

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Language is part of the culture of a people and the chief means by which the members of a language community communicate. Human being as a social community needs language to communicate and convey meaning from one person to another. Language is a tool to run human relationship in social life. It is used to talk to each other, write, email, text, convey messages, ideas, feelings, etc. There is no human activity without language.

Language has various functions, such as system of communication, medium for thought, vehicle of literary expression, a matter for political controversy, a catalyst for nation development. Most of people normally speak at least one language and it is hard to imagine much significant social, intellectual, or artistic activity taking place in its absence. Accordingly, language and communication are two things that cannot be separated. Communication will happen if people use language to communicate with others.

Communication means a process of exchanging information between one person to another person, thought a symbol, a sign, or an attitude. In communication there is information, but there is also a process to give goods and services and to convey information, like gossip, sharing, and etc. the result of communication is discourse. Discourse is an authentic product of socially linguistic interaction. In other

word, discourse is used for communication because people use utterance to convey information and lead each other toward an interpretation of meaning and intentions. This role greatly increases the scope of discourse analysis; simply because someone has to address how the language of utterances is related to aspect of the communication process (such as knowledge or intentions) bears an indirect (and controversial) relationship to language. One of the branches of field in discourse analysis is called ethnography.

In any human community, there are many places where communication is expected (or prohibited). These enter into ethnographies of communication as aspect of a setting in which communication itself takes shape. The concept of communication situation is used to identify specific setting and scenes for communication. Ethnography of communication is the method of discourse analysis in linguistics, which draws on the anthropological field of ethnography. It takes both language and culture to be constitutive as well constructive. Meanwhile according to Cameron (2001:66), ethnography of communication can be thought of as the application of ethnographic method to the communication pattern of a group.

The ethnography of communication explores how and why language is used, and how its use varies in different cultures. That is why the ethnography of communication examines speech events within the social and cultural context in which they occur, and, in particular, examines patterns of language use in specific groups, communities, institutions, and societies. A particular feature of the

ethnography of communication is that it has been discourse-centered since its inception (Sherzer, 1992:420).

The basic theoretical contribution of the ethnography of communication is, as Sherzer puts: “The demonstration that there are coherent and meaningful patterns in language use and speaking practices in societies around the world, and that there are significant differences in these patterns across cultures” (1992: 420).

The background of ethnography is wide and it draws on many disciplines. That is why there is no explicit definition of ethnography. In its widest sense, ethnography is defined as a systematic process, through which models of culture or subculture are observed, described, documented and analyzed.

Studying ethnography gives more knowledge of other aspects of culture, communicative situations and event of the organization. Ethnographic research method in interview gathers the data by asking community members about their interactions, what they do, and why they do things the way they do. The main task in interview is understanding the meaning of what the interviewees say. Key concepts in the ethnography of communication include the nations of communication, speech community, speech situation, speech event, and speech act. In the ethnographic research, there are several kinds of speech event: talk show, wedding ceremony, news, gossip, interview, etc.

The thesis describes a research study which contributes to our understanding the ethnography of communication among students and teacher in classroom

interaction because their relationship is very important. The students and teachers relationship should be formal but inviting. To be formal is to be respectful and follow the established rules of school. Without mutual respect transfer of knowledge and experience cannot happen. When a teacher respects himself and the English class he teaches, the students will learn to respect them as well.

This ethnographic study explores the communication among students and teacher when they were studying in the class and attending their interaction of one progressive secondary school.

The thesis data are taken by recording the conversation from MAN 01 Semarang. In responding the desire of the society, MAN 01 Semarang improves the quality of services by opening immersion class program in which the instructional teaching and learning is performed in English. On the other side, the teacher is also prepared to be able using English as a means of instruction. The school also provides dormitory for the students, especially for those who are in immersion program. They stay in the dormitory to enhance the curriculum, and religious teachings. There are many differences between MAN and other senior high schools, for example, MAN 01 Semarang is special for muslim students so that they have to wear veil especially for the girls. Meanwhile senior high school students are more heterogenic. Heterogenic means all of the students who have different religion such as Islam, Christian, Hinduism, Buddhism and etc, can study in senior high schools (either private or state-owned) and for the muslim students especially for the girls can or cannot wear veil. MAN 01 Semarang is one of the best Islamic schools in Semarang. An ethnographic

research in conversations seeks to describe the meanings of central themes in life world of the subjects. The main task in conversation is to understand the meaning of what students and teacher say.

## **1.2 Statement of the Problem**

Based on the background of study, the problem can be stated as follows: What are the elements of ethnography of communication among students and teacher of MAN 01 Semarang?

## **1.3 Scope of the Study**

This research focuses on analyzing the elements of ethnography of communication in the interaction among students and teacher of MAN 01 Semarang.

## **1.4 Objective of the study**

Based on the statement of the problem, the objective of the study is to describe the elements of ethnography of communication among students and teacher of MAN 01 Semarang.

### **1.5 Significance of the Study**

The result of the study is hoped to give valuable contributions, particularly to linguistics field and everyone who reads this thesis. In detail, the researcher hopes that the result of the study can give valuable contributions to:

1. The researcher to improve knowledge about the linguistics studies, especially the ethnography of communication.
2. Students of Dian Nuswantoro University. It is expected that the result of the study will be able to give a valuable contribution for linguistic department.
3. Everyone who reads this thesis. It is hoped that the thesis can be much more interesting for those who have special attention to linguistic field. By reading this thesis, they will enrich their knowledge about discourse analysis, especially the ethnography of communication.

### **1.6 Thesis Organization**

To make this thesis systematized and easy to read, the organization of the thesis may firstly be explained in general. This thesis is organized in the following chapters.

Chapter I is Introduction. The thesis begins with introduction as the first chapter. This chapter consists of background of the study, statement of the problem,

scope of the study, objective of the study, significance of the study, and thesis organization.

Chapter II is Review of Related Literature. In this chapter, the researcher tries to strengthen her thesis by putting forward several underlying theories.

Chapter III is Research Method. It covers the discussion of research method, unit of analysis, source of data, method of collecting data, and method of analyzing data.

Chapter IV is Data Analysis. In this chapter, the researcher presents the result of data analysis, including the elements of ethnography of communication among students and teacher of MAN 01 Semarang.

Chapter V is Conclusion and Suggestion. This chapter is the last chapter consisting the conclusion and suggestion of this study.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents about the theories related to the problem of the study. Before considering the ethnography of communication, however, it is useful to relate the importance of discourse analysis concept such as language as a means of communication, speech community, speech event, speech situation, and aspects of the ethnography of communication.

