

CLASSROOM COMMUNICATIVE STRUCTURE: EXCHANGE STRUCTURE IN EFL CLASS IN PUBLIC SENIOR HIGH SCHOOL 3 MOJOKERTO

Reza Fitri Rafsanjani

Alumni of Department of English
University of 17 Agustus 1945 Surabaya, Indonesia

N. K. Mirahayuni

Department of English
University of 17 Agustus 1945 Surabaya, Indonesia
Email: mirahayuni@untag-sby.ac.id

Abstract. This article reported the study about classroom communicative structure between teacher and students in English class in Public School High School 3 Mojokerto. This study aims to identify the elements of minimal exchange structure and general exchange structure in communication in classroom. This study uses minimal exchange structure theory of Strenstrom (1994) by qualitative descriptive method. Data in this study are obtained from the recording of conversation among teacher and students of XI grade in Speaking class. The result shows that there are three (3) types of act as the element of exchange structure: *Initiating, Responding, dan Following-Up (I-R-F)*. Minimal exchange structure consists of: *Initiating-Responding (I-R)* or *Initiating-Responding-Following Up (I-R-F)*. General structure of exchange in classroom situation consists of: greeting, followed by any kinds of functions such as giving information, giving order, and asking question. In conversation, teacher tends to has initiative to start it, meanwhile, the students tend to give respond by doing activity (evade) which are instructed by the teacher. The students sometimes did not answer the question, therefore teacher keeps the conversation going by undergone initiative actions such as giving information, asking question or giving instruction. This study shows that teacher has power to supervise and keep going the class activity. It is needed to do further study on power aspect in classroom communication.

Keywords: *exchange structure, classroom communication, I-R-F structure*

INTRODUCTION

This study is about the structure of exchanges between the teacher and students in the social grade 11 SMAN 3 Mojokerto. The purpose of the study is to identify the elements of minimal exchange structures and the general structure of the whole conversation in classroom situation. Strenstrom's (1994) theory on minimal exchange structures is adopted in the study. The data are taken from two recordings of conversations in speaking class between the teacher and students of Grade 11 SMAN 3 Kota Mojokerto. The study is designed as descriptive qualitative study. The study found

that the classroom communication comprises 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 the whole conversation consists of Greetings, followed by exchange structures of various functions, such as Giving Information, Giving Command, Asking Questions. The study also finds that the teacher takes more initiating acts in most exchange structures while the students give responses, either with verbal responses or

by performing activities (evade) as instructed by the teacher. Also, the students do not always respond to the initiating act of the teacher, but keep silent. Here, the teacher will make the effort to keep the communication going by making more initiating acts through giving information, making questions or making commands. This communication situation may show that the teacher has more superior power to control and maintain the classroom activities. Further studies are needed to examine the aspect of power in communication in classroom situation.

INTRODUCTION

Spoken language has been generally distinguished from written language in several points including, among others, speech being transient in contrast to permanency of written text, immediacy of speech while a written text can communicate across time and space as long as the language and writing system is understood, and existence of such features in spoken language such as repetitions, incomplete sentences, corrections and interruptions, in contrast to the complexity and intricacy of written text. Research into spoken language has a very wide range of topics as an attempt to cover various functions of spoken language such as speech act, implicature, turn taking, sequences, adjacency pairs, exchange structure, casual conversation, conversational moves, and many others.

Analysis of exchange structure of spoken discourse was first developed in the Birmingham School by Sinclair and Coulthard to present a relatively simple and powerful model in connection to the study of speech acts (McCarthy, 1991). According to Sinclair and Coulthard (1984, in McCarthy 1991) exchange structure is a sequence of communication that can be used to analyze the types of conversations. They develop a model of exchange consisting of three parts: a question,

an answer, and a comment. The sequence of the parts, each labelled as move, consists of Initiation (I) from the speaker, Response (R) from the hearer, and Follow Up (F) which is the speaker's comment on hearer's answer. These three moves are abbreviated to I-R-F (Stubbs, 1983). Previous studies on such topics were conducted, among others, by Riskha Fidhiya Aulia (2013) on the exchange structure between host and the caller of Metro's TV "After Hours" program and Rizky Aprilia Aristi (2011) on the structure of conversation in service encounters in traditional markets in Surabaya. The present study, however, focuses on natural, face-to-face interactions in classroom situation.

