

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is used by human beings to communicate among one another. Language and human cannot be separated each other. Language as a communication mean is necessary to be mastered. Without language, it is impossible for human to communicate and interact with others well. Everyone makes daily activities using language. These activities include talking with friend, listening to teachers, reading assignment, surfing the internet, etc. Without language, none of these activities would be possible. Language allows you to speak, read, write, listen to others, and even talk to yourself or to think.

By language human can express their feeling and thinking. With language people can share their ideas. It is hard to imagine if people do not have language in their communication. Using language in a communication is aimed to know what message and what information that will be delivered to other people.

There are so many languages in the world. One of them is English. English is an International language. English as an International language is placed as an important tool in economic, politic, business, facing MEA, and looking for a job (Sitorus, 2018:1). English also used as a global means of communication in numerous dialects, and also the movement toward an international standard for the language. However, English makes the communication towards each country in the world easier.

English is rapidly gaining status as a global language. This is true because the language is not only used in English-speaking countries but also in other countries where businesses flourish

through negotiations delivered in English. In this case, English becomes the people's second or foreign language. The communication in English occurs in many contexts, like an advertisement, education and business, and the like. (Sipayung, 2019:95).

It is important for us to study. As we know language is needed to communicate in a society. The social interaction and communication of ideas or message can be delivered by using language. Language has relationship with society because it is used for communicate with others. Knowing the way to use language in society so that we can use language appropriately and communication will run well. One of the ways to know language use in society is learning sociolinguistic. Sociolinguistic is study of relationship between language and society.

Special in knowledge also conducting teaching and learning process in the classroom. Many students from the basic level up to higher level attend English courses to develop their competence and skill in English. It means that they have various reasons to learn English. Basically, they want to master English actively in spoken and written form. In addition to that, most vacancies are requiring people who know English communicatively, to run their business. The competencies of students in English become an additional value to support their future careers in this globalized era (Sipayung, 2019:95).

In preparing the materials, the teacher needs to conduct need analysis because every English language learners need English for different purposes. Through need, analysis learning materials are developed indirectly. However, there are some steps to develop these materials. First, a teacher needs to develop the syllabus through learning the learners need, choose item by item from the syllabus then develop the materials. Second, the nature of learning materials and learning principles are something that needs to develop. The nature of learning is dealt with the teacher ability to differentiate between materials (content) and language. Like materials of

listening can be chosen from cassette, CD-ROM, video and etc which able to help students to achieve the objective of learning which already formulated by the teacher. Learning principles are dealt with developing the content of materials. (Sipayung, 2019:95).

Language itself is used in an interaction where the interaction has system and structure. System is used by speaker to make the conversation better. Each participant must pay attention to talk for interlocutor, must care about the topic in conversation and must know the situation. A speaker will produce the effective communication when the speaker knows the system. The process itself involves an interaction which occurred between speaker (addresser) and listener (addressee).

When speaker talk to another one, they transmit information. This information is very useful for their social interaction and for improvement of their knowledge about the world. This is commonly found in teaching learning process when teacher ask the question was merely to check the students. Sometimes, the teacher's aim in asking a question was merely to check the student's linguistic knowledge, the answer to which was already known to the teacher, at other times the answer to the question asked by the teacher was not known to her/him beforehand, rather the purpose was to provoke to this/her world knowledge or opinions student to share his/her opinions with the other participants in the classroom.

In the process of communication, there is the process transferring information performed by speaker and listener. Furthermore, the use of exchange structures in the process of transferring information is important in teaching and learning process. The teacher can improve how the students transferred their knowledge and give chance of process language acquisition of the students. The structure of interaction is one of the important aspect of the language use that should be considered by speaker and listener while transferring the information. Based on the

explanation, the writer choose to do the analysis of discourse focus on exchanges structures in english classroom interaction.

Functional grammar is an instrument in discourse analysis. Saragih (2004 : 1) state the discourse is a meaning the realized in the text. Although, there are many linguist who give different definition of discours and text, the researcher use the term discourse as the same perspective. Since discourse is the relization of meaning in the text, we can use it to anylisi exchange structures (move), speech function, and mood (Saragih, 2004 : 14).

Discourse analysis help us understand use how real language, as apposed to studying artificially created sentences. It is therefore of immediate interest to language teachers because we need to consider how people use language when we design teaching materials, or when we angage learners in exercises and activities aimed at making them proicient users of their target language, or when we evalua te a piece of commercially published material before decinding to use (Yu. W, 2009 : 1)

Considering the description above, reasons are provided by the writer to analyze the language case in the view of discourse anylisis of systematic functional linguistic. This study will focus on the exchanges structures in english and indonesian classroom interaction found in you tube. This study will be described the conversation clearly, and how the speakers exchanging information in a coversation to be analyzed.

1.2. The Problem of the Study

Based on the background above, the problem of the study is formulated as follows.

