



Teacher and Students' Oral Interaction in EFL Classroom: A Structural Discourse Analysis

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Abstrak

Penelitian ini bertujuan untuk mengkaji dan mendiskusikan struktur interaksi wacana lisan guru dan siswa di kelas MI As-Syafi'iyah 06 Kab. Bogor. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan metodologi deskriptif. Partisipan dalam penelitian ini adalah 30 siswa dan satu orang guru di kelas 5 MI As-Syafi'iyah 06 Kab. Bogor. Instrumen yang digunakan dalam penelitian ini adalah dokumentasi dengan cara merekam. Hasil penelitian menunjukkan bahwa interaksi guru dan siswa di kelas didasarkan pada teori yang di kemukakan oleh Ramirez (1988). Struktur wacana lisan interaksi guru dan siswa menunjukkan bahwa interaksi di dalam kelas memiliki tiga lapisan pertukaran, tindakan, gerakan, dan pertukaran. Hasil penelitian ini lebih berfokus kepada salah satu struktur wacana yang dikemukakan oleh Ramirez, yaitu Tindakan. Kesepakatan yang ada adalah interaksi kecil yang melibatkan dua atau lebih peserta. Kesepakatan tersebut dibentuk dalam rangkaian bergiliran yang terdiri dari pemicuan dari guru, tanggapan dari siswa, dan umpan balik dari guru. Struktur tindakan Interaksi menunjukkan pertukaran yang dirumuskan sebagai pembukaan, tanggapan, dan tindak lanjut.

Kata Kunci: Interaksi, Kelas, Wacana.

Abstract

This study aims to examine and discuss the interaction structure of teacher and student oral discourse in class MI As-Syafi'iyah 06 Kab. Bogor. This study uses a qualitative approach using a descriptive methodology. The participants in this study were 30 students and one teacher in class 5 MI As-Syafi'iyah 06 Kab. Bogor. The instrument used in this research is documentation by recording. The results of the study show that the interaction between teachers and students in class is based on the theory put forward by Ramirez (1988). The structure of the oral discourse of teacher and student interaction shows that interaction in the classroom has three layers of exchange, action, movement, and exchange. The results of this study are more focused on one of the discourse structures proposed by Ramirez, namely action. Existing agreements are small interactions involving two or more participants. The agreement is formed in a series of turns consisting of triggering from the teacher, responses from students, and feedback from the teacher. The structure of the Interaction action shows the exchange which is formulated as opening, responding, and following up.

Keywords: Interaction, Class, Discourse.

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INTRODUCTION

In interacting in the classroom, both teachers and students must be able to respond to what is happening in the classroom. Teachers are responsive to student behaviour in speaking; movements or actions sometimes follow students to help the communication process. The interaction in the classroom between teachers and students is evident in the context. Namely, the teacher conveys the lesson. Delivering lessons must be connected to communication between teachers and students. This communication process uses language as a medium. This is in accordance with the primary function of language as a communication tool. As a means of communication, the use of language can be transactional and interactional. According to Brown and Yule (1983), the language function used to express the content of factual or proportional information is called transactional language function, while the function of language in the expression of social relationships and personal attitudes is called the function of interactional language.

According to Thorndike (as cited in Behlol & Dad, 2010), learning is the formation of relationships or connections between stimuli, responses, and problem-solving that can be done by trial and error. An important factor that affects all learning is a statement of satisfaction from an event. Another opinion about learning was put forward by Watson, stating that learning is a response process by switching from one stimulus to another. In the end, there is a change in behaviour in students behavior change (Behlol & Dad, 2010). In managing teaching and learning interactions, teachers must have the ability to design programs, the ability to master the subject matter, the ability to create conducive classroom conditions, the ability to use media and choose sources, the ability to understand the methods or methods used, the ability to communicate programs and understand the basics.

Interaction is a process of action that returns a reaction to what a person does about others". In the interaction process, educative activities carried out between the teacher and students during learning take place, i.e., activities such as contact social and social communication between teachers and students in the learning process sociology. The learning process between teachers and students arises when they realize that they have the same interests and, at the same time, have sufficient knowledge and control over themselves to fulfil them.