#### **2.1 Language as a Means of Communication**

As social creatures, we cannot live alone in this world. We need to interact and communicate with other people. In communication, we need a medium to express our thought and feeling. The medium is language. Language is a form of interaction. It is a part of the social and there is no need to interpose a psychological level of interpretation. It is a system of meaning, and a system of meaning is one by which meaning is created and meanings are exchanged. Halliday (2004:8) states that a language is a resource for making meaning a semogenic system, together with the processes which instantiate the system in the form text ( spoken and written discourse ).

A language is considered to be a system of communicating with other people using sounds, symbols and words in expressing a meanings, ideas or thoughts. This



language can be used in many forms, primarily through oral and written communications as well as using expressions through body language.

A language is a syntactically organized system of signal, such as voice sounds, intonations or pitches, gestures or written symbols which communicate thoughts or feelings. Therefore language is the central means by which people communicate with one another in everyday life, understanding communication is an important goal for linguists.

Fairdough (2001:18-19) says that language as a form of social practice implies on three things:

1. Language is a part of society, and not somehow external to it.
2. Language is a social process.
3. Language is socially conditioned process, conditioned that is by other (non-linguistic) part of society.

A communication event is understood to be, from the point of view of participants, an integral, patterned part of social life. Like gossip session, talk show, and political meetings, communication events typically involve a sequential structuring of acts, can be understood by formulating norms or rules about them, and involve culturally bounded aspect of social life which have a beginning and ending.

## **2.2 Speech Community**

A Speech community is a group of people who share rules for using and interpreting at least one communication practice. A communication practice might

involve specific events, situation, or acts with the use and interpretation for at least one for essential for membership in speech community.

Gumperz (1986:63) defines a speech community as “a group that has regular and frequent interaction that is characterized by shared patterns of interaction and communication.”

According to Romaine (1994:22) “a speech community is a group of people who do not necessarily share the same language, but share a set of norms and rules for the use of language. The boundaries between speech communities are essentially social rather than linguistic. A speech community is not necessarily co-extensive with along community.”

The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of shared norms: these norms may be observed in overt types of evaluative behavior, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage (Labov, 1972:120–1).

Hymes (1972: 54) defines a speech community as “a community sharing rules for the conduct and interpretation of speech, and rules for the interpretation of at least one linguistic variety.” For Hymes one can participate in a speech community without being a member of it, but the lines of demarcation are not fixed or universal e.g., accent, ways of speaking, grammar, etc. In different communities or at different times in one community.

Gumperz (1986:83) defines a speech communication as “a group that has regular and frequent interaction that is characterized by shared patterns of interaction and communication.”

The immediate universe for the ethnography of communication is traditionally the speech community and the way communication is patterned and organized within that unit. Being a member of a speech community has been defined by Sherzer (1975:356) as:

1. Sharing the same language,
2. Sharing rules of speaking and interpretation of speech performance,
3. Sharing socio cultural understanding and presuppositions with regard to speech.

### **2.3 Speech Event**

Speech event happens in an interaction in the form of speaking that consists of parties, these are: writer and reader, topic of writing, time, place, and situation. The same event can happen in discussion, speaking on telephone, chatting on internet and e-mail.

Hymes (1974:52) describes speech event as what other researcher might term genre as there are activity directly governed by rules or norm by the use of speech. There are several kinds of speech event in the ethnographic research, such as: weather forecast report, presentation, interview, news, article, broadcast, talk show, etc.

## 2.4 Speech Situation

Speech situation refers to the context in which speech takes places. Language is made up of socially shared rules that include:

1. What words mean (e.g., “star can refer to a bright object in the night sky, or a celebrity).
2. How to make new words (e.g., happy, happily, unhappy).
3. How to put words together (e.g., “Peg walked to the new store“, rather than “Peg walk store new”).
4. What word combinations are best in what situations (“Would you mind moving your foot?” could quickly change to “Get off my foot, please!” if the first request did not produce result).

Speech is the verbal means of communicating. Speech consist of

1. Articulation, how speech sounds are made (e.g., children must learn how to produce “r” sound in order to say “rabbit” instead of “wabbit”).
2. Voice, use of the vocal folds and breathing to produce sound (e.g., the voice can be abused from overuse or misuse and can lead to hoarseness or loss of voice).
3. Fluency, the rhythm of speech (e.g., hesitations or stuttering can affect fluency).

## 2.5 Aspects of the Ethnography of Communication

Language use in the ethnography of communication is the studied within particular social and culture settings rather than in isolation from them. Key

concepts in the ethnography of communication include the notions of speech community, communicative competence, patterns of communication, communicative functions, and speech events. (Saville-Troike, 1989: 63)

Hymes (1974:238) has proposed an ethnographic framework which takes into account the various factors that are involved in speaking. An ethnography of communicative event is a description of all the factors that are relevant in understanding how that particular communicative event achieves its objectives.

Hymes states “SPEAKING” formula a very necessary reminder that talking is a complex activity, and that any part of talk is a piece of “skilled work”. It is skilled in this sense that the speaker must understand a sensitivity to realize each of the 8 factors: setting, participants, ends, act sequence, key, instrumentality, norms, and genre.

### **2.5.1 Setting and Scene (S)**

Setting and scene of speech, i.e., the real circumstances in which speech takes place. It may refer to the psychological setting, or the cultural definition of the social situation. The important aspects of setting are the time and place in which people interact and their influence on the kind of communication that may occur - or whether communication is permitted at all. In institutionalized settings, such as a church, home, café, office, classroom, the effect on language use is clear enough. But in many everyday social situations, and especially in foreign cultures, the relationship between setting and language can be very difficult to discover. In different times and places

the quality and quantity of the language we use will be subject to social evaluation and sanction. The extent to which people recognize submit to, or defy these sanctions is an important factoring any study of contextual identity.

### **2.5.2 Participants (P)**

Participant refers to the actors in the scene and their role relationships, including personal characteristics, such as: age, sex, social status, and. The participant includes various combinations of speaker - listener, addressor - addressee, sender - receiver and etc. It generally fills certain socially specified roles. A two person conversation involves a speakers and listener whose roles change. For instance a political speech involves an addressor and addressee (audience), a telephone speech involves sender and receiver and etc.

### **2.5.3 End (E)**

End (purposes/goal/outcomes) refers to the conventionally recognized and expected outcomes of an exchange as well as to the personal goals that participants seek to accomplish on particular occasions. A trial in courtroom has a recognizable social end in view, but the various participant, i.e., the judge, jury, prosecution, defend, accused and witnesses, have different goals. Likewise, a marriage ceremony serves a certain social end, but each of the various participants may have his or her own unique goals in getting married or seeing a particular couple married.

