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the Classroom

Sudar

English Education Program, Faculty of Teacher Training and Education
Purworejo Muhammadiyah University, Purworejo, Indonesia

email: rofiqsdr@gmail.com

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rofiqsdr@gmail.com

English Education Program, Faculty of Teacher Training and Education, Purworejo Muhammadiyah University, Purworejo, Indonesia

Abstract: This study aims to describe how is the performance of speech acts and discourse makers in the classroom of senior high schools of Purworejo, central Java. The study used qualitative descriptive. The sample of this study is the three English teachers and their students from three senior high schools. Data taken by recording teachers and students in the classrooms. The findings show that *transaction of agreement* is highly developed by teachers. For example: *ok, ya. Questions and Follow up exchange* performed by teachers. Further, *negotiate outcome, argumentation, and describing adjacency pair* created by teachers. *Elicitation acts and information acts* are performed by teachers and students. *Directive acts* is mostly developed by teachers. Students performed *directive acts* when they are in group discussion.

Key words: classroom, discourse makers, speech acts, students, teachers,

Abstrak: Penelitian ini bertujuan untuk mendiskripsikan penggunaan tindak tutur dan simbol wacana di dalam kelas sekolah menengah atas Kabupaten Purworejo, Jawa Tengah. Penelitian ini menggunakan kualitatif deskriptif. Sampel penelitian ini adalah tiga guru bahasa Inggris dan siswanya di tiga sekolah menengah atas. Data diambil dengan cara merekam guru dan siswa di dalam kelas. Hasilnya mengungkapkan bahwa transaksi yang menunjukkan persetujuan digunakan oleh guru. Contohnya; *ok, ya*. Perubahan tindak tutur dilakukan oleh guru dengan cara bertanya dan memberi jawaban. Selanjutnya, *percakapan berpasangan mengenai negosiasi hasil, argumentasi, dan penjelasan* digunakan oleh guru. Tindak tutur

menyebabkan dan tindak tutur memberi informasi disajikan oleh guru dan siswa. Tindak tutur perintah selalu disajikan oleh guru. Tindak tutur perintah digunakan oleh siswa ketika mereka dalam diskusi kelompok.

Kata kunci: ruang kelas, simbol wacana, tindak tutur, siswa, guru.

INTRODUCTION

In this study, I discuss the language use from discourse perspective. The field of discourse actually covers many disciplines of knowledge, such as: anthropology, communication, cultures studies, psychology, and also education (Johnston, 2008, p. 1). Furthermore, Johnston said that discourse is the study of language in everyday sense in which most people use the term, then when they use a language, it means that they produce talks of communication and discourse (2008, pp. 2-3). Based on this ideas, the utterances that developed by English teachers and their students in the classroom interaction are includes the discussion of discourse. In this study, I focus on analyzing the utterances of fundamental acts and discourse features performed by English teachers and their students in the classroom.

In this section, I present the philosophical value about discourse. There are many experts who argue on the terms of discourse. The description of the notion of discourse is necessary to describe in order that the readers of this study understand the meaning of discourse. Miles (as cited in Coupland, p. 2) said that discourse is the domain of language system or signs and enter into another universe, that is language as an instrument of communication, whose expression is discourse. Furthermore, the word 'discourse' the researcher believes, it has a fact added to its meaning: treating it sometime as the general domain of all statement, sometimes as an it is individual able group of statements, and sometimes it is an regulated practice that account for a number of statements.

Foucault and Miles (as cited in Coupland 1999, p. 3). Fowler said that literary studies have the aim to change or even deconstruct the notion of literature so that a very wide range of discourse is actively used by individuals in their conscious engagement with ideology, experience and social organization, Fowler (as cited in Coupland 1999, pp. 3-4).

LITERATURE REVIEW

Fairclough said that Discourse is more than just language use, it is language use, whether speech or writing, seen as a type of social practice (Fairclough, 1995). Discourse constitutes the social practice, three dimension of the social practice related to the discourse. They are distinguished-knowledge, social relations, and social identity. These correspond respectively to three major function of language. Discourse is shaped by relations of power, and invested with ideologies (Fairclough, 1995).

According to Lee it is an uncomfortable fact that the term “discourse” is used to cover a wide range of phenomena, to cover a wide range of practices from such well documented phenomena as sexist discourse to ways of speaking that are easy to recognize in particular texts but difficult to describe in general term competitive discourse, discourse of solidarity, etc., Lee (as cited in Coupland, 1999, pp. 2-3). Discourse refers to language in use, as a process which is socially situated. However, we may go on to discuss the constructive and dynamic role of either spoken or written discourse in structuring areas of knowledge and the social and institutional practices which are associated with them. In this sense, discourse is a means of talking and writing about and acting upon worlds, a means which both constructs and is constructed by asset of social practice within these worlds, and in so doing both reproduces and construct a fresh particular social discursive practices, constrained or encouraged by more macro movement in overarching social formation (Candlin as cited in Coupland, 1999, pp. 2-3).

Discourse is language above the sentence or above the clause (Stubbs as cited in Coupland, 1999). The study of discourse is the study of any aspect of language use, Fasol (as cited in Coupland, 1999, p. 2). The kind of language, language in use for communication is called *discourse*: and the research for what gives discourse coherence is *discourse analysis* (Cook as cited in Nunan, 1993, p. 6).

Discourse is a stretch of language consisting of several sentences which are perceived as being related in some way (Nunan, 1993, p. 5). Further, Discourse is a continuous stretch of (especially spoken) language larger than a sentence, often constituting a coherent unit, such as a sermon, argument, joke or narrative, Crystal (as cited in Nunan, 1993, p. 5). Another scholar said that Discourse stretches of language perceived to be meaningful, unified, and purposive (Cook as cited in Nunan, 1993, p. 6). Further Nunan said that, Discourse refers to the interpretation of the communication event in context.

Discourse is also used in a wider sense by linguist who tries to analyze the communication function of language (Sinclair and Coulthard; Widdowson; & Riley as cited in Yule, 1993, p. 5). Discourse more narrowly than social scientists generally do to refer to spoken or written language use (Fairclough, 1995, p. 11). Further, Fairclough, said that Discourse is regarded as the language use as a form of social practice, rather than a purely individual activity or a reflex of situational variables.