Several researchers have researched classroom interaction. Hoque's (2016) study reveals that teachers expose their identities differently for different roles and local positions. Another study from Aprianti (2020) shows them teacher interaction is more dominant in the classroom. The latest researchers from Putri and Putri (2021) the research was to find that the reason English teacher talk is more dominant than students' talk and the category which is dominantly used in class and the result found that teacher talk was more dominant than students talk because of low student response and initiative. From several previous researchers, there is a gap, namely, the analysis of discourse structure in classroom interaction. Discourse structure analysis is an area of inquiry central to current research on textual demand, comprehension, and recall.

By understanding the structured discourse in classroom interaction, English teachers and students could have an act structure in oral classroom interaction. It becomes necessary to comprehend language learning, particularly in instruction communication between English teachers and students. Previous studies conducted classroom interaction at higher educational levels. In this present study, the researchers would like to conduct the study at an Islamic elementary school level. In this study, the researcher will examine and discuss the teacher and students' act of structure of oral discourse in the classroom interaction at the 5th grade of MI As-Syafi'iyah 06 Kab. Bogor.

The novelty of this research likely lies in its focus on employing structural discourse analysis to examine the oral interaction between teachers and students in English as a Foreign Language (EFL) classroom. This approach involves analyzing the linguistic features, patterns, and structures of conversations, aiming to uncover underlying structures, power dynamics, communication strategies, or patterns of interaction

between teachers and students in the EFL context. This research contributes to the field by providing insights into how language is used and structured within the classroom setting, shedding light on effective teaching strategies, communication dynamics, or potentially uncovering areas for improvement in language instruction or classroom interaction. Ultimately, this research's benefit lies in its potential to provide valuable insights that can inform and enhance teaching practices, improve language instruction, contribute to academic research, and create a more engaging and effective learning environment within EFL classrooms.

The Nature of Teaching and Learning Interactions in the Classroom

The interaction here contains the meaning of reciprocal communication relationships. In communication, the terms communicant and communicator are known. The relationship between communicants and communicators is related to the message to be conveyed. In conveying the message, media are needed, which are often termed. This messaging channel can be written and oral. Thus, in order for communication to take place, there must be communicants, communicators, messages, channels, and media (Suyatno, 2012). Thibaut and Kelly 1979 (as cited in Jannah, 2019) define interaction as an event that influences each other. When two or more people are present together, they create an outcome for each other or communicate with each other.

Brown (2007) stated that interaction is the heart of communication; it is what communication is all about. Another opinion was put forward by Zaini (2021) concluded that interactions that occur in the learning process involving teachers and students have reciprocity in the teaching and learning process in the classroom. Interaction is used to show an action that includes conversation and interaction in the teaching and learning process in the classroom. From some of the opinions above, it can be concluded that interaction implies a reciprocal relationship between two or more people, and each person involved plays an active role in the interaction. Likewise, interactions that occur in the classroom require good communication between teachers, students, or also with related parties, so that teaching and learning interactions can take place effectively and efficiently.

Characteristics of Teaching and Learning Interactions in the Classroom

Teaching and learning interactions in the classroom have special characteristics that distinguish them from social interactions in general. Below are the characteristics of teaching and learning interactions conveyed by Suardi (1981) as follows: first, teaching and learning interactions have a goal, namely, to help children in a specific development. Second, teaching and learning interactions are characterized by the cultivation of a specific material. Third, marked by student activity. Fourth, in teaching and learning interactions, the teacher acts as a guide. Fifth, in teaching and learning interactions, discipline is needed. Sixth, there is a time limit. The last, there is an assessment. Whether or not a goal is achieved can be seen from the assessment activities.

Missa (2014), in his blog, suggests several characteristics of interaction, namely teaching and learning interactions have goals, cultivation of special materials, student activities, educators as guides, Educational interactions require discipline, there is a time limit, educational interactions can also be identified by evaluating them. It has been described above that in managing teaching and learning interactions, and teachers must have the ability to design programs, master subject matter, be able to create conducive classroom conditions, be skilled at utilizing media and selecting sources, understand the method or methods used, have skills communicating programs and understand the basics the basis of education as the basis of action.