What are the patterns of minimal exchange structures and general exchange structure in English Classroom interaction in youtube (from mujikuy channel : asking and giving informationabout berbasis ganre in x class) ?

1.3 The Objective of the Study

The objective of the study is :

To know patterns of minimal exchange structures and general exchange structure in English Classroom interaction in mujikuy youtube?

1.4 The Scope of the Study

The study focuses on pattern of minimal exchange structures and general Exchange Structures in English classroom interaction. Three elements of exchange structure: Initiating, Responding, and Following-Up acts. The minimal exchange structures consist of either Initiating-Responding (I-R) or the complete Initiating-Responding-Following Up (IRF) structure. The general structure of exchange in classroom situation consist of : greeting, followed by any kinds of fuctions such us as giving order, and asking queestion and closing. Then, analyzingto minimal exchange structures and general Exchange Structures that are found in the conversation between teacher and studentsin youtube.

1.5 The Significances of the Study

Findings of the study are expected to give someone relevant contributions theoretically and practically. Theoretically, the findings are expected to add up more horizons in theories of conversation or Exchanges Structures. In research, the findings can be references for further studies.

Practicially, fristly to the finding of this expected to be useful as a model to identify and understand minimal Exchange Structure and gernal Exchange Structures of interaction, especially in classroom iteration, where it involves teachers speeches so itcan be used as an evaluation matter to become guidelines for work and references for having an effective conversation in the class.

And second, finding can be helpful way for depeveloping and increasing the education world especially for English students, it becomes references matter to conduct the research deals with studying minal Exchange structure and general Exchange Structures in conversation in different cases.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theorical Framework

2.1.1 Metafunction

Halliday (1994 : 608) system functional linguistic (SFL) is a centered on a notion of language function. It is concerned with the realization between language and context, interpersonal maning in the text. SFL is very useful in analysing the language grammar which is focused on the relation between text and social context which express a meaning in a system of communication. Languange is used by human being to create their needs and to make meaninng for the soacial life.

According to SFL (1994: 608) human being use language in order to fulfil three function known as metafunction namely : to present, to exchange, and to organize experience. Technically metafunction are term as identional , interpersonal, and textual function.

2.1.2 Identional function

Identional function are meanings about pehonema, about things (living and non- living, abstract, and concrete), about going on (what the things are or do) and the circumtances surrounding these happening and doings. These meaning are realized in wording through participant, process, circumtances, (Gerot and wingel 1994 : 12)

Identional function is devided in two part wich are experiential function as language function as language function to describe the experience and logical functionas language function to relate the experiences (Gerot and Wignell 1994 : 12). The language user presents his/her non-linguistic experiences about the universe onto semiotic-linguistic experiences because only the semiotic-linguistic presence can be exchange with addressee as interlocutor in social context communication.

2.1.3 Interpersonal function

Interpersonal meanings are realized in the lexicogrammar through selection from the system of mood.” Interpersonal meaning realized in graduate students’ research paper. According to Eggins in English Education Jornal (2019: 193) stated that interpersonal meaning is involving the realization of roles and relationship. The use of declarative mood indicated the papers carried the speech role as giving an exchange. Meanwhile the subjects of the papers gave evidence that the papers played role as an exchange of information. Therefore, the students as the writer of the research papers were taking roe as the main information giver in their research papers. Moreover, the way the students pointed themselves using third

person representative as the writer, the researcher showed the distant relationship between the students as the writer of the research papers and the readers as the audience.

According to Eggings in Sipayung (2016:22) Ideational meaning are meanings about how we represent experience in language. With other words, participants always talking about something or someone doing something. For example to this sentence “I suggest we attack the red” this sentence makes meaning about bottle of wine and what we should do with them. It makes meaning that focus on the action we, as human agents, should carry out and the entities our action will affect (the red) Had the speaker said instead I suggest the reds are very good a very different reality would have been represented through language: a reality where one entity (reds) is ascribed with some quality (good) through a process merely of 'being'. The field of a text can be associated with the realization of ideational meanings; these ideational meanings are realized through the Transitivity and Clause Complex patterns of the grammar. Blackwell state that ideational meaning is related to the construal of the institutional activity (naturalized reality) – field. Field is concerned with system of activity, including descriptions of the participants, process and circumstances these activities involve Martin (1992 : 45).

2.1.4 Textual Metafunction

According to Eggings in Sipayung (2016:22) Textual meaning is about the message, this involves looking at different types of cohesion. Textual is the final strand of meaning made in clause (Eggin, S. and D.Slade, 1997). Textual meaning of the clause is expressed by what is put first (the Theme); by what is phonologically prominent (and tends to be put last — the New, signalled by information focus); and by conjunctions and relatives which if present must occur in initial position Cohesion is analysed in the context of both lexical and grammatical as well as international aspects with reference to lexical chains and, in the speech register, tonality, and

tone. The lexical aspect focuses on sense relations and lexical repetitions, while the grammatical aspect looks at repetition of meaning through reference, substitution and ellipsis, as well as the role of linking adverbials.