This study is related to the speech acts and discourse markers of spoken discourse performed by English teachers and their students in the classroom. Charthy (1993, pp. 50-54) said that there are three discourse features of spoken discourse; they are *transaction*, *exchange*, and *adjacency pair*. The first is *transaction*: the term transaction is here used broadly in the sense that Sinclair and Coulthard (1975) use it, to label stretches of talk identified by certain types of activity at their boundaries. For example, in the classroom, teachers will typically divide the business of a lesson up by marking the transitions to new phases with some sort of conventional marker (*right, okay, now, so, etc.*). Around these markers, metalinguistic activity may also take place, for example in a phone-call: 'Okay, well, that is the main thing the researcher is ringing about, but there is one other thing' (attested). The transaction, like the paragraph in written language, has no pre-defined length, and is only recognizable by its boundaries. The transaction as a unit of discourse may present us with a problem on two distinct levels. On the first, there may be a problem of awareness, among both teachers and learners, that transaction signaling is an important part of behaving linguistically in the target language for example; there is evidence that in certain types of more formal talk, lack of metalinguistic signaling can affect comprehensibility (McCarthy 1993, pp. 50-51).

The second structural feature of spoken discourse is the *exchange*. The exchange is the minimal structure units of interaction, consisting of an initiation and response (for example, a question and its answer, or a greeting and a return greeting). Learner repertoires often range from only performing the response function (especially in early stages or in the traditional, teacher-fronted classroom, where the teacher commands both I and F slots), to initiating but still not making any follow-up. The follow-up very frequently has a relational/ interactional function, where social, cultural and affective meanings are encoded in relation to responses, in addition to acknowledge the responses and its information, and where key conversational processes such as convergence are affected. The reactions encoded in the follow-up are often formulaic, and can be viewed as a lexical problem across languages (compare

the British English reactive *Really!, oh, right, that's nice!, you don't say!, I guessed as much! And how interesting awful!*)

The third structural feature of spoken interaction is *adjacency pair*. Adjacency pair typically concerned with how participants behave in interaction in term of alignment (i.e. how they position themselves socially in relation to their interlocutor(s)), achieving goals, negotiating outcomes, and etc. speaker naturally orientate themselves to bring together in the discourse utterances that mutually condition one another (McCarthy 1993, pp. 52-54).

Further, talking about discourse markers is close to the spoken discourse. Schiffrin (as cited in Alami, 2015) stated that Discourse markers is developed as theoretical model in an attempt to perform how discourse markers contribute to the coherence of conversation discourse by creating link between unit of talks. Fraser (as cited in Alami, 2015) identify the discourse markers into four classifications. The first is *contrastive discourse markers*, this discourse marker signal that the utterance is in contrast to the propositional meaning of the preceding utterance. The examples of contrastive markers namely; *but, however, still, yet, etc.* The second is *elaborative markers*. Elaborative discourse markers is the utterances which is function to refinement of some sort on the preceding discourse. The example of this discourse markers are as follows; *and, above all, also, in other words, in fact, moreover, etc.* The third is *inferential discourse markers*. It is a markers signal that the force of the utterance is a conclusion which follow from the preceding discourse. For examples; *so, after all, therefore, thus, etc.* The fourth discourse markers is *topic-change markers*. This marker signal that a departure from the current topic. The examples of the topic-change markers namely; *by the way, before I forget, as far as I, etc.*

This research also analyzing the speech acts performed by English teachers and their students in the classroom. Speech acts is common and basic element of using language. It means that any people use a language consciously or unconsciously they perform speech acts. What speech acts is? The researcher describes the philosophy of speech act in this section. Speech acts is linguistics acts that intend to influence the reality of communication, (Akram, 2013). Language is not only used to talk about, but also used to do something. Because of this speech acts have an important role in relation to conduct an effective communication. Akram, (2013) states that in the real communication, speech acts classified into three categories they are meta-interactive acts, turn-taking acts, and interactive acts. The first, *Meta – interactive-act* is an acts that concerning with the organization of the conversation itself. This act is usually used for marking the beginnings and

endings of conversation. For examples, the expression of 'now, right' *hello, bye*. The second is *turn-taking acts*. This acts is used by speakers to pass on, hold or to obtain the floor in public speaking. The examples of this acts, "what *do you think? Could I come in on this? Etc*. The third is *interactive acts*. Interactive acts is acts that used by the speakers to elicit, to ask the linguistics response for examples; asking information, making decision, expressing an agreement or clarifying or repetition of an utterance.

Further, the other linguist supported the description of speech acts particularly used in the spoken discourse. Coulhard (1998, p. 14) identify speech acts into three classifications they are *elicitation acts, directive acts, and informative acts*- and they appear in classroom discourse as the heads of Initiating moves. An *elicitation* is an act whose function is to request a linguistic response- linguistic, although the response may be a non-verbal surrogate such as a nod or raised hand. A *directive* is an act whose function is to request a non-linguistic response: within the classroom this means opening books, looking at the blackboard, writing, listening. An *informative* is, as the name suggests, an act which functions to pass on ideas, facts, opinions, information and to which the appropriate response is simply an acknowledgment that one is listening. Elicitations, directives and informative are very frequently realized by interrogatives, imperatives, and declaratives respectively, but there are occasions when this is not so. Spoken discourse is produced in real time and our descriptive system attempts to deal with the 'now-coding' aspect of speech. Speakers inevitably make mistakes, or realize that they could have expressed what they intended much better.

METHODOLOGY

It is a qualitative research. There are four types of research traditions, namely: psychometric, interaction analysis, discourse analysis, and ethnography. Psychometric tradition belongs to quantitative research, while interaction analysis, discourse analysis, and ethnography are close to qualitative research, (Chaudron, 1998, pp. 13-14). This research belongs to discourse analysis. It belongs to qualitative field research.

The research is conducted in the English classroom interaction. The population of this research is the English teachers and their students of senior high schools in Purworejo. This research is conducted in the three state senior

high schools, Purworejo. The three of senior high schools are senior high school 3, senior high school 5 and senior high school 7 Purworejo.

The main data are the utterances produced by the English teachers and their students in the classroom interaction. The utterances as the source of data will be about speech acts and discourse features.

