by two components namely social context and academic texts.[13] Social text refers to information concerning the involvement of participants and process on interaction; while academic texts are related to the content of a lesson with its

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[11] Rakhmawati,Thesis. "*Classroom Discourse in Verbal and Non-Verbal Interaction in The Cross Culture Understanding Class at Muhammadiyah University of Gresik*" (Surabaya: University of Surabaya,2009) P. 28

[12] Betsy Rymes, *Classroom Discourse Analysis: A Tool For Critical Reflection*,(Cresskill, NJ: Hampton Press, 2008),P. 17 In Rakhma P. 48

[13] Rakhmawati, " *Classroom Discourse In Verbal And Non-Verbal Interaction In The Cross Culture Understanding Class At Muhammadiyah University Of Gresik*" P.49

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structure. The two components of texts are viewed as something attached to and are realized through social contexts.

Viewed from the analysis of exchange pattern, classroom discourse shows differences from other discourse, According to McCharty the traditional pattern to analysis spoken discourse is exchange of structure by Sinclair and Coulthard which is called IRF.[14] *I* as teacher initiation and *R* as students responds of teacher initiation, then *F* as follow-up or feedback from teacher. In his research, Bellack in Rakhmawati proposes four elements which build the classroom discourse structure namely 1) structuring 2) soliciting 3) responding, and 4) reacting.[15] Structuring refers to the behavior which leads to occurrence of pedagogical event that makes students pay attention the material. Soliciting is the behavior which stimulates verbal response. Responding is the behavior intended to respond to solicitation which appears. While reacting is the response to the behavior, that is responding. Reacting can be in the form of explanation, summary, or elaboration of what is stated in the previous behavior.

Coultrad propose five ranks to handle the structure of classroom interaction: lesson, transaction, exchange, move and act.[16] Hierarchically, it can be explained that the larger unit is a lesson, which is comprised from transaction exchange, move and

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[14] Michael Mccharty, *Discourse Analysis For Language Teacher,* (Shanghai: Shanghai Education Press, 2002), P. 122

[15] Rakhawati, " *Classroom Discourse In Verbal And Non-Verbal Interaction In The Cross Culture Understanding Class At Muhammadiyah University Of Gresik"* P. 49

[16] Malcom Coulthard, *Advance in Spoken Discourse Analysis,*(New York : Routledge, 1992). P 4

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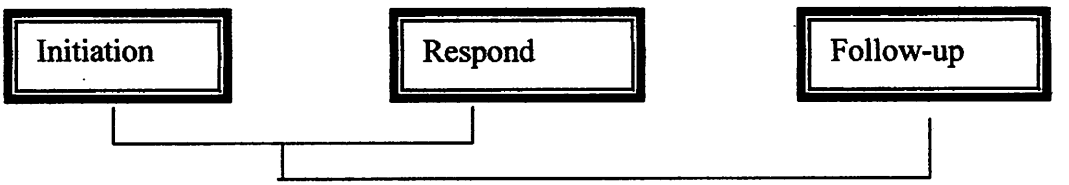
act. Transaction have structures expressed in terms of exchange. A tree move structure is composed of exchanges: initiation, response and follow up.

Typical exchange pattern of classroom discourse completed with an example as follow:

Figure 1
Typical exchange pattern of classroom discourse



Example of exchange pattern of classroom discourse:

Teacher	*: what's the last day of the month?*	I
Student	*: Friday*	R
Teacher	*: we'll invoice you on Friday*	F/I
Student	*: that would be brilliant*	R
Teacher	*: and fax it over to you*	I
Student	*: Er... we'll come and get it*	R
Teacher	*: ok*	F

(Taken from *exploring classroom discourse,* 2011 p.31)[17]

D. Model of Classroom Discourse

1. Sinclair And Coulthard's Rank Scale

The model produced by Sinclair and Coulthard derived from the rank scale model originally developed by Halliday, Willis states that the ranks scale which initially concentrated on theory of grammar.[18] Related with this Burn said that Sinclair and Coulthard believed discourse needed to be a separate category of

[17] Steve Walf, *Exploring Classroom Discourse,* (New York : Routledge, 2011)P. 31
[18] Willis, D. "*Caught in The Act: Using The Rank Scale to Address Problems of Delicacy.*" In Coulthard, M. *Advances In Spoken Discourse Analysis.*(London And New York: Routledge, 1992) P. 111-122.

