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The Interaction of Teachers and Students in the Classroom Indonesian Language Lessons at State Senior High School 2 Baubau

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ABSTRACT: The interaction of teachers and students in the classroom in the Indonesian Senior High School 2 Baubau Is a research in the study of discourse studies, namely spoken discourse. This study aims to: 1. Describe and explain the structure of the teacher's oral and students in the class in the teaching and learning process, 2. Describe and explain the functions of language in teacher and student acts, 3. Mendeskripikan and explained that spoken discourse particles in teacher and student interactions in the classroom during the teaching and learning process.

The research of oral discourse analysis between teachers and students is qualitative research, namely conducting research on the background natural or context from a integrity, the researcher himself or with the help of others to collect the main data. This research is descriptive, because the data collected is in the form of oral speech that occurs when the interaction of the teacher and students in the classroom. This research is also an analysis of the contents which are a research technique to describe the contents of communication that are clearly objective, systematic and qualitative.

Data in this study is the verbal speech of teaching and learning interaction in the classroom between teachers and students observed, recorded and recorded and described in the form of text. The data source is three Indonesian teachers and students in class. The analysis of the spoken discourse of teacher interactions and students in the class, regarding what will be analyzed is: 1. The discourse structure in the class to be analyzed using Sinclair and Coultrad theory, there are 21 speech acts according to the structure, 2. The analysis of language functions in spoken discourse interactions using the MAK Haliday and 3 theory. Regarding oral discourse particles using the theory stated by Stubs via Linke, Nussbaumer, Portmann. Data collection techniques using read and proficient techniques.

Based on the results of the analysis and discussion, it can be concluded that the interactions of teachers and students in the refer class of the compressive exchange pattern, although the results for oral discourse structure can be seen that teachers still dominate in interacting in the class, students can speak if there is an opportunity given by the teacher or want to convey something. In addition, communicative languages make it easier to deliver information both teachers and students. The characteristics of spoken discourse in class are marked by a context outside the speech of teachers who quite influence their speech meaning such as: place, time, atmosphere, subject, topic, purpose and tone of speech. The form of teacher tongue discourse and students in class is also determined by the language functions used by both teachers and students in general, language functions are used as a communication tool. The results show language function as: 1. Instrumental function, 2. Regulatory function, 3. Representation function, 4. The interaction function, 5. Individual functions, 6. Heuristic and 7 functions. Imaginative functions. Imaginative functions are not discovered during research, because these functions are often used in literary works.

Particles are essential in oral interaction, especially during conversation change, in the analysis of teacher and student interactions in the classroom, several particles used by both teachers and students when communicating, these particles are as follows: 1. Tegun form, 2. Forms of reduction in exchange rate, 3. Opening talks, 4. Speaker's cues, 5. Partner cues spoke, 6. Greeting, 7. Greeting, 8. Call, 9. Acceptance and 10. Rejection

KEYWORDS: Interaction, teacher and students, spoken discourse analysis

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I. INTRODUCTION

Understanding the analysis of class discourse (classroom discourse analysis) needs to have a fundamental understanding of discourse, widely defined as the use of language (language in use) and discourse analysis that studies the use of language based on context. As with class discourse, context can be a conversation during lessons, the socialization experienced by students throughout their stay at school and the history of school institutions in learning (Rymes: 2008: 12). The existence of a critical discourse analysis as a multidisciplinary science brings implications including pedagogical implication. The discourse formed in class has a fairly strong role. The analysis of critical discourse was originally carried out to investigate critically in the form of social imbalances expressed in the form of discourse language use (Weiss and Wodak, 2002: 13).

A critical discourse analysis also has pedagogical implications. The school is involved in a common development of language in its relationship with power (Fairclough in Burns and Morrel: 7). Schools and other educational institutions have responsibility to create students who can act as citizens with good critical language awareness. Critical discourse analysis can be positioned in metawacana's form on a class discussion; students discuss how a student or a group of students use language to convey their intent, from using that language, it can be known the value, trust, and ideology adopted by a person or a group of students. Information obtained through this discourse analysis can be used as data for teachers to develop their learning. Critical discourse analysis can even be used by teachers to assess performances of speaking students and how use students are language to reflect the educational experience accepted in the context of schools.

Rhyme (2008: 17) added that class discourse analysis in simpler language is to see how the use of languages in class contexts to understand how context and conversations affect each other (context is understood and influenced by various social contexts in or out of class). Rhymes (2015: 3) concluded that class discourse analysis has benefits in the form of understanding the differences of communication between social groups in general and by learning how to do class discourse analysis, teachers can adjust well to learn static or dynamic discourse patterns in the classroom. Class discourse can be seen how a communication format between teachers and students last, whoever has the right to specify the topic of learning, how the distribution of speech (turn-taking) is in the pattern and who the initiators are. Has the teacher really minimized the dominance of her role, as is commonly applied in the class of Asian countries, which are teacher-centred and not the student-centred. Various discourse analysis engagement (including critical discourse analysis) in the realm of education and language learning indicates the potential for discourse analysis to be used as one tool to improve learning, both in the form of learning experiences and learning results expected by teachers.