According to Halliday, M.A.K. and C. Matthiessen in Sipayung (2016:23). Further Halliday add that, Textual meaning is embodied throughout the entire structure, since it determines the order in which the elements are arranged, as well as patterns of information structure just as in the clause (note for example that the unmarked focus of information in a nominal group is on the word that comes last, not the word that functions as Thing: on pantographs, not on trains).

2.2 Exchange Structures

According to Eggins in Mahardhika (2019 : 242) Exchange Structures has significant advantages over other discourse analytic approaches in that the model is based on a comprehensive, system language model making it possible to describe and quantify discourse pattern at different strata and varying levels of detail; secondly, conversation are understood as a way of doing social life and seen as enacting and constructing dimensions of social identity and interpersonal relations negotiation of meanings refers to an interaction between speakers. When a speaker reacts to the previous move (which can be realized by a clause), s/he negotiates the previous move(s). This implies a structural relationship between the negotiating act and the negotiated one. Eggins' perspective is helpful to conduct research on the issue of meaning negotiation. Exchange structures focuses on the interpersonal dimension of discourse and therefore on the social identities speakers take up or allow each, making visible the power relation between participants. When involved in an exchange, one is either (a) requesting or providing information or (b) requesting or providing action. A network of possible exchange information or action was developed to reflect.

Research on classroom communication has also gained considerable attention. According to Sinclair and Coulthard in McCarthy (1991:12), the conversation in classroom between the teachers and the pupils have rigid pattern, where teachers and pupils spoke according to very fixed perceptions on their roles and where the talk could be seen to conform to highly structural sequences.

According to Sinclair and Coulthard in Rafsanjani (2018:10). exchange structures is sequence of communication that can be used to analyze the types of conversations. They develop a model exchange consisting of three parts : a questions, an answer, and a comment. The sequence of parts, each labelled as move, consists of initiation (I) from the speaker, response (R) which is the speaker's comment on hearer, and follow up (F) which is the speaker's comment on hearer's answer. These moves are abbreviated to I-R-F and general exchange structures in english classroom interaction consists of : greeting, followed any kinds of functions such as, giving information, giving order, asking question, and closing.

An exchange is made up of three moves : an initiating move from the speaker, a responding move from the speaker, a responding move from the addressee, and a follow-up from the speaker. A move is the smallest free unit in discourse, and is made up of one or more than one act. An act is it a unit of discourse, an it is characterized according to its function in the discourse. Moreover, they propose that a typical exchange has three elements of structure: an initiation, a response, and a follow-up. An initiation, is the first obligatory move in the exchange, a response is the next obligatory move in the exchange after the initiation, and a follow-up retifies the response. In the study, a special attention to the elements of exchange structure that are initiating and responding acts only Sinclair and Coulthard 1994 in Rafsanjani (2018:10). points out that discourse analysis of spoken language may begin with examining the minimal exchange

structure such as greetings and farewells. The analysis may focus on identifying the structural elements of the exchange. Each element is called an "act". The first element spoken by the addressor is called an "initiating act" while the response from the addressee is called "the responding act".

According to Stenstrom 1994 in Rafsanjani (2018:10) develops a more comprehensive structure by specifying the main I-R acts into more specific sub-acts that indicate the particular purpose of the act being performed. The Initiating act, for example, is further classified into three: statement, question and request. Each of these are further specified into some particular sub-acts. Such classification also occurs for the other two moves: Response and Follow-up moves.

Initiating act is the signal of what the speaker wishes to open the exchange. Initiation can be in the form of making statement, asking a question, and putting forward a request (Stenstrom, 1994:102). The basic of the initiating acts are statement, question, and request in which all of them are expected to be responded with reply and answer. Furthermore, initiation is expected to be replied, to answered, and accepted, respectively (Stenstrom, 1994:102).