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analysis from grammar and phonology.[19] Therefore developed a rank scale model to analyze discourse. Coulthard said that the use of *rank scale* for descriptive model makes flexibility.[20] It is mean that describe data with rank scale make researcher easy to do an analysis their research.

According to McCharty the top of the rank scale is labeled as *lesson*, followed by *transaction*, then *exchange*, *move*, and *act*.[21]

Figure 2
The rank of Sinclair and Coulthard's model

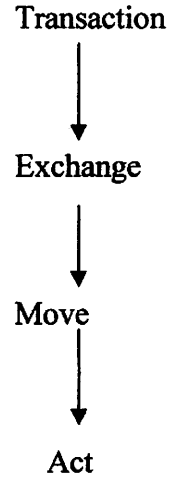

Figure 2 shows these are related to one and others in consist of relationship. A *lesson* is made up of a series of transaction, which in turn is made up of a number of *exchanges*. *Exchanges* are made up of *moves,* which in turn are made up of acts.

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[19] Burns, A. "*Analysing Spoken Discourse Implications for TESOL.*" In Burns, A.and Coffin, C. *Analysing English in a Global Context: A Reader.* (London andNew York:Routledge,2001). p. 123-148.
[20] Malcom Coulthard, *Advance in Spoken Discourse Analysis,*(new York : Routledge, 1992). P 2
[21] Michael McCharty, *Discourse Analysis for language teacher,* (shanghai: shanghai education press, 2002), p. 22

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a. Lesson

The lesson is the highest unit of classroom discourse, made up of a series of transactions.[22] It is everything that happens in the classroom from the point the teacher enters till he/she leaves. These include pupils' responses to the teachers' instructions and the teachers' ability to respond to the pupils' responses.

b. Transaction

It is the basic unit of interaction.[23] It has to do with minimal contribution made by the participants in a discourse. Every transaction has an opening, which is usually a greeting and it possibly closes with a greeting as well. Transaction has three types major elements, that are[24]: information transaction, directing transaction and eliciting transactions.

c. Act

According to Coulthard "act is the units at the lowest rank of discourse".[25] In the discourse Act is the lowest rank, and usually it expressed by sentence, clause or single word. Coulthard states that act are used "...to initiate succeeding discourse activity or respond to earlier discourse activity."[26] The purpose of act in discourse is to give respond or question in discourse activity.

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[22] Malcom Coulthard, *Advance in Spoken Discourse Analysis,*(new York : Routledge, 1992). P 33
[23] Ibid 31
[24] Ibid 31
[25] Ibid. P 8
[26] Coulthard, *An Introduction Of Discourse Analysis,* (united kingdom: longman,1997) P.104

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Table 1

Various kinds of acts according to Sinclair and Coulthard[27]

No.	Label	Symbol	Function	Realization (e.g.)
1.	Marker	M	Marks boundary in discourse	Realized by a closed class of item, such as "well, ok, now, good, right"
2.	Starter	S	Provide information to facility respond	Realized by statement or command
3.	Elicitation	El	Request answer	Realized by a question
4.	Check	Ch	Checks progress	Realized by a closed of polar question concerned with being finished or having problem
5.	Directive	Di	Requests action	Realized by a command to request non linguitsi respond
6.	Informative	I	Provide information	Realized by statement
7.	Promt	P	Reinforces directive or elicitation	Realized by closed class of item, such as go on, hurry up, come on
8.	Clue	Cl	Gives extra information	Realized by statement or command
9.	Cue	Cu	Evokes bid	Realized closed class of which we so far have three only exponent
10.	Bid	B	Signal desire to comtribute	Realized by verbal and non verbal items
11.	Nomination	N	Tells or permit pupil to contribute	Realized by a closed class consisting the names of all of the pupil
12.	Acknowledge	Ack	Show pupil understood intends to react	Realized by "yes, ok, etc"
13.	Reply	Rep	Provide appropriate reply to elicitation	Realized by a statement
14.	React	Rea	Provide appropriate reply to Directive	Realized by no linguistic action

[27] Malcom Coulthard, *Advance in Spoken Discourse Analysis,* P 19-21

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15.	Comment	Com	Exemplifies/ expands	Realized by statement or taq question
16.	Accept	Acc	Show teacher has heard correct information	Realized by closed class of "yes, no, good, fine"
17.	Evaluate	E	Evaluates	Realized by statement or taq question
18.	Silent stress	^	Highlight markers	Realized by pause of the duration of one or more beat
19.	Mestatement	Ms	Explicitly refers to development of lesson	Realized by a statement
20.	Conclusion	Con	Summarizes	Realized by anaphoric statement
21.	Loop	L	Returns to point before pupil answer	Realized by closed class of item "pardon, eh, again"
22.	Aside	A	Teacher talking to himself/herself	Realized by statement, question, command, and moodles, usually marked by lowering the tone of the voice.