The interaction of teaching and learning is a reciprocal activity between teachers and students, or in other words that teaching and learning interaction is a social activity, because between students and their friends, between students and their teachers there is a social communication or association. Roestilah (2014: 35) suggests that interaction is a two-way process that contains the actions or actions of the communicator and communicable. It means that interactions can occur between parties if the parties involved provide actions and reactions. Regarding that interaction is the process of taking roles, in interacting in the classroom, both teachers and students must be able to respond to what is happening in the classroom. Teachers respond to the behavior of students either in speaking, students are sometimes followed by movements or actions to help the process communicate. The interactions in the class between teachers and students are clear, the context is that the teacher delivers lessons. Analysis of classroom interactions involves the use of scheme observations consisting of a finite set that has been selected and determined in advance categories to describe the specific verbal behavior of teachers and students as they interact in class. Although it is rarely articulated, the theoretical basis that regulates the interaction of class Analysis can be traced to behavioristik psychology, which emphasizes objective analysis of the observable behavior (B. Kumaravadivelu, 1999). From the communication or language use process in the interaction between teachers and students in the class, there are many interesting events to investigate.

The speech event that occurs in the interaction of teachers and students in the classroom is the use of language both interactional or transactional. This is related to the use of teacher language in conveying subject matter to students. On the other hand, the use of student language when responding to the teacher in conveying lessons. In addition, the use of student interaction languages is one with other students in the classroom. During the learning process, teachers must be able to understand students with all their consequences, because the success of the interaction is more influenced by teachers in managing the class. Teachers are the main components in the learning process, the teacher gives the lesson material to students through the interactions carried out in the teaching and learning process they do. The success of the teacher in conveying the material depends greatly on the smooth interaction of the teacher with students. Inconsequential interactions carried as a result of the message conveyed by the teacher. The learning process must be based on the principle of optimal interactions between students and educators, learners, and students from various learning resources including the environment (Miarso, 2007: 154).

Pregrmatic studies become the basis for analysis of context. The context in question is all the background of knowledge possessed by speakers, speech partners that accompany and accommodate a story. The context in question can be called the context of the speech situation which includes the following aspects: 1. Speakers and interlocutors, 2. Speech context, 3. Speech objectives, 4. Speech as a form of action or activity, 5. Speech as a verbal action product (Putu Wijana, 1996: 10-11). Communicating is actually the use of language in the form of speech acts, this will not be understood well if a speech partner does not understand the situation of speech occurrences in the form of speech or more involving two parties, namely speakers and partners with a subject of speech in time, places and certain situations, in other words, basically explain speech acts that are various types (Abdul Chaer, 1994: 61-62).

Speech acts are divided into three types, namely locutionary (performing actions to say something), illocutionary act (performing actions in saying something), and speech acts perlocutionary (performing actions by saying something) (Austin, 1962: 108-110). lokusiener's act is the act of speaking with words, phrases and sentences that match the meaning contained by the word, phrases and sentences, for example: "itchy hands" mean speakers to tell itchy interlocutor partners. The illoquestionnaire act is the act of doing something with certain intentions and functions, for example: "I am hungry" meaning that the speaker is not solely telling the opponent of speech that the speaker in a hungry and requires the opponent to take action against his speech. Perlocutionary action is an act to elicit an influence on speech opponents, example: "my hand itching" if this one who says it is a person who is hostile to its interlocutor means a interlocutor (Kunjana Rahardi, 2005: 35-36).

Discourse is a complete language, so in a grammatical hierarchy is the highest or largest grammatical unit (Abdul Chaer, 1994: 27). The discourse is said to be complete because there are concepts, ideas, thoughts or ideas that are complete that the reader can understand (in written discourse) while by the listener (in oral discourse) without any doubt. Another explanation defines the discourse as a series of sentences related to that link the proposition that one in another, forming a complete unit (Hasan Alwi, 2008: 419). A short description that has been explained provides an understanding that the nature of discourse is a whole language unity used to communicate well in writing and orally, so it can be concluded the analysis of the spoken discourse of teacher interactions and students in class, including spoken discourse studies.

Discourse analysis is an analysis of the language used, then the analysis cannot be restricted to a description of an aimless language or function designed to use that form in human matters (Yule, 1996: 1). A discourse analyst as a science that examines language organizations in whole on sentences or clauses, therefore the analysis of the discourse examines the units of greater linguistic units such as conversation or written text. In addition, the discourse analysis also examines the use of language in social context, intended to be an interaction between the language speakers (Stubs, 1983: 1). The discourse analysis tries to examine the meaning of the language used by speakers is not properly close to the meaning referred to by the speaker in social interaction.