#### **2.5.4 Act sequence (A)**

Act sequence refers to the actual form and content of what is said, for instance the precise words used, how they are used, and the relationship of what is said to the actual topic at hand. For example, public lectures, casual conversation, wedding party chatter are all different forms of speaking with different kinds of language and thing which is talk by the participants.

#### **2.5.5 Key (K)**

Key refers to the tone, manner, or spirit in which a particular message is conveyed. For example pedantic, light-hearted, serious, mocking, sarcastic, pompous, precise, and so on. The key may also be marked nonverbally by certain kinds of behavior, gesture, posture, or even deportment.

#### **2.5.6 Instrument (I)**

Instrumentality refers to the instrument used by the participants in conveying message including written language and spoken language. For example oral, written or telegraphic, and to the actual forms speech employed, such as: the language, dialect, code, or register that is chosen. Formal, written, legal language is one instrumentality. For instance: in Surinam a high government official addresses a Bush Negro chief in Dutch and has his words translated into the local tribal language. The chief does the opposite. Each speaks this way although both could use a common instrumentality, Sranan.

### 2.5.7 Norms (N)

Norms refers to interaction and interpretation (N) refers to the specific behavior and proprieties that attach to speaking and also to how these may be viewed by someone who does not share them, e.g., loudness, silence, gaze return, and so on.

### 2.5.8 Genre (G)

Genre (textual categories) refers to clearly limited types of utterances such thing as poems, proverbs, riddles, sermons, prayers, lectures, and editorials, the cultural category of talk (e.g. insults, compliments, apologies). These are all ‘marked’ in specific way in contrast to casual speech. In middle of a prayer, a casual aside would be “marked” too. While particular genres seem more appropriate on certain occasions than on others, e.g., sermons inserted into church services, they can be independent: we can ask someone to stop “sermonizing that is we can recognize a genre of sermons when an instance of it, into or something closely resembling an instance occurs outside its usual setting.

What Hymes offers us in his SPEAKING formula is a very necessary reminder that talk is complex activity, and that any particular bit of talk is actually a piece of ‘skilled work’. To be successful, the speaker must reveal a sensitivity to and awareness of each of the eight factors outlined above. Speakers and listeners must also work to see that nothing goes wrong. When speaking does go wrong, as it sometimes does, that going-wrong is often clearly describable in terms of some neglect of one or more of the factors. Since we acknowledge that there are ‘better’



speakers and 'poorer' speakers, we may also assume that individuals vary in their ability to manage and exploit the total array of factors. Working with an ethnographic or functional approach, then, we may attempt to specify just what is meant to be a competent speaker of a particular language.

An ethnography approach to discourse seeks to discover and analyze the structures and functions of communication that organize the use of language in speech situations, events, and acts. Knowledge of these structures and functions is part of our communicative competence: what we say and do has meaning only within a framework of cultural knowledge.

Analyses in this area draw on a model proposed by Hymes for examining culture-specific ways of speaking in particular speech communities. These analyses examine communicative events in terms of categories, such as: the type of event (or genre), topic, purpose, setting and participant, message form and content, and ordering of speech acts within the event (including turn taking and overlap phenomena).

A primary aim of the ethnographic approach to the study of communicative activity is to provide a framework for the collection and analysis of descriptive data about the ways in which social meaning is conveyed, constructed, and negotiated. Its goals are, at least in the first instance, descriptive, guided by the conviction that information about diverse "ways of speaking" in different human societies is a legitimate contribution to knowledge in its right. Nevertheless, the potential

significance of the ethnography of communication goes far beyond a mere cataloging of facts about communicative behavior.

## **2.6 Classroom Interaction**

The term classroom interaction refers to the interaction between teacher and students in the classroom. Classroom interaction began in 1960 with the aim of evaluating the effectiveness of interaction in languages acquisition. According to Brown (2001:17-18), interaction is at the heart of communicative competence. When a student interacts with another student, they receives input and produces output. Language is acquired as students actively engage and interact with each other to communicate in target language.

One of the influential strategies in creating classroom interaction is questioning technique. Where foreign language learners do not have a great number of tools for initiating and maintaining language, encouraging them to formulate or answer questions can provide stepping stones for continued interaction. The use of questioning strategy outlined in this research is anchored in the Long's interaction hypothesis, which the stresses the role of input in development of second language. The types of questions also affect the classroom interaction. The second strategy is modification which is widely used as negotiation of meaning. Negotiation of meaning Restructuring of interaction that occurs when a communication problem arises. Modification help the learns to continue the interaction without interrupting it, and solve the miscommunication problem without using their mother language. The third

strategy that can promote interaction is cooperative learning. Cooperative learning is opposed to individualistic and competitive learning, which has been proclaimed as an effective instructional approach which involves the characteristic of learned-centered approaches. Cooperative learning requires learner to work in groups to achieve a common goal. Working together maximizes opportunities for students-students interaction with meaningful input and output in a supportive environment.

These type of classroom interaction can provide valuable, immediate feedback about student achievement, communication skills, and social skills. Personal communication with students are unique in that they are spontaneous, flexible, and provide nonverbal cues. This lesson provides guidelines, strategies, and technique for making the most of classroom interactions.

There are several classroom interaction patterns such as: first, teacher talk when is a teacher talks and the students listen. Second, closed ended teacher questioning, it means asking a question and a student gives one correct answer, for example: the teacher is asking what is the past tense of the verb “go”? and the student is answering “went”. It is classic sort method of teaching which is called IRF. IRF means Initiation Response feedback; a teacher asks a question and gets a feedback from the students. Teachers tent to overdo this method because it is simple, teachers have experienced when they were at school, and it gives a teacher a feeling of being control choral response means asking a question and the class all together give an answer. Third, open ended teacher questioning it means when a teacher asks a

question and there is no one set answer, it could be many possible answers, for instance, a teacher asks "what is your favorite hobby?" and the student give different answers. Fourth, student initiates, teacher answers. In this interaction pattern, the students for instance, ask the teacher for clarification and the teacher explains/clarifies a specific point. Fifth, full class interaction – class discussion of a particular topic. - Collaboration- when the students are helping each other to do a specific job or activity. - Group/pair work - Individual work means working on your own. In individual work the teacher gives a worksheet and the pupils fill it, in addition pupils can be given a reading text and they read it on their own. - Self-access means that the material is given to the pupils and they decide what to choose and what to do with it. These interaction patterns are organized in this order because it starts with the least students' involvement "Teacher Talk" to the more students' involvement "Self Access"

The contemporary classroom presents a wealth of opportunities for social interaction amongst pupils, leading to increased interest in teachers and researchers into the social nature of learning. While classroom interaction can be a valuable tool for learning, it does not necessarily lead to useful learning experiences. Through case studies, this book highlights the use of new analytical methodologies for studying the content and patterns of children's interactions and how these contribute to their construction of knowledge. Successful discussions are characterized by classroom

interaction conversations that seek to give voice to all students and to provide sufficient time and opportunity to listen and consider the ideas of others.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter contains five sub chapters that explain research design, unit of analysis, source of data, technique of data collection, and technique of data analysis.