Research on classroom communication has also gained considerable attention. According to Sinclair and Coulthard (in McCarthy, 1991:12), the conversation in the classroom between the teachers and the pupils have a 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.

McCarthy (1991) 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".

Strenstrom (1994) 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.

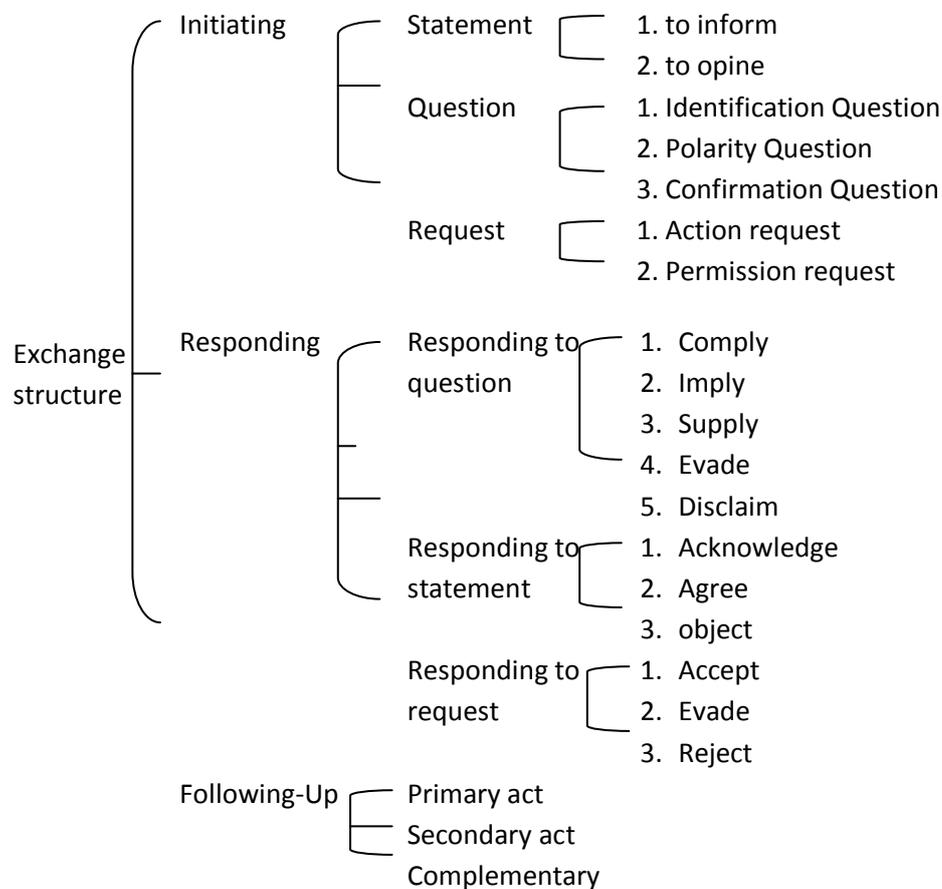
Initiating act is the signal of what the speaker wishes to open the exchange. Initiation can be in the form of making statement, asking a question, and putting forward a request (Stenstorm, 1994). The basic of the initiating acts are statement, question, and request in which all of them are expected to be responded with reply and answer. Furthermore, initiation is expected to be replied, to answered, and accepted, respectively (Stenstorm, 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). The classification is presented in the Figure 1.

Figure 1 Elements of Exchange Structure (Stenstrom, 1994)



The present study focuses on the characteristics of exchange structure in EFL classroom

situation. For the purpose of the study, the data are taken from recordings of Speaking Class of

Grade XI of Public Senior High School 3 Mojokerto. Considering that the conversations between the students and the teacher are spontaneous, this situation will provide a natural data of language use. It will be interesting to investigate how the minimal exchanges are structured in the conversation.