The discourse study is a study of all aspects of language use (Fassold via Schiffrin, Deborah, 2007: 40). The analysis of discourse that will be used for description, the characteristics of spoken discourse of teachers and students in the classroom, namely the use of language in interactions in the class which will include the context of discourse and findings in interact in class with language and particles in discourse.

II. METHODOLOGY

The research of oral discourse analysis between teachers and students is qualitative research, namely conducting research on natural background or context from a integrity, researchers themselves or with the help of others to collect the main data (Moleng, 2010: 8-10). This research is descriptive, because data collected in the form of oral speech that occurs when the interaction of the teacher and students in the classroom. This research is also an analysis of the contents which are a research technique to describe the contents of clearly communication, systematically and qualitative (Stefan Titscher. et al, 2009: 97). Data in this study is the verbal speech of teaching and learning interaction in the classroom between teachers and students observed, recorded and recorded and described in the form of text. The data source is three Indonesian teachers and students in class. The analysis of the spoken discourse of teacher interactions and students in the class, regarding what will be analyzed is: 1. The discourse structure in the class to be analyzed using Sinclair and Coultrad theory, there are 21 speech acts according to the structure, 2. The analysis of language functions in spoken discourse interactions using the MAK Haliday and 3 theory. Regarding oral discourse particles using the theory stated by Stubs via Linke, Nussbaumer, Portmann. Data collection techniques using read and proficient techniques.

III. RESULTS AND DISCUSSION

This chapter will be served in the description of the results of the study that are the results of the analysis and discussion related: 1. The discourse structure in the class to be analyzed using Sinclair and Coultrad theory, there are 21 speech acts according to the structure, 2. The analysis of language functions in spoken discourse interactions using the MAK Haliday and 3 theory. Regarding oral discourse particles using the theory put forward by Stubs and Linke, Nussbaumer, Portmann.

A. Teacher and Student Spoken Discourse Structure

Speech act research in class interactions has three layers of exchange, namely acts, movement and exchange. It explains that an exchange is the smallest interaction that involves two or more participants, usually an exchange forms in a series of speech consists of triggers from the teacher, responses from students and returns from the teacher. In general, the exchange pattern is formulated as an opening, answer and follow-up. The three elements of structure are called motion. The movements consist of a number of actions, while actions can be limited based on speech function in a discourse, such as questions, orders, giving information and so on (Abdul Rani, et.al, 2008: 62-63).

Interactions in the classroom in progress have an influence on the exchange structure that states that teachers in interactions in the class have a position as: a. Participants in all exchanges, b. Triggers in exchange, c. Exchange covers, d. Determination of the absence of other participants in an exchange, e. Recipients for some triggers, f. Determine the number of speech is (Ellis, 196: 7:). Teachers in the class carry out the duties of the teaching and learning process when berinterkasi with students using language as a means. Speech acts in class are divided into 21 speech actions as follows: a. Pemarkah (well, good, ok, now), b. Starting (direct attention to a topic), c. Elisitasi (question that demands answers), d. Checkkan (complete?, already?, is there a problem?), e. Briefing (briefing which demanded non linguistic or non- verbal responses), f. Informative (information), g. Gives the urge (to have a let's answer, quickly...), h. Give information to help students make responses), i. Signal or -aba (hand lifting, which doesn't listen to the question that), unchecked, students can requestion that (Jiwai's call),), l. Consent, m. Answer (answer response to teachers or students), n. Give a reaction (a non-language response to teacher briefing, such as nodding, shaking.....), o. Comments (additional information, expand, give examples, comment), p. Admission, q. Evaluation, Meta (speaking language's purpose?), s. Conclusion (creating what is a node), t. Repeat, u. Communication outside the topic with students (Sinclair and Coulthard via Thomas, 1987: 45-47).

a. Pemarkah (marker)

A speech act in class is the border of expressions located at the beginning of the clause but this expression is not the subject of a clause. The podcaster functions to emphasize an exchange on the next clause.

The existence of a podcast in the oral discourse structure of teacher interaction and students in the classroom can be seen in the conversation below.

Teacher: Today there are all the yeah, now the sebelumnnya meeting is without any information for why?

Teacher: Okay, who still remembers what we learned at the previous meeting? ..... yes very true, today we will continue the lesson about the ..... procedure text Now please read the procedure text first is ..... after that do the assignment in the next page Teacher: Well, how have you finished?

Teacher: Okay, continue to be done, don't make noise

Teacher: Well, time is up okay, may it be collected at the assignment

The above speech data is dominated by teachers, students just answer the words conveyed by the teacher so they don't find data for the structure of oral government, which is used by teachers when the exchange of speech acts. Pemarkah is used at the beginning which serves to emphasize the conversation. The above word data that is classified as a word printed by which is, well, okay, yes, now.

b. Open

Opening what is meant in the teacher and student interaction in class is the teacher as a speaker points conversation at the topic to be discussed in accordance with the purpose of learning. This is done by the speaker to prepare students as a speech or actu partner to receive information related to the learning topic.