#### **3.1 Research Design**

In this research, the researcher used qualitative descriptive method. Issac and Michael (1987:42) state that “the purpose of descriptive research is to describe systematically the facts and the characteristic of a given population or area of interest, factually and accurately.”

Qualitative method is an ethnographic study in which the researcher does not set out hypotheses, but rather observes what is present with the researcher focus and consequently the data are free to vary during the course of the observation. Qualitative method is one that does not involve measurement on statistic. Because this is an observation of an Islamic school so the researcher observed what is inside classroom interaction and recorded what is happening in the class. So, the activities which took place in the class were analyzed by the researcher.

The research used descriptive qualitative method which is intended to find out the elements of ethnography of communication among students and teacher of MAN 01 Semarang.

### **3.2 Unit of Analysis**

The unit of analysis in this study is the utterances indicating the ethnography of communication among students and teacher of MAN 01 Semarang.

### **3.3 Source of Data**

The data of this study were spoken data in the class. The data were taken by recording the conversations among students and teacher of MAN 01 Semarang. The data were recorded on July 28<sup>th</sup>, 2012 at 8.20 a.m. and the duration is 38 minutes 43 seconds.

### **3.4 Techniques of Data Collection**

Data collection is an important step to support the research. In the research, the conversation was recorded to get the data and steps to collect the data are as follows:

#### **1. Recording conversation**

When the speakers are talking, the researcher recorded the conversation using handycam (DVD). The researcher recorded all the conversations from the beginning until the end of the conversation. The researcher was not involved in the conversation. The researcher also used note taking technique to support the recording.

## 2. Listening to the conversation record

The researcher listened to the conversation record carefully to find out the elements of the ethnography of communication among students and teacher of MAN 01 Semarang.

## 3. Transcribing the conversation

After getting the record, the researcher transcribed the recorded data to make the analysis easier. It is from spoken data to written data.

### **3.5 Techniques of Data Analysis**

After the data of this research have been collected, they were analyzed by using following steps:

1. Analyzing the data to find out the elements of ethnography of communication in the class among students and teacher of Man 01 Semarang.
2. Classifying the elements of the ethnography of communication which occurred in the class.
3. Interpreting the data.
4. Drawing conclusion

The researcher drew conclusion based on the analysis of data.



## **CHAPTER IV**

### **DATA ANALYSIS**

This chapter covers the data analysis of the element of ethnography communication proposed by Hymes (1974:238). They are: setting, participant, end, act sequence, instrument, norm, and genre in the room class interaction among students and teacher.

Detailed discussion of each elements of ethnography of communication is presented in the following section:

*\*Note: the following codes are used in the transcription:*

1. [...] = expression/gesture
2. Italicized utterances are non – English ones
3. Bold utterances are the ones which are explained

#### **4.1 Setting and Scene**

As stated by Hymes (1974:238), setting refers to time and places, the concrete physical circumstance in which speech take place. Scene refers to the abstract psychological setting or the cultural definition on the occasion. There are place, time and situation:

#### 4.1.1 Setting of place

The setting of place was in the classroom in which the interaction among students and the teacher took place at MAN 01 Semarang. When the teacher explained about the subject material, the teacher told the students about examples of the subject material. It can be seen in the following utterances:

Turn	Speaker	Utterances
12.	Students	scientific magazine, historical text, factual reading books, reference books, <b>classroom lesson</b> , environment program, TV documentaries, etc
17.	Teacher	<b>classroom lesson right</b> [index finger while showing that they were in this class] A report text has its own generic structure having two component, one is general classification.

The bold utterances showed that the setting of place was in the classroom. So, we can know the setting of place is in the classroom. Based on the observation the researcher recorded the data in the class 2 IPA 6.

#### 4.1.2 Setting of the time

The setting of the time was in the class of 2 IPA 6, on 28<sup>th</sup> July 2012. The classroom interaction of English lesson was started at 8.20 a.m. It was started by

teachers greeting students in the class before starting the lesson. It is supported by the following evidence:

Turn	Speaker	Utterances
1.	Teacher	asalamuallaikum wr.wb, <b>good morning class</b>
2.	Students	walaikumsallam wr.wb, <b>good morning sir</b>

From the bold utterances it can be known that the class started in the morning in the class of 2 IPA 6.

#### 4.1.3 Setting of the situation

Scene (subjective definition of an occasion) refers to the abstract psychological setting or cultural definition of an occasion. The scene in classroom interaction is serious but enjoyable and happy. After the teacher greeted students he started the lesson about the material, those are report and adjective which can be seen in the following utterances:

Turn	Speaker	Utterances
3.	Teacher	okay, today., we are going to study about <b>report and adjective</b> . Now, open the second page
4.	Students	okay sir

It can also be seen in the following utterances, when the teacher mimicked a manner of speaking and indicated that they were in serious situation.

Turn	Speaker	Utterances
5.	Teacher	reports are used for many purpose 'the social function': to describe the way thing are, with reference to a range of natural, man-made and social phenomena in our environmental. Where can you describe the report text..., textbooks..., encyclopedias...,
6.	Students	scientific magazine
7.	Teacher	<b>scientific magazine</b> [repeating]

It can be seen when the teacher explain about the report, the students continue what the teacher reads and the teacher paraphrase it to make them understand.

Besides that, even though the situation looks serious, sometimes it looks relaxed and students enjoyed it. It is supported by the following utterances:

Turn	Speaker	Utterances
117.	Teacher	<b>for ful, example?</b>
118.	Students	beautiful, wonderful
119.	Teacher	<b>how about I love you ful (smiling) no, no,</b> and then less, <i>contoh?</i>

From the bold utterances during the class, the teacher makes some jokes to make the class more attractive.

It can also be seen in the following utterances:

Turn	Speaker	Utterances
166.	Teacher	the next number two, yahh.., maybe it's so simple if you I'm strong hehee [laughing] okay number two please who wants to do number three, you will..?
167.	Students	(one of students writes the sentence in white board) she writes → the people always know if sate is from Indonesian
168.	Students	<b><i>“deliciousnya mana”</i> haha [laughing]</b>

From the bold utterances the classroom interaction can be enjoyed despite ongoing lesson. It can be seen that the speakers often laughed and it indicates that they were in a happy situation.