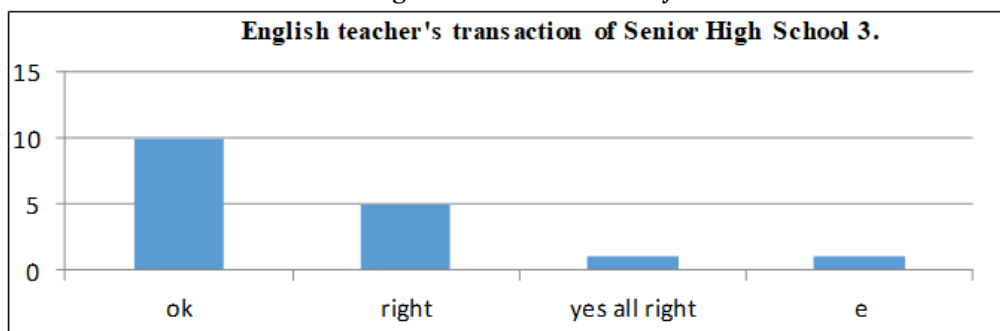
To get the data, the researcher used video shooting. It is for recording the classroom interaction between English teachers and their students in three different senior high schools. To take an interview, the researcher used MP4 recorders, or tape recorder. The interview is in-depth interview, in order that the researcher is able to get the additional information about English teachers and their student's competences on speech acts and discourse features.

RESULTS

Based on the research question: *How is the implementation of discourse features and fundamental acts developed by English teachers and their students in English classroom?* the researcher analyzed discourse features and fundamental acts of spoken discourse that developed by the three English teachers and their students from different classroom interaction as a sample. They are senior high school 3, senior high school 5 and senior high school 7 Purworejo.

The findings of the data analysis related to the discourse features and fundamental acts of spoken discourse are as the follows:

Figure 1:
The chart of English teacher and his students' performance on *transaction* of Senior High School 3 Purworejo

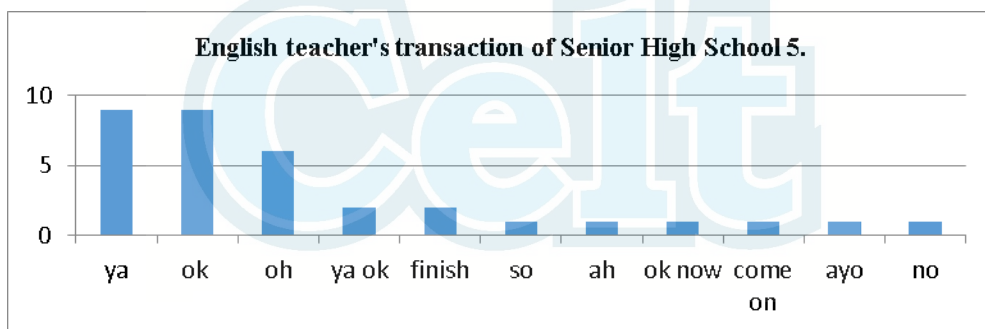


The transaction developed by English teacher of senior high school 3 Purworejo is simple. There are four types of transaction developed by him. It

is identified into two classifications; the first is expressing an agreement. It is in form of “ok”, “right”, “yes all right”. Among of these transactions, the familiar one developed by him is “ok”. The second type of transaction is expressing regretting. It is in form of “e “. Further, students of senior high school 3 Purworejo never develop the transaction in the classroom interaction.

The transaction developed by English teacher of senior high school 5 is complicated. There are eleven types. These transactions identified into six classifications, the first is expressing *an agreement*. It is in form of “ya”, “oke”, “ya ok”, “ok now”. The second transaction is *expressing surprising*. It is in form of “oh”, “ah”. The third is transaction in form of *conjunction*. It is in form of “so”. The fourth is transaction *expressing checking*. It is in form of “finish”. The fifth is transaction of *expressing to encourage*.

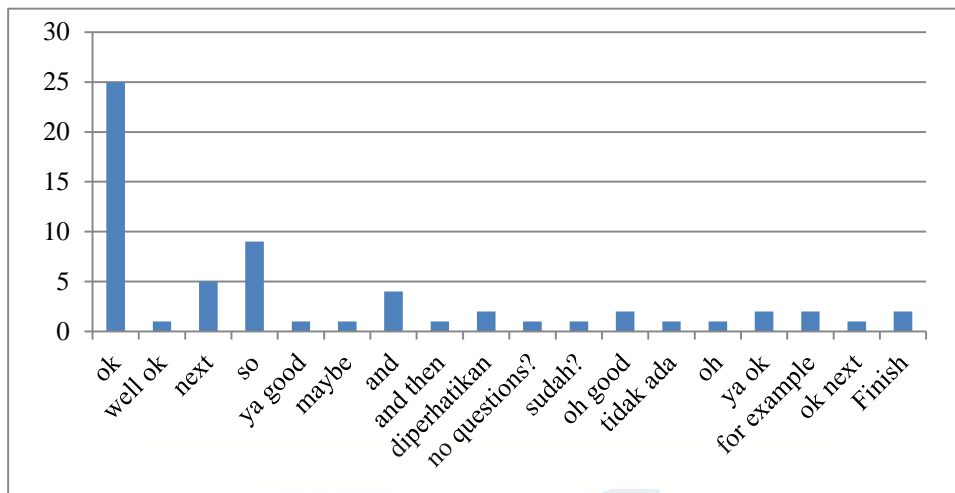
Figure 2:
The chart of English teacher and his students’ performance on *transaction* of Senior High School 5 Purworejo.



It is in form of “come on”, “ayo”. The six is the transaction of *rejecting an idea*. It is in form of “no”. Among of theses transaction the highest performed by English teacher is the transaction of “ok” and “ya”, both of these are related to an agreement. Furthermore, students of senior high school 5 Purworejo never perform the transaction in the classroom interaction.

The performance of teacher’s transaction of Senior High School 7 is the following: *ok* is twenty-five, *well ok* is one, *next* is five, *so* is three, *ya good* is one, *may be* is one, *and* is four, *and then* is one, *diperhatikan* is two, *no question* is one, *sudah* is one, *oh good* is two, *tidak ada* is one, *oh* is one, *ya ok* is two, *for example* is two, *ok next* is one.

Figure 3:
The chart of English teacher and her Students' *Transaction* in English classroom interaction of Senior High School 7 Purworejo.



