

ABSTRACT

Gapiano, Aji (2025): The Analysis of Elicitation and Reply Acts in the 7th Grade English Classroom Using Sinclair and Coulthard's Act Structures

Classroom interaction refers to the dynamic exchanges between participants through language, where communication plays a vital role in students' learning. Speaking, a key productive skill, is essential for students to express their ideas in oral communication. In this context, Sinclair and Coulthard (1975) propose a framework where an act is defined as the smallest communicative unit in classroom discourse. This study aims to analyse how elicitation and reply act structures occur in classroom interactions and identify which act is more dominant between the two.

The research employed a qualitative approach, utilizing direct classroom observation and audio recordings of teacher-student interactions. Data were transcribed and analysed using Sinclair and Coulthard's Rank Scale to identify and categorize the different act structures in the interactions.

The findings reveal that the interaction patterns follow the framework established by Sinclair and Coulthard. Teacher elicitation was found to be the most prominent act, with the teacher initiating questions, while pupil elicitation occurred when students asked questions. Other notable acts included the check act, where teachers monitor student comprehension, and the re-initiation (I) act, where teachers re-ask questions or provide clues after incorrect responses. The re-initiation (II) act guides students toward correct answers to ensure continued engagement.

A total of 3,064 act structures were observed in a 7th-grade class at Darul Hikam Junior High School. Elicitation occurred 621 times (20.27%) of all interactions, while reply appeared 568 times (18.54%). These percentages were calculated based on the frequency of each act divided by the total number of utterances. These two categories, elicitation and reply, were the most dominant, reflecting the emphasis on question-and-answer exchanges in the classroom. This study provides new insights into how elicitation and reply act structures function in classroom interactions and their role in facilitating teacher-student interactions.

Keywords: Act Structures, Elicitation and Reply, classroom interaction,