Structure of Oral Discourse in Classroom Interaction

In classroom interaction, there are three layers of exchange, namely action, movement, and exchange. The exchange is the smallest interaction involving two or more participants. Usually, exchanges are formed in a series of turn-taking consisting of triggers from the teacher, responses from students, and feedback from the teacher. In general, the pattern of exchange is formulated as opening, responding, and following up. The three structural elements are called motion. These movements consist of a number of actions, while actions can be

limited based on the function of speech in discourse, such as questions, orders, giving information, and so on (Rani et al., 2004). However, in this study, the researchers focused on the act in the oral structure of the classroom. There are three acts in the structure of oral discourse in the classroom, according to Ramirez (1988), including opening, answering, and follow-up. According to Flanders, there are three acts in the structure of oral discourse in the classroom; the teacher speaks, the students speak, and the last is silent.

The last act of discourse structure in the classroom, proposed by Stubbs (1983), the teacher in the class in carrying out their duties is carrying out the teaching and learning process by interacting with students by using language tools. Stubbs (1983) summarizes the results of observations of teacher and student conversations in class as follows; attract or show interest, control the amount of speech, check or confirm understanding, summarize, define, edit, refine, and define topics.

METHODOLOGY

Method and Design of the Research

This research is about the Analysis of Oral Discourse on Teacher and Student Interaction in the EFL Classroom. This research can be grouped into the category of qualitative research. Qualitative research according to Moleong (2018), conducts qualitative research in a natural setting or in the context of a whole; the researcher himself or with the help of others is the main data collection tool; research using qualitative methods. This research is descriptive qualitative because the data collected is mainly in the form of oral utterances that occur during teaching and learning interactions, not data in the form of numbers. The researcher emphasizes notes with detailed, complete, and in-depth sentence descriptions, which describe the actual situation to support the presentation of the data. The nature of such research is in line with Lincoln and Guba (1985, as cited in Rahadi, 2020a). This kind of nature is more sensitive and can be adapted to the study of forms of influence and patterns of values that researchers may face.

This research will be conducted at the 5th grade of MI As-Syafi'iyah 06 Kab. Bogor. This location was chosen because of MI As-Syafi'iyah 06 Kab. Bogor is classified as a fairly large elementary school and varies from various circles. This research will use an instrument, and the instrument is documentation, and the researcher herself will be the key instrument. One of the characteristics of qualitative research is that the researcher acts as both an instrument and a data collector. Sugiyono (2010) argues that in qualitative research, the position of researchers becomes the key instrument.

The Technique of Data Collection

Techniques to be performed in this research will be carried out in one stage; it is the documentation by recording technique. The researcher recorded the oral interactions between teachers and students in the teaching and learning process in the 5th grade of MI As-Syafi'iyah 06 Kab. Bogor. So that the recording results obtained can present natural data, the recording is carried out in a closed manner without the knowledge of the students so that the interaction in the class runs normally. Furthermore, the crumb data was transcribed to facilitate data analysis.

The technique of Data Analysis

The data analysis technique used in this study is an interactive analysis model. Miles et al. (2014) defined four concurrent verification flows of activity in the model: data collection, data reduction, data display, and data conclusion drawing and verification. After identifying the problem, the researchers collected the data by recording during the classroom English teaching and learning process. The recording data were collected, and the researchers wrote the transcriptions. In addition, the data that has been transcribed will then be reduced and classify the data so that researchers can easily understand and examine the data. Also, the researchers present the discussion of finding by embracing several theories. Finally, based on the data that has been reduced and presented, the researcher concludes.

RESULTS AND DISCUSSION

RESULTS

There were findings related to the research about the oral discourse of teacher and student interactions in the classroom. The research concerned on main questions of the research, such as; the teacher and students' act of structuring oral discourse in the classroom interaction. Below are the results of the oral interaction between the teacher and students. The data has been taken from the results of oral recordings of teacher and student interactions in the classroom. The researchers transcribed the data in the form of conversation transcripts between teachers and students. The symbol "T" is as a teacher and "S" as a student.