The intimacy of this occasion can be seen when they made joke. The intimacy is in the following utterances:

Turn	Speaker	Utterances
16.	Teacher	<b>okay.., is tiny okay..,</b>
17.	Students	hahahaha [laughing]
18.	Teacher	<b>why tiny? Indonesian English</b>
19.	Students	<b>yaaaah hahaha [laughing]</b>

It can also be seen in the following utterances too:

Turn	Speaker	Utterances
171.	Teacher	<b>weee.., delicious sate, jadi kalo sate yang tidak delicious is not from Indonesian [kidding] hahahaha...</b>
172.	Students	<b>hahaa [laughing]</b>
173.	Teacher	<b>it is from the another country [kidding] hehehe</b>
174.	Students	<b>hahaha [laughing]</b>

From the bold utterances it can be seen that they often made jokes. Although there is social distance among students and teachers, they can create comfortable situation.

## 4.2 Participants

Participant refers to the actors in the scene and their role relationship including personal characteristics, such as age, sex, social status and relationship. The participants who were involved in the classroom interaction are Mr. Agung Wibowo and the second grade students in the class of 2 IPA 6.

### 4.2.1 Teacher

Mr. Agung Wibowo is a teacher. He is an Indonesian about 47 years old. He was born in Demak, on 8 June, 1965. He has been an English teacher in MAN 01 Semarang since 1991. He lives at Pondok Majapahit II block 15, Semarang. Before

becoming a teacher, he studied at Semarang University majored in French, because he is good at English, he could teach English as well and eventually he became the class guardian now. He is calm and friendly. He also can explain the material clearly so the students could accept his explanation well. Besides he is also able to create comfortable class, for example crowded class can be quiet and otherwise class strain can be relaxed. It could be concluded that he was one of teachers that can control the situation of the class.

#### 4.2.2 Students

The second participants are the second grade students in the class of 2 IPA 6, there are 24 students consisting of 5 boys and 16 girls. The intermediate their ages is 16 years old. Here, the students can make the class active and there are feedbacks among students and teacher. There are some students who read the book and write on the whiteboard, they are:

<b>Name</b>	<b>Place and Date of Birth</b>	<b>Address</b>	<b>Student No.</b>
Zibdatul Wafirah	Semarang, October 2, 1996	Jl. Rowosari krajan 02/02	13523
Siti L. Ilmiyah	Semarang, May 5, 1996	Jl. Sendangguwo Selatan No. 19 SMG	13472
N. A. Faelasufah	Semarang, October 13, 1996	Jl. Gajah Timur block 1C/37	13390
Ana Fitriyani	Demak, March 6, 1996	Jl. Bulusari, Sayung, Demak	-

### 4.3 End

End refers to the conventionally recognized and expected outcomes of an exchange as well as the personal goals that participants seek to accomplish on a particular occasion. In this classroom interaction, each participant has their goal.

#### 4.3.1 Teacher

The classroom interaction in this research occurred in English lesson. The teacher's purpose was to explain about subject material for the students, so the students understand about the subject matter discussed in the lesson. In this case, the teacher explained about report and adjective. It is supported by the following turns:

Turn	Speaker	Utterances
3.	Teacher	okay, today.., <b>we are going to study about report and adjective.</b> Now, open the second page
4.	Students	okay sir

The bold utterances shows that the subject material was discussed in the class. So, the end of the teacher is to explain about report and adjective in the class.

During the class the teacher wanted his students to get involved in discussing the material. So, the students can understand easily because the teacher explains deeper. It can be seen in the following utterances:



Turn	Speaker	Utterances
41.	Teacher	and then report..., <b>can cover the fact...?</b>
42.	Students	can cover the facts about various aspects of an object
43.	Teacher	<b>maybe likes parts, color, shape, habits, behaviors, et cetera...</b>

The bold utterance shows the detail explanation about report text that can cover the fact about several of an object with example.

Then the teacher explained the matter more deeply and gave examples of each in order to get better understanding. It can be seen in the following utterance:

Turn	Speaker	Utterances
37.	Teacher	describe <b>a whole class of..?</b>
38.	Students	of thing
39.	Teacher	<b>of thing, example “cats” in general, and descriptive text talk...,</b>
40.	Students	<b>and descriptive text talk about one specific person, place or thing, example “my cat”.</b> In short, reports deal with general classification and description of a thing while descriptive text describes a particular thing.

It can also be seen in the following:

Turn	Speaker	Utterances
61.	Teacher	<p><b>behaviors for living things, use of action verb it verb for do something.</b>, Yeah.., action verb, what is action verb. The verb that do something action like walk, okay.., that's a action verb. So, it is text in the lexicogrammatical features you find number two use of adjective yeah.., okay.., nah.., now we want to observe of you find number two use of adjective. Adjective detailed but I think the text is not well before maybe but it is how much we want to observe about adjective, so what is adjective..? <i>adjective are or maybe adjective is used in.....</i>,</p>
62.	Students	used in most type of text

The bold utterance shows that the sentence clarifies that there will be an example so that the students can understand the content.

#### 4.3.2 Students

The purpose of the students is learning and understanding the material thought by the teacher. The students replied what the teacher said about the material. It can be seen in the following:

Turn	Speaker	Utterances
12.	Students	scientific magazine, historical text, factual reading books, reference books, classroom lesson, environment program, TV documentaries, <b>etc</b>
13.	Teacher	<b>et cetera...</b>
14.	Students	et cetera.., [repeating]

From the bold utterances the students mimicked what was spoken by the teacher, so the students knew about the problem.

When the teacher asked about the material to the students, they answered the question from the teacher. It can be seen in the following utterance:

Turn	Speaker	Utterances
21.	Teacher	so..., okay, and now <b>the generic structure of a report is, one..,</b>
22.	Students	general classification
23.	Teacher	<b>what it is?</b>
24.	Students	tells what the phenomenon under discussion is

It can also be seen in the following utterances too:

Turn	Speaker	Utterances
80.	Teacher	and very powerful, <b>“powerful” is..?</b>
81.	Students	adjective

The bold utterance indicates that the speakers understand about the material. It can be seen when the students answer the question from the teacher.

Here, some students also read the question from the material. It can be shown in the following utterances:

Turn	Speaker	Utterances
76.	Teacher	so nobody not falls okay..., alright, don't worry just say, okay, maybe..., a "baby kangaroo" is subject is noun phrase, okay..., and "is" is to be and "tiny" adjective. <b>And then B okay Siti Lutfiyatul Ilmiyah, please you read..</b>
77.	Student	<b>gorillas are very powerful</b> [Siti Lutfiyah ilmiyah read]

Also be seen in the following utterance:

Turn	Speaker	Utterances
82.	Teacher	<b>and C please, Miss Faela</b>
83.	Student	<b>an apple usually has smooth skin</b> [Miss Faela read]

The following utterances when students read the book:

Turn	Speaker	Utterances
88.	Teacher	so, smooth skin is noun phrase, smooth skin, smooth is adjective, okay..., <b>and then the last D by Ana Fitriyani..</b>

89. Student            **the flash of the mango becomes sweet when it is ripe**  
                                  **[Ana fitriyani read]**

Based on the explanation above, it can be said that the classroom interaction has many purposes, such as giving information, sharing the problem and enjoying lesson together.