The data below presents an open structure or starts a topic done by the teacher and is responded by the student.

Teacher: Today we will learn about the text description (while writing on the blackboard), let the children pay attention, all of it

Teacher: Who knows what description text is? Yes Rina please

Teacher: That's right, description text is a ..... text

Teacher: In our description texts can also find a thing called concrete words, ... granular sentences and what

figure of speech are they? .....

Teacher: Now please read the package book, there is an example of dekskripsi text, then after reading the assignment of number 1-5

The interaction of teachers and students in the classroom, on the data above in starting the teaching and learning process of the teacher will convey a topic to be talked about or what students learn at that time. This is done to prepare students to receive information from the teacher, by conveying the topic or learning material of interaction between teachers and students is achieved.

c. Elisitas

Teachers in teaching and learning interactions in classes often provide questions to students when the teaching and learning process takes place and these questions are expected to be answered by students. The question given by the teacher does not mean the teacher did not know the answer to this question, but the question was given by the teacher to test knowledge and sasa the students on the topic or learning materials in accordance with the objectives of communication carried out at that time or that have passed.

Research is found that quite a lot of data on questions that students should answer as their speech partners in teaching and learning interactions in class. Below, speech data is presented in the form of questions given by the teacher as speakers to students as a speech partner.

Teacher: Who knows what description text is? Yes Rina please

Teacher: In our description texts can also find a thing called concrete words, ... granular sentences and what figure of speech are they? .....

Teacher: Come on who can give you example of what kind of description text is?

Teacher: Which concrete words are?

Teacher: What is figure of speech, if it parable in in dead objects like life?

The questions in the above data are several teacher questions given to students to answer. Questions that need to be answered can actually be given by the teacher and student, but more dominant the teacher gives questions.

d. Check

Teacher and student interactions in class, teachers as the subject of speakers often check or control students as a leading subject. This is done by teachers usually related to the problem of student attendance, mastering of subject matter or subject topics, when there is homework and during daily tests.

The data findings related to this check are in the oral discourse of the interactions of teachers and students in the class, which are presented below.

Teacher: Ari, where is the attendance?

Teacher: Today there are all the yeah, now the after meeting is without any information for why?

Teacher: Okay, who still remembers what we learned at the previous meeting?

Teacher: Today are we going to learn about?

Teacher: The tasks are done or not? Prnya how?

Teacher: Do you want to ask? Or have all understood him? Later mom asks, I should be able to answer Teacher: Is there a hard time doing his assignment? What number question is felt difficult to work on?

The data above proves that teachers in teaching and learning interactions in the classroom not only convey information related to their students, but also control students' presence, ensures that students understand learning, whether students have difficulty learning, the form of this check is conveyed by the teachers through the questions in the data above.

e. Briefing

Briefing is intended that every teacher in class often gives direction to students as her said partners. This briefing does not require students to respond or respond with verbal communication or by language, briefings tend to require students to take certain actions of the teacher conveyed.

Teacher: Come's attention forward

Teacher: See first what the mother exemplifies

Teacher: Ohh those children explanations are in the previous yard, read first so they understand how to do their assignments

Teacher: Make group, one group of 3 people, that's the one who just chose to enter which group

Teacher: Tugasnnya in the 10 page, help work on it, if there are difficulties, please ask mom or discuss with his group friends

Teacher: The theme of the text is the same many other themes so each group varies, just write them on paper, don't forget the names of group members were also written

Teacher: If the work is read out in front of the class, okay, so that other friends also know how you make their assignments

Teacher: Okay, just done first, it is example in the previous page

Teacher: Come on, his hand is moving not his mouth

The data shows that the briefing conveyed by the teacher during teaching and learning interactions in the classroom does not demand students as a speech partner to answer with spoken language, but the actions of students needed.

f. Informative

The essence of teaching and learning interactions in the class between teachers and students is the presentation of information. This information can be said to be fully controlled by the teacher as someone who conveys information and students actually acts as a recipient of information, in this interaction the teacher has a retail to convey the lesson material in accordance with the topic conveyed by proper communication, so that teachers as the subject of speakers are required to be able to take control of the class.

Here are presented by the informative data presented by checking in accordance with the topic of learning.

Teacher: Yes, it's very true that the description text is a text that paints something in accordance with the actual situation so that readers can see, hear, smell and feel what they describe it fits the image of the author, in the description text, the author tries to describe the impression from the results of his observations of an object to the reader. The goal is to create the reader's imagination so that it is as if she sees, experiences, and feels for herself what her author experiences.