The example of transaction **ok**: *Ok...I will check your attendance first...*

The example of transaction **well ok**: *Well...Ok...let's start our class ... II(7).*

The example of transaction **next**: *Next... can you make an example of positive degree, II (297).*

The example of transaction **so**: *So... this pattern can be concluded that II (49).*

The example of transaction **ya good**: *Ya...good...II (54).* The example of transaction **maybe**: *Maybe, there is something behind him. II (78).*

The example of transaction **and**: *And the second...?II (80).* The example of transaction **and then**: *And then who is the most diligent in this class...?II (125).*

The example of transaction **diperhatikan**: *Diperhatikan ya, bentuknya...II (127).*

The example of transaction **no question**: *No question...? II (133).* The example of transaction **sudah**: *sudah...? II (138).*

The example of transaction **oh good**: *Oh...good, II (139).*

The example of transaction *tidak ada: Tidak ada...II* (143).

The example of transaction *oh: Oh...ke belakang. II* (284).

The example of transaction *ya ok: Ya...ok...II* (299) (302).

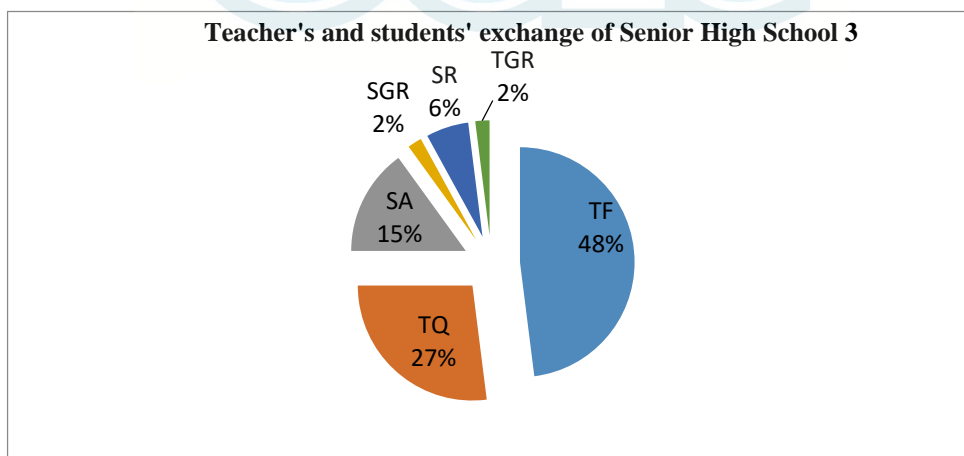
The example of transaction *for example: For example, I prefer to swim rather than to run. II* (246).

The example of transaction *ok next: Ok...next...II* (303)

There are six types of exchanges developed by English teacher of Senior High School 3 in Purworejo and his students. The highest exchange developed by English teacher of Senior High School 3 in Purworejo is exchange of teacher's follow-up. It is 48% from total number of utterances, and the exchange of teacher's question is 27%. Meanwhile, the students' answer exchange is 15%.

The student's response exchange is 6%. Then, the teacher's greeting and student's greeting exchanges are 2% from the utterances performed by English teacher and his students in the classroom interaction.

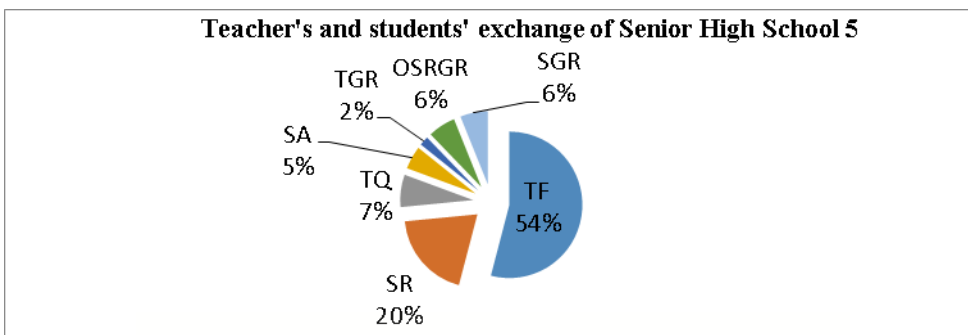
Figure 4:
The chart of English teacher and his student's exchange of Senior High School 3 in Purworejo.



The exchange developed by the English teacher of Senior High School 5 and his students is presented in the chart. They are as follows: the first is teacher's follow-up. It is 54% from total number of utterances. Further, student's response exchange is 20%. The teacher's question exchange is 7%

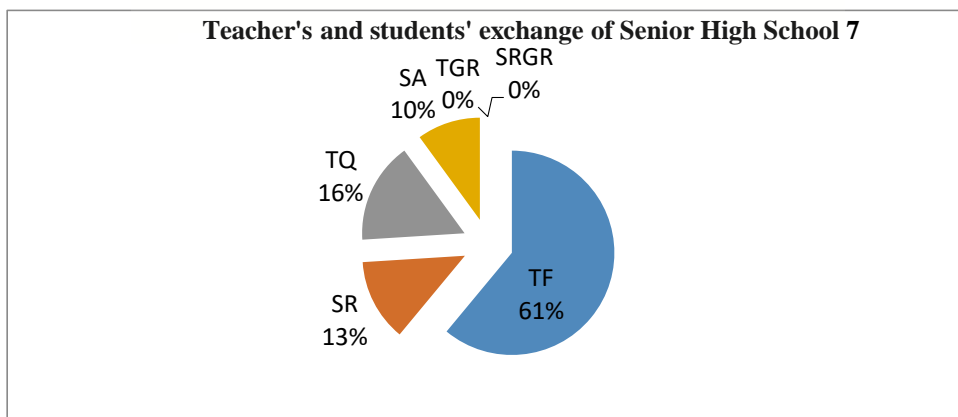
utterances. The teacher's greeting exchange is 2%. Then, the student's greeting exchange and other student's greetings are 6% from the total number of utterances.

Figure 5:
The chart of English teacher and his student's exchange of Senior High School 5 Purworejo.



The exchange of teacher's follow-up is the highest developed by English teacher of Senior High School 7 Purworejo.