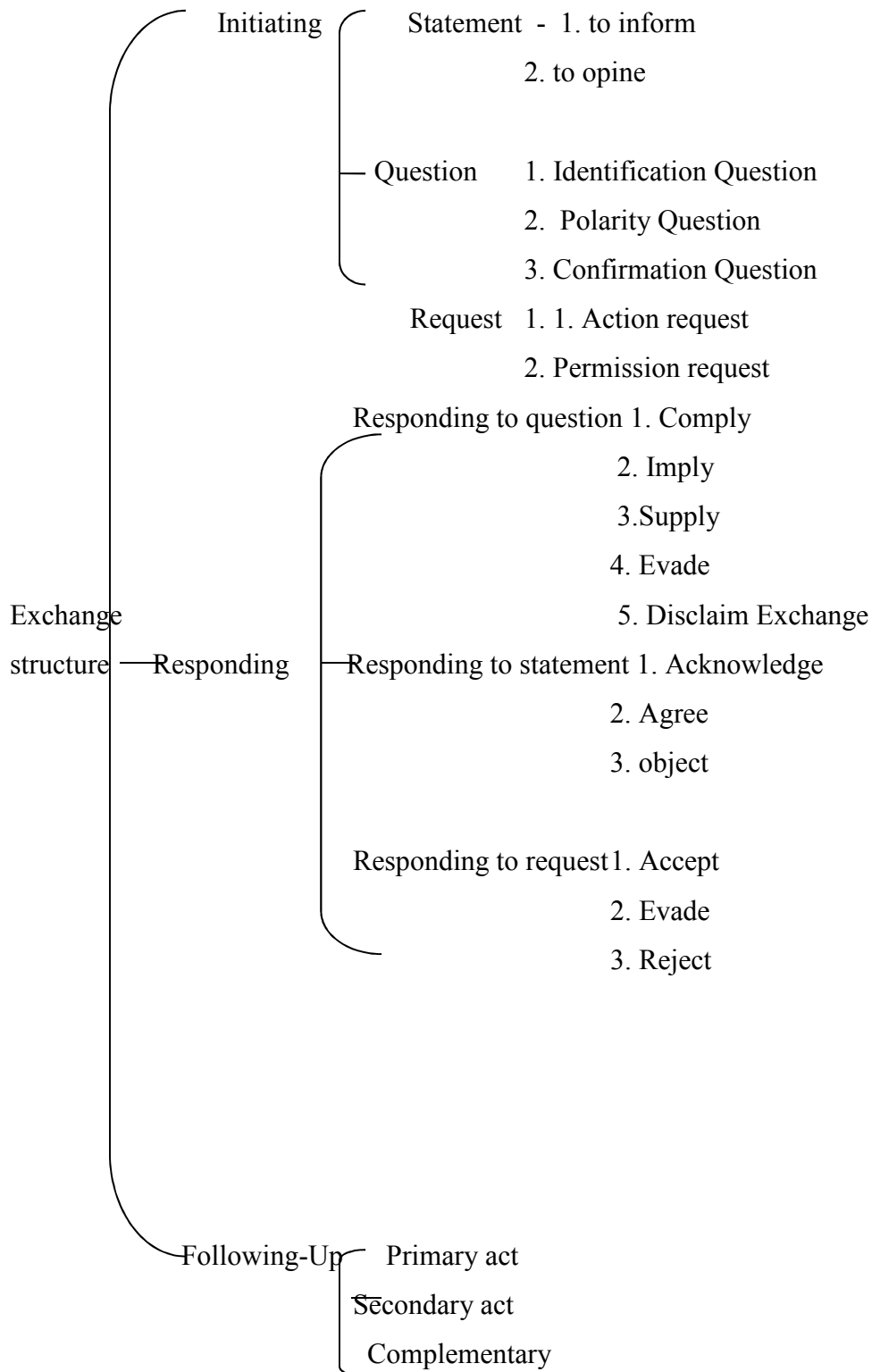
Responding act is the signal what the addressee wishes to continue terminate the exchange. The way people respond is a result of what has been done in the initiating move. If the previous speaker made a statement, the addressee will have to respond to it by acknowledging, agreeing, or objecting the statement; if he or she asked a question, the addressee will have to respond to it by complying, implying, supplying, evading or disclaiming the question if he or she made a request from the speaker (Stenstrom, 1994:118).

Following up act aims to identify what would like to be delivered (intent) by the speaker.

There are three types of Follow-up: primary act, secondary act, and complementary act(Stenstrom, 1994:38-47) :

1. Primary act is responding to the question; i e. Providing information.
2. Secondary act is the raising question; i.e. asking information.
3. Complementary is expressing approval, phraise etc.

Figure 2.2 Elements of Exchange Structure (Halliday, 1994)



2.2.1 Initiating Act

According to Stenstrom (1994:102), initiating act is the signal of what the speaker wishes to open the exchange. Initiation can be in the form of making a statement, asking a question, and putting forward a request. Furthermore, initiation is expected to be replied, to answered, and accepted, respectively. The basic initiating acts are statement, question, and request in which all of them are expected to be responded with reply and answer.

1. Statement is something that you say or write that gives information or an opinion.
 - a. To inform is to tell somebody about something, especially in an official way.
 - b. To opine is to express a particular opinion.
2. Question is a sentence, phrase or word that asks for information.
 - a. Identification question is the process of showing, providing or recognizing what the information.
 - b. Polarity question is the situation when twotendencies, opinion, for information.
3. Request is the action of asking for something formally and politely; a thing that you formally ask for.
 - a. Action request is the process doing something in order to make something happen and to asking for something formally.
 - b. Permission request the act of allowing somebody to do something for asking something formally.