This table is classification of Act according to Sinclair and Coulthard, each act has different definition, symbols and function in discourse. For example:

T: John, I wonder if you could open that window (el)
P: Yes/mm/sure. (rep)

(taken from "Towards an analysis of discourse." In Coulthard, M. Advances in Spoken Discourse Analysis, p. 15)[28]

The example above Teacher give question to the student and the position is as Elicitation in act that released by question, and the respond of Elicitation is replay, students then replay the teacher's question with single word "yes, mm or sure".

[28] Michael McCharty, *Discourse Analysis for language teacher,* (shanghai: shanghai education press, 2002), p. 15

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d. Move

Move the second smallest unit of discourse structure that made up of acts, which is refers to the contribution made by one of the participants in the discourse at a point in time.[29] Moves consist of acts and combine to form exchanges. There are five classes of moves, which make up exchanges. Firstly, there are *framing* moves, which are used to structure the lesson and are often followed by *focusing* moves, which are there to draw students' attention to the direction of the lesson.[30] It means that in every move have different functions in discourse activity.

According to Sinclair and Coulthard the other three moves are labeled as *opening*, *answering*, and *follow-up*.[31] Sinclair and Coulthard state that, "the purpose of a given opening may be passing on information or directing an action or eliciting a fact." The opening move is to direct the students to participate in the discourse. In opening move the teacher must engage students to participate in discourse. The answering move, usually a response from the students, is determined by the head act within the opening move.

The follow-up move, which is especially produced by the teacher, this is takes place after the answering move as a reaction to the student's response. This move is considered vital in telling the students whether they have done what the teacher wanted them to do. With such importance, if the silent follow-up , according to McCarthy "the students might think that they produced the wrong answer or that

[29] Ibid.p.21
[30] Ibid.p. 22
[31] Ibid. p.22

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there is a problem".[32] It means that teacher do not respond verbally whether student's answer is wrong or true, but teacher give clue, when the follow-up or respond from the teacher is withheld, meaning the answer is wrong and teacher ask students to think the correct answer.

This table bellow is classification of move according to Sinclair and Coulthard.

Table 2
Kinds of moves according to Sinclair and Coulthard

No.	Label	Realization
1.	Framing	Realized by marker following by silent stress, such as "right^,now^, ok^"
2.	Focusing	Realized by metastatement or conclusion
3.	Opening	Realized by a statement to request, replay or reaction
4.	Answering	Realized by statement to respond the question
5.	Follow-up	Realized by statement to comment or evaluate

e. Exchange

According to Coulthard "exchange is the basic unit of interaction." [33] it is basic interaction because it consists minimally of contributions by two participants and because it combines to form the largest unit of interaction.

There are two classes of exchanges; *boundary exchanges* and *teaching exchange.*[34] The function of boundary exchange is, as the name suggests, to signal the beginning or end of what the teacher considers to be a stage in the lesson. Boundary

[32] Michael McCharty, *Discourse Analysis for language teacher,* (shanghai: shanghai education press, 2002), p. 16-17

[33] Coulthard, *An Introduction Of Discourse Analysis,* (united kingdom: longman,1997) P.64
[34] Malcom Coulthard, *Advance in Spoken Discourse Analysis,* P.25

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exchanges contain two moves, framing and focusing moves. Sinclair and Coulthard state that[35],

> "A typical exchange in the classroom consists of an *initiation* by the teacher, followed by a *response* from the pupil, followed by *feedback*, to the pupil's response from the teacher..."

IRF is traditional exchange in discourse, this exchange usually comes in discourse but this however does not mean that each exchange must include all three parts. The three principal teaching exchanges described by Sinclair and Coulthard are informing, directing, and eliciting exchanges[36]

i. Informing Exchange

Informing exchanges take place when the teacher needs to tell his/her students about new information, facts, or just simply say something to them. The opening move will therefore begin with an informative act and can but does not necessarily need to be followed by a reply by the students.[37] For example;

T : A group of people used symbols to do their writing. They used pictures Instead of, as we write, in words.
(Taken from Willis, 1992. P.122)[38]

Example above is response from the student is optional, and therefore Sinclair and Coulthard label the structure of this exchange as I(R), whereas the aspect in brackets is optional, meaning there is an option for a response but not any feedback[39].