Teacher: Concrete words are concrete words that are easy to absorb five senses, for example, books, tables, houses, horses. To achieve the goal of a description text, we must paint the important parts of detail as possible by using granular sentences, for example, if we paint how beautiful the deep sea in Wakatobi, we must detail the situation in that beautiful sea which are more complete so that readers can imagine how if they are diving in Wakatobi.

The above speech data is clearly informative, that a teacher only studies material to convey lesson materials. Students as speech partners only respond with paying attention to teachers' lectures as speakers. This method of lectures is actually not always used by teachers, teachers also often use other learning media so that learning is not monotonous and only teacher-centered, so that communication will be two-way patterned.

g. Give encouragement

Teaching and learning interactions in class so that condition learns to be more active in the teacher's teaching and learning process are required to control the class. Classes in Indonesia are generally large classes so that the teacher's ability to manage classes, one way the teacher must be able to encourage her students to be active in teaching. Teachers must be able to motivate students to actively interact.

The forms of teacher encouragement to students can be seen in the following data.

Teacher: Come on who knows what deksripsi text is? Yeah Rina please, right?

Teacher: If what concrete words are come on? Raise hands that ..... can answer It's okay, it's okay to be bitten

Teacher: That's the one behind the details sentence, show them to his friends who

Teacher: What group want to go forward to read the results of its group work? ..... come on this day, we must show it, don't be afraid of being wrong, we will fix it together later

Teacher: Well that, remember, well kids don't be afraid to go wrong, anyway we fix it together, so how is the deksripsi text being made for group 3 is it appropriate yet explained? Well, it's appropriate to accept group 3, now what group else will you want to move forward? Yes, could this group please? Clap first for group 5.

The teacher greatly affects communication in the classroom, if the teacher can take control of the class and can give encouragement to actively discuss and interact will create a more pleasant learning atmosphere, each teacher has a style to motivate his students, it is not uncommon for the children to feel more relaxed in learning or interact.

h. Give signs or clues

The structure of spoken discourse gives signs or instructions in their interaction teacher provides signs or instructions by not continuing the word intact or fishing with the first letter, demanding students to remember or understand the signs and instructions the teacher gave. This speech is often done by teachers as speakers when describing or explaining the learning material. This data is presented as follows.

Teacher: The object of text deksripsi is the ru.... (room) ..... The object described is the crowded of a five senses of class room used by what ..... (sense of sight)..... try to name any sense, the sense of sight, the sense of penci.... (smell) .....

Teacher: The ones explained that food mean using the senses? It's true that the sense of taste, if this (shows hands) what senses is true, the sense of touch, so it can be distinguished that kalua descriptions of our food seem to feel that food, and so on.

Speech data on the form of speech of teachers when interacting with students, the speech was deliberately created to help students remember or understand answers that suit the will of teachers.

i. Signal

A signal or signal is a form of speech used by the teacher to ask students to take action, in this study, some data are found that using aba or signal as follows.

Teacher: Come's attention forward

Teacher: Our lesson materials today is in the 10 yard, opened all the books and then read it first

Teacher: That's the one behind the details sentence, show them to his friends who

Teacher: Let's try to read it

Teacher: Who wants to come forward again? Mom calculate it, no one wants to go forward, show

Teacher: Until here understand everything? It's true, later when mom asks one by one, she can answer Teacher: Okay our lesson today is over, prepared, the head of the class ..... doesn't forget to do it.

The form of speech that leads to the signal is found on "Come on, let's pay attention, try to read it, show it to his friends, prepared by the class president".

j. Ask for attention

This speech act can be done either by both teachers and students, as speakers to specify their partner's partner to pay attention to what they want to convey, if the teacher who is speaking in class asks this attention to be conveyed in a rather loud voice accompanied by knocking eraser or streaks on the blackboard, this is done so that speech partners pay attention. The data found in this speech is presented as follows.

2. Language Functions in Discourse on Oral Interaction of Teachers and Students

Each language has a different function for the people of its speakers, in the practice of language which is used by speech participants has a dominant function. Language has three functions, namely expressive functions that are selforiented and speakers, then konatif beroientasi's function on the listener and representasional's reality-oriented function in reality other than adresor and secretion (Burhler via Riyadi Santosa, 2003: 19). In addition, in other opinions, it is also explained that language has 7 functions, namely: 1. The function of Instumental where language results in certain conditions and causes certain events to occur, meaning the language functions to produce a command or imperative form, for example: "Please open your packagebook page 40". 2. Regulatory Function which means language is used to control and regulate others, for example: "If you are diligent in studying then it will graduate with good grades". 3. The function of language representation functions serves to make statements and convey facts, for example: Indonesia has 38 provinces. 4. Interaction Function, meaning that language functions to ensure and establish communication resilience and sustainability and establish social interactions, for example if greets someone older than us should use Bu's greeting or Mr. "Good afternoon Ma'am" was used when greeting the teacher. 5. Individuals' function, language serves as a means of communication that can show a person's personality, whether this person is sad, happy, angry, annoyed, annoyed and sebagainnya, for example: "If you want to chat, please outside which are studying". If spoken by a high tone, it means that speakers are feeling annoyed or irritated. 6. A Heuristic function which means language serves as a form of questions demanding answers, for example: "Tomorrow our Indonesian task has to be collected? 7. Imaginative functions, namely language as system creation, ideas or stories, an example can be found in people's stories and other fictional works (Hall via Sumarlam. Et. al, 2009: 1-3).