RESEARCH METHOD

The research design of the study is qualitative as it aims to investigate direct face to face interaction with people on the research spot (McMillan and Schumacher, 2003), as well as descriptive (Bogdan and Biklen 1982:27) because the findings of this research will be reported in the form of statement. The source of data is two recordings of conversations between the teacher and the students in speaking class Grade 11 SMAN 3 Kota Mojokerto. The recording was conducted on Saturday, October 8th, 2016. The duration of the records is forty (40) minutes. The participants in this conversation are the

Speaking Class teacher and students, were consisting of a teacher and 23 students. The topic of the conversations was *Communication*. The recorded conversations was transcribed into written form following the transcript system used by Eggins and Slade (1997). The data were then analyzed to find out the elements and general exchange structure of communication in the EFL classroom situation.

RESULT

The study found 13 elements of exchange structure in the data. They are Greetings, Command, Accepting, Giving Information, Giving Explanation, Giving Question, Giving Opinion, Giving Joke, Giving Confirmation, Evade, Getting Attention, Answering, and No Response. Moreover, the study also found a variety of structure in each data, as presented below. Data A consists of 24 subtopics, while Data B 25 subtopics, with specific analysis is presented as summarized in Table 1.

Table 1 Analysis of exchange patterns within subtopics

Exch. No.	Data A		Data B	
	subtopics	Exchange structure	subtopics	Exchange structure
1	Greetings (1A Turn 1-7a)	1a. I(Greetings) ³ ^I(Command)^R(Evade)^ I (Greetings) 1b. I(Greetings)^ R(Greetings)^ FU(Greetings)^ R(Greetings)	Greetings (1B Turn 1-7a)	1a. I(Command) ² ^R(Evade) ^ I(Command) 1b. I(Command)^ R(Greetings) 1c. I(Greetings) ^ R(Greetings) 1d. I(Greetings) ^ R(Accepting)
2	Last week (2A Turn 7b-12)	2a. I(Giving Information)^I(Command) ^ R(Evade 2b. I(Greetings)^No response^ I(Greetings)^R(Greetings)	Last Monday (2B Turn 7b-9a)	I(Giving Information) ^ I(Giving Question) ^ R(Answering) ^ FU(Giving Information)
3	Communi	I(Giving Opinion)^I(Giving	Feeling (3B	3a. I(Giving

	<p>ation (3A Turn 13-15b)</p>	<p>Question)² ^ I(Giving Information) ^ I(Giving Question) ^ No Responding ^ I(Giving Confirmation) ^ I(Giving Information)</p>	<p>Turn 9b-18)</p>	<p>Question) ^ R(Evade) ^ I(Giving Question) ^ No Response ^ I(Giving Question)² ^ No Response 3b. I(Giving Question)² ^ R(Answering) ^ FU(Giving Information) ^ I(Giving Question) ^ R(Answering)</p>
4	<p>Sample of Communi cation (4A Turn 15c-19b)</p>	<p>4a. I(Giving Information) ^ I(Giving Question) ^ I(Giving Information) ^ I(Giving Question) 4b. I(Giving Question) ^ R(Answering) ^ FU(Giving Information) 4c. I(Giving Question) ^ I(Giving Information) ^ I(Giving Question) ^ R(Answering) ^ FU(Giving Information) ^ I(Giving Information)</p>	<p>Happy (4B Turn 19-25a)</p>	<p>I(Giving Question) ^ No Response ^ I(Giving Question) ^ R(Answering) ^ FU(Giving Question) ^ R(Answering) ^ I(Giving Information)</p>
5	<p>Communi c-ation (5A Turn 19c-20)</p>	<p>I (Giving Question) ^ R(Answering) ^ FU(Accepting) ^ FU(Giving Question) ^ R(Answering)</p>	<p>Expression (5B Turn 25b-32)</p>	<p>5a. I(Giving Question) ^ R(Answering) ^ FU(Accepting) 5b. I(Giving Question) ^ I(Giving Information) ^ I(Giving Question)² ^ No Response ^ I(Giving Question) ^ R(Evade) ^ FU(Giving Question) ^ R(Evade)</p>
6	<p>How to Send Message by Gesture (6A Turn 23-33c)</p>	<p>6a. I(Giving Question-No Responding)² 6b. I(Giving Question) ^ R(Answering) ^ FU(Accepting) ^ I(Giving Question) ^ R(Answering) ^ FU(Accepting) ^ I(Giving Information) ^ I(Giving Question)</p>	<p>What do you feel? (6B Turn 33-36)</p>	<p>I(Giving Question)³ ^ R(Answering) ^ I(Giving Question) ^ R(Answering)</p>
7	<p>Confirma</p>	<p>I(Command) ^ I(Giving</p>	<p>Shy (7B Turn</p>	<p>I(Giving Question)²</p>