#### **4.4 Act Sequence**

Act sequence refers to the steps of the students and teacher take in having the interaction. Act sequence in this teaching is divided into three parts, there are: opening stage, middle stage, and closing stage. Below are detailed explanations about act sequence.

##### **4.4.1 Opening Stage**

The conversation has opening stage because in this classroom, the teacher greeted the students. In this classroom interaction, teacher started the conversation by greeting students. It can be seen in the following utterance:

Turn	Speaker	Utterances
1.	Teacher	<b>asalamuallaikum wr.wb, good morning class</b>
2.	Students	<b>walaikumsallam wr.wb, good morning sir</b>

There are two turns in the opening stages, they are: first, the greetings from the teacher and then it is responded by the students by the answering the greetings.

#### 4.4.2 Middle Stage

In the middle of classroom lesson, they changed their topic several times related to development of the classroom lesson. In this occasion, the teacher started to ask about the subject material, they are report and adjective. It can be seen in the following utterance:

Turn	Speaker	Utterances
3.	Teacher	okay, today.., <b>we are going to study about report and adjective.</b> Now, open the second page
4.	Students	okay sir

After the teacher told the students about the subject material, they were discussing the problem of subject material. It is supported by the following utterances:

Turn	Speaker	Utterances
5.	Teacher	reports are used for many purpose 'the social function': to describe the way thing are, with reference to a range of natural, man-made and social phenomena in our environmental. <b>Where can you describe the report text..., textbooks..., encyclopedias...,</b>
12.	Students	<b>scientific magazine, historical text, factual reading books, reference books, classroom lesson, environment program, TV documentaries, etc</b>

Thus, middle stage here consists of something that is discussed among students and teacher in that situation.

#### 4.4.3 Closing Stage

In this classroom lesson, before they closed the conversation, the teacher asked the students about the subject material. That is why the teacher closed the classroom interaction pre-closing. It is supported by the following evidence:

Turn	Speaker	Utterances
179.	Teacher	our face became pale, <i>wajahmu akan menjadi pucat kalau bertemu si dia hehehe [smiling]</i>
180.	Students	<i>eeaaaa hihhi...</i> [kidding]
181.	Teacher	<i>la degdegkan kok [kidding] hehehe la gitu kan bisa kan.</i> Then empty before a noun, yeah empty home.. okay, <b>any question for this</b>
182.	Students	<b>no</b>

After the teacher made pre-closing, he closed conversation in the classroom interaction, the teacher said something to the students. It can be seen in the following utterances:

Turn	Speaker	Utterances
183.	Teacher	thank for your attention
184.	Students	you're welcome
185.	Teacher	<b>wasallamuallaikum wr.wb</b>

186. Students      **wallaikumsalam wr.wb**
187. Teacher      **see you**
188. Students      **see you**

The closing stage is rather similar with opening stage which is in the form of conversation among students and teacher that indicating closing. The difference is if closing stage has pre-closing session, but opening stage have not.

#### 4.5 Key

Key refers to the tone, manner, or spirit by which a particular message is conveyed. Tone in this classroom interaction is very important, because if the teacher explains about the material with speak loudly it can be easy for the students to understand about material and it can be seen from their feedback when the teacher explains about material. During the lesson, they enjoyed and understood the teaching. In this lesson, it can be seen that during interaction among students and the teacher, they were kidding, laughing, and inviting seriously. The key of this classroom interaction is as the following turns:

- | Turn | Speaker  | Utterances   |
|------|----------|--|
| 173. | Teacher  | <b>it is from the another country [kidding] hehehe</b> |
| 174. | Students | <b>hahahahaha</b>                                      |

From the bold utterances it can be seen that the speakers often made jokes and made them laugh.



They also looked happy with the tone of kidding and laughing whenever they answered about subject material. It is supported by the following evidence:

Turn	Speaker	Utterances
69.	Teacher	<b>okay.., is tiny okay..,</b>
70.	Students	<b>hahahaha [laughing]</b>
71.	Teacher	why tiny? Indonesian English
72.	Students	<b>yaaaah hahhaha [lauhing]</b>

#### 4.6 Instrument

Instrument refers to the choice of particular channel, e.g. oral, written, or telegraphic and to the actual form of speech drawn from community repertoire, such as the language, dialect, code, or register that is chosen.

The form of this conversation is classroom interaction. It is supported by the utterances which are talking about adjective clause which is explained to the students. This classroom interaction is included in spoken text. It was held in the classroom of 2 IPA 6. Therefore, it influences the language used. It can be seen at the situation and this teaching they met face to face in classroom. The spoken language used in this teaching can be seen from the context of this teaching which is dependent. In the other word, the meaning of this teaching is covered in the context. It is supported by the following evidence:

Turn	Speaker	Utterances
3.	Teacher	okay, today..., <b>we are going to study about report and adjective. Now, open the second page</b>
4.	Students	<b>okay sir</b>

In this classroom interaction, it can be seen it has turn taking organization.

The turn taking is as the following turn:

Turn	Speaker	Utterances
46.	Students	adjective
47.	Teacher	<b>adjective..., nah..., so, the adjective phrase in describing especially the qualities,</b> okay and then number three..,

In this context, it can be seen that there is no interruption during conversation among the students and teacher. The speaker finished their utterances without any interruption from the hearer.

As consequence, this classroom interaction also uses non-standard grammar.

It can be shown by the following utterances:

Turn	Speaker	Utterances
141.	Teacher	<b>yeah.</b> , made of solid materials, <b>okay.., for the noun and then umm okay.., after “ a linking verb”</b> certain verb followed immediately by an adjective, for example.?

142. Students tiger turned wild when they felt a threat.

Another feature which indicates spoken language is spontaneity. In this classroom interaction, a lot of spontaneity phenomena are found in the conversation, such as; false start, incomplete clause, interruption, and repetition. It can be seen in the following utterances:

Turn	Speaker	Utterances
168.	Students	<i>“deliciousnya mana”</i> hahaha [laughing]
169.	Teacher	<b>delicious sate is from.., the food delicious sate from Indonesian.</b>
170.	Students	from Indonesian

From the bold utterances the teacher made a repetition, that is repeats the clause “delicious sate is from.., the food delicious sate from Indonesia.”