Researchers or other experts suggest speech functions can be focused on the basic components of communication events as follows: 1. The reference function, namely focusing on the content of a message, 2. Emoticons function, concentrating on the

circumstances of the speakers, 3. Konati's function, focused on the wishes of the speakers who were thought of by the listener, 4. The Metalinguistic function, which is to focus on passwords or codes used, 5. Fatik function, is sure to focus on the channel (opening, the formation and maintenance of the contact relationship between the speaker and the listener), 6. Pistil's function, focused on how a message is encoded or written in a password (Jakobson via Tarigan, 2009: 11-12).

Language function is the development of functions in the evolution of human language from lower to higher functions, in a more primitive function of informative functions and expressive functions it is the most prominent function, while the most prominent in modern communication is the descriptive and argumentation function (Leech, 1993: 75). The opinions of several experts above can be concluded that the function of language as a communication tool between language users to build a language communication, culture and science communication, regarding the discourse of the verbal interaction of teachers and students in class is a form of delivery and development of science and culture, this is also related to the principle of cooperation and kesantuan language which is a form of culture.

a. Instrumental Function

The language function in the interaction of teachers and students in class beside as a communication tool, also has a more special function, namely instrumental function. This function is a commanding function, teachers during the teaching and learning process continue, not uncommon or even often ruling their students to do something.

Here are some sentences that show instrumental function in teacher and student interactions in class during the teaching and learning process.

Teacher: Let's get your attention forward all!

Teacher: That's clearer the book is opened anyway, there will be everything in the future when you are still confused by Mother, explain again and for example.

Teacher: Who behind it? The story keeps trying to explain what is the difference between the texts earlier?

Teacher: Try reading the text until the second grace, after that, continue the person next to him?

Teacher: Have you read it yet? Come read the text first, you just understand, don't keep the story.

Teacher: How? Got it? After that, in the next sheet there is group work, the group of your own shape.

Teacher: Which group want the first presentation? Your group? I can see the story all the time since earlier, right?

The sentences spoken by the teacher can and be able to change certain conditions in the student's attitude. The teacher's speech is in the form of a warrant, the students will do something according to what their teacher wants.

b. Regulatory Function

The regulatory function is the function of regulating and controlling. Teachers in the classroom are very dominant role in speaking, teachers are able to regulate the course of the teaching and learning process and control the state of students in class.

Teacher: Assalamualaikum, please tidy up and clean up during the class before we start learning, this is also the blackboard on clean it first.

Teacher: Last week we have learned about the procedure text, who still remembers ap aitu procedure text? raise your hand. Thank God, it's still attached for the lesson last week. Remember, it's a good idea for the lesson, you always repeat reading it again so you don't forget quickly.

Teacher: Here's an assignment, okay about explanatory text, what's it like? If you want groups to go in the group shape

Teacher: According to the order, in the future, just someone who read another listens, his group friend will discuss to answer questions from other groups who ask.

c. Representation Function

The representation function is in the form of explaining the material, conveying statements, conveying knowledge and other facts. The teacher when interacting with students in class has the main goal, namely conveying subject matter. The lesson material is conveyed by the teacher to students with topics and learning purposes, when the teacher conveys the teacher material using spoken or written languages.

This language function is often used by teachers during the process of teaching and learning in the classroom. Below there are data related to the function of the language of representation.

Teacher: Yes, it's very true that the description text is a text that paints something in accordance with the actual

situation so that readers can see, hear, smell and feel what they describe it fits the image of the author, in the description text, the author tries to describe the impression from the results of his observations of an object to the reader. The goal is to create the reader's imagination so that it is as if she sees, experiences, and feels for herself what her author experiences.

Teacher: Concrete words are concrete words that are easy to absorb five senses, for example, books, tables, houses, horses. To achieve the goal of a description text, we must paint the important parts of detail as possible by using granular sentences, for example, if we paint how beautiful the deep sea in Wakatobi, we must detail the situation in that beautiful sea which are more complete so that readers can imagine how if they are diving in Wakatobi.