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[35] Ibid p.3
[36] Ibid.26-27
[37] Malcom Coulthard, *Advance in Spoken Discourse Analysis,* P.26
[38] Willis, D. "*Caught in the act: using the rank scale to address problems of delicacy.*" In Coulthard, M. *Advances in Spoken Discourse Analysis.*(London and New York: Routledge, 1992) p. 122
[39] Ibid 26

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ii. Directing Exchange

A directing exchange is "...designed to get the pupils to do but not to say something"[40] Therefore, the response from the students is the 'doing', which will most likely but not always be a non-verbal response. Even though it is non-verbal, the students respond to the direction the teacher has given. 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 : NV.
(Taken from Wills, 1992, p.113)[41]

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 IR(F).[42]

iii. Eliciting Exchange

The most common exchange in the classroom is an eliciting exchange.[43] These exchanges begin with the teacher asking a question (usually one they already know the answer to). An answer is then given by the student, and finally a follow-up evaluation by the teacher. Here is an example from the study done by Sinclair and Coulthard.

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[40] Ibid 26
[41] Willis, D. "*Caught in the act: using the rank scale to address problems of delicacy.*" In Coulthard, M. *Advances in Spoken Discourse Analysis*. 113.
[42] Ibid 26
[43] Willis, D. "*Caught in the act: using the rank scale to address problems of delicacy.*" In Coulthard, M. *Advances in Spoken Discourse Analysis*.(London and New York: Routledge, 1992) p. 113.

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Teacher	*: what's the last day of the month?*	I
Student	*: Friday*	R
Teacher	*: we'll invoice you on Friday*	F/I
Student	*: that would be brilliant*	R
Teacher	*: and fax it over to you*	I
Student	*: Er... we'll come and get it*	R
Teacher	*: ok*	F

(Taken from *exploring classroom discourse,* 2011 p.31)[44]

the example above is typical exchange pattern that usually occur in classroom, teacher give question, then students answer the question, after that the teacher give feedback or follow up to the students.

2. Stenstrom's Model

Anna-Brita Stenström's has developed the framework from the original work by Sinclair and Coulthard, which she has synthesised with work of more recent researchers, and she makes a clear and detailed presentation of the system at the level of moves and acts.[45] Stenström's model is based on five levels of discourse: the transaction, the exchange, the turn, the move, and the act, and she provides tables of the full set of moves and acts which she has identified in spoken conversation.

a. Move

Stenström in Sandra Harrison define move as "Stenström defines a move as "the verbal action which carries the conversation forward"[46] it means that move is has

[44] Steve Walf, *Exploring Classroom Discourse,* (new York : Routledge, 2011)p. 31
[45] Sandra Harrison. http://www.linguistik-online.de/harrison.htm. accessed on March 10, 2012
[46] Ibid.p 4

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high position in build a conversation. The moves which Stenström has identified are classified in Table bellow:

Table 3: kinds of Move according to Stestrom

[Summons]	calls the listener's attention
[Focus]	introducesthe [initiate]
[Initiate]	opens theexchange
[Repair]	holds upthe exchange
[Response]	Continues or terminates the exchange
[Re-open]	delays the termination of the exchange
[Follow-up]	Terminates the exchange
[Backchannel]	signals thelistener's attention

b. Act

As quoted in Sandra Stenströmas define act as signalling "what the speaker wishes to communicate"[47] act is actually what is the speaker doing in conversation. Acts is the small unit in spoken discourse.

