

TABLE OF CONTENTS

ABSTRACT	ii
APPROVAL	iii
DECLARATION OF AUTHENTICITY	iv
MOTTO	v
BIOGRAPHY	vi
PREFACE	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	xii
LIST OF TABLES	xiv
LIST OF FIGURES	xv
CHAPTER I	1
INTRODUCTION	1
A. Research Background.....	1
B. Research Questions	4
C. Research Purposes.....	4
D. Research Significance	4
E. Research Scope	5
F. Conceptual Framework.....	6
G. Previous Studies	8
CHAPTER II	11
LITERATURE REVIEW	11
A. Classroom Discourse Analysis.....	11
B. Sinclair and Coulthard Rank Scale	18
C. Act Structure	21
CHAPTER III	44
RESEARCH METHODOLOGY	44
A. Research Method and Design.....	44
B. Research Site and Participants	45
C. Data Collection Technique.....	48
1. Observation	48
2. Recording and Transcribing.....	49

D. Data Analysis Technique	55
E. Research Schedules.....	59
CHAPTER IV	60
FINDINGS AND DISCUSSION	60
A. Research Finding.....	60
B. Discussion	95
CHAPTER V	101
CONCLUSIONS AND SUGGESTIONS	101
A. Conclusion.....	101
B. Suggestions	102
REFERENCES	104
LIST OF APPENDICES.....	112



LIST OF TABLES

Table 2. 1 Sinclair and Coulthard's 22 act types and their functions in classroom discourse (Sinclair and Coulthard, 1975).....	24
Table 3. 1 Observation Checklist	49
Table 3. 2 Transcription of Units in Discourse (Du Bois, 1993)	50
Table 3. 3 Transcription of Transitional Continuity in Discourse.....	51
Table 3. 4 Transcription of Terminal Pitch Direction in Discourse	52
Table 3. 5 Transcription of Tone in Discourse (Du Bois, 1993).....	52
Table 3. 6 Transcription of Pause in Discourse (Du Bois, 1993).....	53
Table 3. 7 Transcription of Tone in Discourse (Du Bois, 1993).....	54
Table 3. 8 Transcription of Tone in Discourse (Du Bois, 1993).....	54
Table 3. 9 Example of Classroom Interaction in Class 7A using Conventional Transcription	56
Table 3. 10 Data analysis, visualization, and integration with Sinclair and Coulthard's (1975) theory.....	57
Table 3. 11 Visualization of Dominant Act Structure in the.....	58
Table 4. 1 The Percentage Distribution of Act Structures Observed Across Three 7th Grade Classes at Darul Hikam Junior High School.....	94

LIST OF FIGURES

Figure 1. 1 Conceptual Framework.....	6
Figure 2. 1 Illustration Communication (Akmajian 1995).....	13
Figure 2. 2 Classroom Interaction Pattern.....	16
Figure 2. 3 Example of teacher-student talk in the classroom (Sinclair and Coulthard (Sinclair and Coulthard, 1975).....	16
Figure 2. 4 The Dimensions of Each Rank of Sinclair and Coulthard's Rank Scale (Sinclair and Coulthard (1975).....	19
Figure 2. 5 Hierarchy of Discourse: Sinclair and Coulthard's Rank Scale (1975)27	
Figure 2. 6 <i>Primary Acts and Their Responses</i> (Sinclair and Coulthard, 1975)..	28
Figure 2. 7 Example of Elicitation and Reply (Woofit 2006).....	29
Figure 2. 8 Sample Teacher Utterances Showing Elicitation (Sinclair and Coulthard, 1975)	31
Figure 2. 9 Sample Utterances Illustrating Elicitation Acts by the Teacher (Sinclair and Coulthard, 1975).....	31
Figure 2. 10 Transcript of Teacher-Student Interaction with Elicitation Acts Highlighted (Sinclair and Coulthard, 1975).....	32
Figure 2. 11 Example of Elicitation and Reply in Natural Conversation (Woofit 2006)	34
Figure 2. 12 Example of IRF Pattern with Teacher Elicitation (Sinclair and Coulthard, 1975)	37
Figure 2. 13 Example of IR Pattern Initiated by a Pupil (Sinclair and Coulthard, 1975)	37
Figure 2. 14 Elicitation and Reply Check Pattern (Sinclair and Coulthard, 1975)	38
Figure 2. 15 Re-initiation(i) Pattern (Sinclair and Coulthard, 1975)	39
Figure 2. 16 Re-initiation example in service context (Woofit 2006)	40
Figure 2. 17 Re-initiation (i) Pattern (Sinclair and Coulthard, 1975)	41
Figure 2. 18 Listing Pattern (Sinclair and Coulthard, 1975).....	42

Figure 2. 19 Repeat Pattern (Sinclair and Coulthard, 1975)	43
Figure 3. 1 The Profile of The Research Site	48
Figure 3. 2 Schema of Data Analysis Steps	56