2.2.2 Responding

Stenstrom states that responding act is the signal what the addressee wishes to continue or terminate the exchange. The way people respond is a result of what has been done in the initiating move. If the previous speaker made a statement, the addressee will have to respond to it by acknowledging, agreeing or objecting the statement; if she or he asked a question, the addressee will have to respond to it by complying, implying, supplying, evading or disclaiming the question. If she or he made a request from the speaker (Stenstrom, 1994:118).

2.2.2.1 Responding to Question

A question expects a proper answer. However, not all answers are 'proper' in the sense that they really answer the question. The following subcategories can occur from most to least appropriate. Comply is the only answer that answer directly and adequately to a question. All the others are not exactly or not all straight to the point. Thus, it can be said that comply provides no more and no less than information asked for. Imply is the act of giving adequate information implicitly. Supply is part of answer, which gives inadequate information. It does not really answer the question or does not give a clear answer. Moreover, the addressee tries to give other additional information that is not related to the question. Evade is part of answer in which it is avoiding answering consciously. Disclaim declares that the answer remains unknown.

- a. Comply is to obey a rule, an order, etc.; to meet particular standards.
- b. Imply is to suggest that something is true or that you feel or think something, without saying directly.
- c. Supply is an amount of something that is provided or available to use.
- d. Evade is something to escape from somebody/ something or avoid meeting somebody.
- e. Disclaim is to state publicly that you have no knowledge of something, or that you are not responsible for something.

2.2.2.2 Responding to Statement

When a speaker makes a statement, she or he expects a reply signaling some kind of reaction. There are three subcategories of the reply, which are, acknowledge, agree, and object. Acknowledge to inform and opine is the signal that B accepts what A said as a valid contribution to the conversation. When A informs B something, B is expected to show that she or he has received the information. The most economical way of responding is using acknowledge, which is an extremely useful device, since it allows B to respond to without revealing whether she or he approves or disapproves of what she or he heard. Acknowledge depends on the initiating act, whether the speaker it means that the addressee is following the speaker's information. It also reflect B's attitude to what A said, more or less strongly. Agreeing to inform and opine is the indication that B approves what A means. If A just provides information, there is no need for B to do more than approve let A go on. In order the conversation runs smoothly, sometimes some kinds of additional explanation are needed rather than only saying one-word of agree like good, absolutely, alright, or fine. Since conversation is a continuous give and take, be often acknowledged receipt of information and goes on. Objecting to inform and opine is the signal that B does not agree with A. it would be impossible to say that B agrees to everything A said. It would either give the impression that B did not have an opinion of her or his own, or that she or he either did not have anything to say or was simply not interested, with disastrous consequences for the conversation.

2.2.2.3 Responding Request

Responding to Request Request can be responded to by a positive responding act and negative responding act. Accepting, being a positive action, it is not a big problem. On the other hand, rejecting being a negative action, often requires tact and diplomacy. Accept is an act that is

fully satisfactory. Evade means unable to do what the speaker requests by giving the reason why but not answering in plain words. Reject is the act of disagreeing what the speaker's request. Usually, reject is often followed by a justification of giving the reason why.

- a. Accept is to take willingly something that is operate; to say 'yes' to an offer infitiation exc.
- b. Evade issomething to escape from somebody/ somethingor avoid meeting somebody.
- c. Reject is to refuse accept or consider something.

2.2.3 Following Up

Following up act aims to identify what would like to be delivered (intent) by the speaker. There are three types of Follow-up: primary act, secondary act, and complementary act (Stenstrom 1994 :38-47)

4. Primary act is responding to the question; i e. Providing information.
5. Secondary act is the raising question; i.e. asking information.
6. Complementary is expressing approval, phraise etc.

2.3 Classroom Interaction

Classroom intersction is an interaction that happened between teacher and students and between students and students and students in the learning process. Classroom interaction takes the most important thing to achieve a better resultin language learning. According to Dagarin (2004: 128) states that interaction is more than action followed by reaction. It means that interaction is an action that is given reaction or response. Example: when a student says "Hai" to another student then another students answer it with "Hello". It means action that is given by a student followed reaction by another student.

Classroom interaction has to be managed by everyone taking parts both of teacher or students, not just by the teacher because interaction is obviously not something you just to people, but something people do together, collectively.

In addition Brown (2007:165) state in the era of communicative language teaching, interaction is, in fact, the heart of communication, it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meaning, and we collaborate to accomplish certain purposes. Furthermore, interaction is the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

Actually to get a good classroom interaction between students and teachers will be able to provide comfort, a sense of calm, and high motivation, for students and teachers in learning process. In teaching process the teacher is supposed to communicate new ideas, attitudes, information, behavior skill to the students when interact in classroom. In the process, the teacher shares anything that related to information that can be improve student's knowledge and make them participating in the classroom actively.