Figure 6:
The chart of English teacher and her student's exchange of Senior High School 7 Purworejo



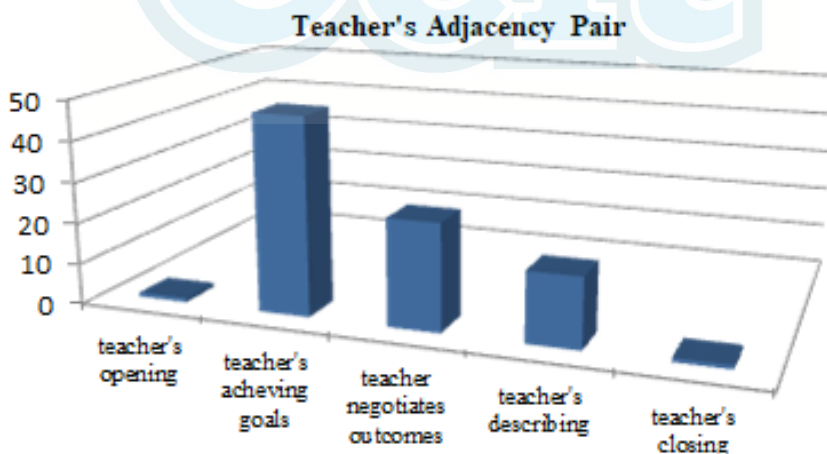
It is 61% from the total number of utterances. Further, the exchange of teacher's question is 26% utterances, and then student's response exchange is 13%. Furthermore, student's answer exchange is 10% from the total number of utterances. The last exchange performed by English teacher of Senior High

School 7 is teacher's greeting, it is 0% and student's response greeting is 0%. It meant that teacher's greeting and student's response greeting are limitedly developed by teacher and students in the classroom interaction.

The opening exchange is performed by English teacher of Senior High School 3 Purworejo. The number of (OU) is one utterance or it is in the level scale of one. The example of opening exchange is the following: *Good morning student..... II (1)*. Achieving goal exchange is performed by English teacher of Senior High School 3 Purworejo,. The number of achieving goals exchange (AGU) is forty-eight utterances, it is similar to the level scale is mostly forty. The example of achieving goals exchange is in the following: *E...do you know, II (3) do you understand what did Pak Anton say? II (4) How is he...II (6)*.

Negotiates outcome (NOU) is developed by the English teacher of Senior High School 3 Purworejo. The number of negotiate outcome exchange is twenty-six utterances; it is similar to the level scale of mostly twenty. The example of negotiate outcome exchange is in the following: *Thank you very much II (2) Sedikit...okII (5) Yes of course...II (8)*.

Figure 7:
The chart of english teacher *adjacency pair* of spoken discourse in the classroom interaction of Senior High School 3 Purworejo

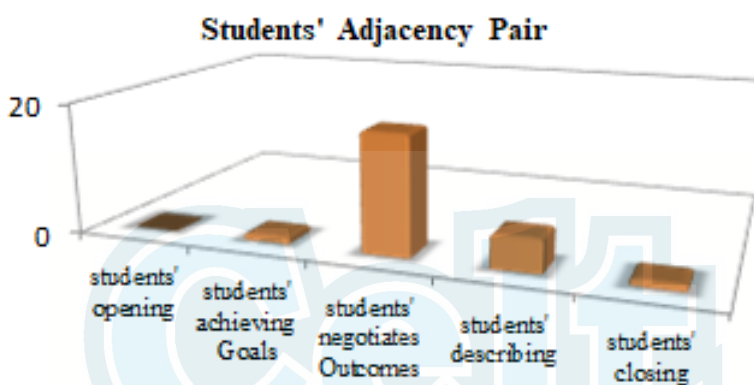


The teacher describing the exchange is also performed by English teacher of Senior High School 3 Purworejo. The teacher described the topic to the student's trough discussion. The number of teacher's describing (TDU) is seventeen, or it is related to the level scale of fifteen. The example of teacher

describing exchange is in the following; *He comes from Semarang...II (21) He is handsome II (26) He is handsome. II (27).*

The last exchange in this classroom interaction is teacher's closing (TCU). Teacher developed the closing exchange when the topic of discussion is complete. The number of teacher's closing is one, or it is at the level of zero. The example of teacher's closing exchange is the following; *Walaikumsalam wr. Wb. (all the students answer the teacher's greeting) II (25+).*

Figure 8:
The chart of English students' *adjacency pair* of spoken discourse in the classroom interaction of Senior High School 3 Purworejo

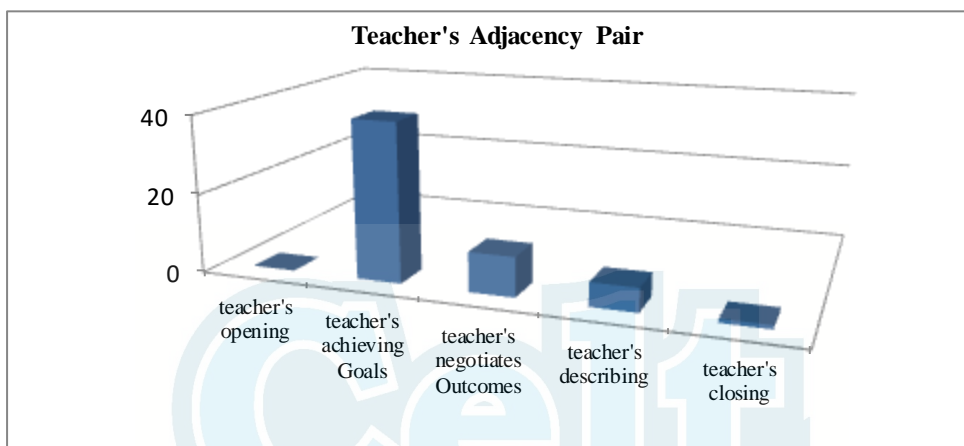


In the classroom interaction it is not only the teacher to position him or her but also how the students position themselves. In the classroom interaction of Senior High School 3 Purworejo, the chart of analysis related to the student's adjacency pair is the following; there is no student's adjacency pair of opening (OU). It is only one adjacency's pair of achieving the goals (AGU), or it is the scale of zero. The example of achieving the goal's adjacency pair is in the following, *dataGood morning (1+) Yes...a little- a little...II (2+) Sedikit...II (3+)*

The next student's adjacency pair is negotiated outcome, (NOU). The number of the negotiates outcome adjacency pair is eighteen, or it is in the scale of fifteen. Student's adjacency pair of describing is five utterances (DU), or it is in the scale of five. The last adjacency pair is closing adjacency pair, it is one utterance performed by student in the classroom. The example of this adjacency is in the following data; *Walaikumsalam wr. Wb. (all the students answer the teacher's greeting) II (25+).*