	t-ion (7A Turn 33d-35a)	Question) ³ ^No Responding^I(Giving Question)	37-41a)	^R(Answering) ^FU(Giving Question)^ I(Giving Question) ^R(Evade)^ FU(Giving Information)
8	Gesture (8A Turn 35b-36)	I(Giving Question)^No Responding	Friend (8B Turn 41b-44)	I(Giving Question) ^No Response^ I(Giving Information) ^R(Evade)
9	Message (9A Turn 37-42)	9a. I(Giving Question)^I(Giving Information) 9b. I(Command)^I(Giving Information) ² ^I(Giving Question) ^R(Answering)^ 9c. I(Giving Question)^R(Answering)^ FU(Giving Question)^ R(Answering)	Last Night (B Turn 45-52)	I(Giving Information) ² ^R(Evade) ^I(Giving Information) ^R(Answering) ^I(Giving Question) ^ I(Giving Information) ^R(Answering) ^ I(Giving Information)^R(Answering)
10	Joke (10A Turn 43-45a)	I(Giving Jokes)^R(Evade)^ I(Command)\	Embarassing 10B Turn 53-55a	I(Giving Question) ² ^I(Giving Information) ^R(Answering) ^FU(Accepting)
11	Imagine (11A Turn 45b-45h)	I(Command)^I(Giving Information) ³ ^ I(Giving Question) ² ^FU(Answering)	Shocked (11B: Turn 55b-65c)	11a. I(Giving Information) ^R(Evade) 11b. I(Giving Information) ^ I(Giving Question) ^ R(Answering) ^ I(Giving Question) ^ R(Answering) ^ I(Giving Question) ^R(Evade)
12	Confirmation (12A Turn 45i-49)	I(Giving Question)^R(Answering)^FU(Giving Question)^ R(Answering)^ FU(Giving Question)	Shy (12B: Turn 65d-70)	12a. I(Giving Information) ² ^No Response^ FU(Giving Information) ^I(Giving Confirmation) ² ^R(Evade) 12b. I(Giving Question) ² ^No Response
13	Gesture (13A: Turn 49b-52)	I(Giving Question) ² ^R(Answering)^FU(Accepting)^I(Giving Question)^ R(Answering)	Silence(13B: Turn 71-84)	13a. I(Giving Question) ^ No Response^ I(Giving Question) 13b. I(Command)^ R(Answering) ^ FU(Accepting)^R(Giving Information) ^R(Answering) ^ I(Giving

				Question) ^R(Answering) ^ I(Giving Question) ^R(Answering) ^FU(Giving Opinion)^ R(Evade)
14	Example (14A: Turn 53- 60q)	14a. I(Giving Information)^I(Giving Question)^R(Answering)^FU(Giving Jokes)^R(Evade) 14b. I(Giving Question)^R(Answering)^ FU(Giving Question)^R(Answering)	Lesson (14B:Turn 85a-85f)	I(Giving Information) ^2 ^ I(Giving Question) ^I(Giving Information)^ I(Giving Question) ^I(Giving Information)
15	Language (15A: Turn 61- 66)	15a. I(Giving Information)^I(Giving Question)^I(Giving Confirmation) ^I(Giving Information) 15b. I(Giving Question)^No Response ^I(Giving Question)^ R(Answering) ^ FU(Accepting)^I(Giving Information)^I(Giving Question) ^R(Answering)	Moral Value (15B: Turn 85g-87a)	I(Giving Question) ^2 ^I(Giving Information) ^No Response^I(Giving Information)
16	Transacti on Data 16A: Picture (Turn 67- 72)	I(Giving Information)^I(Giving Question)^R(Answering)^FU(Giving Question)^R(Answering)^ I(Giving Question)^No Response	Embarassem ent (16B Turn 87b-92)	I(Command) ^I(Giving Confirmation)^I(Giving Information) ^R(Answering) ^I(Giving Opinion) ^No Response^ I(Giving Question)^ I(Giving Confirmation) ^No Response
17	Breakfast (17A:Tur n 73-83a)	I(Giving Question)^R(Answering) ^I(Giving Question)^R(Answering)^ I(Giving Question)^ R(Answering)^ I(Giving Question)^I(Giving Jokes)^ R(Evade)^I(Giving Confirmation)^ R(Answering)^ FU(Answering)	17B	I(Giving Information)^I(Giving Question)^R(Answering)^FU(Giving Question)^R(Answering)^ I(Giving Question)^No Response