Table 4: various kinds according to Stenstrom

<accept	agrees to a <request, <suggest, etc.
<acknowledge	signals receipt of information

[47] Ibid p. 4

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<agree	signals agreement with what was just said
<alert	calls the addressee's attention
<answer	Responds to a <question/<request
<apology	Expresses regret
<call-off	prompts a conversational closing
<check	asks for clarification
<closer	ends a conversational closing
<confirm	Responds to a request for confirmation
<disagree	Expresses disagreement
<evaluate	judges the value of what the previous speaker said
<greeting	greets somebody or bids farewell
<inform	Provides information
<invite	asks if somebody 'would like to do X'
<object	signals a different opinion
<offer	Presents something for acceptance/rejection
<opine	gives one's personal opinion
<query	Expresses attitude and strong surprise
<question	asks for information, confirmation, clarification
<react	Expresses attitude and strong feelings
<reject	Disagrees to a <request, <suggest, etc.
<reply	Responds to a <statement

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<request	asks somebody to do something
<smoother	Responds to an <apology
<statement	informs or expresses opinion
<suggest	puts forward an idea or a plan
<thanks	Expresses gratitude

3. Models of Classroom according to Change

According to Chang models of classroom discourse can be divided into four modes namely IRE, instructions, probing questions and argumentation.[48]

a. IRE

Initiation-response-evaluation (IRE) this model include as a traditional pattern of discourse such that the teacher asks a question, the student answers and then teacher evaluates. The teacher continues to ask another question and so the sequence continues. The students' responses are usually brief and the main concern of the students is to provide the answer that is expected by the teacher. The teacher's role is to ask questions in order to pursue the desired answer but only a few students are actively involved.

b. Instruction

Giving instructions is another type of discourse, which is in this case monopolized by the teacher. The teacher gives either directive or informative statements.

[48] Change, "*Classroom Discourse*" www.teacher.net/gazetta/JULO2/chang.html accessed on may, 23. 2012

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Furthermore, change states that the students do not respond verbally but by following them physically that showed that they have understood with the instruction.

c. Probing question

The next discourse structure is probing questions. It is a more complex structure with less defined rules. The teacher asks referential questions or thinking questions and the students are encouraged to give longer answers through their thinking. Their answers may challenge the teacher's position. However, evaluation does not come immediately after the students' 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.

d. Argumentation

Argumentation is likes probing questions where the teacher challenges the student in order to have him to right their wrong reason. The questions asked are normally referential questions, which try to invoke predictions, explanations and clarification from the student. The argumentation may be in question or statement forms.

E. The Nature of speaking

According to Keith and Morrow "speaking is an activity to produce utterances in oral communication."[49] it means that this activity is must involve two or more people in whom the participants are both hearer and speakers, and they interact each others. In addition fulcher in Nurul farida states that "speaking is the use of language

[49] Keith johson and morrow, *"Communicative in classroom application and method for communicative approach,* (hongkong: longman group ltd,1981),p. 70

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to communicate with other."[50] By speaking, people will be easy to communicate with others; people will be able to convey the message verbally, they can deliver ideas, opinion and feelings.

Linday and Knight in stated that, speaking includes into productive skill, since 1). It involves putting two messages together. 2). Communicating the message and 3) interacting with other people.[51] It means that in speaking skill have some elements that cannot reduced which are deliver a message, there are participants and the last there is interaction among participants.

F. The Teaching of Speaking

Brooks quoted by Richard in nurul farida also stated that speech is language, we learn to speak before we learn to read or write, it was argued that language is " primarily what is spoken and only secondarily what is written"[52] so, in short it is assumed that speech had priority in language teaching. According to Abbs and Freebairn in Tricia Hedge states that:[53]

> "To be able to operate effectively in the real world, students need plenty of opportunity to practice language in situasions which encourage them to communicate their needs, ideas and opinion"

In learning foreign language students have to learn to speak the target language first then learn read or write. Speaking is a significant ability for learners who study

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[50] Farida nurul, thesis, *the application of games in teaching speaking at MA sunan boning parengan,*(Surabaya: state institute for Islamic studies sunan ampel Surabaya,2010), p. 6
[51] Cora Lindsay and paul Knight, *learning and teaching English* (new jersey: oxford university, 2006),p. 57
[52] Ibid,p. 6
[53] Tricia Hedge, *Teaching and Learning in the language classroom,*(New York: oxford university press,2000), p. 44

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English as their foreign language because the goal of teaching a foreign language is to gain the ability to communicate with others with target language. Therefore the teacher should give more opportunities to use the target language to communicate with others.

David p Haris in his book testing English as a second language as quoted in Nurul defines;"speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. Either four or five components are generally recognized in analyses of speech process: pronunciation, grammar, vocabulary, fluency and comprehension."[54] In short, in mastering speaking ability there are language component that must e considered by learners such as grammar, vocabulary, pronunciation and fluency.