The following is the chart of data analysis of teacher's and student's adjacency pair in Senior High School 4 Purworejo. Firstly, the researcher presented the chart of data analysis of teacher's adjacency pair. The teacher's adjacency pair of opening is one utterance. (OU). The example is in the following data: *Good morning students... .II (1)*

Figure 9:
The chart of English teacher and his students' adjacency pair of spoken discourse in the classroom interaction of Senior High School 5 Purworejo



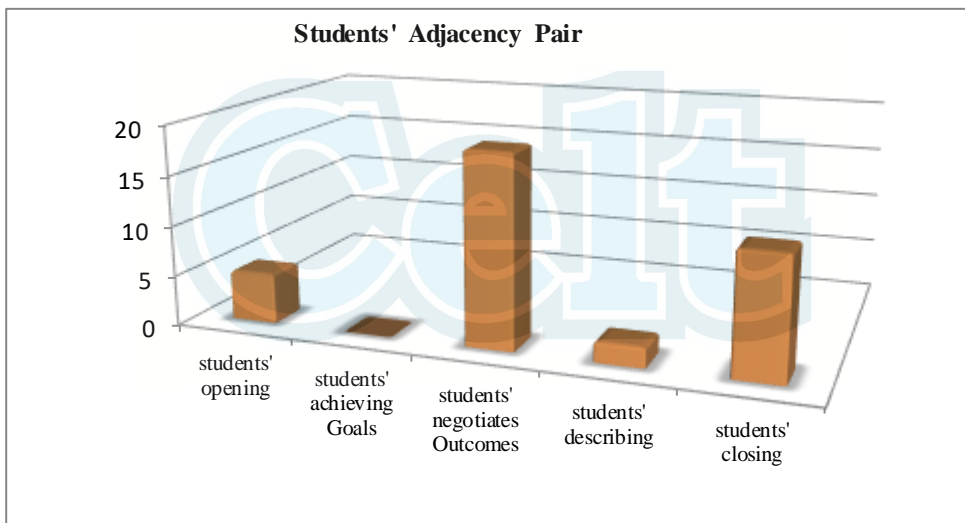
There is one utterance of teacher's adjacency pair of opening. The teacher opens the classroom interaction by developed the adjacency pair of opening. (OU). The number of this adjacency pair is one utterance, or it is in the level scale of zero. The example of opening adjacency pair of opening of this classroom interaction is the following: *Good morning II (1)*

Further, teacher's adjacency pair of achieving the goals are developed by English teacher and his students in the classroom interaction. The number of achieving goal' adjacency pair (AGU) in this classroom interaction is forty utterances. It is similar with the level scale of thirty. The example of achieving goals adjacency pair is in the following: *How many students are there...? II (2) Thirty two...II (3) so, please you divide into 8 groups. II (4) Dibagi menjadi 8 kelompok ya...ok, II (5)*

The English teacher of Senior High School 5 Purworejo also developed the adjacency pair of negotiates outcomes (NOU) in his classroom interaction. The number of negotiates outcome adjacency pair is teen utterances, or it is in the level of teen. The example of negotiates outcomes adjacency pair is in the

following data: *Thirty two...II (3) Ya malin kundang...II (12) Ok...each group will read one narrative text II (7.)* The English teacher of Senior High School 5 Purworejo performed the adjacency pair (TDU) in the classroom interaction. The number of this adjacency pair is six utterances, or it is in the scale level of one. The example of adjacency pair of describing is in the following data: *Ok...now I would like you to present the text of lyric of the songII (53), Ya...I think the summary of the song, II (54) there is a man want to divorce girlfriend and girl friend said II (55).* The last adjacency pair is developed by the English teacher of senior high school 5 is closing utterance. The example of teacher's adjacency pair of closing is in the following; *(the bell is ringing) assalamu'alikum wr.wb. II (61).*

Figure 10:
The chart of English students' adjacency pair of spoken discourse in the classroom interaction of Senior High School 5 Purworejo



The students of Senior High School 5 Purworejo developed the adjacency pair in the classroom interaction. The first adjacency pair developed by the students is opening utterance.

The students of Senior High School 5 Purworejo developed adjacency pair of opening (OU) at the time of presents themselves in from of the classroom interaction to talk about the topic of discussion with their classmate and their English teacher. In this event, the students are able to perform their adjacency pair of opening. The number of student's adjacency pair of opening is five utterances, or it is at the level of one. The following are the example of student's adjacency pair of opening.

(wiwik come in front the class to present her group)

Hello friend...II (9+)

Hello guys good morning...II (16+)

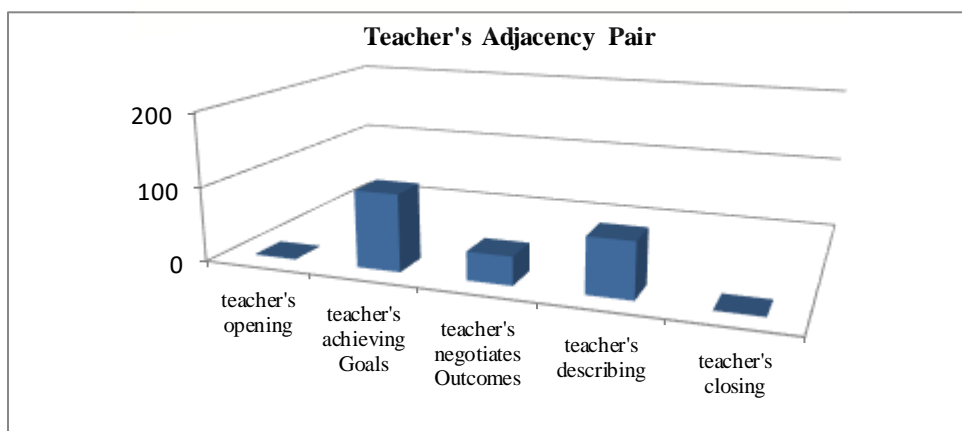
(Ismawati come in front the class) Good morning...II (21+)

There is no adjacency pair of achieving goals (AGU) performed by students, it meant that the students initiate the classroom interaction; they posited themselves as the hearer. It meant that the level scale of this adjacency pair is zero.