18	Confirmation about gesture (18A: Turn 83b-87a)	I(Giving Question)^R(Answering)^FU(Giving Question)^R(Answering)^FU(Accepting)	Senior High School (18B Turn 97b-103e)	18a. I(Giving Information)^R(Evade)^ I(Giving Question) ^I(Giving Information) ^R(Evade) ^I(Giving Information) ^R(Evade) ^ 18b. I(Giving Question) ^ I(Giving Confirmation) ^I(Giving Information) 18c. I(Giving Information)^ I(Giving Question)
19	Picture (19A: Turn 87b-90)	I(Giving Question)^No Response^ I(Giving Question)^No Response	Express (19B: Turn 103f-119b)	19a. I(Giving Question) ^2^No Response^I(Giving Question) ^No Response 19b. I(Giving Question) ^2^ No Response^ I(Giving Question) ^ No Response 19c. I(Giving Question) ^3^R(Answering) 19d. I(Giving Information)^3 19e. I(Answering)^ I(Giving Opinion) ^R(Evade) ^I(Giving Question) ^No Response
20	Wall (19A: Turn 91-96)	I(Command)^2^R(Evade)^I(Giving Question)^R(Answering)^I(Giving Question)^No Response	Adjective (20B: Turn 119b-121e)	20a. I(Giving Information)^ I(Giving Question) ^R(Answering)^FU(Accepting) ^I(Giving Information) 20b. I(Giving Question) ^I(Giving Information) ^I(Giving Question)
21	Flower (21A: Turn 97-108)	I(Giving Information)^No Response^ I(Giving Question)^2^R(Answering) ^FU(Giving Question)^ I(Giving Question)^ R(Answering)^FU(Accepting) ^ R(Answering)^I(Giving Question)^ R(Answering)^FU(Giving Question)^No Response	Imagination (21B: Turn 121f-124)	I(Getting Attention)^ No Response^ I(Giving Question) ^R(Evade)
22	Jasmine (22A:	I(Giving Information)^2^I(Giving	Story (22B:Turn	22a. I(Giving Information) ^ I(Giving Question) ^No

	Turn 109-113a)	Question) ² ^No Response^I(Giving Information)^I(Giving Question) ^R(Evade)^FU(Accepting)^	125-132)	Response^ I(Giving Question) ^R(Answering) ^FU (Command) 22b. I(Giving Information) ^ I(Giving Question)^R(Giving Information)
23	Jasmine (23A:Turn 113b-114)	I(Command)^I(Giving Question)^I(Giving Information)^I(Giving Question)^R(Answering)	Very Shy (23B: Turn 133-146)	I(Giving Question) ^R(Answering)^ I(Giving Question) ^R(Answering)^ I(Giving Question) ^R(Answering) ^ I(Giving Question) ^R(Answering) ^ I(Giving Question) ^I(Command)^ R(Evade)
24	Task (24A Turn 115-116)	I(Command)^I(Giving Confirmation)^I(Giving Information)^I(Command)^ R(Command)	Expression (24B Turn 147a-147c)	I(Giving Information) ³
25			Information (25B Turn 147d-150)	25a. I(Giving Information)^ (Giving Question) ^R(Answering) ^I(Giving Information)^R(Evade) 25b. I(Giving Information)^ R(Evade)^I(Giving Information)^ (Giving Question) ^R(Answering) 25c. I(Giving Information)^ (Giving Question) ^ R(Answering)

DISCUSSION

The thirteen (13) elements in exchange structure—greetings, command, accepting, giving information, giving explanation, giving question, giving opinion, giving joke, giving confirmation, evade, getting attention, answering, and no response—can be illustrated in the following analysis.