2.3.1 Types of Classroom Interaction

This type of interaction occurred when firstly, the teacher greeted students in the beginning of the lesson and gave the material. Secondly, it was also applied when the teacher gave a several feedback for students' performances in the end of lesson. The last, when the teacher gave information about next speaking activities.

1. Teacher speaking to an individual

This type of interaction was applied when the teacher checked students' attendance, directed and asked a student in speaking activities such as ice breaking as a part of

communication games. Furthermore, it was applied when the teacher corrected students' mistakes in pronouncing and related to grammatical mistakes as well.

2. Teacher speaking to group of students

This type was used when speaking activity conducted seminar as the example of simulation. In this type of interaction, the teacher told about the score of each group and corrected their mistakes.

3. Student speaking to teacher

This type refers to the student's initiation to ask or interact with the teacher. It occurred in the last meeting when the students performed their speaking in front of their classmates. Students interacted with the teacher when they tried to present and to ask some vocabularies which they did not know in the target language. In addition, it was applied when they asked the teacher about speaking activities in the following meeting.

4. Student speaking to student

This type of interaction is called pair work and it occurred when the classroom conducted simulation and communication games activities.

5. Student speaking to group members

The speaking activities which applied this type were class discussion in the first meeting and communication games in the fourth meeting. Unfortunately, they tended to spend their times to interact with their fellows using native languages, Sundanese and Bahasa Indonesia.

6. Student speaking to the whole class

This type was applied when students performed in front of the class as the presenters in class discussion, speakers in simulation, and performer in communication games. This interaction gave the same opportunity for each student to speak during speaking class.

2.3.2 Aspect of Classroom Interaction

There are two aspects in classroom interaction, they are : negotiation of meaning and feedback. If both of these aspects are not available in the classroom, the process of teaching and learning will not be successful.

Here is the explanation of those aspects.

1. Negotiation of meaning

Negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add the negotiation of meaning is the central discourse structure. The students in the classroom then should make the linguistic output more comprehensible for the other students in the class, so that they can engage with them in the interaction Ellis and Barkhuizen (2005: 11).

2. The role of feedback

Feedback as the response given by teacher to efforts by learner to communicate, which include the notion of error correction. It also refers to informative responses to what learner says, for example, smiling or clarifying question. Feedback may occur from learners that able to correct and call each other's attention to the errors. In doing so, they very rarely replace their interlocutor's correct from intercorrect form. However, feedback from teacher can be different from the learners, because teacher employs many type of correction strategies (xio-hui, 2010:46)

Recently, it show that the explicit feedback is more effective than the implicit feedback. In explicit feedback, the teacher draw the student's attention directly to the errors so that the students do not use them again. However, in implicit feedback the teachers asks the students to reformulate their output to be understood and this is an indirect corrective feedback since the teacher does not point the errors directly.

2.4 Relevant Studies

The writer has found some relevant study to this thesis. The writer evaluated these following relevant studies in attempt to strenghten this thesis. The first is a study conducted by Shalehodin ‘ “Move” Anylisis in Clasroom Interaction’ published in 2016 by university of Riau Kepulauan, Batam, Indonesia. The findings of this study showed that were 216 clauses analysis. They were two types of move” in students classroom interaction found, namely congruent and metaphorical “move” coding. Congruent “move” coding we built in “knower” and “actor” analysis was more dominant. It means the conversation text dominated by the statement and question, in another word, the content of the interaction refered to the lecturing and discussion situation.

The second is research by Ginting (2005) “Structure of karonese conversation in the funeral. Based on the result of research, it was found that the occuring conversation was caused by the influence of Karonese culture in which the speaker could interact by projecting him/herself as the dead person. Therefore, there were kinds of conversation structures; they were the conversation structure occurring universally, which was the conversation structure that was not same with universal conversation structure.

The third research by Maolida “ The Influence of Teacher’s Instructional Objectives in Variations of Exchange Patterns in an EFL Classroom” published in 2013 Indonesia University of Education, Indonesia. The findings show that the use of exchange patterns in teacher-students interaction varied across learning activities. An exchange pattern dominates a learning activity more than the other. In this case, teacher’s instructional objectives provide contexts that guide the teacher to magage the interaction so expected exchanges occur in the class. In other words, the interactional objectives create instructional objectives create instructional activities that determine certain exchange patterns to occur through certain methods and strategies.

The fourth is research by Sunardi “English Curriculum Genre: Pedagogic Negotiation Patterns in the Indonesian EFL Classroom” published in 2016 Sebelas Maret University. The findings show that the EFL classroom interaction are carried out in three general stages : orientation stage, discussion stage, and closure stage. Each stage is operated through several smaller potential steps. In terms of exchange structure, the negotiation between teachers and students occurs more frequently in knowledge-oriented exchanges than action-oriented exchanges.