The following adjacency pair presented by the students of Senior High School 5 Purworejo in the classroom interaction is negotiates outcome adjacency pair, the students negotiates the interaction when they interact with their English teacher in the classroom. The number of (NOU) negotiates outcomes adjacency is fifteen utterances. It is at the level of fifteen. The example of the negotiates outcome adjacency pair (OCU) is in the following: *Malin Kundang...II (3+)*, *Thirty two (one student answer) II (2+)*, *Good morning (all students answer) II (1+)*

Figure 11:

The chart of English teachers' *adjacency pair* of spoken discourse in the classroom interaction of Senior High School 7 Purworejo



Students in the classroom interaction developed two utterances of describing adjacency pair. It is at the level of one scale level. The students performed the adjacency pair of closing (CU) in their classroom interaction. The number of adjacency pair of closing is twelve utterances, or it is in the

scale level of teen. The students developed the closing adjacency pair a different from previous classroom interaction, the students performed the closing adjacency pair not only concerning with their English teacher, but also when they interact with their classmates to discuss the topic that they described together in the classroom.

There is one utterance of adjacency pair of opening performed by English teacher. It is at the level scale of zero. The example of (OU) is in the following; *Good morning students...II (1)*

The highest adjacency pair developed by English teacher of Senior High School 7 is achieving goals of (AGU), which is a hundred and three utterances or it is at the level of a hundred. The negotiates outcomes performed by English teacher is at the level of twenty or it is thirty-eight utterances, the example of adjacency pair of negotiate out come in this classroom interaction is:

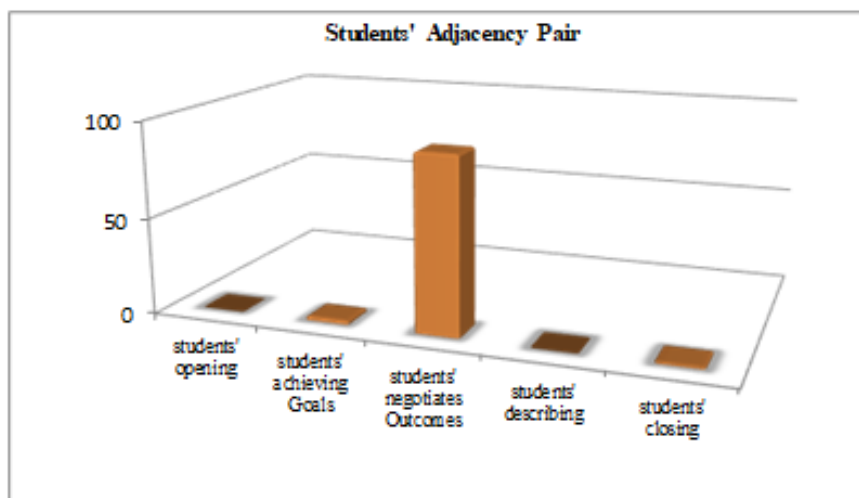
Ok...I will check your attendance first...(teacher inviting/ calling the students one by one) II (2)

He want to observe our teaching English in our class. II (5)

Well...Ok...let's start our class ...II (7).

Figure 12:

The chart of English students' *adjacency pair* of spoken discourse in the classroom interaction of Senior High School 7 Purworejo



The English teacher also developed the adjacency pair of describing (TD) at the level of fifty or it is seventy-four utterances. The example of adjacency pair of describing is in the following:

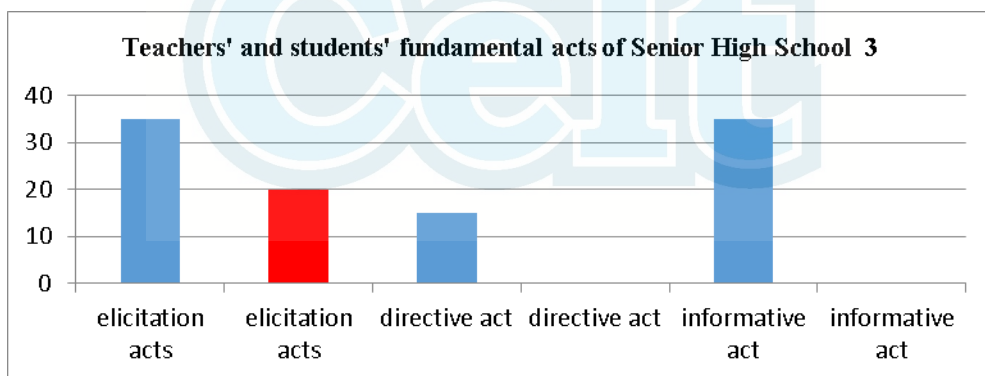
Ok...I would like to introduce our guest this morning, together with me. II (3)

He is Pak Sudar from Semarang State University. II (4)

because my uncle at that time is passed away or die II (15).

The English teacher did not close the interaction; it meant that the English teacher did not perform adjacency pair of closing. The student's adjacency pair also developed by the students of Senior High School 7 Purworejo, the chart of the analysis is the following chart:

Figure 13:
The charts of fundamental acts developed by English teachers and their students of Senior High School 3, Purworejo



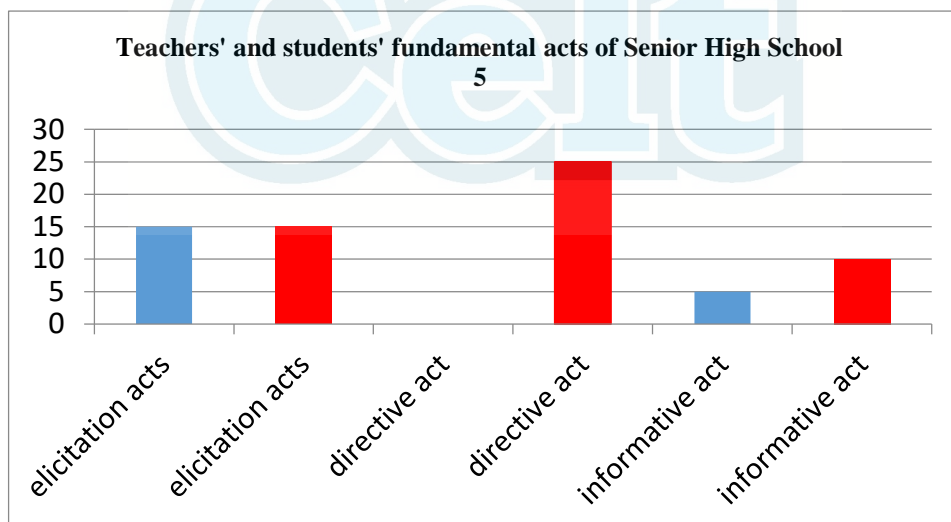
There is one adjacency pair of opening in this classroom interaction, (OU). The student opening utterance is developed when the responded the teacher's adjacency pair of opening. It is only one utterance or it is at the level scale of zero. Further, there is two utterances to reflect the adjacency pair of achieving goals (AGU). It is similar to the level of scale level of zero. The adjacency pair of negotiate out comes is the highest developed by the students of Senior High School 7 Purworejo in the classroom interaction. It is at the level of eighty or it is thirty-one utterances. Samples are: *Good morning...II (1+)*, *(all students respond) yes...II (2+)*, *It's about text...II (3+)* While there is no adjacency pair of describing and closing developed by the students of Senior High School 7 Purworejo.