In this classroom interaction, it can be seen that the participants interrupted sometimes. It is supported by the following turns:

Turn	Speaker	Utterances
167.	Students	[one of students writes the sentence in white board] she writes → the people always know if sate is from Indonesian
168.	Students	<i>“deliciousnya mana”</i> hahaha [laughing]

Based on the bold utterances it can be seen that interruption occurred not only in spoken condition which was the speaker uttered something but also when the

speaker just did something without uttered any utterances, the other speaker also can interrupt her.

It can be seen also in the following utterances:

Turn	Speaker	Utterances
12.	Students	scientific magazine, historical text, factual reading books, reference books, <b>classroom lesson</b> , environment program, TV documentaries, etc
15.	Teacher	<b>classroom lesson right</b> [index finger while showing that they were in this class]. A report text has its own generic structure having two component, one is general classification

In short, the instrument in this classroom interaction is formal. However, they also use informal style because it is influenced by the setting of this classroom interaction. The speakers started the conversation in the class therefore it influenced the language used.

In this classroom interaction there were also repetitions spoken by the students and teacher when discussing about the subject material. It is supported by the following utterances:

Turn	Speaker	Utterances
13.	Teacher	<b>et cetera..,</b>
14.	Students	<b>et cetera.., [repeating]</b>

From the bold utterances repetition made from the students which was repeating the teacher's utterances (et cetera → et cetera).

It can also be seen in the following utterances:

Turn	Speaker	Utterances
32.	Students	habits or behaviors
33.	Teacher	<b>habits or behaviors [repeating]</b> for living thing, yak..., and then the rule is the root of difference between reports and description, okay..., what is the difference report, report is....., class.....,,
34.	Students	classify
35.	Teacher	<b>classify [repeating]</b> and..,

From the bold utterances it is indicated that the teachers repeats and clarifies students' utterance to make them understand the material.

In the classroom interaction, the teacher also uses another language (Indonesian) in the class to ease his students in understand the material. It is supported by the following evidence:

Turn	Speaker	Utterances
147.	Teachers	<b>turned is linking verb</b> <i>akan kembali atau kembali menjadi</i> when they felt a threat so where is the adjective..., umm..., wild, <i>kembali menjadi buas kalau dia merasa...</i>

148. Students      *lapar*
149. Teacher      *merasa threat, apa itu., terancam., saya pikir itu  
smuanya seperti itu. Ada pepatah ..... yak an ada  
pepatah itu.. (mumbling something unclearly in  
Indonesia)*

From the bold utterances the teacher used Indonesian language to made it easily to understand for the students. It can be seen that the students could response the teacher's statement.

#### 4.7 Norm

Norm refers to the specific behaviors and the properties that attach to speaking and also how these may be viewed by someone who doesn't share them e.g. loudness, silence, gaze, return, etc.

In this teaching, the speakers know their personal knowledge each other; therefore standard politeness is necessary to use in the class. The language in classroom is influenced by the normality of the setting. It might affect a standard politeness because it is necessary here. In this classroom, the speaker uses the standard politeness because there is a formal situation but they feel comfortable with conversation. It is supported by the following utterance:

Turn	Speaker	Utterances
1.	Teacher	<b>asalamuallaikum wr.wb</b> , good morning class
2.	Students	walaikumsallam wr.wb, good morning sir

3. Teacher        okay, today.., **we are going to study about report and adjective.** Now, open the second page
4. Students        okay sir

It can be seen that during the classroom interaction, they looked serious but relaxed in the class. As a consequence, students could give good feedback to the teacher. It can be shown by the following utterance:

Turn	Speaker	Utterances
183.	Teacher	<b>thank for your attention</b>
184.	Students	<b>you're welcome</b>
185.	Teacher	<b>wasallamuallaikum wr.wb</b>
186.	Students	<b>wallaikumsalam wr.wb</b>

During the conversation, the students and teacher were always happy, enjoyed the class and often laughed. It supported by the following utterances:

Turn	Speaker	Utterances
69.	Teacher	okay.., is tiny okay..,
70.	Students	<b>hahahaha [laughing]</b>
71.	Teacher	why tiny? Indonesian English
72.	Students	<b>yaaaah hahhaha [laughing]</b>
73.	Teacher	that is not for you anyway you give explanation why

you say tiny, I'm Indonesian, Indonesian English  
 yeah.., because stand up more English, British English,  
 American English, Australian English so bout you

74. Both of **Indonesian English hahahaa[laughing]**

[Students and teacher]

## 4.8 Genre

It refers to the clearly demarcated types of utterances, such as poem, riddles, ceremonies, prayers, lecturer, and editorial, the cultural category of talk (e.g. insult, compliments, apologize). The genre of classroom interaction is a lecture, specifically teaching – learning process.

### 4.8.1 Social Function

The social function of the teaching – learning process is to give knowledge to the students. The topic in this teaching is delivered in a relaxing manner but sometimes it can be serious. The speakers are talking about the material.

Turn	Speaker	Utterances
73.	Teacher	that is not for you anyway you give explanation why you say tiny, I'm Indonesian, Indonesian English yeah.., because stand up more English, British English, American English, Australian English so bout you



74. Both of Indonesian English [hahahaa]

[Students and teacher]

It can also be seen in the following utterances:

Turn	Speaker	Utterances
113.	Teacher	<b>suffix, apa itu suffix, what is suffix, in Indonesian...?</b>
114.	Students	<i>tambahan...</i>
115.	Teacher	<i>tambahan bisa, imbuhan bisa...</i> , okay..., suffix to the end, so that prefix,suffix, but the suffix is not complete, suffix is <i>imbuhan</i> , maybe first.

The social function in this research is to give knowledge about report, adjective and the other thing that related to them as the topic.

#### 4.8.2 Schematic Structure

The structure of conversation is divided into three main stages. They are: opening stage, middle stage, and closing stage.

##### 4.8.2.1 Opening Stage

Opening stage is indicated by greeting. In this classroom, Mr. Agung Wibowo greeted the students. It can be seen in the following utterances:

Turn	Speaker	Utterances
1.	Teacher	<b>asalamuallaikum wr.wb, good morning class</b>
2.	Students	<b>walaikumsallam wr.wb, good morning sir</b>

From the bold utterance it can be seen the opening stage by greeting not only said good morning but the speaker also said asalamualaikum wr.wb and the responded by the students is walaikumsalam wr.wb. because it is an Islamic school and the usual spoken greeting with word as the opener to start something.