Greetings

The act of greetings is performed by the teacher and the students at the opening or starting of the conversation. The forms of greetings performed by the teacher are for examples, *Oh yeah good morning student?* (A.1) and *Okay how are you today?* (A.5B).

In response to the teacher’s greetings, the students greet the teacher with such expressions as *Good morning mom* (A.2) and

Good morning mom..hahaha (B.4), and to teacher's greeting *Okay how are you today?*, the students respond, *And you?* (A.6B).

Another act in the conversation that can be analyzed as a part of Greetings is an invitation to pray before the class begins. Here, the teacher takes the initiative to invite students to pray before the lesson starts.

1) *okay yeah before we start our activity like usually that a ...Prepare yourself to pray during the activities today* (A.3A).

Command

Command is the act of asking for something to be given or done. The data shows that the teacher takes the initiative to give a command. The function of the commands are varied, including the command to start praying, to open the lesson book or the task book, to listen to the teacher, to keep the students' attention to focus, or even to imagine something, as illustrated below:

- 2) *okay lets pray together* (A.3B).
- 3) *okay open your book* (A.7C).
- 4) *Okay now listen to me* (A.33D).
- 5) *Imagine that there is a pizza, it is a pizza* (A.37C).
- 6) *Okay nah sekarang kita kembali kesini* (B.87B).

The only command made by the student is when the class leader asked his classmates to greet the teacher with: *Beri salam* (B.3B).

Giving Information

The act of giving information is performed by both the teacher and the students. The act appears in the different places and functions to inform the students of various topics, including a review of last week's lesson material, information about a visit from a guest, about the purpose of the guest's visit, about the lesson, retelling of some past experiences and many others. It is interesting that at this stage,

the teacher mixed English and Indonesian. Some examples include:

- 7) *Before our schedule, last week we had materi is about noun clause* (A.7B).
- 8) *She will take a list of your English communication* (A.19B).
- 9) *komunikasi tidak hanya dengan speak up but we can communication by gesture and picture* (A.113D).

Giving Opinion

Giving opinion is an activity to provide a judgement, viewpoint, or statement that is not conclusive. It may deal with subjective matters in which there is no conclusive finding. The act is just performed by the teacher and can appear in the different places.

- 10) *I think everyone always do communication* (A.13A).
- 11) *iya mungkin nagihnya itu kamu baru bayar, sudah jadi daging baru bayar* (B.83)

Giving Question

Giving question is an activity to make request for information. The act is just initiated by the teacher and can appear in the different places of conversation. The question can be about anything related to the topic of conversation, such as definition of communication, asking the students to guess the visitor, a polarity question, asking about the students' condition and feelings, checking the students' comprehension, and many others, as shown in the following data.

- 12) *What is communication?* (A.13B)
- 13) *can we send our message by gesture?* (A.37A)
- 14) *Do you have a special experience that make you a ... maybe make you happy, sad, and then what are you feel? Angry? Do you have experience like that?* (B.27B)

Answering

Answering is an act to reply a question. The act of answering is performed by both the teacher and the pupils and can appear in the different places or stages of conversation. The forms of answering tend to be short, as in the following data by the teacher: *Okay good* (A.45H), and by the students: *Oh yes* (A.42), *Pakai gesture* (A.64), *happy hehehe* (B.36), *apologize* (A.112). The students' answer is particularly short as they only answer the teacher's questions briefly, without making any effort to present the answer in complete utterances or elaborate into longer answers.

Accepting

Accepting is the act of agreeing for something. The act is performed by the teacher and can appear in the different parts of the conversation. Some of the expressions include: *yeah asking* (A.33A), *Okay* (A.113) and *Ya* (B.55).