The data above described a teacher while delivering material in front of the class. The subject matter presented is adjusted to the learning objectives that have been planned, thus the representation function of the teacher is always used by the interaction with students, especially when explaining new materials in learning.

d. Interaction Function

This function means that the language is able to establish a good relationship between speakers and interlocut partners in interacting. Communication will take place well if the speakers and interlocutor understand each other's cultural backgrounds, logies, habits, jokes that are created when interactions occur and so on, mean in it to be speakers or speech partners, of course this is adjusted to the status. Below the researchers found some data that suits the following interaction function.

Teacher: Come on, those with markers' toys, yes you have any problem or hand in the pictures?
Student: The art is Ma'am
Teacher: Art why doesn't there be an aesthetic-aesteticnya, try to explain what news text is?
Student: As far as I know, ma'am, sorry if I'm wrong
Teacher: Ohhh shouldn't be wrong, if I have your hair comb
Students: What is they want to comb Mom, I am bald
Teacher: Stop then what do you know about news text
Student: The news should be Mom's fact, as happened and there should be elements of 5 W + 1 H
Teacher: Yes, that's true, ihhh terhura you can answer, good, well

The conversation between the teacher and the above students proves that both teachers as speakers or students as interlocutors or vice versa can be well established and enjoyable but can maintain and pay attention to their respective status. The interactions that occur between teachers and students can be harmonious beside teaching teachers in accordance with appropriate lesson materials that should be, so that learning does not seem stiff and boring can be interspersed with jokes or humor, without putting the status of a teacher who should be respected by students.

e. Individual Functions

Teachers and students when interacting certainly to express their emotions. Speakers or speech partners can express personal feelings or emotions, from the language someone uses can be known in what situation is when speaking, whether the speaker is angry, irritated, sad, happy, disappointed and so on.

Teachers and students while interacting in the classroom also often talk with the intention of expressing personal feelings or emotions. Researchers found some data on this function that presented as follows.

Teacher: That is behind, how come these sleep is Mother to explain why sleep, let's be washed first and then make her face in class again. Mother's foam, it's useless if you go to sleep
Teacher: It's a class or what's trying to get dirty like this, clean it first, let's be comfortable studying at this dirty place, clean it, come on tidy. Mom wait, class why is it like this?
Student: Please are friends whose board presentations should not be closed anyway away from the material written
Student: Who borrowed tipex earlier, please, help if you use it is returned, not being owned
Teacher: Haaa is like we should learn a clean class, neat class, the students are beautiful and handsome, keep things like this
Teacher: Which group 2 are the people, the news text, son Mom asked, why are you even the lambeh turah admin of all the news, elements of 5 W + 1 H, which element? Come on fixed first before you value

Student: Ehhh don't make a fuss, just bother with the teacher going out to be the market directly this class Student: Yeah, your village is very difficult, you just have a request for a very difficult time.

The data above shows several phrases that are conveyed by teachers and students, both expressions of disappointment, anger, irritation, joy or pleasure. So it is clear that one of the functions of individual language is also often used and appears in spoken discourse when teachers and students interact in class. This is due to human character and nature, there are certain moments of emotion that are also unstable related to time, place, situation and atmosphere.

f. Heuristic Function

Teachers in interacting with students often ask a question who demand answers from students, not only teachers, students will also sometimes ask questions about the learning materials conveyed by teachers and other things outside the material. The interaction of teachers and students in this function is still dominated by the teacher but there are also some students who ask questions. Here are some data on the findings related to this heuristic function.

Teacher: Where is the class leader? Why on the shirt I have not existed

Student: Ohhh yes Mom, I'm sorry I went home yesterday because I had a meeting while at the teacher's room that I were locked down so I came home, this is Mom's absence

Teacher: Ning you feel comfortable sitting back there? This is an empty front seat

Student: Safe Mom, I just sit here

Teacher: Try observing the texts in front of what explanatory text is? What's the difference? What characteristic of eksplanasinya text?

Student: Mom, who is number 2 can be given an example ma'am? I don't get it.

Student: Ma'am, for example, but if for example, how does there still be news text or how is Ma'am? One element is not there, then how to distinguish the news is truly fact and fake news how is Ma'am? The

above data does seem to be more data showing students who ask more, but still in classroom interactions are still dominated by teachers. The teacher in the dominant class uses this language function because in learning to understand the questions asked can be known the level of student understanding of the learning material and the way the teacher to find out the condition and condition of the students when studying.

g. Imaginative Function

Imaginative functions in this study are not found, this is because these imaginative functions are usually solely for system creation, ideas or for literary works, so widely used in novel writing, dramas and shorts.

3. Particles in Discourse on Oral of Teacher and Student Interaction

Conversations that occur everyday either directly face between speakers and interlocutors often occur using remarks that cannot be interpreted semantically or syntactically, but both speakers and speech opponents already understand meaning because they are assumed by matters already previously. Categories like this can be categorized as particles. A particle is a phrase or speech conveyed by speaking orally and can be interpreted as context of talks, it is assumed to be things that preceded or that accompany the next discussion.