The fifth, is research by Dongaran “The Analysis of Structure Exchange in Pabuat Boru Ceremony on Mandailing Culture” in 2014 State University of Medan. There were 89 moves. The move found in the conversation were k1, k2, k1f, k2f, a1, a2, ch, cl, rcl, bch, cf, rcf. The dominant structure was k1 where primary knower has function to provide information to the hearer in the ceremony.

Those studies related to the exchanges structures in classroom interaction are helpful as their existences as data for supporting the writer’s study. This research will be different from those relevant studies which can be seen from the source of data. Based on brief explanation above, the related studies focused on discourse structure in the classroom and exchange structure in Karonese culture. Meanwhile, in this study, besides finding out exchanges structures in classroom interaction of different subjects.

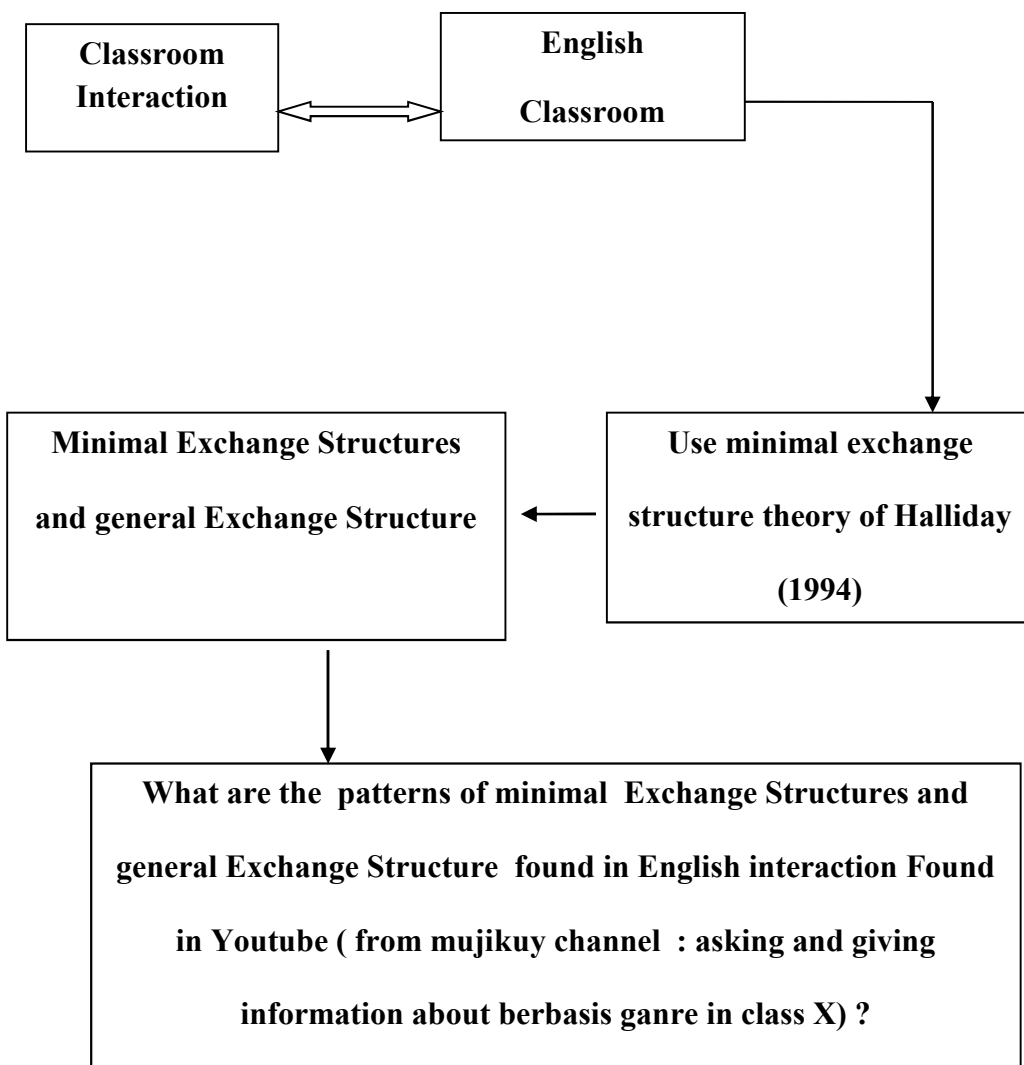
2.5 Conceptual Framework

A conceptual is a tool researcher use to guide their inquiry; it is a set of ideas used to structures the research, a short of map that may include the research question, the literature review, methods and data analysis. Researcher use a conceptual framework to guide their data collection anylisis.

This study concern to the minimal exchange structures and general Exchange Structure in classroom interaction. The theory is used in this study from Strenstrom point of view about exchange structures. In exchange structure found three elements that is : Initiating, Responding, and Follow-up acts.