The English teacher of Senior High School 3 Purworejo developed elicitation act at the level of thirty-five. While the students developed elicitation at the level of twenty. The English teacher of Senior High School 3 Purworejo developed directive act at the level of eleven, while the students never developed the directive act in the classroom interaction.

The teacher's informative act is at the level of thirty-two and the students never performed the informative acts in the classroom interaction. Elicitation act developed by English teacher of Senior High School 5 Purworejo and his students is at the level of fifteen.

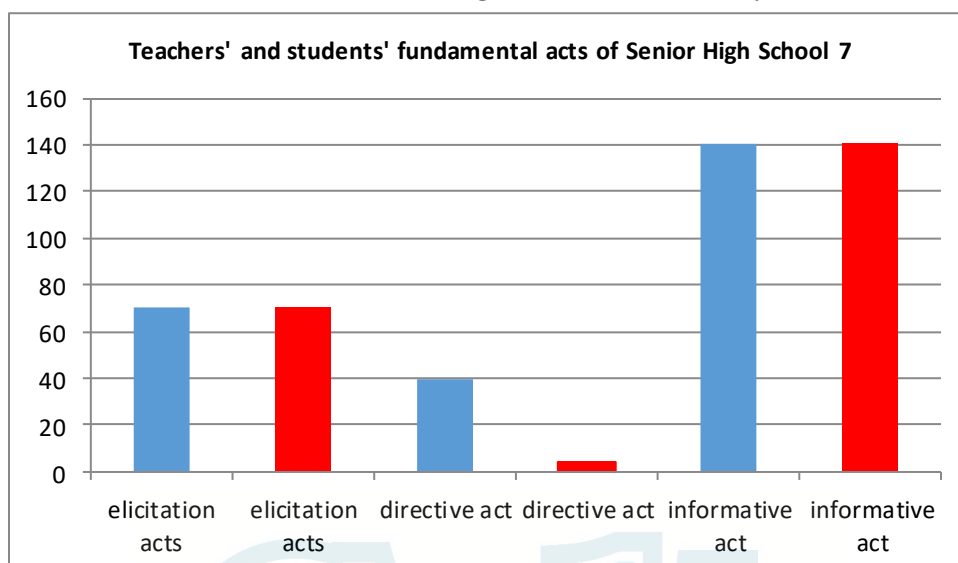
The English teacher never developed the directive act in the classroom interaction. The students developed directive act at the level of twenty-five, students have high chance to address the direction to their classmate in the discussion.

Figure 14:
The charts of fundamental acts developed by English teachers and their students of Senior High School 5, Purworejo



The informative act is at the level of five developed by teacher, and the informative act developed by students is at the level of ten. The English teacher of Senior High School 7 Purworejo and her students in the classroom interaction developed an elicitation acts in equal level. It is at the level of sixty. Furthermore, the informative acts also developed by English teacher and her students at the same level. It is at the level of a hundred and forty.

Figure 15:
The charts of fundamental acts developed by English teachers and their
students of Senior High School 7, Purworejo



It is seen here that the English teacher, who developed directive act in the classroom interaction is higher than her students. She performed the directive act at the level of thirty while her students performed the directive act at the level of zero or the students mostly never performed the directive act in the classroom interaction.

CONCLUSION

This study concludes that the type of transaction highly developed by English teachers of Senior High School 3, 5 and 7 in Purworejo is the transaction reflecting *an agreement*. The familiar of conventional marker of agreement is in form of “ok”.

The other forms of conventional marker (transaction) are: *well, right, ya, ok well, yes, ok and then, well ok, good, ok next, oh, I think, ya ok, oh ya, well ok, all right, yes, ya wah, ya ok*. Further, the transactions developed by English teacher are not completely in English word, some of the transactions performed in Indonesian language: for example; *ya, ya wah*. The familiar Indonesian transaction is “*ya*”.

Most English teachers of senior high school performed the discourse feature, particularly the exchange is not completely the exchange of English, and some of exchanges are performed in the Indonesia language. For example; the exchange of “*ya*”.

Students of senior high school never develop the transaction (conventional marker) in the classroom interaction. Based on the chart of analysis, English teachers of Senior High School 3, 5, and 7 in Purworejo developed the “*follow-up exchange*” in the classroom interaction. It meant that most the English teachers giving explanations about the topic that they discussed together.

The second highest exchange developed by English teachers is *question exchange*. It meant that the teachers often giving questions related to the topic of discussion. The question’s exchange is not performed by English teacher of Senior High School 5. The student’s response exchange, student’s answer exchange, the teacher’s greeting exchange and students’ response greetings are the types of exchange developed by English teachers not as many as exchange of follow-up, and question exchange.

The limited exchange is student’s initiation’s exchange. The conclusion of adjacency pair development performed by English teachers and senior high school students of Senior High School 3, 5, and 7 in Purworejo are as follows: the English teachers of senior high schools mostly developed adjacency pair of *negotiate outcome, argumentation, describing*. Students of Senior High School 3, 5, and 7 in Purworejo developed adjacency pair related to *student’ negotiate outcome, student’s argumentation, student’s describing*.

Basically, in this study, the researcher presented the conclusion of teacher’s and student’s performances of fundamental acts in the classroom interaction. Most the English teachers and their student developed *elicitation acts* in the classroom interaction. Then, teachers and students developed *information acts* in the classroom interaction. *Directive act* is mostly developed in the English teachers’ classroom interaction. Yet, this study also finds that the students of senior high school seldom perform *directive acts* in the classroom interaction. Instead, the students developed *directive acts* when they discussed together with their classmate in the group discussion.

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