Data 1:

T: Assalamualaikum, Wr, Wb

S: Walaikumsalam Wr, Wb

T: Good Morning class,

S: Good Morning Mr.

T: How are you today?

S: I'm fine, and you?

T: Im very well too, thank you. Oke class, before we start this lesson, sebelum kita mulai. Who is absent now? Siapa yang tidak hadir hari ini?

S: Qatar.

From data 1, at the beginning of the interaction, as seen in the oral conversation interaction, there is a process of delivering opening greetings between students and teachers followed by some opening questions. As stated by Ramirez, this opening consists of several speech acts, such as asking questions, both real and pretend questions. Make a request, directly or indirectly. Also, the informative part of the opening was delivered by Ramirez. Last, there is expressiveness. And in the initial interaction in this opening is in the form of real questions from the teacher, such as *who is absent now?* Then the expressiveness of the students in the form of the response to teachers' questions.

After the opening interaction, based on data 2 below, there is an answering interaction process that occurs. Below are some examples of interaction conversations between teachers and students in the class in the answering process.

Data 2:

T: kenapa Qatar tidak masuk?

S: Mager,, Malas,,

T: Mager?

S: Ketiduran pak, nonton PS Pak.

T: I hope, saya harap you must go back early. Karna kalian tidak tidur larut malam yah, jadi jangan sampai kesiangan terus. Jangan sampai tidak masuk lagi. Why? Kenapa? Because we will have pass examination, karena kita akan melaksanakan?

S: Ulangan.

From the results of the oral interaction between the teacher and students in the class to the question and answer process. Here students look active in answering some of the teacher's questions. Where every teacher's questions, students answer without hesitation.

Data 3:

T: Sebentar lagi ada pelaksanaan penilaian. Nanti ujian kalian ngantuk, ujiannya tidak selesai. Oke, hobinya kita keep. Hobi boleh tapi jangan mengganggu aktifitas belajar. Kita kembali kepada materi yang terakhir, kita ulas kembali. Will review, kita review kembali, kita ulang kembali apa

yang sudah kita pelajari kemarin minggu lalu. *About toys and games. Masih ingat apa itu toys and games? Toys and games apa bedanya, what are the different between toys and games. Toys itu apa?*

S: *Mainan.*

T: *Mainan, berarti alat2 nya atau propertinya, seperti apa, car, toys car, mobil mainan, apalagi? Yang berkaitan dengan toys?*

S: *kereta*

T: *Kereta-kereta an, toys train, oke itu toys yah, sekarang, now apa yang ada di games sekarang. Games itu berarti permainannya. Permainannya apa?*

S: *Football.*

T: *Football? Apa lagi?*

S: *Spiner*

T: *spinner itu toys atau games.*

S: *Toys*

In the oral conversation from data 3 above, it can be seen from the interaction between the teacher and students in the class that there are still some students who are still actively answering the questions the teacher gave them. Seeing the conversation that took place, it can be said that this answering process occurred with the response from the students.

Data 4:

T: *Ulangan penilaian akhir semester ganjil. Kapan diadakannya? It will start from Friday. Hari jumat kita sudah mulai ulangan sampai dengan sabtu yang akan dating. Tidak ada waktu lagi untuk?*

S: *Belajar*

T: *ha? Masa tidak ada waktu untuk belajar? Tidak ada waktu lagi untuk main-main. Tidak ada waktu lagi untuk main game terus. Tidak ada waktu lagi untuk nonton tv terus. Apalagi sekarang musim world? musim apa sekarang?*

S: *Worldcup.*

T: *Worldcup. Do you like playing football? Siapa disini yang suka main sepak bola?*

S: *saya*

T: *pernah, do you ever watch world cup Qatar? Ada yang nonton?*

S: *Saya*

From data 4, it can be seen that a follow-up process occurs between the teacher and students in oral interactions in the classroom. This process is called the follow-up process because there is a process of comments and corrections that occur. As Ramirez (1988) said in this advanced process, there are several descriptions, such as the process of acceptance, appreciation, comments, corrections, repetition, and paraphrasing.