#### 4.8.2.2 Middle Stage

Middle stage is indicated by discussing several topics, such as about the material subject for the students in class. It can be showed by the following utterances:

Turn	Speaker	Utterances
40.	Students	and descriptive text talk about one specific person, place or thing, example “my cat”. In short, reports deal with general classification and description of a thing while descriptive text describe a particular thing.
41.	Teacher	and <b>then report..</b> , can cover the fact...?

After the teacher told the students about the subject material, they were discussing the problem of subject material. It is supported by the following utterances:

Turn	Speaker	Utterances
45.	Teacher	is for the context usually simple for <b>lexicogrammatical features</b> .., okay.., the lexicogrammatical features of the report is.., usually use simple present tense.., yeah.., and then use of
46.	Students	<b>adjective</b>
47.	Teacher	<b>adjective</b> .., nah.., so, the adjective phrase in describing especially the qualities, okay and then number three..,

#### 4.8.2.3 Closing Stage

Closing stage is indicated by signaling the end of the conversation. The teacher must give the conclusion of the material for the students, so the teacher closed the conversation. It can be shown by the following utterances:

Turn	Speaker	Utterances
181.	Teacher	<i>la degdegkan kok [kidding] hehehe la gitu kan bisa kan.</i> Then empty before a noun, yeah empty home.. okay, <b>any question for this</b>
182.	Students	<b>no</b>

From the bold utterances it can be seen before closing the English lesson the teacher is still making jokes with Indonesian language, and he said to his students there is asked or does before this class done

After the teacher made pre-closing, he closed the conversation in the classroom interaction, the teacher said goodbye to the students. It can be seen in the following utterances:

Turn	Speaker	Utterances
183.	Teacher	thank for your attention
184.	Students	you're welcome
185.	Teacher	<b>wasallamuallaikum wr.wb</b>
186.	Students	<b>wallaikumsalam wr.wb</b>
187.	Teacher	<b>see you</b>
188.	Students	<b>see you</b>

From the bold utterances the closing stage it similar to the opening stage greeting it is based on the observation the researcher the data in Islamic school, but in here also said “see you” its mean they will meet again in the next lesson.

#### 4.8.3 Linguistic Features

In this classroom, the speech function is dominated by question and statements. In the classroom, the teacher gave more statements to explain the students about the material the students responded the teacher's statement by answering or repeating and giving teacher's statement or question to the teacher. It can be seen in the following utterance:

Turn	Speaker	Utterances
63.	Students	a baby kangaroo

76. Teacher so nobody not falls okay..., alright, don't worry just say, okay, maybe..., a "baby kangaroo" is subject is noun phrase, okay..., and "is" is to be and "tiny" adjective.
- And then B okay Siti Lutfiyatul Ilmiyah**, please you read..

From the bold utterances it can be shown the teacher answer and explain what students had to say on the question of the material.

Turn	Speaker	Utterances
75.	Student	<b>gorillas are very powerful</b>
76.	Teacher	"gorillas" are very powerful, okay..., gorilla is subject, "are" is to be
77.	Students	<b>"are" is to be [repeating]</b>
78.	Teacher	and very powerful, "powerful" is..?
79.	Students	<b>adjective</b>
80.	Teacher	<b>and C please, Miss Faela</b>
81.	Student	<b>an apple usually has smooth skin</b>
82.	Teacher	<i>iyak...</i> , an apple usually has smooth skin, okay..., so, an apple..., an apple is subject, okay and smooth skin, smooth skin, smooth is adjective so skin is noun.

In this conversation, they used present tense to show that this conversation is done spontaneously. It can be seen in the following utterances:

- | Turn | Speaker  | Utterances  |
|------|----------|---|
| 166. | Teacher  | the next number two, yahh..., maybe <b>it's so simple</b> if you I'm strong hehe [smiling] okay number two please <b>who wants to do number three</b> , you will..? |
| 167. | Students | (one of students write the sentence in white board) she writes → the people always know if sate is from Indonesian  |
| 168. | Students | "deliciousnya <i>mana</i> " hahaha [laughing]   |

It can also be seen in the following:

- | Turn | Speaker  | Utterances  |
|------|----------|---|
| 157. | Teacher  | <i>itu otomatis kalo tidak latihan</i> you have to ask more, okay please activity two, write short story using the following adjectives, one strong and then delicious, yellow, pale, empty, sour, bright, outrageous, rough, compelling. Okay..., you do it number one until number five.yah number one until number five strong, delicious, yellow, pale, and empty. <b>Do you understand what I mean??</b> |
| 158. | Students | <b>yes</b>  |
| 159. | Students | <b>what is linking verb?</b>  |
| 160. | Teacher  | <b>linking verb means that certain verb followed, linking verb is the..</b> , the verb is string, it's the  |

adjective, for example the flesh of the mango becomes sweet when it is ripe. Ripe it is not linking verb but sweet compressive after become, *disini kata become itu apa to artinya dalam bahasa Indonesian..?*

From the utterance the teacher also used Indonesian language to describe such material so that students can understand more easily. Because it is classroom interaction, so here the teacher not to use the full English to explain his studies but also using other language.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of the study and offers suggestion for everyone who reads this thesis.

#### **5.1 Conclusion**

From the conversation among students and the teacher, there are significant aspects of ethnography of communication which can be explored, such as setting, participant, end, act sequence, key, instrument, norm, and genre, follow as:

##### **1. Setting and Scene**

The setting in which the classroom interaction among students and the teacher took place is at MAN 01 Semarang on July 28<sup>th</sup>, 2012. It was started at 8.20 – 8.58 a.m. in the class of 2 IPA 6.

##### **2. Participant**

The participants in this classroom interaction are students and teacher. They are students and teacher of MAN 01 Semarang.

##### **3. End**

The end of this classroom interaction is educating students and sharing about their problem of subject material.



#### 4. Act sequence

There are three stages of act sequence in this classroom interaction: opening stages, middle stages, and closing stages.

#### 5. Key

In this classroom interaction, all participants are kidding, laughing, and inviting seriously during the conversation.

#### 6. Instrument

The situation in this classroom interaction is formal, so teacher and students use the formal style of language. However, the teacher also uses informal style to make the students understand the lesson easily.

#### 7. Norm

In this classroom interaction, standard politeness is necessary. It is because of the social distance among the speakers, which is students and teacher.

#### 8. Genre

The genre of this conversation is classroom interaction; it is a spoken text. The schematic structures are: opening stages, middle stages, closing stages. There is a kind of linguistic features in this classroom interaction. It is the use of statement and question speech function.

## **5.2 Suggestion**

Based on the previous analysis, it is suggested that other researcher who may conduct similar study focus not only on classroom interaction but also other genres. The analysis on ethnography of communication should be developed further and focus on more natural data.

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