The study want to know the process of classroom interaction in English classroom. Beside it, This study on the minimal exchange structure and general exchange structure in english classroom interaction of Senior High School. In conducting this study, the descriptive qualitative research design. Observation and vidio recording are implemented to collect the data. The researcher does not have any role in the teaching and learning process. After the data obtained from the observation from the observation and recording, the data will be transcribed into written form.

Figure Conceptual Framework below :



The figure 2.1 aim of this study is explain throught the research will find the clause and word, second the element based Halliday and the last Find the minimal and general Exchange Structures.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The method of this research was conducted by using descriptive qualitative method. Descriptive research studied were designed to describe condition, event or situation. As, Creswell (2014 : 32) Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

Descriptive qualitative research was used to describe the conversation of teacher and students that found in youtube. The research describes minimal Exchange Structure and general Exchange Structures in English classroom interaction under a natural in the class by video-recording. So, the subjects of the research are teacher and students in English classroom interaction. The data of the study was focused on the teaching and learning process by analyzing the minimal exchange structures and general exchange structure found in English Classroom interaction in youtube from mujikuy channel : asking and giving information about berbasis genre in X class.

3.2 Data and Sources of Data

The data of this study were clauses with utterance by teacher and students in English classroom interaction found in youtube from mujikuy channel : asking and giving information about berbasis genre in X class. Then, teachers in English classroom as the sources of data. The data was transcribed of spoken interaction between teacher and students during the lesson in English classroom interaction.

3.3 The Instrument of Data Collection

The data was collected through the conversation minimal exchange structures and general exchange structure in English Classroom interaction found in youtube from mujikuy channel : asking and giving information about berbasis genre in X class. Then, this data convert into a written transcription in classroom interaction found in youtube. The data of this research was collected by using video-recording.

The video-recording would be appropriate and beneficial to author a more detailed set of guidelines for the practice of video research in education, representing a consensus viewpoint of qualified scholars Derry (2017 : 1). The recording helped the researcher to analyze minimal Exchanges Structures and General Exchange Structures that was happened in classroom interaction. The data was taken from the English classroom interaction of the teachers and students talk during the learning and teaching process.

3.4 The Tehnique for Collecting Data

According to Ary, Lucy and Chris (2010 :32), the data will be collected using video recording to capture the spoken interaction between teacher and students in English classroom interaction found in youtube. Then, this data converted into written transcription. There are the techniques

for collecting data, recording and observation. Recording is used to record the conversation English classroom. The result of this recording is transcript. Observation was conducted to see anything that happens that may not record.

3.5 Validity (Triangulation)

The trustworthiness of the data needs to be checked to examine the validity of the data. This research, the researcher use the triangulation technique to observe the validity of the data. According to Susan Stainback in Sugiyono (2007 : 330) triangulation is to increase one's understanding of what ever being investigated. William Wiersman in Sugiyono (2007 : 372) also stated that triangulation is the qualitative cross- validation. It assesses the sufficiency of the data according to the convergence multiple data source or multiple data collection procedurs. Denzim (1978) identify tringaluation into 4 types, they are :

1.Data Triangulation

Data triangulation relates to use of variety data or information including time, space, and person in a research. Data Triangulation is the process rechecking and comparing information by researcher which obtained in the different source. To get the data, the researcher compare students' utterance, informant, information, and circumstances or perspective of different people in similar context.

2.Investigate Triangulation

Investigator triangulation relates to use multiple researcher in getting more valid data. Researcher need work in the team tam to do the research to make sure the validity of the data.

3.Theory Tringulation

Theory Triangulation relates to the use of two or more theories which is combined when examining situation and phenomenon. Some theories supports both of way of collecting and analyzing data need to be created more complete to give more comprehensive data.

4. Methodology Triangulation

Methodology Triangulation relates to the effort of checking the data or data result. The aim is conduct situation and phenomenon by using some methods. Methodology triangulation is similar with the mix of method approaches use in social science research, where the result from one method are used to enhance, argument, and clarify the result of others.

In this research the researcher will use methodology triangulation. The combined the result of data observation and record to available the data.

3.6 The Technique for Analyzing Data

In this research, after collecting data, the writer will analyze the data by performing descriptive analysis Ary, Lucy, and Chris (2010 : 32). The techniques that was used to analyze data are: recordings, observation, transcribing, and analyzing. To Analyze the data, the writer was follow the following the steps:

1. Find the clause
2. Find the minimal and general Exchange Structures
3. Make the verification

a. Analyzing

Analyzing the transcript can be identified the clauses that find in English classroom interaction find in youtube. At this step , the researcher analyze the exchange structures and identified every clauses in the transcript that will write. The following example was described

the role of analyze minimal exchange structures and general exchange structures in english
classroom interaction :

Teacher : Please all of you try to make groups = general

Pattern : Initiating > statement > to inform = minimal

Student : yes mam

Responding > responding to statement > agree