Giving Joke

Giving joke is an act of someone display of humour in which words are used within a specific and well-defined narrative structure to make people laugh. The act is just performed by the teacher and appears in the different parts of the conversation. The purpose is to make the students feel more relaxed and to make the situation more enjoyable.

Giving confirmation

Giving confirmation means to declare or affirm something. The act is just performed by the teacher and appears in the different parts of the conversation. The forms of the act depend on the topic being discussed, as shown in the following data:

- 15) *Can communicate the other by a picture a poster like that yah ..* (A.115B)
- 16) *It is funny and embarrassment. Lucu dan memalukan. Ya?* (B.103B)

Getting Attention

Getting attention means politely ask someone's attention in order to be considered for a moment. The act is performed by the teacher when the students show no response, by saying, *Hallo* (B.121F). Here, the teacher is trying to get the students' attention because they just keep silent.

Evade (Gesture)

A gesture is a form of non-verbal communication or non-vocal communication in which visible bodily actions communicate particular messages, either in place of, or in conjunction with, speech. Gestures include movement of the hands, face, or other parts of the body. In this data, gesture or evade occurs in different parts of the data, and is just performed by the students. The students respond to the teacher with laughter or by doing what the teacher asks them to do such as looking at the wall, praying, giving applause, and writing down.

No Response

In many parts of the data, students keep silent to the initiating act performed by the teacher. This act can be distinguished from Evade or Gesture that in Evade the students still give response non-verbally, by doing the act that is commanded (such as praying, giving applause or writing down), while in no response, it seems that the students do not intend to make any response, not even with a laughter or similar expressions.

The Patterns of Exchange Structure in Speaking Class Conversation

From the whole data that are analyzed in this study, there seems to be one basic patterns of exchange structure of conversation

in the speaking class. This pattern consists of the following elements:

[Greetings^Command^Giving
Information^Giving Opinion^Giving
Question^Answering ^Accepting^ Giving
Confirmation^ Evade (Gesture) ^No
Responding]

Analysis of exchange structure within subtypes in Table 1 above has shown that each of the above elements has its own subpatterns. The exchange structure pattern of of Greetings, for example, mostly consists of two acts: Initiating (I) and Response (R), and the Initiating act in a Greeting is usually a greeting, and sometimes a Command. The Response (R) act may be a greeting or an accepting. Therefore, the above basic pattern means the main elements of the structure of the conversation, while each element can be analyzed further in more details, following the I-R-F pattern for the function of each act of communication and the response being expected or not expected by the speaker from the listener.

There are many repetitions in acts of Giving Question and Giving Information because the students tend to be passive that the teacher has to give questions and informations to get their responses. Also, when the students giving no response, the teacher initiates a command and the students respond by an evade (gesture).

Second, the variation of a pattern that occurs mostly consists of two acts: Giving Joke^Getting Attention. The teacher performs the acts "Giving Joke and Getting Attention" when the students give no response or the teacher wants to make the student feel relaxed. The teacher hopes that using this element can make the pupil giving good response and can continue the conversation as well as possible.

CONCLUSION

This study of the exchange structure of the conversation in classroom situation concludes the following points. First, there are 12 elements in exchange structure: Greetings, Command, Accepting, Giving Information, Giving Question, Giving Opinion, Giving Joke, Giving Confirmation, Evade, Getting Attention, Answering, and No Response. The initiative act is almost always performed by the teacher while the students tend to respond. Failure in the students' part to respond would compell the teacher to take more initiating acts to maintain the conversation in varying ways, including giving information, asking a question, giving opinion, and commands, even making jokes. This may show that either teacher has superior power to control the activities of the class or the students have low ability in communicating in English due to lack of mastery of English and the common, but inaccurate attitude of studying as more of receiving than actively participating in class. Second, the basic patterns of exchange structure of conversation, with the elements always occurs in the whole data consisting of the following elements: [Greetings^Command^GivingInformation^ Giving
Opinion^GivingQuestion^Answering^Accepting
^Giving Confirmation^Evade (Gesture)^No
Responding]. Some variations may occur in the use of such acts as Giving Joke and Getting Attention in the teacher's effort to keep the students actively participating in the conversation.

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