

APPROVAL SHEET

This is to certify that the dissertation;
DISCOURSE ANALYSIS ON CLASSROOM INTERACTION


Written by

ADRIANSYAH A. KATILI

Student Number. 7601141001

Has been approved by the promoters to be presented to the board of
examiners for the doctor degree in Applied Linguistics.

Promoter


(Prof. Dr. Kartan Lihawa, M.Pd.)
NIP. 195708021986022001.

Co-Promoter I


(Dr. Syarifuddin A., M.Pd.)
NIP. 196203311988031003

Co-promoter II


(Prof. Dr. Hasanuddin, M.Hum)
NIP. 196312311990031036

Gorontalo, November 2021

Recognized by

Chairman
Rector of
The State University of Gorontalo


(Dr. Eduart Wolok, S.T., M.T.)
NIP. 197605232006041002

Secretary

Director of Postgraduate
Program


(Prof. Dr. Asna Aneta, M.Si.)
NIP. 196912271986032003






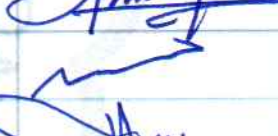






ACCEPTANCE SHEET

DISCOURSE ANALYSIS ON CLASSROOM INTERACTION

BY:

ADRIANSYAH A. KATILI
Student Number. 7601141001

This is to certify that this dissertation has been approved and accepted by the Board of Examiners on December 9, 2001.

No	Name	Tandatangan
1	Dr. Eduart Wolok, S.T., M.T (Chair, (UNG Rector)	
2	Prof. Dr. Asna Aneta, M.Si (Secretary, Director of Postgraduate of UNG)	
3	Dr. Ir. Hasyim, M.Si (Member, Vice I of Postgraduate of UNG)	
4	Prof. Dr. Hasanuddin, M.Hum (Member, The head of Applied Linguistic Study Program)	
5	Por. Dr. Kartir Lihawa, M.Pd (Promotor)	
6	Dr. Syarifuddin A., M.Pd. (Co-Promotor I)	
7	Prof. Dr. Hasanuddin, M.Hum (Co-Promotor II)	
8	Prof. Dr. Moon Hidayati Otoluwa, M.Hum (Internal Examiner I, UNG)	
9	Prof. Dr. Moh. Karmin Baruadi, M. Hum (Internal Examiner II, UNG)	
10	Prof. Dr. Fathu Rahman, M.Hum (External Examiner, UNHAS)	

ABSTRACT

Adriansyah A. Katili. Discourse Analysis in Classroom Interaction (supervised by Prof. Dr. Kartini Lihawa, M. Pd., DR. Syarifuddin Ahmad, M.Pd., and Prof. DR. Hasanuddin Fatsah, M.Hum.

This is the study of discourse in class interaction. The research focused on the nature of discourse in class interaction, the nature of turn-taking in class interaction, and how discourse affects class interaction. The purpose of this research is to find out the nature of discourse in class interaction, the nature of speech acts in class interaction, and the influence of discourse in class interaction on the learning process. This research was conducted in classes in the English Department, Faculty of Letters and Culture, State University of Gorontalo. This discourse analysis on classroom interaction applies the theory proposed by Sinclair and Coulthard which was later developed by Nababan, and the theory of discourse and classroom interaction proposed by Rymes, and Bloom's Taxonomy and Krashen's hypothesis on the effect on learning. From the point of view of Sinclair and Coulthard's theory, it was found that the movements and actions that were mostly carried out by lecturers were directives, elicitation, and re-elicitation. From the perspective of Rymes' theory, it is found that social context, classroom context, and individual agency influence each other. The author also finds that there are conditions in which the lecturer performs exorbitant speech acts which can only be analyzed by Austin and Searle's speech act theory. Regarding the effect of classroom discourse on learning, it was found that from the point of view of Bloom's taxonomy, the lecturers' questions revolved around remembering (C1), applying (C3), and analyzing (4). Based on Bloom's taxonomy, the author analyzes learning by applying the input hypothesis by Krashen. The hypothesis states that if the input is understood then the message is understood. The lecturers provided input that can be understood so that students understand the message.

Key Words: Discourse, Classroom Interaction, Classroom Speech Acts, Bloom's Taxonomy, Input Hypothesis

ABSTRAK

Adriansyah A. Katili. Analisis Wacana dalam Interaksi Kelas (Dibimbing oleh Prof. Dr. Kartini Lihawa, M.Pd., DR. Syarifuddin Ahmad, M.Pd., dan Prof. DR. Hasanuddin Fatsáh, M.Hum.).

Jenis penelitian ini merupakan sebuah studi wacana dalam interaksi kelas yang berfokus pada sifat wacana dalam interaksi kelas, sifat pengambilan giliran dalam interaksi kelas, dan bagaimana wacana mempengaruhi interaksi kelas. Penelitian ini bertujuan untuk mengetahui sifat wacana dalam interaksi kelas, sifat tindak tutur dalam interaksi kelas, dan pengaruh wacana dalam interaksi kelas terhadap proses pembelajaran. Penelitian ini dilakukan pada kelas-kelas yang ada di Jurusan Bahasa Inggris, Fakultas Sastra dan Budaya, Universitas Negeri Gorontalo. Analisis wacana interaksi kelas ini menerapkan teori yang dikemukakan oleh Sinclair dan Coulthard yang kemudian dikembangkan oleh Nababan, dan teori wacana dan interaksi kelas yang dikemukakan oleh Rymes, serta Taksonomi Bloom dan hipotesis Krashen tentang pengaruhnya terhadap pembelajaran. Dari sudut pandang teori Sinclair dan Coulthard, ditemukan bahwa gerakan dan tindakan yang paling banyak dilakukan oleh dosen adalah direktif, elisitasi, dan re-elisitasi. Dari perspektif teori Rymes, ditemukan bahwa konteks sosial, konteks kelas, dan keindividualan saling mempengaruhi. Penulis juga menemukan bahwa ada kondisi dimana dosen melakukan tindak tutur selangit yang hanya dapat dianalisis dengan teori tindak tutur Austin dan Searle. Mengenai pengaruh wacana kelas terhadap pembelajaran, ditemukan bahwa dari sudut pandang taksonomi Bloom, pertanyaan dosen berkisar pada mengingat (C1), menerapkan (C3), dan menganalisis (C4). Berdasarkan taksonomi Bloom, penulis menganalisis pembelajaran dengan menerapkan hipotesis input oleh Krashen. Hipotesis tersebut menyatakan bahwa jika input dipahami maka pesan dipahami. Dosen memberikan masukan yang dapat dipahami agar mahasiswa memahami pesan yang disampaikan.

Kata Kunci: Wacana, Interaksi Kelas, Tindak Tutur Kelas, Taksonomi Bloom, Hipotesis Input