DISCUSSION

This research has the main research question, which is the focus of this research; structure of oral discourse of interaction between the teacher and students in the classroom. The concept of interaction, according to Brown (2007b), is that interaction refers to a set of thoughts, ideas, or expressions between two or more people to provide an understanding of one another. In the teaching and learning process in the classroom, there must be interaction in it. It involves interactions between teachers and students that can

influence each other. In line with Yanfen and Yuqin (2010) argue that teaching success depends mostly on the way the teacher talks and the interactions that occur between the teacher and student.

Meanwhile, the discourse of class interaction is a series of interactions in the form of utterances or utterances that occur between the teachers and students in the learning and teaching process in the classroom. As for the discourse structure of class interaction in this research, namely transactions, exchange and action. The transaction is an interactive process agreement between teacher and student when teaching and learning activities are going on. Exchange is the process of changing the topic of learning in the learning and teaching process. Action is speech which contains inner action and thoughtful communication aspects of speech situations in the learning and teaching process take place (Wirma et al., 2017).

Based on the findings, it appears that the structure of the oral discourse of the teacher and student interaction in class 5th grade of MI As-Syafi'iyah 06 Kab. Bogor based on the theory put forward by Ramirez (1988). The theory put forward by this linguistic figure is based on 3 acts that occur in the classroom. The theory of speech acts is opening, answering and following up. In this opening section, there are several more sections, consisting of real questions, mock questions, direct requests, indirect requests, informative and expressiveness. And in the findings of the recorded interactions of students and teachers in class, apart from greetings as a sign of the start of class, there are also several questions from the teacher. The questions contained here are real questions that are not yet known by the teacher.

In addition, there is a direct request that occurs in the interaction of teachers and students in class. Direct requests, namely teacher utterances, contain requests for commands that require answers or actions by listeners or students. In line with Husna and Putri (2014) regarding direct request is an activity carried out by a person or organization to another party to request something immediately through communication. The interaction at the subsequent opening was informative. Informative here means a teacher's statement sentence in the form of news and reasons addressed to listeners or students. Followed by a Meta statement from the teacher that is happening or will happen in the future. And finally, in the opening process, there is expressiveness that occurs in the interaction of teachers and students. Expressive here means that there are comments and emotions from students.

The next interaction process proposed by Ramirez (1988) is the answering process. in the interaction of teachers and students, there is a process of answering or responses from students to a question addressed by the teacher. Not only that at this process there is also a repetition process that occurs in the interaction of teachers and students. The repetition referred to here is the repetition of the utterances in the opening. The last interaction process proposed by Ramirez (1988) is a follow-up process. Sugianto (2016) defines follow-up as an effort to determine the success of the assistance that has been given to students and follow-up based on the evaluation results of the actions taken in an effort to provide guidance. The follow-up process here is the follow-up movement that occurs in the interaction of teachers and students in the form of feedback. Feedback on utterances containing acceptance of student answers, commentary utterances in the form of statements, corrective utterances meant to correct student answers, and repetition utterances in the form of repeating student answers.

In class interaction, the teacher influences in determining the exchange structure. Ellis (1990, as cited in Rani et al., 2004) states that the teacher-in-class interaction has a position as 1) a participant in all exchanges, 2) a trigger in an exchange, 3) a closing exchange, 4) a determinant of whether or not other participants participate in an exchange, 5) receivers for multiple triggers, 6) determinants of the next speaker, and 7) determinants of the number of utterances for each speaker.

CONCLUSION

Based on the findings and analysis of this research, it can be concluded that the structure of oral discourse in teacher-student interactions in the classroom is based on the analysis proposed by Ramirez (1988). There are three processes in the discourse structure of class interactions, namely at the beginning with the opening interaction, then the answering interaction and closing with a follow-up interaction. With regard to the analysis of the oral discourse of teachers and students in class, it can be followed up with different methods and approaches, which will bring up different results. Teachers are advised to continue to work on improving their communication skills in a class by taking into account the conditions of students and developing varied conversational situations to reduce student saturation in the learning process.

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