In teaching speaking skill teacher need creative method that able to make students speak, language learners are often embarrassed or shy to say anything when they do not understand another speaker or when they do not catch the meaning, sometimes they are shy because they realize that the partner has not understand them. There are three factors why students prefer to be silent in the speaking class, as Rivers as quoted in Luqman Hakim has stated:[55]

1. They may be very conscious of their imitation in the foreign language and feel that by expressing themselves open to ridicule

[54] Farida nurul, thesis, *the application of games in teaching speaking at MA sunan bonang parengan* p.7

[55] Lukman hakim, thesis, *the implication of teaching speaking using picture at the second class of man denayar jombang,*(Surabaya: state institute for Islamic studies sunan ampel Surabaya,2010)p.11

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2. The teacher may have chosen the topic which is native language or in foreign language
3. They have nothing to say

Those factors are often come in language learners when they learn speaking skill. Teacher can help them to overcome this problem, by giving strategies, motivation, and opportunity to practice more.

G. The relationship between speaking and discourse

Speaking is significant skill for learners who study language, especially English as foreign language for them, because language is a means for communication. Speaking is one of the way people produce their language to communicate with others, with verbal communication people will be easier to share their opinion, felling and needs. Also the hearer easy to catch and respond what the speaker is talking about. 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[56] it means that speech event refers to social situation involving some participants which is they participate via language.

Classroom community include in one kind of speech event, especially in teaching speaking. Speaking itself is according to Keith and Morrow "speaking is an

[56] George Yule, *Pragmatics* ,(oxford: oxford university press) 1996 p.57

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activity to produce utterances in oral communication."[57] Speaking is the tool for people to do interaction with others, by speaking people can share ideas, feeling and needs. Thus, in speaking class both teacher and students or students and students make interaction via language.

Brown and Yule states that "discourse is language in use"[58]. It means discourse is the use of language in context, the context or setting are different as likes teacher-students discourse, political discourse, and medical discourse. Also discourse always refers to the speech event, according to Austin in Joan Cutting define speech act action as the action performed in saying something. Speech act theory said that the action performed when an utterance is produced.[59] Thus, it can be assumed that classroom community also closely related to the speech event, especially speaking, the community (students and teacher) are produce some utterances to make interaction with others. Related with discourse Van Dijk stated that classroom discourse is a communicative event with specific feature which are different from other discourse such as patient-doctor discourse, and parent-child discourse[60]. Communicative approaches to language learning have placed it through a better knowledge of classroom process.

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[57] Keith johson and morrow, *"Communicative in classroom application and method for communicative approach,* (hongkong: longman group ltd,1981),p. 70
[58] Gillian brown and Goerge Yule, *Discourse Analysis*, (new York: university press, 1983), p. 1
[59] Joan cutting, *pragmatic and discourse,* (londond:Rouletdge, 2002) p. 119
[60] Teun Van Dijk,*Handbook of discourse analysis vol 2: Discourse and dialogue(London: academic press)* 1985. P 119

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H. Previous Studies

The writer had read two previous thesis which were focus on the same case. The first was done by Ellisy Aisyah from University of Penididkan Indonesia in 2011. Ahe analyzed *teacher's strategy in expanding classroom discourse in an English a foreign language classroom.* This study aim to uncover a teacher's strategies in expanding classroom discourse. the objective include the investigation of types of the teacher's strategies, linguistic feature of the expanded discourse and application of the principles of the expanded discourse in the classroom.

The second thesis was *classroom discourse in verbal and non verbal interaction in the cross culture understanding class at muhammmadiyah university of gresik.* Which was done by Rakmawati in 2009. This research focus on the verbal and non verbal interaction in classroom discourse.

The writer also had read two journals which were discussed on the same case. The first was done by Christopher Suter from University of Birmingham in 2002; he analyzed the spoken discourse in EFL classroom. He conducted the traditional patter that described by Sinclair and Coulthard initiation, respond and feedback (IRF). Researcher concludes that teacher- center work in general that make learners had little practice their language and quantitative approach was used in this study.

The other journals were done by Weihua Yu Qingdao University of Science and Technology, China in 2009[61]. She analyzed the collect English classroom

[61] Weihua yu," an anlysis of college of classroom discourse".(www.ccsenet.org/journal.html) Accessed on desember 15, 2011

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discourse. One of she conducted was analyzing classroom discourse Through Sinclair and Coulthard's classroom discourse analysis model called IRF (initiation, respond, feedback).

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