Particles are very meaningful in a series of conversational organizations (oral discourse) especially during the speaker's changes, in the analysis of particle verbal discourse that cannot be ignored because the particle determines the meaningfulness of the conversation. The primary function of particles in oral discourse is distinguished: a. The form of collateral, namely particles that reflect that the speaker in a short time is coordinating the word, b. The form of word exchange reduction, c. The opening of talks or conversations to convince, d. The speaker's cues that cover particles that require and demand the opponent's attention, e. Partner cues that include salutens, conversation, and expressing greetings. Call, h. Greeting, i. Acceptance, j. Rejection (Stubs via Linke, et.al, 1991).

a. Tegun Shape

The form of the collateral is a particle that reflects that the speaker in a short time is coordinating the word. This tegun form also often appears in the interaction of teachers and students in class.

Teacher: Hmmm so like this ..... For example, how to interpret it

Student: The element is different, okay Mrs. ..... Ohhh into the right text number 2 ma'am.

b. Form of Speed Reduction

This form of reducing the speed of exchange means in speaking is often slowed down the speed of speech

might be done by the speaker because there is certain considerations. This is a teacher in class often doing when conveying material to students with the intention that students can listen clearly, what is conveyed can be followed and noted by students so they can be learned again.

c. Conversation Opening.

These particles are used by meshing to convince speech partners. These particles are needed by teachers or students in class if they want to convey something.

Teacher: That's true, Wi, add another one differentiator feature

Student: This is correct, ma'am? In accordance with the steps of the procedure text Teacher:

Here's the answer is right?

d. Conversation Gesture

These particles are related to things that need and demand attention from speech partners when speaking. The interaction of teachers and students in the classroom, in this case guu often acts as a speaker who is of course when delivering this material to be considered by students or convey other information.

Teacher: (Clap her hands) Let's pay attention to the future.

Teacher: (Confirm class) I really teach here right?

Teacher: That's the one playing behind, would you like to move forward?

e. Greetings

Greetings are often carried out in conversations, when meeting is at the beginning of learning when new teachers enter class and when the class ends. Students will also answer greetings that the teacher said.

f. Calls

Calls often occur when teacher interaction and students, teachers often do penjukkan by calling their student names. This also often happens when the speaker is interaction with students, so this call is classified as particles.

g. Greeting

Greetings in the interaction of teachers and students in the classroom, it is often found that the teacher greeted the student with the word Assalamualaikum, Hello, Hey, Good Morning, Good Afternoon or greet with mentioning student names. This greeting is used by teachers to remind the rest or aga of students to focus and concentrate in learning.

h. Acceptance

These receipt particles are both speakers in this case, teachers and partners say to or accept what is an invitation, appeal and statements conveyed by speakers and speech partners to be prosecuted, this particle is in connection with the words Okay, Yup, Yes, Correct, Match and other acceptance words.

i. Rejection

The particle of rejection, meaning by using certain expressions both speakers and interlocutaneous partners, disapproves of or receiving an invitation, appeal, or statement, so this particle of rejection is the opposite of admissions particles. Particles of rejection are concerned with No words, Not, Not Exactly, Lack.

IV. CONCLUSIONS

Critical discourse analysis can not only be used to exposing the hidden ideology behind a discourse. More than that, critical discourse analysis is multidisciplinary that allows its use in various fields, one of which is a field of language learning. Understanding the analysis of class discourse (classroom discourse analysis) needs to have a fundamental understanding of discourse (disourse), widely defined as the use of language (language in use) and discourse analysis that studies the use of language based on context. Like class discourse, a context can be a conversation during lessons, the socialization experienced by students throughout they are at school and the history of school institutions in learning.

The interactions of teachers and students in class indicated of exchanging patterns, although the results for the spoken discourse structure can be seen that teachers still dominate in interacting in the class, students can talk if there is an opportunity given by the teacher or want to convey something. In addition, communicative languages make it easier to deliver information both teachers and students. The characteristics of spoken discourse in class are marked by a context outside the speech of teachers who quite influence their speech meaning such as: place, time, atmosphere, subject, topic, purpose and tone of speech. The form of teacher tongue discourse and students in class is also determined by the language functions used by both teachers and students in general, language functions are used as a communication tool.

V. RECOMMENDATIONS

According to the study's findings and conclusions, it is advised that.

Teachers are encouraged to employ Critical Discourse Analysis as a multidisciplinary approach in language learning to enhance students' critical awareness and improve the quality of classroom interaction. They also need to deepen their understanding of discourse concepts and contextual language use in order to manage instructional communication more reflectively and contextually. Furthermore, it is essential to foster more participatory interaction patterns by providing greater opportunities for students to speak, using communicative and effective language, and engaging in professional development to strengthen competence in analyzing and managing classroom discourse.

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